

AN ASSESSMENT OF THE SOCIAL AND ACADEMIC BENEFITS OF THE SCHOOL
FEEDING PROGRAMME IN SELECTED PRIMARY SCHOOLS OF MWINILUNGA
DISTRICT IN NORTH WESTERN PROVINCE OF ZAMBIA

BY

LUMBWE MALUBA MAXWELL

A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the
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DECLARATION

I, **Lumbwe Maluba Maxwell** do hereby declare that this dissertation represents my own work and that it has not been previously submitted for a Master's degree at the University of Zambia or at any other university and all published work or material incorporated in this report has been acknowledged.

Signature of Author.....

Date.....

DEDICATION

To my wife Chibozu and the family members whose support and encouragement in my education will forever be an inspiration to me.

CERTIFICATE OF APPROVAL

This dissertation of **Lumbwe Maluba Maxwell** has been approved as fulfilling the requirements for the award of the Degree of Master of Education in Sociology of Education of the University of Zambia.

Examiners' signatures

Name.....	Signature.....	Date.....
Name.....	Signature.....	Date.....
Name.....	Signature.....	Date.....

ABSTRACT

The Ministry of General Education, working in conjunction with the World Food Programme (WFP) introduced the School Feeding Programme to address nutrition and health problems of school going children in Mwinilunga District. A study was undertaken to assess the social and academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga District in North Western Province of Zambia.

The study used a descriptive phenomenological research design. The sample consisted of fifty (50) participants. These were: 32 pupils, 8 teachers, 4 School Feeding Programme Coordinators, 4 head teachers, 1 World Food Programme Officer and 1 District Planning Officer from the District Education Board Secretary's Office. Purposive sampling was used in the selection of the head teachers, School Feeding Programme Coordinators, World Food Programme officer and District Planning Officer while convenience sampling was used to select the teachers and the pupils.

The study addressed itself to three specific objectives. These were to; examine the extent to which the School Feeding Programme influenced pupils' class attendance and retention in schools, establish the social benefits of the School Feeding Programme, and assess the academic benefits of the programme in selected primary schools of Mwinilunga District. Data were collected through use of semi structured questionnaire, interviews and focus group discussions whereas data analysis was done using a thematic analysis method. The study revealed that the School Feeding Programme influenced pupils' class attendance and retention and established the social benefits of the programme as promoting positive social interaction. Further, the study revealed that school meals served as a platform to promote school attendance which in turn enhanced pupils' academic performance.

The study concluded that the programme should be promoted if the universal primary education goal is to be attained. Furthermore, the study recommended that programme coordinators needed training in the management of the intervention and that the PTA needed to mobilise the community to construct school kitchens and help in the provision of proper sanitation.

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ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
BESSIP	-	Basic Education Sub-sector Investment Programme
DEBS	-	District Education Board Secretary
DPO	-	District Planning Officer
FFE	-	Food for Education
FGDs	-	Focus Group Discussions
FRA	-	Food Reserve Agency
GRZ	-	Government of the Republic of Zambia
HEAPS	-	High Energy and Protein Supply
HGSFP	-	Home Grown School Feeding Programme
HIV	-	Human Immune Virus
MOGE	-	Ministry of General Education
NEPAD	-	New Partnership for Africa's Development
NGO	-	Non-Governmental Organisation
NWP	-	North Western Province
OVC	-	Orphans and Vulnerable Children
PEO	-	Provincial Education Officer
PTA	-	Parent Teachers' Association
SA	-	South Africa
SADC	-	Southern African Development Community

SFP	-	School Feeding Programme
SFPC	-	School Feeding Programme Coordinator
SHN	-	School Health and Nutrition Programme
SNFP	-	School Nutrition and Food Programme
THR	-	Take Home Ration
UK	-	United Kingdom
UN	-	United Nations
USAID	-	United States Agency for International Development
USA	-	United States of America
WFP	-	World Food Programme
WFPO	-	World Food Programme Officer

CHAPTER ONE

INTRODUCTION

1.1 Overview

This study assessed the social and academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district in North Western Province of Zambia. The chapter presents the background of the study, statement of the problem, the purpose of the study, research objectives, research questions and significance, its limitations, delimitation, theoretical framework and definition of terms.

1.2 Back ground of the study

In Zambia, the government, through the Ministry of Education, implemented the Basic Education Sub-sector Investment Programme (BESSIP) in the year 2000-2003. During the implementation of BESSIP, School Health and Nutrition were considered to be special issues, among others. The idea behind considering School Health and Nutrition as special issues was to face squarely the challenges the Ministry of Education was faced with. These were absenteeism, low attendance, low retention, low progression rates and also poor academic performance of school going children.

In trying to address this situation, in July 2003, the Ministry of Education, with the support from World Food Programme (WFP) started implementing the School Feeding Programme in three drought prone districts of Southern Province; that is, Siavonga, Gwembe and Sinazongwe, covering a total of 30 schools. Livingstone, Lusaka and Chadiza district in Eastern Province were included on the feeding programme, bringing to a total of 51 schools (School Health and Nutrition, 2005). The Government of the Republic of Zambia (GRZ) requested the WFP to provide food to schools so as to draw children from their homes to school. This was because families had a tendency to withdraw their children from school due to lack of food caused by drought.

The rationale behind the Government of the Republic of Zambia and WFP supplying school meals was to increase school enrolment and improve attendance. The WFP food pack comprised High Energy and Protein Supply (HEAPS), sometimes referred to as con soya blend, which was bought within the country, and vegetable oil was imported from outside the country. However, the Zambian Government sourced the commodity from South Africa, although this was expensive

because the Government was buying for a small population and WFP was buying within the country.

In 2010, an evaluation was undertaken. The WFP and Zambian Government merged in the provision of food through the School Feeding Programme. The New Partnership for Africa's Development (NEPAD) advocated for the buying of food within Zambia and not from other countries. So, the issue of Home Grown School Feeding Programme (HGSFP) emerged in 2011. The Home Grown School Feeding Programme was taken up by the Zambian Government and the WFP began to provide technical assistance.

Since 2010, the Government of the Republic of Zambia has been in the driving seat in the implementation of the School Feeding Programme. The programme's food basket comprises maize, beans and vegetable oil. The maize was provided by the Government, through the Food Reserve Agency (FRA) while beans and vegetable oil was provided by WFP.

In North Western Province, the Ministry of General Education, in conjunction with the WFP, adopted the School Feeding Programme for the first time in 2011 and catered for all primary schools in Zambezi and Chavuma districts. In 2013 the Government and WFP had to cut food supplies from the two districts since school enrollment, attendance and academic performance improved. Realising that Mwinilunga and Ikelenge districts had low school enrolment, attendance, high dropout and low academic performance in public examinations as compared to other districts in the province, the two districts were placed on the School Feeding Programme. Del Rosso (1999) posits that the School Feeding Programme is one of the strategies of education development incorporated in the Government's Education Sector Development Programmes. The strategies are meant to address inequalities and expand access to educational opportunities of disadvantaged children, particularly orphans and vulnerable school learners.

With the task to attain education for all at the primary school level, the Government of the Republic of Zambia has shown serious commitment through policy directives and interventions towards education. This is seen through the implementation of programmes such as the abolition of school and examination fees at Grade Seven level, abolishing of school uniform in community schools, promotion of measures to improve gender parity in primary schools, career guidance and counseling, school and health education, emphasis on production unit and now, introduction of the School Feeding Programme, which was initiated by the WFP in conjunction with the Ministry of

General Education. All these strategies put in place by the Government were aimed at the achievement of Universal Primary Education (Ministry of Education, 2013).

The School Feeding Programme was conceptualized to provide pupils in public primary schools, particularly those in the poorest areas of the country, with meals every day as it was thought that such an intervention would address the nutrition and health problems of school age children. Experience showed that a properly designed and effectively implemented the School Feeding Programme alleviated short term hunger in malnourished or otherwise well-nourished school children, increased school enrolment, improved attendance as well as concentration of students, addressed micronutrients deficiencies and improved learning (Del Rosso, 1999).

WFP (2009) states that school feeding is a tool which today commendably enables hundreds of millions of poor children worldwide to attend school both in developed and developing countries alike. The programme has positive direct and indirect benefits relating to a number of other development goals, namely gender equity, poverty and hunger reduction, partnerships and cooperation, HIV/AIDS care and prevention, and improvements in health and other social indicators.

1.3 Statement of the Problem

The health and nutrition of learners are of great importance in the teaching and learning process. If not attended to adequately, the attendance, retention and performance of learners might be affected in schools (Ministry of Education, 2013). In Zambia, one of the strategies adopted by the government to address the nutrition and health problems of school age children; educational inequalities and expand access to educational opportunities of disadvantaged children, particularly orphans and vulnerable school learners, is the introduction of the School Feeding Programme (Ministry of Education, 2013).

Mwinilunga district in the North Western province of Zambia is one of the districts where the government introduced the School Feeding Programme due to reported low school enrolment, attendance, high drop out and low academic performance in public examinations as compared to other districts in the province (Ministry of Education, 2013). The Ministry of General Education (MoGE), working in conjunction with the World Food Programme (WFP) implements this programme in the district to address the nutrition and health problems of the pupils.

Although many studies such as Del Rosso (1999); Agripina (2014); Dheressa (2014) and Sitali (2011) have shown that properly designed and effectively implemented SFP alleviate short term hunger in malnourished or otherwise well-nourished school children; increase school enrolments; improve attendance and concentration of students; address micronutrients deficiencies and improve learning, little has been known on the social and academic benefits of the School Feeding Programme in Mwinilunga district and hence this study.

1.4 Purpose of the Study

The purpose of the study was to assess the social and academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district in the North Western Province of Zambia.

1.5 General Objective of the Study

To explore the social and academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district in North Western Province of Zambia.

1.6 Specific Objectives of the Study

1. To examine the extent to which the School Feeding Programme influences pupils' class attendance and retention in schools.
2. To establish the social benefits of the School Feeding Programme in selected primary schools of Mwinilunga district.
3. To assess the academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district.

1.7 General Research Question

What are the social and academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district?

1.8 Specific Research Questions

1. To what extent does the School Feeding Programme influence pupils' class attendance and retention in selected primary schools of Mwinilunga district?

2. What are the social benefits of School Feeding Programme in selected primary schools of Mwinilunga district?
3. What are the academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district?

1.9 Significance of the Study

The study might provide empirical research findings on the social and academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district. It is also hoped that the findings of the study may help influence the Ministry of General Education to set up social protection approaches that focus on policies and practices to promote the livelihood and welfare of poor and vulnerable children in schools. The findings may also provide awareness to various stakeholders on the plight of children from underprivileged social groups. The study might also contribute to the existing body of knowledge on the School Nutrition and Feeding Programmes in schools.

1.10 Theoretical Framework

A theoretical framework is a collection of interrelated ideas based on a theory. The framework attempts to explain why things are the way they are based on theories (Kombo and Tromp, 2006). The theoretical framework for the study anchors on Abraham Maslow's pyramid hierarchy of needs. A need is a physiological or psychological deficiency that a person feels the compulsion to satisfy. This need can create tensions that can influence a person's work attitudes and behaviours (Mullin, 2005). Maslow's hierarchical needs theory proposes that humans are motivated by multiple needs and these needs exist in five main levels which are as follows:

- (i) Physiological needs - These include homeostasis (the body's automatic efforts to retain normal functioning), such as satisfaction of hunger and thirst, the need for oxygen and maintenance of temperature regulation.
- (ii) Safety needs - These include safety and security, freedom from pain or threat of physical attack, protection from danger or deprivation, the need for predictability and orderliness, protection from elements of security, order, law, stability and freedom from fear.

(iii) Love and belongingness needs – This includes the need for friendship, intimacy, affection and love from work group, family, friends, and romantic relationships.

(iv) Esteem needs – These include the need for achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others.

(v) Self-Actualization needs – These include the need to realize personal potential, self-fulfillment, seeking personal growth and peak experiences. According to Maslow's hierarchy of needs theory, there are certain minimum requirements that are essential for human needs to facilitate standards of living.

Abraham Maslow's motivation theory has made a major contribution to teaching and learning in schools. Rather than reduce behaviour to a response in the environment, Maslow adopts a holistic approach to education and learning.

Maslow looks at the entire physical, emotional, social, and intellectual qualities of an individual and how they impact on learning.

Application of Maslow's hierarchy theory to the study as regards the School Feeding Programme implemented by WFP and Ministry of General Education is obvious. Before a pupil's social and academic needs are met, he or she must first fulfill his or her basic physiological needs. For example, a tired and hungry pupil will find it difficult to focus on learning as his or her attentiveness in class will be poor. Pupils need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential. Maslow suggests that pupils must be shown that they are valued and respected in the classroom and the teacher should create a supportive environment. Pupils with a low self-esteem will not progress socially and academically at an optimum rate until their self-esteem is strengthened.

1.11 Delimitations of the Study

Delimitation refers to the boundaries or scope of the study. White (2003) explained that delimitations establish the boundaries and exceptions that are inherent in every study. White (2003) further suggests that a researcher should use delimitations to address how the study would be narrowed in scope. The study confined itself to gathering information on the School Feeding Programme from selected primary schools in Mwinilunga district in North Western Province of

Zambia only and the district was purposively selected as it was the only district in the province on the programme.

1.12 Limitations of the Study

The study was done in schools located within a 15-kilometer radius from the District Education Board Secretary's office. Only 4 schools were involved. As such, the results may not be generalized to all the schools under the School Feeding Programme in the countryside as the information was based on a small sample.

1.13 Definitions of Terms

Academic performance - Refers to how pupils perform in class exercises, end of term tests and examinations.

Class attendance - Means availability of pupils in the classroom every time during lessons.

Retention - Staying in school for a longer time after knocking off.

Primary school - Institution offering education from Grade 1 to Grade 7.

Social benefits - Good things that accrue from the School Feeding Programme, like socialization

School feeding - The provision of meals in school to pupils during the school time.

School Feeding Programme Coordinators - Teachers that are appointed to be in charge of the School Feeding Programme at school level.

1.14 Summary

This chapter covered the introduction to the study. The background to this study emanated from the need to assess the social and academic benefits of the School Feeding Programme in selected primary schools in Mwinilunga district in North Western Province of Zambia. The chapter further presents the statement of the problem, purpose of the study, study objectives and research questions linked to the objectives of the study. Additionally, it covers the significance of the study, theoretical framework, delimitation of the study, limitations of the study, definitions of operational terms and ends with a summary. Chapter two deals with literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Over view

This section examined relevant literature on the social and academic benefits of the School Feeding Programme. A review of the literature is an overview of previous research on the author's topic or on an important aspect of the author's topic (Kombo and Tromp, 2006). The organization of the reviewed literature focused on the following subheadings; the concept of the School Feeding Programme, history of School Feeding Programme, forms of school feeding, nutritional function of the School Feeding Programme, the programme and class attendance, the social benefits of the School Feeding Programme, the feeding programme and retention.

2.2 The Concept of School Feeding Programme

Del Rosso (1999) conducted a study called School Feeding Programmes: Improving effectiveness and increasing the benefit to education in United Kingdom. The study established that School Feeding Programmes throughout the world had attracted and retained children to school by offering them food, thereby increasing the children's nutritional status, raising school enrolment, improving attendance and attention span and solving community health problems. The study, therefore, recommended that school feeding should be seen as one of the key strategies in contributing to household food security and form part of a complete package to improve the health and general well-being of a child.

Levinger (1992) citing (Pollitt, 1990) in Paris, on the study of the effects of child health and nutrition on school performance, revealed that School Feeding Programmes are effective in stimulating demand for education, particularly in settings where school attendance is low and where children come from rural, relatively low socioeconomic backgrounds. The study established that the School Feeding Programme contributed to improved attendance and enrolment when there was good collaboration between the feeding programme design and the environment in which the programme operated.

The above studies had a bias towards the European context. The European countries and their school going children are very different from the African countries' contexts such as Zambia. The school going children in African countries experience a number of social issues and challenges, such as the long distance to school, lack of proper sanitation and high poverty levels, which affect them in the area of education as compared to their European counterparts.

2.3 History of the School Feeding Programme

Tomlinson (2007) conducted a study entitled school feeding in east and southern Africa: Improving food sovereignty or photo opportunity? The study indicated that the School Feeding Programme had its genesis in the United Kingdom (UK) and United States of America (USA). The paper showed that the programme began in the 1930s, with the explicit aim of improving the growth of children (Richter et al, 2000). South Africa introduced free supply of milk as school feeding in the early 1940s, for white and coloured schools. Since then, school feeding had broadened to include the provision of fortified biscuits, nutrient supplementation or full meals. Either the meals are at full or subsidized cost, mostly in the UK and USA, or free, which was more typical of countries in the developing world (Sibanda, 2012: 25).

Swartz (2009) evaluated the School Feeding Programme as a delivery mechanism to improve academic performance of needy learners in Bonteheuwel. The study revealed that many countries in the world had implemented National School Nutrition Programmes in response to particular needs that certain countries sought to address at the time. It was noted that Brazil introduced its School Nutrition and Food Security Programme (SNFS) in schools after the Second World War in 1945, and both the United Nations and the United States Agency supported SNFS programme through the United States Agency for International Development (USAID). Therefore, Brazil adopted a decentralization approach as a strategy to manage the programme because of the vast nature of the country and the Local Schools Meals Councils, which comprised of representatives from the government, teachers, parents and civil society organizations, were put in place to manage the implementation of the programme.

Swartz (2009) also revealed that India formed a School Nutrition Programme and adopted a similar approach to the one applied in Brazil. However, both Brazil and India experienced certain challenges during the implementation stages of the programme. The most noted challenges were

a lack of managerial skills among stakeholders involved in the programme, such as principals, teachers, food suppliers and members of school governing bodies; lack of community consultation and participation; insufficient involvement of intra-and inter-sectorial partners; and, inconsistency and low coverage of the number of feeding days.

Sibanda (2012) carried out an Analysis of the Implementation of the School Supplementary Feeding Programme in Windhoek, Namibia. The study revealed that Malawi and Zambia are among countries, within the Southern African Development Community (SADC), that have implemented the School Nutrition Programmes with the financial and technical help of the United Nations through the World Bank and World Food Programme. In Malawi, on one hand, the School Feeding Programme is known as Food for Education (FFE), and it serves in-school meals and or snacks in order to reduce short-term hunger and achieve the commonly intended aspects of improving school enrolment, attendance, learning and community-school links. The Malawian FFE programme also provides take-home rations, which target girl learners, orphans and vulnerable children. These rations provided to learners help them to attend school regularly. In Zambia, on the other hand, the programme is known as the School Feeding Programme and targets learners from poor families. A strict screening system over the past few years was established to ensure that only learners from poor families were given priority in the programme.

Swartz (2009) pointed out that schools in Zambia appear to struggle to deny any learner access to food because every learner appears to come from a poor background arising from the high poverty level in the country. It is against this background that Mwinilunga district in North Western Province of Zambia is implementing the School Feeding Programme in all the government primary schools.

2.4 Forms of School Feeding

In general, School Feeding Programmes come in one of two basic forms, which are school meals and take-home rations. According to Gelli (2010) cited by (Manful, Yeboah and Bempah, 2015), school meals, mostly referred to as on-site school meals or snacks, is a feeding programme where children are fed in school and it is generally used to support access to education and enhance learning by reducing short-term hunger; and in the case of fortified foods, by improving the nutritional status of children. Primarily, the programme seeks to address short-term hunger by

providing meals or snacks during each school day. This is meant to help pupils perform better in class and become less likely to drop out from school. On-site meals have been the most common form of school feeding in primary schools.

Another form is the Take-Home Rations (THR). THR as a form of school feeding, is a service whereby families are given food to compensate for their children's attendance if they attend school for a number of days. The THR's main objectives are to enhance girls' school enrolment and retention as well as reduce dropout rates in primary schools. THR's are intended to address the consumption needs of the pupil's entire family while developing the human capital of children by transferring food to the family conditionally upon school enrolment and attendance, primarily through the income transfer effect. This transfer is an entitlement that enables poor families to release children from household obligations so that they can go to school to gain access to food. The food is then used to feed other family members, or sold for cash which the family may use to buy other needed goods.

The THR's initiative is meant to increase the availability of food for the family and is an incentive for many poor families to send their children to school. For example, school feeding and THR's work to offset the cost of school supplies and fees as well as alleviate the opportunity cost of lost labour to the family. School feeding provides an excellent base for undertaking health and nutrition measures such as de-worming treatment, HIV/AIDS education, hand-washing, micronutrient treatment, nutrition lessons, and psycho-social support (Edstrom, 2008) as cited by (Manful, Yeboah and Bempah, 2015).

2.5 Nutritional Function of School Feeding Programme

A study by Dheressa (2011) entitled Education in Focus: Impacts of School Feeding Programme on School Participation in Ethiopia, revealed that the interaction between nutrition and education can be generally understood in three ways: firstly, nutrition and health statuses influence the child's learning and his or her performance in school. In other words, poor nutrition among children affects their cognitive function and hence reduces their ability to participate in learning activities at school. Secondly, undernourished children or those who are not healthy are unable to attend school regularly. This leads to poor academic performance. Thirdly, hungry children encounter difficulties to concentrate and perform intricate tasks than well-nourished ones because poor

children do not get the basic nutritional building blocks from birth. Dodsworth (2010)'s study in London on student nutrition and academic achievement also found that nutrition was critical in the cognitive, behavioral, emotional, and physical functioning of students. Students who consumed balanced, nutrient-dense food and drink performed better in areas of participation, behaviour, attendance and got their assigned tasks done more completely than students who did not eat well. In addition, Dei (2014) approves that when children from poor families grow to primary school age, irreversible damages occur to them due to lack of good nutrition. For example, there is stunted growth and a malnourished appearance. This affects them in the area of education. Therefore, improper nutrition often poses a serious problem to equipping students with the necessary tools and skills for success in the area of education.

2.6 School Feeding Programme and Class Attendance

A study in South Africa by Dei (2014) evaluated the School Feeding Programme at Magog primary school. The study adopted a mixed research design (qualitative and quantitative) and used a sample size of 119 participants. The findings indicated that the School Feeding Programme has the potential to improve attendance although there were still some challenges and areas that needed to be addressed and improved in achieving pupil attendance. The study concluded that attendance was a critical issue that affected most schools particularly in the rural setups. Therefore, it was recommended that school meals should be provided to school going children as they act as motivation to the pupils to attend school. Despite the recommendation of provision of school feeding as a motivation to improve school attendance, the study did not show other ways of improving attendance as food alone cannot improve attendance which is affected by a number of factors.

A study by Mohamed (2015) in Kenya focused on the influence of feeding programmes on participation of learners in early childhood development, (ECDE) institutions in Bungoma South District. The study used descriptive survey research design to obtain information. The target population of the study was 206 ECDE Centre's in Bungoma South district, which summed up to 1,130 respondents. Stratified random sampling was applied in this case whereby 114 respondents were picked to fill a questionnaire. The study concluded that feeding programmes enhanced attendance levels and increased pupils' participation in class assignment duties and discussion. However, pupils were mostly not retained because most parents transferred their children to private

schools. The study was conducted on the early childhood pupils, but this study is on the primary education sector.

Agripina (2014) assessed the influence of School Feeding Programme on pupils' participation in flood prone areas of Garsen Division in Tana River County in Kenya. The findings revealed that the School Feeding Programme influenced pupils' class attendance, class involvement, enrolment and dropout in flood prone Garsen Division, Tana Delta district. Her study concluded that the nutrition and health of primary school children should be enhanced in order to lead to better learning, decrease morbidity, pave way for healthier lives and attract children to school. Nevertheless, it was not clear as to whether what was established by Agripina in the flood prone areas of Garsen Division was also the case with the situation in Mwinilunga district in North Western Province of Zambia and hence this study.

Ahmed (2004) evaluated the impact of school feeding on attendance in Bangladesh. The findings revealed that the School Feeding Programme has a statistically significant positive impact, that it increased class attendance of students by 1.34 days per month and the increase was 6 per cent of the total school days in a month. Further, the study established that class attendance from the school registers showed that attendance increased in both programme and control schools during the period while the difference was relatively smaller.

Sitali (2011) investigated the impact of the School Feeding Programme on school enrolment, attendance and performance in selected basic schools in Mongu district in Western Province of Zambia. The study sample was 155 and a mixed methodology was used. The findings showed that school feeding increased attendance, particularly in rural low-income schools in Mongu district and not in high-income schools. It was, therefore, concluded that school meals can be effective at increasing school attendance because children receive the meal only when they attend school and that the opportunity cost of allowing a child to attend school varies across school days and seasons and this cost could even be higher than the expected benefit. Kristiansen *et al* (2007) observed that school attendance could be low in places where child labour forms the integral part of agricultural work during a particular day or season of a year. In such cases, school meals may or may not encourage attendance depending on how the beneficiaries value them. Thus, the value of the meal relative to the difference between the cost and expected benefit of schooling also determines attendance. The studies by Sitali (2011) and Kristiansen *et al* (2007) focused mainly on the

academic benefits of the School Feeding Programme, but this study went a step further to determine the social benefits of the programme as well.

Although scholars such as (Mohamed, (2015), Agripina, (2014), Sitali, (2011) and Ahmed, (2004) have reported positive results on attendance and school enrolment, a study by Dheressa (2011) found no significant positive impact of the School Feeding Programme on any of the three school participation indicators (enrollment, attendance and drop-out). The results showed factors that affected class attendance as illness, work for money, domestic work, school hour hunger, long distance to school, the non-availability of food incentives and safety concerns. Therefore, the results on the School Feeding Programme and class attendance are questionable as they are contradictory.

2.7 School Feeding Programme and Retention

Ahmed's (2004) study in Bangladesh investigated the impact of school feeding on attendance. The findings showed that school feeding leads to increased time spent in school through increased enrolment and attendance and decreased drop-out rates. In addition, the study revealed that school feeding leads to increased cognition; learning is improved. Furthermore, the study established that school feeding and deworming lead to improved micronutrient status and decreased prevalence of intestinal parasites thereby leading to decreased morbidity of school going children in school. The above study was done on children from Bangladesh whose living conditions are totally different from their Zambian counterparts, especially those in Mwinilunga district where this study was done.

A study by Aregawi (2012) evaluated the impact of the School Feeding Programme on student enrollment, dropout and constraints that hamper its effective implementation in Somali. The study collected data from 94 school directors and the data collected was analyzed using descriptive statistics and Propensity Score Matching econometrics mode (PSM). The study found that the School Feeding Programme did not bring significant difference when it comes to student drop out. The study, therefore, recommended that efforts to reduce dropout rates needed to be based on an in-depth understanding of the specific barriers to education that reduce access to education in particular situations.

Oganga (2013)'s study examined the views of parents, students and teachers on the WFP's school feeding initiatives in Chamwino district in Tanzania. The study used mixed methods of data collection. The study sought to establish the contribution of the School Feeding Programme to increasing students' enrollment and reducing students' dropout rate. The participants in the study gave different views. For example, the teachers reported that school feeding was an effective tool that made students enroll in primary school. However, the findings from students indicated that the feeding programme did not bring significant changes in preventing school enrolment and dropouts.

Mohammed (2014) studied the School Feeding Programme on the enrolment of beneficiary schools in the Tamale Metropolis of the Northern Region in Ghana. The study used questionnaires and interview guides. The key findings of the study were that pupils were motivated to stay in school, and as a result, there had been an improvement in the universal basic education. The beneficiary schools of GSFP are not without challenges as the study revealed that there is lack of commitment from key actors in the implementation of the programme.

According to Sitali (2011) in her study, 'The Impact of the School Feeding Programme on school enrolment, attendance and performance in selected basic schools in Mongu district of Western Province in Zambia,' hunger was one of the many external factors that affect quality education, leading to absenteeism, high dropout and high repetition rates due to poor attendance. The study revealed that when food is scarce in the country, parents or guardians often decide to withdraw their children from school in order for them to help out around the home as the guardians search for food. The study recognized the introduction of the School Feeding Programme in 1999 by the Ministry of Education, with its collaborating partners, to provide breakfast meals in primary schools. This was important in contributing to quality education. The study, therefore, recommended that long term measures be put in place to alleviate hunger, increase school enrolment and improve attendance. This would lead to better learning and more girls attending school.

Regardless, of the findings of the studies above, retention in schools can be as a result of other factors and not necessarily because of the School Feeding Programme, and that the pupils' motivation to stay in school might be judgmental because it could have been a school policy for pupils to stay around.

For example, Sterns and Glennie, (2006) postulated that the causes of dropouts and retention at primary school level are illiteracy, poverty, low level of motivation, lack of understanding, child labour, corporal punishment, teacher behaviour and the school environment. In addition, they established that academic failure, disciplinary problems, employment opportunities, populated families, marriages, pregnancy reasons and child-headed families or children taking care of themselves are factors which contributes to high school dropout rates of girls and boys. This shows that various societies have different social issues resulting into children dropping out of schools.

Dropping out of school is a risk factor for exclusion from school and most children that drop out do not return. There are many reasons behind pupils to fall out of school, among which are lack of basic water and sanitation facilities as well as the long distance to places from where water is fetched. The lack of toilets and water in schools is a barrier to retention, which in the long run can cause pupils to drop out of school in the rural primary schools. In rural areas, learning time is often lost when pupils have to travel long distances to fetch water during school hours and to find toilets (UNICEF, 2012). Lack of basic water and sanitation facilities have a greater effect on children due to their reduced ability to withstand thirst and answering the call of nature. This may be a cause of poor retention and consequently absenteeism and pupils dropping out of school.

Furthermore, long distance to school is yet another cause for pupils' poor retention in school. When schools are far from children's home, access to school is affected and this creates a barrier to their retention hence hindering their completion and transition to higher levels of schooling (Hunt, 2008). Distance to school can influence parental perception of safety particularly when there is no older sibling attending the same school.

2.8 The Social Benefits of School Feeding Programme

Manful, Yeboah and Bempah (2015) investigated impacts and challenges of the Ghana School Feeding Programme as a social protection. The study used a qualitative research design and explored views of teachers from beneficiary and non-beneficiary schools, in Sekyere Kumawu district in the Ashanti Region, on whether the programme had met its goals. The study revealed that the School Feeding Programme had achieved some gains for beneficiary schools but it had also resulted in inequality and injustice within the communities for the pupils that attended non-beneficiary schools. The study recommended to the government not to stretch itself in the

implementation of the School Feeding Programme nationwide, but to focus on fewer communities in order to ensure that in each poor community, all state-owned schools were beneficiaries or encouraged civil society organizations and charities to complement its efforts in providing in-school meals.

The above study in Ghana focused on the impacts and challenges of the School Feeding Programme and compared schools that were on the feeding programme and those which were not. The focus of the current study was on the social and academic benefits of the School Feeding Programme.

Yendaw and Dayour (2015) assessed the effect of the National School Feeding Programme on pupils' enrolment, attendance and retention in Nyoglo of the Savelugu-Nantong Municipality in Ghana. The study was guided by a mixed method approach to research. It had a sample of 150 respondents. The study revealed that a higher percentage of meals prepared for pupils were moderately of low quality and quantity. However, it was discovered that the Ghana School Feeding Programme had contributed significantly to pupils' enrolment, attendance and retention compared to the period before the programme's implementation. The study, therefore, recommended that the government and other stakeholders in charge of the programme should remain committed to providing the needed resources for the smooth running of the programme so as to improve the educational infrastructure of rural communities. The current study, however, adopted a phenomenological design and used a sample of 50 participants.

Khatete, Pendo and Oyabi (2013) examined the influence of the School Feeding Programme on pupils' participation in primary schools in Kenya by looking at Taita Taveta and Nairobi districts. The study was done in 37 schools in Kenya. It established that the School Feeding Programme had a number of influences in the implementation of various school interventions, notably, the curriculum implementation process as can be illustrated in pupils' school attendance; in pupils' academic achievement; and, in pupils' participation in co-curricular activities and school administration process. However, statistics collected from the study indicated that the programme in both districts had not succeeded in increasing enrolment but played a major role in enhancing pupils' participation in co-curricular activities. The study recommended that the School Feeding Programme needed to be strengthened in order to ensure that the benefits accrued from it are not lost, especially the anticipated increase in academic performance.

Many similar studies on the School Feeding Programme have reported positive results. For example, according to the WFP (2004) in its study called School Feeding Programmes: Why they should be scaled up, school feeding was seen as a tool which enables hundreds of millions of poor children worldwide to attend school in developed and developing countries alike. The programme has positive direct and indirect benefits relating to a number of other development goals (namely gender equity, poverty and hunger reduction, partnerships and cooperation, HIV/AIDS care and prevention, and improvements in health and other social indicators); improve household food security; marginalized food-insecure people typically spend 65-70 per cent of their income on food. Furthermore, the report showed that poor, food insecure families rely on labour and income provided by their children hence making it impossible for the families to frequently send their children to school.

Paruzzolo (2009), cited by Agripina (2014), revealed that School Feeding Programmes provide an effective safety net to poor families in times of crises, in post-crisis recovery situations, and in chronic long-term development settings. Further, the study showed that school feeding increased household income, freeing up resources for productive investments and offered an incentive for households to send their children to school and invest in education so as to break the poverty trap. Because of the feeding programme, parents were encouraged to enroll their children in school and ensured that they attended class regularly throughout the year. This helped children to be protected from the risk of both formal and informal child labour and facilitates social integration.

Sibanda (2012) analysed the implementation of the School Supplementary Feeding Programme in Windhoek, Namibia. The objectives of the study were to assess how the implementation of the School Supplementary Feeding Programme is helping to ease the malnutrition burden on school learners, determine the extent to which primary school learners were gaining increased knowledge on nutrition due to the feeding programme, establish the extent to which knowledge had resulted in improved practices in food preparation and nutritional status of learners, and to ascertain the community's acceptance of the intervention.

Sibanda's study applied a combination of qualitative and quantitative design with descriptive and comparative approaches. Individual interviews were conducted with 102 learners (both on the feeding programme and those not on the feeding programme) using a structured questionnaire. A

focus group discussion was also held with the parents or guardians with regards to their perception of the supplementary feeding programme (n = 8).

The study indicated that the School Supplementary Feeding Programme was a national initiative implemented by the Ministry of Education (MoE), with the Ministry of Health and Social Services which offers technical expertise in health-related issues through the National Policy for School Health. The study found a total of 90% of the learners on the School Supplementary Feeding Programme were thin with 59% being moderately to severely thin. The study also revealed that 67% of the learners who were not participating in the School Supplementary Feeding Programme were also mildly to severely thin. The parents or guardians appreciated the School Feeding Programme, but from the learners and the parents' responses, there was nothing to show that the programme is improving nutrition knowledge to both the learners and their families. Further, the findings highlighted that the current School Supplementary Feeding Programme implementation was not sufficient and that more effort was still required to improve its delivery. Therefore, it was recommended that the School Feeding Programme was in need of being strengthened in terms of implementation, monitoring and evaluation measures in order to improve efficiency and service delivery. The study also suggested that there was need for the Ministry of Health and Social Services to work more closely with the Ministry of Education to cement the gains already achieved by the feeding programme.

Lawson (2012) conducted a study on the impact of School Feeding Programmes on educational, nutritional and agricultural development goals. The study presented a conceptual framework of how the Food for Education (FFE) programmes work, how they impact children and families, and how they can be linked to agricultural development. The study showed that School Feeding Programmes conclusively impact the micronutrient level of targeted children, but have modest and mixed effects on health outcomes as evaluated by anthropometric measurements. The study indicated that there was strong evidence suggesting that School Feeding Programmes positively affected school enrollment and attendance rates especially for girls.

Ross's (2010) study in England entitled, 'Nutrition and its Effects on Academic Performance: How Can Our Schools Improve?' revealed that nutrition has a direct effect on neurotransmitters which are important in sending messages from the body to the brain. The study also established that proper nutrition was critical in the cognitive, behavioral, emotional, and physical functioning of

students. Dodsworth (2010) also acknowledged that students who consume balanced, nutrient-dense food and drink perform better in areas of participation, behaviour, attendance and get their assigned tasks done more completely than students who do not eat well. And hence the better fed students' progress steadily in the area of education. Dodsworth was quick to point out that improper nutrition often poses a serious barrier to equipping students with the necessary tools and skills for success. The current study does not focus on the emotional, behavioral and physical functioning of the students, but on the social benefits of the School Feeding Programme. Furthermore, the above studies were done in Europe. But this study was done in Africa and particularly in Zambia.

A study by Ouko (2012) in Nairobi, Kenya was meant to analyze the importance and effects of the School Feeding Programme on access to primary education among the socio-economically and nutritionally vulnerable children in the unplanned settlement of Kibera. The study employed an ex post facto design, had a population of 20 schools where a sample of 32 participants were drawn and it adopted a descriptive data analysis technique. The study discovered that for a long time, education managers kept a large number of children out of school despite the abolition of all levies in primary schools in 2003. It was further shown that real economic development for the country could only be realized when the challenges facing this population in the informal settlement was addressed through education and other interventions. It was therefore envisaged that appropriate mitigation measures should be formulated to address the expansion of the School Feeding Programme to other schools which were not on the programme for the benefit of the Kenyan child.

The findings of the study in Kenya by Ouko (2012) may not be applicable to this study as it differs in its research design, data analysis technique and sample size. Besides that, the Kenyan study was done in an unplanned settlement and was targeted at the socio-economically and vulnerable children. The current study was done in a planned settlement and it catered for children from various socio economic family backgrounds. Further, Ouko's study only targeted the managers but this study targeted other stakeholders with an objective of establishing the social benefits of the School Feeding Programme.

2.9 School Feeding Programme and Academic Performance

Two Jamaican studies showed that providing breakfast to students at school improved some cognitive functions, particularly in undernourished children. However, changes in classroom behaviour varied depending on the quality of the school. Children in better-organized schools concentrated on tasks for longer periods and made fewer undesirable movements, whereas in poorly organized schools, the children's behaviour deteriorated. Studies to-date have provided insufficient evidence to determine whether children's long-term scholastic achievement is improved by eating breakfast daily. Well-designed, randomized, controlled, long-term trials are essential for determining public policy on the implementation of School Feeding Programmes (Powell, Grantham, Chang and Walker, 1998).

A study in Argentina by Adrogué and Orlicki (2012) on the estimates of the effect of in-school feeding programmes on academic performance and dropouts, suggested that the programme successfully targeted the most disadvantaged schools. The programme revealed partial improvement in the area of school performance in language test scores and showed no noticeable effects reported in two other measures of school performance, namely Mathematics scores and dropouts.

According to the study conducted by Abostsi (2013) on the expectations of School Feeding Programme: Impact on School Enrolment, Attendance and Academic Performance in Elementary Ghanaian Schools, which was done with a sample of 120 participants in 12 schools; 6 of which were on School Feeding Programme and the remaining were 6 were not on the School Feeding Programme, it was revealed that the National School Feeding Programme implemented in Ghanaian basic schools showed positive results on school academic performance over an extended period of 3 years.

Khatete, Pendo and Oyabi (2013) in their study on the School Feeding Programme and pupils' participation in primary schools in Taita Taveta and Nairobi districts in Kenya, was guided by five objectives. The study established that the School Feeding Programme had a number of influences in the implementation of various school programmes, notably; the curriculum implementation process as can be illustrated in pupils' school attendance, in pupils' academic achievement and participation in co-curricular activities and the school administration process. Statistics collected from the study indicated that the programme in both districts had not succeeded in increasing

enrolment, neither had it resulted into an improvement in KCPE performance in public primary schools. Findings also indicated that the programme played a major role in enhancing pupils' participation in co-curricular activities. That study was different with the current study because its emphasis was on participation in co-curricular activities while the current study is on the social and academic benefits of the School Feeding Programme, and it only sampled 4 primary schools and 50 participants.

The Chepkwony, Kariuki and Kosgei (2013) study entitled School Feeding Programme and its Impact on Academic Achievement in ECDE in Roret Division, Bureti district in Kenya involved public and private schools. The focus of the study was to establish the relationship, if any, between the School Feeding Programme and academic achievement among ECD children. The target population was head teachers. Data was collected through questionnaires, observations and checklists that were used by the researcher to verify what had been said by the participants. The results obtained indicated that schools running the feeding programme showed high academic achievement among ECD children.

Accordingly to Otieno (2014), a School Feeding Programme was essential to provide a balanced diet to ECD children, which would in turn enable the children to increase their attention span and hence better academic achievement. It was hypothesized that the School Feeding Programme has an impact on the success of academic achievement at ECDE level. The School Feeding Programme is a crucial component in the development of a holistic child. Nutrition and health are powerful influences on a child's learning and how well a child performs in school. The effect of under nutrition on young children aged (0-8) can be devastating and enduring. In the areas of cognitive development when there isn't enough food, the body has to make decisions about how to invent the limited foodstuffs available. Survival comes first, growth comes second. Good nutrition involves consumption of a variety of foods in appropriate amounts, since no single kind of food can provide all the necessary nutrients. Undernourished children have a short attention span which is linked to low academic performance.

Results in a study in Ghana showed partial Eta Squared values of 0.735 and 0.752 shows a relatively high magnitude of variances in pupil attentiveness in class and pupil school enrolment respectively explained by the GSFP. The partial Eta Squared value of pupils' attendance was 0.001 and was not statically significant, which is indicative of there being no difference between schools

with GSFP and schools without GSFP. The partial eta squared values of 0.399 indicate a low impact on academic performance due to GSFP. Conclusion: The National School Feeding Programme implemented in Ghanaian basic schools included in this study showed positive effects on school enrolment and school academic performance, but less remarkable impact on attendance over an extended period of 3 years (Abotsi, 2013).

The studies conducted by (Chepkwony, Kariuki and Kosgei, 2013; Otieno, 2014) were biased towards early childhood education, that is, of children aged 0-8, than primary school going children who were big boys and girls with knowledge of the importance of education. The performance of the children aged 0-8 is dependent so much on the help they get from their parents, unlike the primary school pupils who know the value of education.

Additionally, the two studies should be tried with bigger samples. Furthermore, a study in Argentina by Adrogué and Orlicki (2012) that targeted disadvantaged schools only reviewed partial improvement in school performance in the area of language only and so was that of Sitali (2011) that showed no significant positive results in school performance. Therefore, it is not clear whether the School Feeding Programme really influences academic performance because the findings of other studies revealed mixed findings. Besides, the current study is dealing with primary school going children and not those in early childhood and has a focus on academic benefits of the school feeding intervention.

A study conducted by Taras (2005) discovered that children with iron deficiencies are at a disadvantage academically and that their cognitive performance seems to improve with iron therapy. Food insufficiency is a serious problem affecting children's ability to learn, but its relevance to US populations needs to be better understood. Research indicates that school breakfast programmes seem to improve attendance rates and decrease tardiness. Among severely undernourished populations, school breakfast programmes seem to improve academic performance and cognitive functioning (Taras, 2005).

Studies conducted by Tyerman (1968) quoted in (Sitali, 2011) indicated that poor school attendance by pupils affected children school performance and might have a significant impact on their academic achievement, and Reid (1982) also felt that poor attendance by pupils negatively affected their results.

The empirical studies seem to be contradicting each other; others seem to agree and others seem to disagree on the indicator of performance. Since the studies were done in different settings, targeting different age groups of pupils and had different designs, this study was done in four primary schools in Mwinilunga district and would use a descriptive research design.

2.10 Summary of Literature Review

Literature review highlighted the social and academic benefits of the School Feeding Programme in primary schools in terms of class attendance and retention, social issues (interaction, HIV/AIDS and early marriages) and academic performance. The reviewed literature shows that the School Feeding Programme enhances the social and academic benefits to a number of children in school. Many studies have been done in the area of the School Feeding Programme but it has been observed that little research has been conducted from the Zambian context to establish the social and academic benefits of the programme in selected primary schools of Mwinilunga district.

The next chapter looks at the methodology employed in the study

CHAPTER THREE

METHODOLOGY

3.1 Overview

The study explored the social and academic benefits of the School Feeding Programme in selected primary schools in Mwinilunga District. The research methodology was divided into the following subsections; research design, target population, study sample, sampling procedures, research instruments, data collection, data analysis and ethical considerations.

3.2 Research Design

A research design is a scheme, outline or plan that is used to generate answers to research problems (Orodho, 2003). It is regarded as an arrangement of the conditions for the collection and analysis of data in the manner that aims to combine relevance with the research purpose.

In this study, the researcher adopted a qualitative research approach using a descriptive phenomenological research design to investigate the social and academic benefits of the School Feeding Programmes of selected primary schools of Mwinilunga district. According to Lambart (2012), qualitative descriptive design studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. Thus, there is no pre-selection of study variables, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon.

3.3 Study Population

A population is a collection of individuals, objects or things from which samples are taken for measurements (Kombo and Tromp, 2006). The total population for this study included all the officials from the World Food Programme, the Planning Officer at the office of the District Education Board Secretary, teachers and pupils from primary schools in Mwinilunga district.

3.4 Study Sample

A sample is a part of the population from which information is to be gathered. The study sample was composed of 4 primary schools and the total number of participants was 50. The participants

were segmented as follows: 32 pupils, 8 teachers, 4 School Feeding Programme Coordinators, 4 head teachers, 1 District Planning Officer from the office of the District Education Board Secretary and 1 World Food Programme officer. The table below shows the composition of the sample.

Table 1: Categories of Participants by gender

Categories of participants	Male	Female	Total
WFPO	1	-	1
DPO	1	-	1
Head teachers	3	1	4
SFPC	3	1	4
Teachers	2	6	8
Pupils	16	16	32
Total	26	24	50

Table 1 above shows the distribution of the participants by category and gender. The sample comprised 1 male WFP officer, 1 male District Planning officer, 3 male and 1 female head teachers, 3 male and 1 female SFPCs, 2 male and 6 female teachers and finally 16 male and 16 female pupils.

Table 2: Participants by gender and professional qualification

Age	N/A	Certificate	Diploma	Degree	Total
10-15	32	-	-	-	32
20-30	-	2	3	1	6
31-45	-	1	4	4	9
46-55	-	-	2	1	3
Total	32	3	9	6	50

Table 2 above shows the age range of the participants by professional qualifications. The table clearly indicates that 32 participants were 10 -15 years old. Of the 6 participants aged between 20 and 30 years, 2 had certificates, 3 diplomas and 1 degree. Of the 9 participants aged between 31-45 years, 1 was a certificate holder, 4 diploma holders and 4 degree holders and finally of the 3 participants aged 46 - 55years, 2 were diploma holders and 1 was a degree holder.

3.5 Sampling Techniques

Kothari (2009) defined sampling as a process by which a relatively small number of individuals or objects are selected and analyzed in order to find out something from the entire population from which they are selected.

Purposive and convenience sampling techniques were used to select the participants for the study. The WFP officer, the District Planning, the 4 head teachers and the 4 School Feeding Programme coordinators were sampled purposively by virtue of their positions while the 8 teachers and 32 pupils were conveniently selected because they were readily accessible by the researcher.

Purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within. Purposive sampling technique is used when a sample is based entirely on the judgment of the researcher, in that a sample is composed of elements which contain the most characteristic, representative or typical attributes of the population (Cohen et al, 2007). On the other hand, Kothari (2009) describes convenience sampling as a technique used to select cases based on ease of accessibility.

3.6 Data Collection Instruments

Data collection 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 used three data collection instruments. These were the semi structured questionnaires, the interview guide and the focus group discussion. One-on-one interviews were conducted with the WFP official, the District Planning officer, the head teachers and the School Feeding Programme coordinators. Furthermore, semi structured questionnaires were administered to the teachers and information from the pupils was captured through focus group discussions.

3.6.1 Semi Structured Questionnaire

A questionnaire is a self-report data collection instrument that is filled out by research participants. In the perception of Cohen et al (2007), a questionnaire is a written document comprising questions seeking answers on a particular subject. Questionnaires are usually paper-and-pen instruments.

This means that participants fill in answers in written form and the researcher collects the form with the completed information. This instrument is suitable for use in data collection from a large population within a given time frame. Kombo and Tromp (2006) agree that a questionnaire has the ability to be used to collect information from a large sample and diverse regions as well as save time. The researcher employed this instrument in this study to collect data from teachers.

3.6.2 Interviews

Chilisha and Preece (2005) quoted by (Sitali, 2011) define interview as a conversation or interaction between the researcher and a research participant. The researcher decided to use this instrument to collect data from the above mentioned officers because a semi structured interview has the following advantages: it is flexible; the participant feels part of the team since no rigidity is displayed, and, it allows respondents to respond freely in a relaxed atmosphere; the answers given are more reliable and in-depth (Kombo and Tromp, 2006:92-93).

3.6.3 Focus Group Discussion

This is a widely used methodology in social science researches as it helps to tap more in-depth perceptions, attitudes, experiences and beliefs of the study participant (Gretchen & Rallis, 2012) in (Oganga, 2013).

3.7 Data Collection Procedures

Creswell (2003) elucidates that in order to collect, analyse and interpret data in a research, research methods are used. This study employed the qualitative method to collect data. Semi structured questionnaires, interviews and focus group discussions were used to collect the required data. Furthermore, audio recording was used to provide a backup for the data collected through interviews and focus group discussions. The WFP officer, the District Planning officer, head teachers and the School Feeding Programme coordinators were interviewed individually in their offices and staffrooms respectively and the sessions were digitally recorded. The focus group discussions were held with the learners. Groups of eight (8) learners at every school were formed. In addition, the discussions were recorded digitally and semi structured questionnaires were given to teachers to fill.

The activity was to some extent tedious, tiring, time consuming and resource consuming and it provided the researcher with the themes needed to have a thorough research output.

3.7.1 Pilot Testing of the Instrument

Pilot testing was used to determine the reliability and validity of the instrument. The pretesting of the instrument was done in two primary schools in Maheba where the School Feeding Programme was being implemented in schools. The programme was under the supervision of the United Nations High Commission for Refugees (UNHCR) in Kalumbila District. The pilot study was done to determine whether there would be ambiguities in any of the research instruments. The research instruments had to elicit the type of data desired and anticipated. The type of data was meaningful when it was analyzed in relation to the stated questions.

3.7.2 Validity of the Instrument

According to Mugenda and Mugenda (1999), validity is the accuracy, meaningfulness and the degree to which results obtained from the analysis of data actually represent the phenomenon of the study. The study adopted content validity which refers to whether an instrument measures what it was intended to measure accurately or the degree to which a test measures a concept it was designed to measure accurately (Coolican, 1996; Orodho 2004) in (Mohamed, 2015). To ensure validity of the instruments, the researcher liaised with the supervisor who is an expert in the area of study while framing the research instruments. The supervisor was considered to be the expert in research who reliably guided the researcher to develop valid instruments.

3.7.3 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Donald, 2006). The researcher did a member checking with the participants. The researcher went back to the field to administer the same instruments to check if what the participants said is what was captured. This was done after a period of two months. Furthermore, a pilot study was conducted in 2 schools in Maheba in Kalumbila district.

3.8 Data Analysis

According to Sitali (2011: 28) citing (Kombo and Tromp, 2006), 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. Kothari (2009) also explains that after research data has been collected, it is important that it is processed and analysed and the results interpreted. This is done according to the plan set at the time of developing the research plan. The purpose of data analysis is to arrive at a sort of intellectual model where the relationship involved is carefully brought out so that some meaningful inferences can be drawn.

Analysis is a process of bringing order to the data and organizing units. It involves examining the meanings of people's words and actions. Kothari (2009:122) says, "The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups." Since the data was qualitative in nature, the data was analysed as it was collected. Thematic analysis was used to analyse this data. Major themes were drawn from semi structured questionnaires, interviews and focus group discussions with participants. Thus the emerging themes became the categories for analysis. In this regard, the researcher categorized the major themes and identified related issues that arose from the themes.

3.9 Ethical Considerations

"Ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad" (White, 2003: 143). Strydom (1998) cited in White (2003: 143) says,

Ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioral expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students.

Ethical considerations are guiding principles on how a researcher should conduct a study by avoiding to abuse the participants. The safety of the research participants must be placed in the forefront. This is accomplished by carefully considering avoiding causing discomfort, inconvenience and the risk of harming people, the environment, or property unnecessarily. The investigator should avoid deceiving the people participating in the research. The investigator should try by all means to preserve the privacy and confidentiality of the people whenever possible, and he or she must explain how this concern will be approached.

During this study, approval and permission from the University of Zambia to carry out the study was considered. The Assistant Dean Post Graduate Studies in the School of Education issued an introductory letter to the field. The introductory letter to the field facilitated getting permission from the Provincial Education Officer in North Western Province and the District Education Board Secretary of Mwinilunga district so as to enable the researcher to carry out the study in the selected primary schools.

3.10 Summary

This chapter presented the methodology that was used in the study. A descriptive phenomenological research design was used for the study. The sample consisted of fifty (50) participants who were selected through a purposive and convenience sampling technique. These were: 32 pupils, 8 teachers, 4 School Feeding Programme coordinators, 4 head teachers, 1 WFP officer and 1 District Planning officer. Instruments for data collection included semi structured questionnaires, interview and focus group discussion guides. The data was analysed thematically. Ethical issues were also taken into consideration.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

The previous chapter discussed the methodology which was adopted for this study. This chapter presents the findings of the study that were obtained through the semi structured questionnaire, interview guides and focus group discussion guides. The semi structured questionnaires were administered to 8 teachers. The 4 head teachers, 4 School Feeding Programme coordinators, the District Planning officer and the WFP officer were subjected to interviews. Meanwhile, the 32 pupils were grouped into focus groups of 8 participants per group and one focus group per school.

The study assessed the social and academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district of North Western Province in Zambia. The findings were based on the following research questions: Does the School Feeding Programme influence pupils' class attendance and retention in selected primary schools of Mwinilunga district? What are the social benefits of School Feeding Programme in selected primary schools of Mwinilunga district? And, what are the academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district?

4.2 The Influence of School Feeding Programme on Class Attendance and Retention

Research Question 1: Does School Feeding Programme influence class attendance and retention?

A number of questions from the semi structured questionnaires; interview guide and focus group discussions were asked to the participants to provide information for this research question as presented.

4.2.1 Number of Times Food is Prepared

To begin with, the researcher wanted to know the number of times food was prepared and served to the pupils in the school in a week. This question was asked to pupils, teachers, School Feeding Programme coordinators and the head teachers. Below is a table of responses from the participants regarding the question.

Table 3: Participants' Responses on the Number of Times Food was Prepared

Categories of Participants	Frequency			Total
	Once	Twice	Thrice	
Head teachers	-	-	4	4
SFPC	-	-	4	4
Teachers	-	2	6	8
Pupils	4	6	22	32
Total	4	8	36	48

Table 3 above shows all the 4 head teachers, 4 School Feeding Programme coordinators, 6 teachers and 22 pupils, in total 36 out of 48 participants confirmed that school meals were prepared 3 times in a week. On the contrary, 2 teachers and 6 pupils revealed that school meals were prepared 2 times in a week and 4 of the pupil participants said that school meals were only prepared once in a week.

4.2.2 Type of Food Prepared for Learners

The researcher also wanted to know the quality and quantity of food that was prepared for the pupils. This question was directed to the pupils, teachers, the School Feeding Programme coordinators and the head teachers in the study primary schools. The findings revealed that the food which was prepared for the pupils was mainly rich in proteins, carbohydrates, fats and vitamin A. The food was usually in good quantities to ensure that the pupils got satisfied. In addition, the study revealed that the common meals for pupils included: nshima and beans; nshima and green vegetables; boiled maize and *munkoyo* (non-alcoholic local brew). For example, a School Feeding Programme coordinator from school B had this to say:

“If anything, the food being provided here (at school) is more nutritious than what these children eat from their homes.”

The picture below shows pupils queuing for nshima and beans at break time.



Figure 1: Pupils queuing up to collect nshima and beans

4.2.3 Class Attendance and Retention

The WFP office, the District Planning officer, head teachers, School Feeding Programme coordinators, teachers and pupils were asked to give their opinions on whether or not the School Feeding Programme influenced pupils' class attendance and retention. The responses were captured as shown in Table 4.

Table 4: Participants views on the influence of SFP on class attendance and Retention

Categories of Participants	Responses	
	Yes	No
WFPO	1	-
DPO	1	-
Head teachers	4	-
SFPC	4	-
Teachers	8	-
Pupils	24	8
Total	42	8

The table above shows that nearly all the participants in the study primary schools indicated that the School Feeding Programme had an influence on pupils' class attendance and retention. From the 50 study participants, 42 of them agreed that the School Feeding Programme influenced class attendance and retention of pupils and only 8 did not agree.

The participants who indicated that the School Feeding Programme influenced class attendance and retention were further asked to explain how this programme influenced class attendance and retention. The participants explained that food insecurity in children's homes drew them away from school. This was so because parents usually withdrew their children from school so that they could help search for food for consumption at their homes. To this effect, absenteeism and a likelihood of dropping out of school by pupils was high. Nevertheless, it was also reported that, with the provision of school meals, more pupils were attracted to attend school regularly. For example, the WFP officer said:

Food insecurity draws pupils away from school in that parents can get their children to do some tasks such as farm work, drawing water, fetching firewood and asking the children to seek part time employment in urban areas. When they are paid, the money will be surrendered to the parents to be used to buy food, but when school meals are provided at school, children are attracted and parents will encourage their children to go to school since they know they will have food to eat.

In addition, the District Planning officer also gave his explanation as follows:

Since food is served to pupils in the school, pupils do not unnecessary frequent home in search of food since they eat and get satisfied. This being the reason, the School Feeding Programme is timely and this makes pupils to stay longer hours in school to do school activities and study.

The head teacher of school A said had this to say: *“When pupils learn of food being served at school, they come to school since they know they will have something to eat and in the process of waiting for food to be prepared, they attend classes.”* He also added that: *“Children hang around the school after they eat their meal thereby enhancing pupil retention in school.”*

Similarly, a teacher from school C also pointed out that:

Absenteeism and high dropout of pupils in school has greatly minimized or reduced because of this programme. The feeding programme is a source of motivation to the pupils because they would not want to miss the opportunity of getting free food, and hence, class attendance and retention is enhanced.

When the pupil participants at school A in the focus group were asked how school meals influenced class attendance and retention, one pupil said, *“We are motivated to come to school as we know we will have some free food to eat and in the process, attend classes.”* In addition, another pupil in the same focus group said, *“Sir, food attracts us to attend school regularly because some of us have little or no food at our homes.”*

Further, others said absenteeism was minimized as the food given at school – particularly the relish – was deliciously prepared with addition of cooking oil. The meals were sometimes balanced and had nutrition value which improved our health.

“Food deficiency diseases were minimized and this helped us to attend school regularly,” answered one pupil from the focus group in school D.

4.3 The Social Benefits of the School Feeding Programme

Research Question 2: What are the social benefits of the School Feeding Programme?

The WFP officer, District Planning officer, head teachers, School Feeding Programme coordinator, teachers and pupils were asked on whether or not the School Feeding Programme had social benefits. They all indicated that the programme had social benefits for the pupils.

The participants were then asked to state the social benefits of the programme and the following benefits were outlined: positive social interaction, pupils’ engagement in school activities, promotion of gender parity, sharing of stories and reduction of pregnancies among the girls.

The WFP officer, for example, revealed that:

The School Feeding Programme promotes gender equality because traditionally, families preferred to send a boy child to school than a girl child. With school meals being served to pupils in school, both the boy and the girl child would be encouraged to go to school by their parents. The school, therefore, acts as a

social vaccine to pupils as school meals are responsible in attracting the children to attend school and retain them.

The head teacher of school B said: “At my school, I encourage pupils to come with their own relish and those that bring with them good relish, fellow pupils follow them to ask from them. In the process of sharing the relish, friendship is made.” He further said that, “Relationship is made as pupils share food, plates and stories while eating together or in the process of waiting for food to be served to them.”



Figure 2: Pupils eating boiled maize together

The School Feeding Programme coordinator at school C said that:

Pupils learn to socialize in terms of sharing their knowledge with others, for example, group work and homework. They do this as they wait for food to be served to them, they develop positive social interactive practices with others and cooperation is enhanced among the pupils. Pupils from poor families are helped in some way and those from broken homes have an advantage having some food as they cannot manage to feed themselves.

During the focus group discussion at the same school, pupils said that school meals brought them together. For example, one pupil from school C said: *“Sir, we eat together in groups and when we are eating, we share stories.”*

In addition, the School Feeding Programme coordinators and teachers indicated that through the feeding initiative, teenage pregnancies were indirectly delayed as the girls were attracted to remain in school due to provision of food. They further pointed out that girls want money from boys with which to buy food and that pregnancies were as a result of poverty.

A School Feeding Programme coordinator from school D said:

Sir, from experience, most girls would want to have boyfriends so that they exchange sex with money to buy food. But with the feeding programme in place in school, the girls would eat at school, this makes them stay longer at school and concentrate more on their studies or learning as they have the energy.

A teacher from school A observed that many girls were enticed by boys through giving them money and if they were satisfied, they would not need money for food at school. In addition, other teachers from school C explained that most pregnancies were caused by poverty and so if there was food, poverty would be reduced among the girl child and girls would not involve themselves in prostitution.

Nevertheless, one teacher had different views. She said that with or without the feeding programme in place, a girl child could decide to get pregnant because sexual needs were different from hunger.

As a social benefit, the researcher also wanted to find how community members cooperated with the members of staff during preparation of school meals for the pupils. The participants said that generally, the School Feeding Programme strengthened the relationship between the school and the community as the response of community members was good, especially for women (parents) who had been helping in cooking of school meals for the pupils. The participants added that if it was their (women) week to cook for the children, they came in numbers because they knew they would be given some food after helping to cook it.

However, one head teacher observed that some people who participated in the preparation of the school meals were not honest in the sense that they got away with food that was meant for pupils. They got away with maize and cooking oil. Furthermore, some teacher participants pointed out that cooking was done outside and not in a shelter because there were no kitchens that were

constructed for that purpose. Firewood collection was done by the pupils and not the community members. This was not supposed to be so. The teachers described the men in the community as not being helpful in the area of the feeding programme.



Figure 3: Women Cooking Nshima for Pupils

Figure 3 above shows two women (parents) cooking nshima for pupils, while the third woman (parent) was gently pouring mealie meal into the big pot.

4.4 School Feeding Programme and Academic Performance

Research Question 3: What are the academic benefits of the School Feeding Programme?

The researcher asked the pupils, teachers, head teachers, School Feeding Programme Coordinators, the WFP officer and District Planning Officer as to whether or not the School Feeding Programme enhanced academic performance. All the participants agreed that the School Feeding programme indirectly enhanced good academic performance. A question was further asked to pupils if they managed to concentrate in class when they were hungry. All the pupils responded that hunger made them not to be alert and attentive. For example, one pupil from school D said: *“For me, when am hungry, I become partially sick and lose concentration in class.”*

A follow up question was asked to participants on how the School Feeding Programme enhanced academic performance. The following were the responses from the participants; school meals made pupils to be active, alert and attentive after eating; attendance had a direct bearing on academic performance; and, school meals helped in minimizing absenteeism among pupils.

The WFP officer said that:

“When children eat some food, they became active, alert and attentive to the teacher in class and because of the, the programme responds to academic needs of the pupils.” He further added that:

School feeding improves school attendance and a child who attends school frequently is bound to do well in school activities and in class work and as a result, it leads to improved pupils’ progression rate from one grade to the next, thereby reducing pupil dropout rates.

The District Planning officer also had this to say:

School meals improve attendance, and attendance has a direct bearing on class academic performance and, therefore, when attendance improves, academic performance is expected to improve as well. Nevertheless, teachers are supposed to be serious as there is no likelihood of good academic performance of pupils if the teachers are not serious with teaching or are not there.

One of the head teachers at school C also explained that:

Hungry minds do not concentrate. However, when a person has eaten something, there is concentration and when one concentrates, you expect performance to be positive. Performance in academic work can be tricky. Someone can have high concentration and performance can be low. Food given to learners in school adds to the nutrition value of the learner which helps in a way that it makes the brain of the pupils to function well.

One teacher at school B responded by saying that, *“After eating, pupils hanged around the school and studied in groups. Furthermore, committed and serious teachers gave remedial work to the pupils. This being the case, academic performance was enhanced.”*

Another teacher at the same school had this to say,

School meals reduce absenteeism among the learners. This leads them to have more learning time as they attend lessons throughout and because of this, the learners do not lose out in the activities that go on in the classroom. Furthermore, hunger will lead children to lose concentration but when the children have eaten, they will have strength and that will result into high concentration in class.

The researcher also asked the pupils in the focus group on how the School Feeding Programme enhanced their academic performance. One pupil from school D explained that:

“School meals gives us energy and when we eat and get satisfied, we concentrate in class and we become alert to what the teacher is teaching us.”

Another pupil from school A also said:

When we eat and get satisfied we stay around in school to do school activities. We do our studies after knocking off and we are able to do group discussions, where we ask our colleagues to explain to us what is not clear to us.

Further, another pupil in a focus group from the same school had this to say, *“School meals help us not to ‘dodge’ from school due to hunger.”*

Despite the majority of the participants agreeing that school meals enhanced academic performance, a few had a different view. One teacher from school B had this to say:

School meals make pupils only focus on food and not academic work as evidenced on the days of Monday, Wednesday and Friday when food was cooked for pupils in schools, attendance was very high in that other pupils and children that were not pupils hid in the bush and joined the queue when food was served. Therefore, many pupils were mindful of feeding time and did not concentrate in class or on academic activities.

The School Feeding Programme coordinator at school D also said that:

The preparation of school meals consumed academic time as pupils always wanted to be outside and eat, and even when they were inside the classroom and learnt that their fellow pupils were being served food, their concentration in class became low and if permission was granted to them to go and queue up for food, it took time for them to return to class since sometimes the queues were very long.

To show that the School Feeding Programme enhanced good academic performance for pupils, the school head teachers provided the Grade Seven examination performance analyses before and during the feeding programme for the period 2009 to 2016 as shown below:

Table 5: Performance at grade 7 examination

School	Before the School Feeding Programme				During the School Feeding Programme			
	2009	2010	2011	2012	2013	2014	2015	2016
A	120(57%)	129(60%)	140(71%)	131(65%)	150(85%)	160(90%)	155(91%)	170(93.2%)
B	60(46.7%)	62(50%)	67(52%)	69(70%)	70(77%)	75(78.3%)	80(100%)	96(99%)
C	72(62%)	64(51%)	78(49%)	59(52%)	98(92.4%)	120(86%)	107(97%)	116(93%)
D	110(58%)	92(39%)	76(54%)	89(54%)	149(78%)	150(76%)	164(86%)	167(92%)

The results analyses in the above table show that the examination pass rate rose to over 75% for the period 2013-2016 when the feeding programme was put in place as opposed to the period 2009-2012 before the programme was introduced.

4.5. Continuity of School Feeding Programme

Generally, the researcher asked the WFP officer, the District Planning officer, the head teachers, School Feeding Programme coordinators, teachers and pupils whether the feeding programme should continue or not. They were of the view that it should be continued in the primary schools.

When asked to justify their position, the WFP officer had this to say: *“The programme had yielded great benefits and that it was high time people began to look at the feeding programme as an investment and not a cost.”* The participants indicated that the feeding programme enhanced higher school completion rate for pupils in the sense that well fed children were likely to be motivated to continue being in school up to their final grade.

The District Planning officer, for example, said that:

Mwinilunga District had very low school enrolment, high poverty levels, food insecurity, and poor school attendance, and using such criteria of food insecurity indicators, high pupil dropout, poverty and poor school attendance, the district was included on the School Feeding Programme.

The head teacher of school A also gave the following remarks:

Mwinilunga is a rural district which is still developing and the type of staple food grown in the area is cassava. Cassava mealie meal has little nutrition value as the process for making mealie meal required that the cassava roots be soaked in water for some days. The School Feeding Programme acts as a motivator for the parents to send

their children to school. Stoppage of the programme would make parents not to send their children to school as they have little or no resources.

He further said that the School Feeding Programme should continue because it was a source of food for orphans and vulnerable children (OVCs) as well as children living with HIV and AIDS.

The responses of the teachers on the question were as below; one teacher from school 'A' said: *The School Feeding Programme should continue because it helped pupils to be retained in school and helped in food related health problems of pupils.*

The other teacher from school 'D' said: *The School Feeding Programme, if discontinued, would make pupils' attendance low and that there would be a high rate of pupils dropping out of school and pupils would lose out on health benefits since some children come from homes where they are often malnourished.*

The head teacher of school B said: *The School Feeding Programme was greatly benefiting the community in such a way that those that came to prepare food for learners were given maize or cooking oil to carry home, and in a way, such foodstuffs helped their families. She continued saying that the programme was assisting the parents who could not afford three meals for their pupils in a day, and discontinuing the programme would lead to low school enrolment, low pupil attendance, low performance and low concentration in class.*

During the focus group discussion with pupils from school D, some pupils observed that;

Discontinuing school meals will result in us (pupils) 'dodging' classes in order for us to go home to look for food. Our performance in school activities like sports and co-curricular activities will dwindle as we will have no time to stick around the school.

A question was also asked to the head teachers, the School Feeding Programme coordinators, teachers and pupils on what they can recommend to Government or donors concerning the feeding programme or what their suggestions could be concerning its improvement.

The programme coordinators suggested that parents in the school community needed to mobilise themselves and construct school kitchens where the school meals should be cooked instead of the meals being prepared from outside. They also said sanitation needed to be taken into consideration in that there was no source of drinking water for pupils, and even at the toilets lacked D - washers.

Furthermore, there were calls for the Government of the Republic of Zambia and the WFP to increase the quantity of food supplies since the number of orphans and vulnerable children was increasing while the food supply was usually erratic. The Government of the Republic of Zambia and WFP should be consistent with the supply of the foodstuff and that the schools should be empowered through provision of farm inputs to be used in production unit farms. The school

communities too should be encouraged to start growing their own food so as to sustain the feeding programme even when the Government and the WFP pulls out.

It was the view of the teachers and pupils that the feeding programme needed to be introduced in all the districts and schools. The teachers in charge of the feeding programme in the area needed to be trained so that management of foodstuff is properly done. The teachers in charge of the programme needed to be motivated through provision of an allowance. In addition, one head teacher said that to sustain the programme, schools should be assisted with farm inputs so as to revamp production in the school production units or gardens that were not being seriously utilized, and that Agriculture Science should be a compulsory subject.

4.6 Summary

This chapter presented the findings of the study which sought to assess the social and academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga District of North Western Province of Zambia. The study revealed that the School Feeding Programme implemented in the study primary schools had brought positive social and academic benefits to pupils in the study primary schools. This was evident in the significant improvement in school attendance, retention, social interactions and academic progression rates of pupils. The proceeding chapter discusses the findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

Chapter four presented the research findings. This chapter discusses the findings of the study. The study was to assess the social and academic benefits of School Feeding Programme in selected primary schools in Mwinilunga district of North Western Province in Zambia. The discussions of the findings are according to the objectives of the study which were to examine the extent to which the feeding programme influences pupils' class attendance and retention in schools, establish the social benefits of the programme and to assess its academic benefits to the pupils in selected primary schools of Mwinilunga district in the North Western of Zambia.

5.2 Extent to Which the School Feeding Programme Influences Pupils' Class Attendance and Retention in School

The study established that 42 out of the 50 participants agreed that the School Feeding Programme had an influence on the class attendance and retention of pupils in the primary schools and only 8 of the participants did not approve. Accordingly, those in agreement explained that food insecurity drew pupils away from school in the sense that parents got their children to do house chores at the expense of going to school. However, they stated that school meals attracted children to go to school because they enabled the children to eat something during learning hours while at school. On retention, the participants confirmed that pupils were retained in class from the first period to the last period as they gained energy after eating the food served to them.

In addition, the participants revealed that absenteeism and high rates of pupils dropping out of school had greatly minimised or reduced because of the feeding programme, and, that the programme was seen as a source of motivation to the pupils because they would not want to miss the opportunity of getting free food and henceforth class attendance and retention was improved.

The findings of this study on the influence of the School Feeding Programme on class attendance and retention of pupils is in line with Agripina (2014), study on the influence of School Feeding Programme on pupils participation in public primary schools in flood prone areas of Garsen Division, Tana Delta district, Kenya. Her study established that the School Feeding Programme

influenced the attendance of pupils in schools. The School Feeding Programme also influenced the dropout rate of the pupils as hunger was number one reason for dropouts. Similarly, other studies (Mohammed, 2014; Dei, 2014; Yendaw and Dayour, 2014; Sitali, 2011), established also that pupils were motivated to stay in school because of the meals that were provided in school in the School Feeding Programme. School meals were noted to ease short term hunger of school children during school days and as a result, the pupils attended school and stayed longer hours in school and this led to an improvement in the Universal Primary Education.

Ahmed (2004) observed that in order to reduce hunger in the classroom, as well as to promote school enrollment and retention rates, the government of Bangladesh and the WFP of the United Nations (UN) launched the School Feeding Programme (SFP) in chronically food-insecure areas of Bangladesh. This is also in line with Maslows' Hierarchy of Needs Theory which explains that people are motivated to strive for higher needs when their lower ones are first met. This means that children's food needs should first be satisfied before they can actively perform other activities in school.

Indeed, daily school attendance is important in as far as the education of children is concerned. This is so in the sense that a child who attends school and lessons regularly has higher chances of performing well academically than one whose school attendance is irregular and does not attend lessons. Because of regular attendance, there is high assimilation of ideas and concepts as taught by the teacher in school activities. Poor school and lesson attendance may have a negative consequence on the individual, family, community, school and nation at large in that it can affect the performance in the national examinations at different levels, which can be Grade Seven, Grade Nine and/or Grade Twelve. In line with this assertion, Tyerman (1968) as cited by (Sitali, 2011)'s study in Mongu on the impact of the School Feeding Programme on school enrolment, attendance and performance, indicated that poor school attendance by pupils affected their school performance and might have a significant impact on their academic achievement.

But to the centrally, Dheressa (2011)'s study in Ethiopia on the impact of the School Feeding Programme on school participation, however, did not find any substantial influence of the feeding programme on class attendance and retention. He maintained that poor class attendance was a result of many factors, such as illness, work for money or food, domestic work, school hour hunger and safety concerns. Furthermore, learners could also be demotivated to attend classes when they

realise that their class performance was poor. Pupils that do not perform well in class activities are demotivated with school, and, as a result, they abscond from classes. Additionally, long distance to and from schools, poverty of the parents, pupils' negative attitudes towards education as well as being orphaned and vulnerable would also be reasons for pupils' absenteeism, non-attendance of classes and lessons. School fees levied on the pupils, such as the PTA project funds, can be a source of failure for learners to attend classes, too.

In support of the views of Dheressa (2011), Sterns and Glennie, (2006) posits that the causes of poor class attendance at primary level are illiteracy, poverty, low level of motivation, lack of understanding, child labour, corporal punishment, teacher behaviour and the school environment on the one hand. On the other hand lack of basic water and sanitation facilities are also among the risk factors for elimination and poor school attendance. The lack of toilets and water at school level is a barrier to retention in the rural primary schools. Lack of basic water and sanitation facilities has a greater effect on young children due to their reduced ability to withstand thirst and answering the call of nature. This may be a cause of truancy, dropping out of school and retention.

From the findings of the study and those from the other scholars, it was clear that food served a vital role in trying to assist pupils to attend school regularly and at the same time help learners remain in school until the knocking off time. None attendance and malingering by the pupils are minimized in the sense that provision of food to the children enabled them to get the nutrients that helped them to stay active and energetic in school. As a result of this, activeness and the energy gathered after eating school meals, the pupils were motivated to execute various school related activities enthusiastically. It is for this reason that many governments in the world, Zambia inclusive, have taken positive steps to introduce the School Feeding Programme in primary schools so as to keep children active and in school always.

5.3 Social Benefits of School Feeding Programme

The second objective was to establish the social benefits of the School Feeding Programme. The study discovered that the social benefits of the School Feeding Programme were positive social interaction and promotion of gender parity. The School Feeding Programme promotes gender parity in the sense that the girls are given take home rations so that they are motivated to go to school. It acts as a social vaccine because it enables girls to remain in school longer, thereby

helping them avoid premature marriages and, to some extent, unplanned pregnancies. Because of staying for longer hours in school, girls had less chances of finding themselves in awkward situations that might lead them into immoral activities such as prostitution. This implies that the School Feeding Programme, to a large extent, helps in the reduction of the chances of the girl child falling pregnant as the girls could not easily be enticed with money by boys or men, as long as they are satisfied with the food provided to them at school. It is rare that girls could fall prey to the temptations of men if they are benefitting from the School Feeding Programme.

The study also found out that cooperation among the pupils was promoted and that the feeding programme enabled children of different abilities and backgrounds to be unified. For example, the orphaned and vulnerable children, the disadvantaged children from poor families and also those from the well to do families, all benefited from the programme in the same manner. The above findings are in line with (WFP, 2009) which contends that the School Feeding Programme contributes to the Sustainable Development Goal (SDG) number 4 and number 5; which states that education influences girls economic opportunities, their participation in community, decision making, delaying marriages and pregnancies. Thus, the School Feeding Programme draws children or pupils to school and when they are in school, education will play its part. In a similar study conducted by Manful, Yeboah and Bempah (2015) in Ghana, it was also confirmed that the School Feeding Programme was a social intervention strategy that ensured that pupils in the poor communities have access to education by removing the barriers to hunger.

The WFP (2004) further contends that the School Feeding Programme was a tool which effectively enabled hundreds of millions poor children world over to attend school. It says the social benefits of the feeding programme are either direct or indirect. They are direct, for example, in the sense that school pupils get satisfied and so enhance their active participation in school work; and, there are indirect benefits in the sense that the programme contributes to the attainment of other national goals, such as gender equity, poverty and hunger reduction, HIV/AIDS care and improvement. For example, education is said to have powerful poverty reducing synergies in the sense that one year of schooling for women lowers fertility by about 10%, while one or two years of schooling for mothers reduces child mortality by 15%.” Education is also seen as a vital tool in helping prevent HIV/AIDS and other health-related problems. For example, school activities keep pupils busy and give them less or no room to engage in activities that may increase their chances of contracting

HIV/AIDS. Further, education is among the most powerful tools for reducing girls' vulnerability as it offers a readymade infrastructure for delivering HIV/AIDS prevention efforts. It is highly cost-effective as a prevention mechanism (UNICEF, 2012).

Basic survival and sustenance issues of poor households can understandably take precedence over education. Rural families often count on the labour of their children for tasks such as farm work, finding food, water and/or fuel supplies, childcare and food preparation. Some children are sent from rural areas to urban areas to seek employment so that their families can be supported by their wages. When such happens, children miss out on school and are subject to all types of social issues such as drinking, smoking and living in the streets.

5.4 Academic Benefits of the School Feeding Programme

The third objective was to assess the academic benefit of the School Feeding Programme to pupils in selected primary schools of Mwinilunga District.

The study found that the School Feeding Programme helped children to become active, alert and attentive to the teacher in class during lessons and as such, the programme responds to academic needs of the pupils. This is in line with the study done in Kenya by Chepkwony, Kariuki and Kosgei, (2013) on the School Feeding Programme and its impact on academic achievement of ECE, which found the School Feeding Programme to have improved the academic performance of the school children. The study established that when food is provided to children at school, their educational outcomes are improved because learners can concentrate properly after feeding.

Further, school meals improve attendance, and attendance has a direct bearing on class academic performance and, therefore, when attendance improves, academic performance is anticipated to improve as well. Notwithstanding, such findings regarding academic performance are not, however, dependent on food only. Academic performance is reliant on so many variables such as quality of teachers, proper infrastructure, capability of the learners themselves, school background, that is, where the learners are coming from, economic and social status of their parents or guardians and discipline of the learners. If the learners are not serious and disciplined with school work, and the material that the learners interact with is not worthwhile, they may not perform well. Therefore, to think that school feeding is the only issue behind good academic performance may be an erroneous conclusion or a pitfall.

This study also revealed that school meals reduced absenteeism among the learners. This led to pupils being present in class and attending lessons throughout and because of this; the learners did not lose out in class. Additionally, school meals helped pupils not to skip school or ‘dodge’ from school due to hunger. As a result, the pupils stayed on and concentrated on academic work.

Despite the fact that the School Feeding Programme had many academic benefits, it also had its short comings. For example, the preparation and serving of school meals consumed more academic time and disturbed the pupils as they always wished to be outside to be served with food, especially when pupils attending class learnt that their fellow pupils were getting the food, their concentration became low. Once granted permission to go and queue up for food, it took a bit of time for the pupils to return to class because sometimes the queues for getting the food were too long and all this consumed academic time.

It was discovered that hungry minds did not concentrate and so the School Feeding Programme helps pupils in getting satisfied, enabling them to have energy. The energy enabled children to be focused and attentive in school activities. High concentration was, therefore, noted to have a correlation to good academic performance. Indeed, food given to learners in school added to the nutrition value of the learners which helped their brain to function well. Food gave energy and pupils were able to perform a number of activities effectively and efficiently. Conversely, the preparation of school meals sometimes derailed the attention of pupils during the learning hours. Food easily attracted the children and in that way, the pupils who got disturbed always wished to be outside so that they could be served with food.

Similar studies observed that provision of food for consumption at school was beneficial for learning as it relieved immediate short-term hunger, and that children who are not hungry are more attentive and had higher cognitive abilities (Simeon, 1998) cited by (Abotsi, 2013). Therefore, alleviating short-term hunger among children at school may contribute to improved academic performance among the pupils.

On the contrary, Khatete, Pendo and Oyabi (2013)’s study on School Feeding Programme and pupils’ participation in Kenya did not find school meals to influence academic performance despite enhancing pupils’ participation in co-curricular activities.

This entails that there were several factors behind the academic performance of pupils in their education journey. For example, peer influence may also affect the performance of the pupils apart

from the influence of the parents. In addition, class size was also seen as a factor. The number of pupils in a class determine how effective a teacher could cater for individual differences among the learners. The number of pupils has an effect on how a class teacher organizes and supervises learning. Small classes are easily organized and supervised. Overcrowded classes demand a lot of work while small classes allow teachers to give attention to learners. Furthermore, the socio-economic factors like family income and parents' education play a vital role; presence of trained teachers; poor study habits and long distances to schools can also affect the academic performance of pupils in the school. Additionally, teaching and learning materials have a bearing on the academic performance of the pupils.

But a study conducted in Ghana by Abostsi (2013) that sought to find out the impact of the School Feeding Programme on school enrolment, attendance and academic performance of the pupils in the basic schools, maintained that the National School Feeding Programme implemented in Ghanaian schools showed positive effects on school academic performance, implying that school meals were responsible for improved academic performance.

In line with the Maslow's Hierarchy of Needs Theory, it is observed that human beings are motivated to desire higher needs on the hierarchy when first, the lower needs are satisfied. This implies that, for example, one cannot crave for the safety or social needs without having satisfied the physiological needs. An individual who successfully satisfies the hierarchy needs in the order they appear on the triangle, has a healthier aging. In this case, the children's food needs as being the physiological ones, must first be satisfied before the children can desire to attain the academic and social needs. Therefore, it is important that the School Feeding Programme is treated with the seriousness it deserves if pupils are to be kept active in schools for longer hours. It is assumed that when pupils are kept in school for longer hours, chances are high that firstly, their academic performance improves, and secondly, their degree of social interaction is also increased. It is further assumed that when the children's needs are successfully satisfied in the suggested order, food first, their academic journey becomes healthier and richer. On the other hand, when the children's needs are jumbled, chances are high that they will have a difficult and challenging academic journey

5.5 Summary

This chapter has discussed the findings of the study based on the objectives. It started by discussing the extent to which the School Feeding Programme influences pupils' class attendance and retention in school. It was noted that the School Feeding Programme influenced pupils' class attendance and retention as school meals attracted school going children to be attending classes and were retained in school within the school hours. Additionally, it was found that the School Feeding Programme enhanced positive social interaction among the pupils through feeding together and also indirectly prevented girls' pregnancies as school girls stayed longer in school, which made them have slim chances of finding themselves in awkward situations. Further, it was established that the School Feeding Programme had a number of academic benefits; namely school meals, reducing absenteeism and consequently making pupils to be present in class every time. This has a bearing on academic performance and that school meals helped pupils to become active, alert and attentive during lessons as food gave pupils energy. The proceeding chapter presents the summary, conclusion and recommendations of the study.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary

This study assessed the social and academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district. The study used Maslow's hierarchical needs theory which proposes that humans are motivated by multiple needs and these needs exist in five main levels which are as follows; physiological needs, safety needs, love, esteem and self-actualization needs. Three objectives guided this study, that is; to examine the extent to which the School Feeding Programme influence pupils' class attendance and retention, to establish the social benefits of the School Feeding Programme and assess its academic benefits in Mwinilunga district.

The significance of the study was to provide empirical research findings on the social and academic benefits of the feeding programme. It was hoped that through this study, various stakeholders would be provided with information on the food needs of school going children in primary schools. It was also hoped that through the information provided by this study, education administrators, policy makers and other stakeholders interested in the School Feeding Programme would utilize and promote it.

The study used a descriptive phenomenological research design. This design involved the use of semi structured questionnaires, interviews and focus group discussions. The study employed purposive and convenience sampling procedures to select the 50 participants segmented as follows: 32 pupils, 8 teachers, 4 head teachers, 4 School Feeding Programme Coordinators, 1 District Planning Officer and 1 World Food Programme Officer.

The findings of the study have shown positive outcomes in the social and academic benefits of the School Feeding Programme. The study established that the feeding programme influenced the class attendance, retention and dropout rate of the pupils in school as hunger was noted to be the reason for low retention and attendance. The study also established the social benefits of the School Feeding Programme as positive social interaction, promotion of gender parity, acting as a social vaccine that enabled girls to remain in school longer, thereby avoiding premature marriages and to some extent helped them to avoid unplanned pregnancies. It was also established that cooperation among the pupils was promoted and that the programme enabled children of different

abilities and backgrounds to be unified. Thus the School Feeding Programme was recognised as a safety net programme that alleviates hunger while supporting education, nutrition health and community development. Further, it was also established that the School Feeding Programme helped children to become active, alert and attentive to their teachers in class during lessons and as such the programme responds to academic needs of the pupils.

6.2 Conclusion

The purpose of the study was to assess the social and academic benefits of the School Feeding Programme in selected primary schools of Mwinilunga district. The study found that the programme enhanced pupils' class attendance and retention. Further, the study also established that cooperation among pupils was enhanced and helped in the reduction of girls early pregnancies and that pupils' attentiveness in class was improved.

The School Feeding Programme as implemented by the Government of the Republic of Zambia and World Food Programme in the study primary schools of Mwinilunga District, North- Western Province of Zambia is very beneficial although it has its own shortcomings. Firstly, pupils are only extrinsically motivated to attend school because of the provision of food. There are times when the government delays to deliver the food supplies to schools due to logistical challenges. This delayment results into many pupils absconding classes because of the lack of the incentive (in this case food). This implies that should the government stop implementing the SFP, many pupils will stop attending school because they are in a way conditioned.

Secondly, the School Feeding Programme if not carefully managed can be a source of pupil and community riotous behaviour. If the food is not adequately shared among the pupils, fights can easily erupt thereby disrupting the smooth running of the school and also disturbing the relationship between the school and the community. Apart from fights over food, bullying and stigmatisation may be the order of the day. Pupils from the lower grades are bullied by the other pupils from the upper grades and also pupils from the lower socio-economic home backgrounds are usually stigmatised by their counterparts from the higher socio-economic home grounds.

It is also a common practice that during feeding time pupils would like to eat according to their social economic classes and if this was left unchecked, chances are high that it can be extended to the classroom situation where it may affect the concept of team work in groups of learners with

different learning abilities. In this way, the school seizes to serve its function as an equalizer. Above all, communal feeding is usually prone to communicable diseases due to inadequate sanitation facilities and proper storage of food.

Despite the shortcomings, School Feeding Programme is very beneficial to the social and academic sphere of pupils. It has proved beyond doubt that it is indispensable in helping reduce pupils' absenteeism, and school dropout rates. Therefore to ensure that there is continuation of the perceived benefits of the SFP and also avoid the potential threats that the programme may cause in the school, food empowerment programmes should be initiated in communities that are prone to hunger so that every household can have enough and nutritious food to feed themselves and their school going children without any dependency on the government.

6.3 Recommendations

The study made the following recommendations;

- i. The Parent Teachers Association (PTA) should mobilise the school community to construct school kitchens where the school meals should be cooked from in order to enhance hygiene.
- ii. The Ministry of General Education and other stakeholders should improve water and sanitation in schools where the School Feeding Programme is being carried out so that there is adequate and safe water for use.
- iii. The Government of the Republic of Zambia and the WFP should increase the quantity, quality and consistency of the supply of foodstuffs under the School Feeding Programme in the primary schools so as to enhance the social and academic benefits of the programme.
- iv. The Government of the Republic Zambia and the WFP should spread the School Feeding Programme to all the primary schools in Zambia.
- v. The Government of the Republic of Zambia should embark on supplying farm inputs to primary schools in rural areas so as to sustain the School Feeding Programme through revamping production unit gardens so as to hasten the realization of Education for All.
- vi. Through the Ministry of General Education, the School Feeding Programme coordinators should be trained in the management of the initiative so as to enhance their effectiveness and efficiency in coordinating the programme.

6.4 Recommendations for Further Research

The following research topics could be considered for further research:

- i. An analysis of the effectiveness of the School Feeding Programme in Zambia's primary schools.
- ii. A comparative study on the social and academic benefits of the school meals in private and public primary schools.
- iii. The challenges in the implementation of the School Feeding Programme in the Zambian schools.

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APPENDICES

Appendix I: Focus Group Discussion Guide for Pupils

1. Gender
2. Age
3. Grade
4. Are you given any meals at School?
5. If yes, how many times in a week?
6. Do you think the School Feeding Programme influence your class attendance?
7. Do School meals make you stay longer hours in School?
8. If yes, how does School Feeding influence your class attendance and retention in School?
9. In your own opinion do you think some pupils are attracted to School because of the food that is given at School?
10. What are the social benefits of the School Feeding Programme in School?
11. Do you think the School Feeding Programme enable you make new friends?
12. If yes, how?
13. Do you manage to concentrate in class when you are hungry?
14. Do you think the School Feeding Programme helps you to perform well academically?
13. If yes, how does the School Feeding Programme enhance academic performance of pupils?
14. If the School Feeding Programme was stopped what could be the disadvantage for this stoppage?

Appendix II: Semi Structured Questionnaire for Teachers

Dear respondent,

I am a postgraduate student at the University of Zambia carrying out a study on an assessment of the social and academic benefits of the School Feeding Programme in selected Primary Schools in Mwinilunga District of North Western, Zambia. To conduct this study, I need to collect information from Schools with the School Feeding Programme.

Be assured that the information you provide will only be used for academic purposes and your identity will NOT be disclosed. You are kindly asked to be truthful in your responses to this questionnaire.

Instructions: Please read the questions carefully and ensure that you tick [] for the answer you are going to choose and fill in the black spaces where necessary.

1. Your gender is a. female [] b. male []
2. What is your age range?
 - a. 20 – 30 [] b. 31 – 45 [] c. 46 – 55 [] d. 56 – 65 [] e. 66 and above []
3. What is your marital status?
 - a. Single [] b. married [] c. divorced [] d. widowed []
4. Your highest level of education is
 - a. Junior secondary [] b. Form III [] c. Senior secondary/ Form V []
 - d. College [] e. University []
5. Who is your employer (one who pays your salary?)
 - a. GRZ []
 - b. Others, specify
6. How many times is food prepared at your school in a week?

a. Once ☐ b. Twice ☐ c. Thrice ☐ d. Four time ☐ e. Five times ☐

7. What type of food is prepared for learners?

.....

8. In your opinion, do you think School Feeding Programme influence class attendance?

a. yes ☐ b.no ☐

9. In your opinion, does the School Feeding Programme influence pupils' retention in school?

a. yes ☐ b. no ☐

10. If yes, how does School Feeding Programme influence class attendance and retention?

.....
.....
.....

11. The School Feeding Programme has a lot of social benefits for the pupils.

a. yes ☐ b.no ☐

12. If yes, what are the social benefits of the School Feeding Programme?

.....
.....
.....

13. If no, what are the reasons?

.....
.....

14. Can School Feeding Programme help in reduction of girl child pregnancies?

a. yes ☐ b.no ☐

15. If yes to question 14 justify your answer

.....
.....
16. If your answer is no to question 14, give reasons

.....
.....
17. What is your opinion on the following statements about the School Feeding Programme?

A. SFP promotes positive social interactions among the pupils? a. yes [] b.no []

B.SFP leads to creation of friendship? a. yes [] b.no []

C. SFP enables pupils develop spirit of sharing and cooperation? a. yes [] b.no []

18. Do you think School Feeding Programme enhances academic performance of pupils?

a. yes [] b.no []

19. If the answer is yes to Question 18 justify?

.....
.....
.....
20. If your answer is no to question 18 justify.

.....
.....
.....
21. What is the response of community members towards preparation of meals for pupils?

.....
.....
.....
22. In your view, why do you think the School Feeding Programme should continue at this school?

.....

.....

.....

23. What suggestions can you make to improve the School Feeding Programme?

.....

.....

.....

Appendix III: Interview Guide for School Feeding Programme Coordinators

1. Sex
2. Age
3. Highest level of education
4. Times food is prepared at your school in a week
5. Type of food prepared for learners
6. In your opinion, do you think School Feeding Programme influence class attendance?
7. In your opinion do you think School Feeding Programme influence pupils' retention in School?
8. If yes, how does School Feeding Programme influence class attendance and retention?
9. Does the School Feeding Programme have any social benefits for the pupils?
10. If yes, what are the social benefits of the School Feeding Programme?
11. How does School feeding promote social benefits among pupils?
12. Can School Feeding Programme help in reduction of girl child pregnancies?
13. Explain how School Feeding Programme aids in reduction of girl child pregnancies
14. Do you think School Feeding Programme enhances academic performance of pupils?
15. How does the Feeding Programme enhance academic performance of pupils?
16. What is the response of community members towards preparation of meals for pupils?
17. In your view, why do you think the School Feeding Programme should continue at this School?
18. What can you recommend to government or donors concerning the School Feeding Programme?

Appendix IV: Interview Guide for the Head Teachers

1. Sex
2. Age
3. Highest level of education
4. Times food is prepared at your school in a week
5. Type of food prepared for learners
6. In your opinion, do you think School Feeding Programme influence class attendance?
7. In your opinion do you think School Feeding Programme influence pupils' retention in School?
8. If yes, how does School Feeding Programme influence class attendance and retention?
9. Does the School Feeding Programme have any social benefits for the pupils?
10. If yes, what are the social benefits of the School Feeding Programme?
11. How does School feeding promote social benefits among pupils?
12. Can School Feeding Programme help in reduction of girl child pregnancies?
13. Explain how School Feeding Programme aids in reduction of girl child pregnancies
14. Do you think School Feeding Programme enhances academic performance of pupils?
15. How does the feeding programme enhance academic performance of pupils?
16. The performance of learners in the grade 7 examinations before and after inception of the School Feeding Programme

SCHOOL	Before the SFP				After the SFP			
	2009	2010	2011	2012	2013	2014	2015	2016
A								
B								
C								
D								

17. What is the response of community members towards preparation of meals for pupils?
18. In your view, why do you think the School Feeding Programme should continue at this School?
19. What can you recommend to government or donors concerning the School Feeding Programme?

Appendix V: Interview Guide for the District Planning Officer

1. Sex
2. Age
3. Highest level of education
3. What do you think is the rationale behind the World Food Programme supplying food rations to schools?
5. In your opinion, do you think school meals influence class attendance?
6. If yes, to what extent does the School Feeding Programme influence pupils class attendance
7. Does School Feeding Programme has an influence on the retention of pupils in school?
8. If yes, explain how the School Feeding Programme influence pupils' retention in school?
9. Do you think School Feeding Programme has any social benefits among pupils in school?
10. If yes what are the social benefits of the School Feeding Programme?
11. Explain how the School Feeding Programme can bring about the social benefits among pupils in school?
12. Do you think School Feeding Programme enhances academic performance of pupils?
13. Do you think the School Feeding Programme should continue in your district?
14. If yes, explain why?
15. What can you recommend to government or donors concerning the School Feeding Programme?

Appendix VI: Interview Guide for the World Food Programme Officer

1. Gender
2. Age
3. Highest level of education
4. What is your rationale behind supplying primary schools with food under School Feeding Programme?
5. Do you think school meals have any social and academic benefits among pupils in school?
6. In your opinion, do you think school meals influence class attendance and retention of pupils?
7. If yes, to what extent does the School Feeding Programme influence pupils class attendance and retention?
8. Explain how School meals influences pupils class attendance and retention.
9. Do you think School Feeding Programme has any social benefits among pupils in school?
10. If yes what are the social benefits of the School Feeding Programme?
11. Explain how the School Feeding Programme can bring about the social benefits among pupils in school?
12. Does the School Feeding Programme contribute to pupils' socialization in school?
13. Do you think School Feeding Programme enhances academic performance of pupils?
14. If yes, how does it enhance academic performance of pupils?
15. Do you think your organization should continue supplying food in schools?
16. If yes, why?