

**AFRICA CHILDREN MISSION'S SCHOOL FEEDING PROGRAM, AND  
SCHOLASTIC ACHIEVEMENT OF PUPILS IN PRIMARY SCHOOLS OF  
KAKOOGE SUBCOUNTY**

**MBAZIIRA JOSEPHATS**

**2015-M302-20018**



**A DISSERTATION SUBMITTED TO THE FACULTY OF AGRICULTURE IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
THE DEGREE OF MASTER OF SCIENCE IN MONITORING AND  
EVALUATION OF UGANDA MARTYRS UNIVERSITY**

**OCTOBER, 2018**

## **DEDICATION**

To Ruthie Zawedde Mbaziira, my God-given lifelong friend!

## **ACKNOWLEDGEMENTS**

I appreciate all the people that responded during this study i.e. the parents, teachers, Head teachers and the pupils of Ekitangaala, Rwanjukyi, Kiralamba, Kamuniina and Kyeyindura primary schools, who are part of ACM's school feeding program.

Similarly, I appreciate Mr. Enock Nkuranga the director, and all staff of African Children's Mission (ACM) for letting me conduct this study among them and tirelessly scheduling meetings with parents, head teachers, teachers and pupils of the schools where they implement the school feeding program. It was such an honor and indeed a life enriching experience.

My appreciation also goes to my research supervisor for the continued guidance, insights and wise counsel during the course of this study. Thank you so much, Mr. Bwanika Godfrey. Despite your extremely busy schedules, you found time to guide me, but above all you encouraged me and always made me believe that it was possible.

I am also thankful to my family: Ruthie-my dear wife-, Tendo and Mirembe-my sweet daughters-, and Ayinza-my beloved son. Thank you for supporting me and always inspiring me to aim higher.

Lastly, I thank God, the Almighty for enabling me complete this journey. Thank you Lord Jesus for the provision, courage, and grace you gave me during this season.

## TABLE OF CONTENTS

DECLARATION .....	i
SUPERVISOR’S APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
ABSTRACT.....	ix
LIST OF ACRONYMS .....	x
<b>CHAPTER ONE:.....</b>	<b>1</b>
GENERAL INTRODUCTION.....	1
1.0. Introduction.....	1
1.2.0 Background to the Study.....	2
1.2.1 Historical Perspective.....	2
1.2.2 Theoretical Perspective .....	4
1.2.3 Conceptual Perspective .....	7
1.2.4 Contextual Perspective.....	8
1.3 Statement of the Problem.....	10
1.4 Objectives of the Study .....	11
1.4.1 General Objective of the Study .....	11
1.4.2 Specific Objectives of the Study .....	11
1.5 Research Questions .....	12
1.6 Significance of the Study .....	12
1.7 Justification of the Study.....	13
1.8 Scope (Coverage) of the Study.....	14
1.9 Conceptual Framework .....	15
1.10 Operational Definitions of Key Terms/Concepts.....	16
<b>CHAPTER TWO:.....</b>	<b>18</b>
LITERATURE REVIEW .....	18
2.0 Introduction.....	18
2.1 History of School Feeding Programs (SFPs).....	18
2.2 School Feeding Programs and Students’ Scholastic Achievement .....	20
2.3 Program Monitoring and Achievement of Intended Results .....	22
2.4 Parents Participation In School Activities, and Success of School Feeding Programs (SFP).....	25
2.5 Parents Participation In School Activities, and Pupils Scholastic Achievement .....	27
2.6 Summary .....	28
<b>CHAPTER THREE.....</b>	<b>30</b>

<b>RESEARCH METHODOLOGY .....</b>	<b>30</b>
3.0 Introduction.....	30
3.1 Research Design .....	30
3.2 Study Population .....	30
3.2.1 Sample Size .....	31
3.2.1.1 Disaggregation of the Same Size Among School Pupils .....	32
3.2.1.2 Summery of Respondents Per School.....	34
3.4 Sampling Techniques and Procedure .....	34
3.5 Data Type and Collection Methods.....	35
3.6 Data Analysis.....	36
3.7 Validity and Reliability of Data Collection Instruments .....	37
3.8 Ethical Considerations .....	38
3.8.1 Legal Considerations/ Permissions .....	38
3.8.2 Rights and Welfare of Participants.....	39
3.8.3 Informed Consent and Assent.....	39
3.8.4 Sharing of Findings .....	40
<b>CHAPTER FOUR .....</b>	<b>42</b>
<b>PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS .....</b>	<b>42</b>
4.0 Introduction.....	42
4. 1 Data Presentation and Analysis .....	42
4.1.1 Questionnaire Response Rate.....	42
4.2. 0 Demographic Characteristics of Respondents.....	43
4.2. 2. Sex of Teachers and Parents .....	43
4.2.3 Sex of Pupils .....	44
4.2.2 Age of Pupils .....	46
4.3.0 Feeding In Schools, and Scholastic Achievements .....	47
4.3.1 Where Pupils Get Food For Lunch From .....	47
4.3.2 Types of Food Pupils Eat While at Schools .....	49
4.3.3 Pupils Scholastic Achievement .....	50
4.3.4 Academic Perfomance .....	53
4.4. Monitoring of Feeding Program In Schools and Scholastic Achievement of Pupils .....	55
4.4.1 How Monitoring was Done .....	55
4.4.2 Involvement of Stakeholders in Monitoring.....	57
4.4.3 How the Program Monitoring Affected Pupils’ Scholastic Achievement.....	58
4.5.0 Parents Participation towards Pupils Scholastic Achievements .....	60
4.5.1 Parents/ Guardians Who Support their Children’s Education.....	61
4.6.3 Parents Participation In the School Feeding Program .....	67
<b>CHAPTER FIVE .....</b>	<b>69</b>
<b>SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>69</b>
5.0 Introduction.....	69

5.1 Key Findings .....	69
5.2 Conclusions.....	70
5.3 Recommendations .....	71
5.4 Areas of Future Research .....	72
<b>REFERENCES.....</b>	<b>73</b>
<b>APPENDICES.....</b>	<b>78</b>
Appendix I: Introduction letter .....	78
Appendix II: Questionnaire for Pupils .....	79
Appendix III: Questionnaire for Teachers .....	83
Appendix IV: Interview guide for Parents .....	86
Appendix IV: Interview guide for Project Staff .....	88

## LIST OF TABLES

Table 3.1: Disaggregation of the pupil respondents by school size .....	32
Table 4.1: Response rate .....	42
Table 4.2: Sex of Head teachers, teachers and Parents who responded during the study .....	43
Table 4.3: Class cross tabulated with sex of the respondents .....	44
Table 4.4: Class cross-tabulated with age of the respondents .....	46
Table 4.5: Where Pupils get their food for lunch from .....	47
Table 4.6: Pupils Scholastic Achievement.....	51
Table 4.7: Primary leaving examination results from 3 schools for 6 years .....	53
Table 4.8: Person stayed with Vs. Helping with school .....	62
Table 4.9: Person stayed with Vs. coming to school everyday .....	62
Table 4. 10: Parents participation in school activities .....	65

## LIST OF FIGURES

Figure 3.1: Disaggregation of the pupil respondents by Class .....	33
Figure 4.1: Trend of girls in P6 who join P7 .....	45
Figure 4.2: Food Varieties served.....	49
Figure 4.3: Percentage of pupils living with a particular Relative .....	61



## LIST OF ACRONYMS

ACM	:	Africa Children's Mission
FFE	:	Food for Education
FGD	:	Focus Group Discussion
HGSF	:	Home Grown School Feeding
MoES	:	Ministry of Education and Sports
NGO	:	Non-Governmental Organization
NPA	:	National Planning Authority
OECD	:	Organization for Economic Co-operation and Development
PLE	:	Primary Leaving Examinations
PS	:	Primary School
SCP	:	Social Constructivist Paradigm
SFP	:	School Feeding Program
UMU	:	Uganda Martyrs University
UN	:	United Nations
UNCST	:	Uganda National Council for Science and Technology
UPE	:	Universal Primary Education
WFP	:	World Food Programme
WVU	:	World Vision Uganda

## ABSTRACT

Africa Children's Mission has been running a School Feeding program in Kakooge sub county Nakasongola district for over 10 years yet results from the last 2 PLE revealed a growing decline among the schools where the program is being run.

This prompted the researcher to conduct the study generally to establish the relationship between ACM's school feeding program and scholastic achievement of primary school pupils in the sub county.

The specific objectives included; to establish the effect of provision of food on pupils scholastic achievements, to identify the role played by monitoring of ACM's SFP on pupils' scholastic achievement, to find out the moderating effect of parents' participation in school activities on the relationship between provision of food and scholastic achievement of pupils in primary schools of Kakooge Sub county Nakasongola district.

The researcher employed both qualitative and quantitative methods; quantitative methods- to capture some statistics from pupils, and qualitative approach to provide perspectives and explanations of the program from the major stakeholders. In addition, the study was majorly exploratory for purposes of providing an accurate picture of what is happening with the SFP and scholastic situation of pupils in the sub county. Questionnaires were administered to 235 pupils in the four main schools under the program, and interviews, as well as focus group discussion were conducted among purposively selected stakeholders i.e. teachers, head teachers, parents and one sub county education coordinator.

The study found out that the major contribution of SFP among pupils in the sub county was that it encouraged pupils to regularly go to school, attend class throughout the day, improve their concentration in class, as well as improve school enrollments in the area. While monitoring of the program existed, its objectives were not clearly linked to scholastic achievement. Parents support to both the SFP and to their children's' education was found to be insufficient and thus not adequately helping pupils scholastic achievement as well as the sustainability of the feeding program.

The major conclusion of the study is that ACM's SFP encourages pupils to regularly go to school, attend class throughout the day, improve their concentration in class, as well as improve school enrollments in the area. The study therefore recommends improvement in parents' involvement in their children's education, especially in academic activities, and cooperation between them and teachers, enable schools record desirable scholastic achievement of pupils.

# CHAPTER ONE

## GENERAL INTRODUCTION

### 1.0. Introduction

This chapter introduces the subject area of the study with details of the study background, the statement of the problem, the study objectives, research questions, conceptual framework, the study's significance and justification, the scope of the study as well as Operational definitions of key terms/concepts to be used in this study.

Various studies such as Sulemana, et al, (2013), and World Food Program 2011) suggest that School Feeding Programs (SFP) contribute to Educational benefits which may include improving pupils' academic performance, regular school attendance, and increased enrollment and completion rates among others, yet despite implementation of SFP, some schools and indeed regions especially in rural Uganda have continued to register decimal scholastic achievements among pupils. Thus the study generally sought to explore the relationship between School Feeding program and scholastic achievement of pupils in primary schools, a case study of Africa Children's Mission (ACM) in Kakooge sub- County, Nakasongola district.

For about 6 years, the researcher worked in Nakasongola district with a sister organization to African Children's Mission (ACM) and observed their activities relating to School Feeding Program (SFP) and how it has been articulated to contribute to scholastic achievement of pupils. Among the contributions outlined by the Organization is that the SFP helps pupils to perform academically better than if the meals were not provided. However, Results from Primary Leaving Exams for the last 2 years have been declining ACM continues to provide meals in these schools. The researcher was therefore curious to establish the actual

relationship between SFP and scholastic achievement among the pupils in Kakooge Sub County where the program has been implemented for more than 10 years.

### **1.2.0 Background to the Study**

The background of the study has been broken into four perspectives namely; the historical, theoretical, conceptual and contextual perspectives.

#### **1.2.1 Historical Perspective**

Global efforts over the past two decades have been geared toward achieving universal primary education (UPE), gender parity at all levels of education, and reducing poverty, hunger and malnutrition, especially among children, by 2015 (United Nations, 2000; UNESCO, 1990).

Since 2000 there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half. While sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions – from 52 percent in 1990, up to 78 percent in 2012 – large disparities still remain.

Similarly, Uganda was committed to achieving the millennium development goals, and in an effort to achieve goal 2 (To achieve Universal Primary Education), in 1997 the government introduced the Universal Primary Education (UPE) program in order to improve the enrollment and attainment in primary schools.

Ministry of Education statistics indicate that because of the introduction of UPE, gross enrollment increased by 73 percent in one year from the pre-UPE total of 3,068,625 pupils in 1996 to 5,303,564 in 1997. By 2003, gross enrollment in primary schools was 7,633,314 children representing an increase of 149 percent of the pre-UPE enrollment. A total

enrolment of 8,098,177 pupils was registered in 2011 with 86.9% (43.4% Male and 43.5% Female) belonging to government schools. Uganda Education Statistical abstract, (2011).

Important to note is that while the enrollments are high in lower classes, the numbers keep reducing in upper classes due to high dropout rates. For example The Uganda Education Statistical abstract, (2015) indicates that there were 1,842,001 in Primary one and yet only 31.7 % of them (584984) made it to Primary 7 representing a 68.3% drop out rate

However According to UNDP 2016, Children from the poorest households are four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high UNDP (2016).

Poverty and hunger continue to be identified as factors militating against children's full participation in primary education in developing countries, with gendered implications (Guttman, 2009; UNESCO, 2008; Colclough et al., 2000; and, Bosumtwi-Sam, 2012).

According to the United Nations World Food Programme (2008), 66 million primary school age children go hungry every day, with 23 million hungry children in Africa alone. Additionally, 75 million school-age children (55% of them girls) do not attend school, with 47% of them living in sub-Saharan Africa. Despite all significant achievements in reaching the targets set out by the first Millennium Development Goals, UNDP (2016) further observes that

“Unfortunately, extreme hunger and malnutrition remain a huge barrier to development in many countries. 795 million people are estimated to be chronically undernourished as of 2014... Over 90 million children under the age of five are dangerously underweight. And one person in every four still goes hungry in Africa”.

Relatedly, Sustainable Development Goal two (Zero hunger), aims to end all forms of hunger and malnutrition by 2030, making sure all people – especially children and the more vulnerable – have access to sufficient and nutritious food all year round.

Similarly, World Food Program, (2011) notes that School feeding programs concentrate on breaking the vicious poverty cycle by investing in child development, using food to get children to school and keep them there.

Thus, the need to reduce hunger while increasing school enrollment (one aspect of scholastic achievement) in children is evident, and school feeding programs have been developed to target this multifaceted problem.

### **1.2.2 Theoretical Perspective**

Generally, scholastic achievement (sometimes called educational achievement) relates to the extent to which students, teachers or even institutions achieve their educational goals. The indicators of this achievement may include completion rates, career success, scores in tests/ exams, attendance rates among others.

For purposes of this study, scholastic achievement will be used in relation to pupils and the measurements to be focused on will include- though not limited to- regularity/attendance in school, scores in tests/ exams (academic performance) and completion rates.

Various theories and models have been put forward in an attempt to explain the factors responsible for pupil's scholastic achievement. According to Rosso (1999), nutritional and health status are powerful influences on a child's learning and on how well a child performs in school. He asserts that Children who lack certain nutrients in their diet (particularly iron and iodine), or who suffer from protein-energy malnutrition, hunger, parasitic infections or other diseases, do not have the same potential for learning as healthy and well-nourished

children. Weak health and poor nutrition among school-age children diminish their cognitive development either through physiological changes or by reducing their ability to participate in learning experiences - or both.

He concludes that.

“...research and program experience shows that improving nutrition and health can lead to better performance, fewer repeated grades and reduced drop out”.

Walberg (1984), through his ‘theory of educational productivity’, asserts that nine factors require optimization in order to increase affective, behavioral and cognitive learning among students. He categories them as follows:

Student aptitude

1. Ability or prior achievement as measured by the usual standardized test
2. Development as indexed by chronological age or stage of maturation, and
3. Motivation, or self-concept as indicated by personality tests or the student’s willingness to persevere intensively on learning tasks.

Instruction, which includes

4. The amount of time students engage in learning, and
5. The quality of the instructional experience, including psychological and curricular aspects.

Environmental factors (which also consistently affect learning; the educationally stimulating, psychological climates of)

6. The home
7. The classroom social group

8. The peer group outside the school and
9. Use of out of school time

Briggs (1989), through his 3-P model of learning, tends to agree with Walberg, as he also suggests that the product (result) of learning depends on the presage and process, where presage involves the students' context and the teaching context, and the process involves the students' approaches of learning. According to Skinner's (1945) "Learning Theory", scholastic/ educational achievement varies among individuals due to several reasons. Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education.

Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. This means, the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

For purposes of this study, the researcher generally focused on the contribution of the environment (with specific attention to SFP) to pupils scholastic achievement, and under the environment, he specifically investigated the role of the SFP, and how parents participation affect scholastic achievement of pupils in Kakooge sub county.

The researcher among others used Skinner's "Learning Theory", and Rosso's (1999) findings, to guide the study. Skinner emphasizes that the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement, and Rosso articulates the importance of nutrition in scholastic achievement, - which forms a major focus of the study.



### **1.2.3 Conceptual Perspective**

The term school feeding has been used over the years to mean the provision of meals or snacks at school to reduce children's hunger during the school day. Some continue to define school feeding as in-school meals only (WFP, 2004).

School feeding programs have also been defined by the World Bank as “targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household level.”

Ngah and Majid, (2013), suggest that SFPs contribute to

Educational benefits which may include; improving pupils' academic performance, regular school attendance, and increased enrollment and completion rates among others.

Pupil's performance, defined as, the ability of pupils to do something (Oxford Advanced Learners Dictionary, 1994) while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behavior and philosophy that learners achieve or acquire (Ferguson, 1990). This ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, school term, and year or education cycle. The scores and grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public Ferguson (1990).

Many studies and researchers such as Langinger (2011) have suggested that school feeding programs support education by contributing towards improvement scholastic achievement of

students and thus their adoption by various NGOs and governments especially in developing countries.

#### **1.2.4 Contextual Perspective**

In the Ugandan context, the government introduced the Universal Primary Education in 1997 with similar aim of improving literacy and education levels within the country, despite UPE's achievements in enrollment, enormous challenges have emerged such as pupil high teacher ratio, absenteeism, pupil poor performance and eventual high school dropout rates, which indicate low scholastic achievement especially among pupils. This is mainly attributed to inadequate support by government, which has greatly stretched schools to breaking point especially in rural areas such as Nakasongola District. Savage, (2015).

It is such challenges that have forced other actors such as Non-Governmental Organizations (NGO) to come in to support the system by for example introducing Feeding Programs in schools.

#### **Background of Africa Children's Mission (ACM) and its School Feeding Program (SFP)**

African Children's Mission, Inc. (ACM) is a nonprofit Interdenominational Christian Mission Organization based in Birmingham, Alabama. The mission serves children and families in rural Uganda and Kenya, East Africa under the direction of a North American Board of Directors, National Field Directors and Founders of the mission.

According to their website ([africanchildrensmision.org](http://africanchildrensmision.org)), Since February 1996, the organization has been working to meet needs of vulnerable children in Nakasongola district especially through education child sponsorship, School feeding programs, medical support for children as well as training pastors and other projects focused on supporting women

## **School Feeding Programme (SFP)**

ACM works together with schools to provide a nutritious lunch to thousands of vulnerable children each school day. For instance ACM (2017) states:

“For many of these children this is the only adequate meal they receive each day. Preschool age children and nursing mothers are also welcome to eat lunch at the schools included in the feeding ministry”

ACM is able to keep the cost of each meal down to just a few cents by growing some of the crops to supplement the feeding ministry (out reach program). An elected Parent’s Committee at each school manages the operation and accountability of the feeding ministry. These (the Parents Committee) also oversee and work in school gardens to grow fresh green vegetables for the school lunches.

The students work in the gardens every other Saturday to assist in the planting, weeding and harvesting of crops.

ACM builds the school kitchen, providing the cement and original supply of pots, bowls and other kitchen equipment. The students’ parents help with the labor and locally generated materials, such as sand. The organization provides maize (corn) and beans while the parents add the greens and hire the cooks. In this way the feeding ministry becomes a partnership for the benefit of the children, not a handout.”

While this programme has been implemented since about year 2000, there is scarcity of information on its impact as well as the experiences of beneficiaries and implementers. The study therefore ought first, to establish the extent to which ACM’s SFP is contributing towards scholastic achievements of pupils in Kakooge Sub County, Nakasongola district. In addition the researcher attempted to find out how the feeding programme was being implemented (process), and how it’s responding to the needs of children in the schools -from

the perspective of the pupils and school administrators. Also, he attempted to explore the experiences of various stakeholders involved with the implementation of the programme.

### **1.3 Statement of the Problem**

Research suggests that giving children a daily breakfast at school may improve their scholastic achievement through several mechanisms: increasing the time spent in school, improving certain cognitive functions and attention to tasks, and, perhaps indirectly, improving nutritional status Nutr (1998).

Acham, et al, (2012), assert that Nutrition, or the lack of it, has recently been recognized as an important additional factor for school achievement.

They further observe that giving children a daily breakfast or a meal at school improves their scholastic achievement through several mechanisms, for example by activation of the brain, which is sensitive to short-term variations in the availability of nutrient supplies. This indication is particularly strong for undernourished children.

Meals at school also play important roles in alleviating short-term hunger in malnourished or even well-nourished children, motivate parents (especially among the poor) to enroll their children in school and have them attend regularly, address micronutrient deficiencies among children and increase community participation and involvement in schools, factors which all contribute to academic achievement Acham et al, (2012).

Because of these documented benefits of SFPs towards scholastic achievement of pupils, many national and international agencies as well as governments in both developing and developed nations have spent millions of dollars on school feeding programs especially in schools.

It was for similar reasons that the Africa Children's mission started a SFP in Kakooge Sub County in Nakasongola district, as a way of contributing to the development of the area. However, despite running the program for over a decade, academic performance (one of the major elements of scholastic achievement) in this district particularly in this sub-county has not improved (and in some cases has even declined) in the last five years. For example in Ekitangaala Primary school (the oldest and biggest school where ACM has run its SFP), PLE grades have been declining from 4 first grades out of 60 pupils in 2013, to 2 in 2014 and no first grades in 2015.

If this problem is not investigated, academic performance and other aspects of scholastic achievement are likely to further decline, thus undermining the contribution of ACM's SFP. This is what has prompted the researcher to carry out this study so as to attempt to provide an explanation for this state of affairs.

## **1.4 Objectives of the Study**

### **1.4.1 General Objective of the Study**

Generally the study aimed to establish the relationship between ACM's school feeding program and scholastic achievement of primary school pupils in Kakooge sub county Nakasongola district.

### **1.4.2 Specific Objectives of the Study**

The specific objectives of this study include the following;

- i. To establish the effect of provision of food on pupils scholastic achievements in primary schools of Kakooge Sub county Nakasongola district.
- ii. To identify the role-played by monitoring of ACM's SFP on pupils' scholastic achievement in primary schools of Kakooge Sub county Nakasongola district.

- iii. To find out the moderating effect of parents' participation in school activities on the relationship between provision of food and scholastic achievement of pupils in primary schools of Kakooge Sub county Nakasongola district.

### **1.5 Research Questions**

- i. What effect does the provision of food have on the scholastic achievement of pupils in primary schools in Nakasongola district?
- ii. What role does monitoring of ACM's School Feeding program play in pupils' scholastic achievement in primary schools of Kakooge Sub county Nakasongola district?
- iii. What is the moderating effect of parents' participation in school activities on the relationship between provision of food and scholastic achievement of pupils in primary schools of Kakooge Sub county Nakasongola district?

### **1.6 Significance of the Study**

The study aimed at adding to the existing body of knowledge regarding the relationship between School Feeding and scholastic achievement in Uganda especially in rural areas such as Kakooge sub-county in Nakasongola district.

The findings of this study may serve to inform a number of stakeholders involved in the education sector (especially primary schools) at local, district, and national level about how different aspects of school feeding program influence pupils' scholastic achievement, as well as identify any other factors that are necessary in order for SFP to influence scholastic achievement.

These stakeholders may include school management committees, NGOs, district Education officers, MOES and any relevant local and national policy makers.

First and foremost this report may be used by Africa Children's mission to review their School feeding program's M&E strategy such as revisiting their Logical framework as well as planning for periodic evaluations.

The other NGOs in the area may use the report findings to bench mark with their own involvements so as to avoid duplication of services. For example the report highlights the schools in the sub county where food is being provided so they may focus on other schools where the service still lacks.

The school management committees may use the report findings or recommendations to lay strategies to increase involvement of parents in schools activities especially regarding their children's education.

The district education officials may also use findings of this study in their policy reviews regarding support of feeding in primary schools as well as parents participation in their children's education.

Additionally, this study report, is a partial fulfillment of the requirements for the award of the Masters of Science Degree in Monitoring and Evaluation at Uganda Martyrs' University

### **1.7 Justification of the Study**

The need for feeding in schools as one of the interventions to improve school attendance, and also academic performance among pupils has been highlighted in various studies. e.g. Mack (2014). However, in some schools where SFPs have been implemented, performance has not improved which necessities providing some explanations.

Most of the literature available (such as McEwan, 2012) on school feeding programs (SFP) is mainly done in developed countries and focuses on issues such as nutritional content of the food distributed, and health eating habits, especially fighting eating disorders and diseases

such as obesity. The researcher perceives that these may not be the main issues in the context of primary schools in Uganda- especially in rural areas-, but instead how the provision of food contributes towards pupils' scholastic achievement. Thus his attempt to establish the existence of this relationship and the role that parents' participation plays.

### **1.8 Scope (Coverage) of the Study**

In terms of content, the study centered on school feeding program, and scholastic achievement (such as completion rates, scores in schools and national exams, School attendance rates); how the implementation of SFPs affects Scholastic achievement in primary schools, and how parents' participation in school activities influences both SFP and the pupils' scholastic achievement.

Aspects of the SFP that the study covered include provision of food (posho and beans) during lunchtime, growing of vegetables in school gardens, provision of utensils, and payment of cooks by parents as well as monitoring of the SFP by all stakeholders.

Regarding Parents participation the study looked at their involvement in the SFP as identified above, as well as their involvement in pupils school activities such as guidance with academic work, encouragement, and relationship with teachers for the purpose of their children's learning.

The reviewed literature was that specifically about SFPs and scholastic achievement published not earlier than 2005 (where possible), in line with the Uganda Martyrs University (UMU) dissertation guidelines.

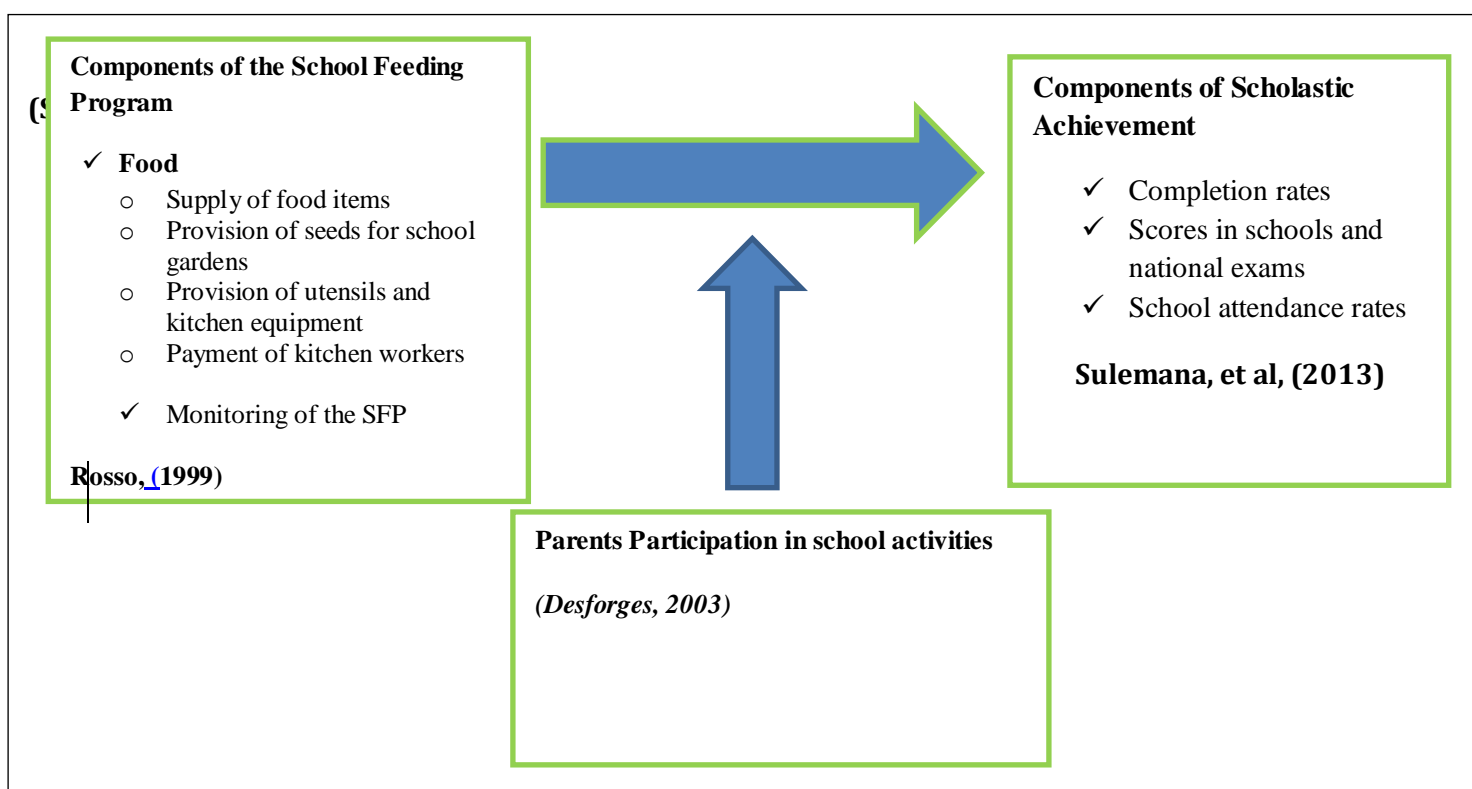
Geographically, the study covered mainly four schools in Kakooge sub county Nakasongola district where ACM's SFP has been implemented for the longest period of time state the time.



These schools are Ekitangaala Primary School, Kiraramba Primary School, Rwanjukyi, and Kyeyindura Primary School. These schools all have pupils from Primary 1 to Primary 7 and majority of the pupils are coming from the villages surrounding the schools. They are also fully day schools except for Ekitangaala, which has about 10% of its pupils in the recently introduced boarding section. While the researcher mainly collected data from the above four schools, some parents and teachers from Kamunina primary school were also interviewed. This is because while the school was not considered for quantitative data because it only has pupils up to primary five, ACM had run SFP in this school for more than 10 years and so the researcher believed that parents and teachers would provide vital information regarding some of the objectives of the study.

In terms of time, the study looked at ACM operations in the 5 schools for the last five and a half years (January 2012 to June 2017). This is because both the schools, and the ACM offices did not have much information recorded before this period.

### 1.9 Conceptual Framework



The Framework illustrates some of the contributing factors to scholastic achievement as suggested by some writers cited above. It's to the effect that when food is provided to the pupils and the program is well monitored, this leads to scholastic achievement. However, the researcher is cognizant of the other factors, which may influence this process. i.e. for the SFP to be effective parental involvement in school activities and pupils' school affairs may be necessary for their children's high scholastic achievement.

### **1.10 Operational Definitions of Key Terms/Concepts**

**Scholastic achievement:** the extent to which a student, teacher or institution has achieved their educational goals. For this study emphasis is on the pupils achievement of goals.

**Academic achievement** is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts

**Academic performance:** The quality and quantity of knowledge, skills techniques and positive attitudes, behavior and philosophy that learners achieve or acquire (Ferguson, 1990). This ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, school term, year, or education cycle. The scores and grades that each pupil obtains measure the degree of achievement.

**School Feeding Program:** The provision of meals or snacks at school to reduce children's hunger during the school day. Specifically, this term was used to refer to all activities involved in the provision of food (posho, beans and vegetables) during [lunch time](#) on school days.

**Outcome:** The state of the target population or social condition that a program is expected to have changed.

**Pupils:** Children attending primary schools, **mostly day scholars**

**Schools:** Institutions for educating children

**Community:** Common people with common relations supported by social links and networks integrated in the place where they live. These include parents and residents living near or connected to the schools in any way.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter is an examination of theory and existing literature in the field of School feeding programs, their design, implementation and impact, as well as Africa Children's Mission (ACM). Literature review is carried out with an eye for unresolved issues or information gaps, upon which the study is to be based. In this study, the reviewed literature is categorized into sub-themes in accordance to the major concepts and objectives. Namely: Scholastic achievement, Nature of School Feeding Programs (SFP), effect of provision of food on pupils' scholastic achievements, role played by monitoring of SFP on pupils' scholastic achievement, and the role of parents' participation in school activities on the relationship between provision of food and scholastic achievement of pupils.

#### **2.1 History of School Feeding Programs (SFPs)**

In 2004, WFP defined a school Feeding Program as the provision of meals or snacks at school to reduce children's hunger during the school day. However in 2011, WFP's essential package of the SFP was defined to include: Basic education, Food for education, Promotion of girls' education, Potable water and sanitary latrines, health, nutrition and hygiene education, systematic deworming, micronutrients supplementation, HIV and AIDS interventions, psychosocial support education, malaria prevention School gardens, improved stoves. The study tried to establish what is involved in ACM's SFP as understood by its stakeholders (pupils, parents, teachers, Head teachers and the project staff).

The World Bank has defined school feeding programs as “targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism.

The need/benefits of SFPs are well documented and agreed upon by various authors; For example; Buttenheim, et al, (2011), suggest that School feeding can improve educational participation (enrollment, attendance, and age at school entry), achievement and cognition (test scores, grade progression), and nutritional status (height and weight-for-age and micronutrient status). This is in agreement with Meghan Mack, (2014) that; ‘Many studies have shown that when children eat meals at schools they have less absenteeism and better test scores’.

School feeding has its origins in the 1930s, when schemes were introduced in the United Kingdom (UK) and the United States (US) with the explicit aim of improving the growth of children. School feeding was soon introduced to South Africa, which started a programme to supply free milk to white and colored schools in the early 1940s. Since then, school feeding has broadened to include the provision of fortified biscuits, nutrient supplementation or full meals. Tomlinson, (2007)

A school-feeding programme was first implemented in Uganda by the government, after the 1979 war, covering all schools. Recognizing that Karamoja had the worst social indicators of any district in Uganda, Government and the World Food Programme started a school-feeding Project 2417 in 1983, to be followed by Project 2642 between 1993 and 1998 Kibenge (2005). Kibenge further notes: “school feeding coverage in needy districts is low, and not all schools in each district or even in some sub-counties are covered. An elaborate strategy for roll-out of school feeding to districts in need, supported by clearly defined criteria aborted with the collapse of implementation arrangements for an expanded school feeding

programme that would target 20 districts” In addition, the World Food Program’s State of School Feeding Worldwide reports 2013 indicates that coverage of the SFPs in Uganda is less than 5 %. It is because of this inadequacy of government and the apparent need in Kakooge sub County that the ACM introduced the SFP in the area.

## **2.2 School Feeding Programs and Students’ Scholastic Achievement**

Buttenheim et al (2011), urge that a successful SFP can improve educational participation (enrollment, attendance, and age at school entry), achievement and cognition (test scores, grade progression), and nutritional status (height and weight-for-age and micronutrient status).

This view is shared by Mack (2014), who confirms that many studies have shown that when children eat meals at schools they have less absenteeism and better test scores. He further asserts that; ‘these meals help children get the fuel and nutrients that they need to help kids learn and grow into healthy, productive adults.

Relatedly, increase in school enrollment has also been identified as an outcome of SFPs as Galaa and Saaka (2011), contend; “A widely acclaimed benefit of the school feeding programme was that it had brought about a general increase in enrolment and retention in programme schools”.

Indeed many other studies have suggested that SFPs help to increase enrollment, and reduce absenteeism in primary schools. However, -to a small extent- there seems to be some small discrepancy from the above view as advanced by other authors. For example, while Belot and James (2011) report evidence that improving the quality of schools meals in a London borough improved test scores and reduced absences, they also indicate that; “a small number of randomized experiments, primarily conducted in very poor African settings, found some

effects on student attendance, fewer on enrollments, and anywhere from zero to small effects on measures of cognitive ability and achievement outcomes”.

Could it be that the other factors influencing aspects of scholastic achievements such as school attendance are more dominant than SFPs in poorer communities?

Literature also seems to suggest that SFPs can encourage more girls to attend schools there by increasing gender equality in school attendances. According to the UNESCO EFA Global Monitoring Report (2005), 77 million children of primary school age are not in school, 49 per cent of them in Sub-Saharan Africa, and 57 per cent of them are girls.

Galaa and Saaka (2011),

“... Comparing average attendance of girls in ration and non ration schools, it emerged that attendance was overall higher in ration than in non-ration schools between 2004 and 2006....”

According to WFP (2010), School feeding helps close the gender gap in schools and helps to empower women by increasing their probability of employment.

The researcher sought to establish if this was still the case with Kakooge sub-county Nakasongola district due to ACM’s SFP.

SFPs have also been associated with cognitive and health benefits. M. Mack (2014) observes that the meals provided in schools help children get the fuel and nutrients that they need to help them learn and grow into healthy, productive adults.

Lanyero, (2014) confirms Mack’s observation that;

“When a child eats a meal at school it means they will not escape to look for food and they will not drop out of school.”

Galaa and Saaka (2011), agree with both authors, and observes that;

‘providing school children meals was also noted to have cognitive and health benefits. Respondents observed that meals provided at school had not only reduced hunger of pupils during school time but had also improved their general health condition and learning outcomes.’

From the various studies, it’s clear that beyond improvements in access to food, school feeding programs also have a positive impact on nutritional status, gender equity, and educational status, each of which contributes to improving overall levels of country and human development. However the results are not fully exhaustive as some discrepancies have been observed but also the quantitative facts don’t reveal the perceptions and attitudes of the pupils and also those of the staff members of the schools, which this study partly sought to establish.

### **2.3 Program Monitoring and Achievement of Intended Results**

The Organization for Economic Co-operation and Development (OECD) defines Monitoring as a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds (OECD 2002, pp. 27–28). This definition agrees with that of Imas & Rist (2009) that;

“Monitoring is a routine, ongoing, internal activity. It is used to collect information on a program’s activities, outputs, and outcomes to track its performance.”

Rist. Et al (2009) further assert that a results-based monitoring system tracks both implementation (inputs, activities, outputs) and results (outcomes and impacts).

The process of monitoring is aimed at providing an understanding of the project’s progress so that appropriate corrective actions can be taken when the project’s performance deviates significantly from the plan (CMMI-DE, 2008).



For decades, international agencies such as the World Food Programme and national governments in both developed and developing countries have spent millions of dollars on school feeding programs. However, program evaluations have been surprisingly few and have often lacked scientific rigor (1), most likely because of the enormous difficulty involved.

According to Sports and dev. Org (2013), Monitoring is conducted for four main purposes:

- To learn from experiences to improve practices and activities in the future;
- To have internal and external accountability of the resources used and the results obtained;
- To take informed decisions on the future of the initiative;
- To promote empowerment of beneficiaries of the initiative.

Both agencies concur that monitoring should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision making process of both recipients and donors, as well as other stakeholders. However the benefits, and relationship between monitoring, and project success-especially for SFP, are not very well documented. Usually these are overshadowed by Evaluation reports. The researcher therefore sought to ascertain the contribution of monitoring of ACM's SFP towards education achievement of pupils in Primary schools in Kakooge sub county Nakasongola district.

### **Implementation of the SFP**

There are two main ways to distribute food through school feeding programs: on-site meals and take-home rations. Sulemana, Ngah, and Majid, (2013),

“Food for education (FFE) programs, including meals served in school and take-home rations conditional on school attendance...”

This view is supported by; WFP (2011). The rations are given to girls in return for meeting a minimum school attendance requirement (usually 20 days per month).

This position is further reinforced by Galaa and Saaka, (2011) who in their study of SFP in Ghana found out that take home rations also have the potential to increase attendance levels.

“Comparing average attendance of girls in ration and non ration schools, it emerged that attendance was overall higher in ration than in non-ration schools between 2004 and 2006”

On-site meals are foods that are distributed to children while at school during morning and afternoon meal and snack times, which may include a bowl of porridge or nutrient-fortified crackers. (Anon, 2014). This illustration of SFP is similar to the description given by the Peninsular School Feeding Association (2015);

“...Once included, meal ingredients, cooking equipment and utensils are supplied. Volunteers (unemployed women) are recruited from the community and trained in preparing and serving the food. They receive a small stipend for their service. Dry ingredients are delivered to the school once a month. Fresh vegetables and fruit are delivered weekly”

Studies show that the sources of the food served and the other inputs of the program vary depending on the program initiators.

While the Peninsular School Feeding Association in South Africa supplies all the inputs to the benefiting schools, In Ghana, through the Ghana School Feeding program Initiative is directly linked to the farmers such that most of the food is supplied by farmers from the communities surrounding schools (ECASARD/SNV Ghana, 2009).

In Kenya the government launched the Home-Grown School Meals Programme (HGSMP) in 2009, through which, schools receive funds directly to source food through local growers and traders. Global Affairs Canada, (2015)

In Buikwe, Central Uganda, World Vision in 2010 introduced a Community School feeding programme in which schools take lead in producing food for children to eat while at school. Each class grows a different type of food and later the whole school feeds on the different types of food. Lanyero, (2014). World Vision then provides the other elements of the program such as provision of seeds, training, and payment of cooks etc.

School Feeding Programmes also differ significantly in terms of the population they serve. Some reach predominantly malnourished children, whereas others do not. Similarly, some operate in settings where primary school enrolment reaches nearly universal proportions. Given this wide diversity of programme characteristics and context, it stands to reason that SFPs will vary according to the results they are meant to achieve. Essuman and Bosumtwi-Sam, (2012).

The researcher hopes that the description of ACM's School Feeding Program would be a valuable addition to the existing literature about school feeding programs.

#### **2.4 Parents Participation In School Activities, and Success of School Feeding Programs (SFP)**

While SFPs are mainly focused on children, they most definitely have a relationship with the communities surrounding the schools especially because these children mainly come from homes in the areas surrounding the schools. These (SFPs) arrangements cannot ensure food security and sustain healthy nutrition levels without parallel interventions at the household level Omwami, Neumann, Bwibo (2010). Community participation is necessary for social mobilization and for growing community ownership. If adequate steps are not taken to enshrine this in school feeding, quality of services is often compromised Galaa and Saaka, (2011).

While the community may to some extent influence the success of SFPs, there is evidence that SFPs have also had an effect on the communities in some areas. For example in 2009, the Kenyan government launched the Home-Grown School Meals Programme (HGSMP) through which, schools receive funds directly to source food through local growers and traders. This approach helps the government support economic growth in the region through a commitment to agricultural development in local communities. Global Affairs Canada, (2015)

In similar vein, The ECASARD/SNV survey report on ‘Ghana School Feeding Programme (GSFP) Initiative and the Farmers Dream’ (2009), indicates that 21% of the farmers interviewed had benefited from the program. Lanyero (2014), on World Vision Uganda’s SFP in Buikwe district, reports that their SFP provided good quality and fast maturing seeds, in addition to building capacity of community members in food growing.

Galaa and Saaka, (2011), further assert that,

“Community food management structures were established in all programme school communities visited and their capacities built in terms of receipt, storage and cooking of food”.

The sustainability of SFPs should be based on communities’ involvement in their children’s welfare, however most Literature on the outcomes of SFPs on communities is mostly focused on economic results of the programs of the community but not much is available on how the parents/community is contributing to the success of SFP in schools effects they have had on perceptions and attitudes of community members.

## **2.5 Parents Participation In School Activities, and Pupils Scholastic Achievement**

Although a parent's role in their children's learning evolves as kids grow, one thing remains constant: Parents are their children's learning models. Parents' attitudes about education can inspire their children's and show them how to take charge of their own educational journey.

PBS Parents.Com (2016).

This view is shared by the Australian Trinity Catholic College (2016) who through the Australian Research Alliance for Children & Youth for the Family-School and Community Partnerships Bureau observed that:

“Parental encouragement and support for learning activities at home combined with parental involvement in schooling is critical to children's education. A growing body of research shows that building effective partnerships between parents, families and schools to support children's learning leads to improved learning outcomes. Parents are the first and continuing educators of their children. Research also shows that teacher quality, including standards and training in parental engagement, is important for facilitating effective parental engagement.”

Considered broadly, parental engagement consists of partnerships between families, schools and communities, raising parental awareness of the benefits of engaging in their children's education, and providing them with the skills to do so.

As Muller (2009) states:

‘Family-school and community partnerships are re-defining the boundaries and functions of education. They enlarge parental and community capacity; they create conditions in which children learn more effectively. In these ways they take education beyond the school gates’.

Research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement, including:

- Higher grades and test scores

- Enrolment in higher level programs and advanced classes
- Lower drop-out rates
- Higher graduation rates
- A greater likelihood of commencing tertiary education.

Hattie (2009) also agrees with the above conclusion, as he identifies parental involvement as one of the factors responsible for student academic improvement. The other closely related, he identified home environment, and socioeconomic status of the parents.

Beyond educational achievement, parental engagement is associated with various indicators of student development. These include:

- Better social skills
- Improved behavior
- Better adaptation to school
- Increased social capital
- A greater sense of personal competence and efficacy for learning
- Greater engagement in school work
- A stronger belief in the importance of education. (Trinity Catholic College, 2016)

## **2.6 Summary**

This chapter highlights the existing evidence that indeed SFPs positively contribute to scholastic achievement. However, the gap that exists in the literature is that most of the studies done have focused on quantitative causes and effects and not much has been done on describing these SFPs. Secondly not much is available in line with the link between monitoring of SFP and contribution to scholastic achievement, as well as how parents

participation intervenes between the SFP and scholastic achievement especially in the Ugandan local context. This was the focus of this work.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the process that the researcher undertook to gather relevant information for the study. The chapter entails the research design, study sample, data sources, the data collection, and analysis procedures, measures for validity and reliability of instruments, as well as ethical considerations.

#### **3.1 Research Design**

This study uses a descriptive case study design and therefore employed both quantitative and qualitative methods.

The quantitative approach provided figures for correlation purposes, while the qualitative approach was also considered suitable since it's

“ an inquiry process of understanding a social or human problem...and conducted in a natural setting”

Processes and outcomes can better be understood by people explaining them in their own word (Creswell 1994:1-2). Therefore, the study had a descriptive component, so as to also capture explanations of people's feelings, attitudes, and perceptions about this SFP in relation to pupils' scholastic achievement.

#### **3.2 Study Population**

The population of this study included ACM's employees working on the SFP (5), pupils from the 4 schools (with P6 and P7) where the SFP is being implemented for the longest time,



teachers (15), parents, and local government officials in Kakooge Sub County, Nakasongola district.3.4 Sample size and sampling procedure

### 3.2.1 Sample Size

Since the program is running in 5 schools, The researcher chose to purposively gather qualitative data from the following stakeholders; 5 Head teachers, 6 Longest serving teachers (one for each school) Parents (12-2 from each school-) 235 pupils from the four schools (as shown in Table 3.1), Director ACM (1), ACM's Coordinators of the SFP (2), education officer at the sub county (1).

The responded was selected on the basis of having stayed long enough in the schools where the program is implemented and therefore perceived to know enough about the program.

For quantitative data the sample size of this research was calculated using Taro Yamane (Yamane, 1973) formula with 95% confidence level.

The calculation formula of Taro Yamane is presented as follows.

$$n = \frac{N}{1 + Ne^2}$$

Where:

n= sample size required

N = number of people in the population

e = allowable error (%)

The above formula was used to establish sample size for pupils as illustrated by the calculation below:

$$n = \frac{N}{1 + Ne^2}$$

N=570

$n = \frac{570}{1 + 570(0.0025)}$

n= 235 Pupils

$e^2 = 0.0025$

### 3.2.1.1 Disaggregation of the Same Size Among School Pupils

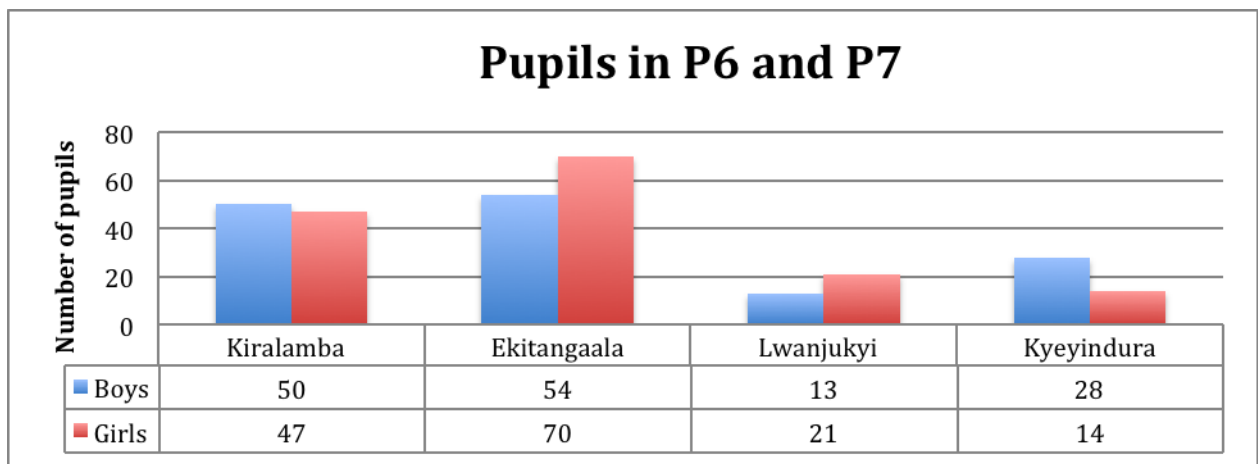
Since the schools have different pupil numbers, from the sample size of 235 pupils of all the four schools, respondent numbers from each of the schools were proportionate with the school numbers as per the table 3.1 below:

**Table 3.1: Disaggregation of the pupil respondents by school size**

School	Number of pupils in P.6 & P.7	Number of respondents (Out of the sample size of 224)
1 Ekitangaala Primary school	124	107
2 Kyeyindura Primary school	42	32
3 Rwanjukyi Primary School	34	24
4 Kilaramba Primary school	97	72
<b>Totals</b>	<b>297</b>	<b>235</b>

The researcher would like to note point that while his intention was to engage only 235 pupils, on days when he visited the schools, more pupils showed up who the teachers didn't expect to come to school because their school attendance was inconsistent. This led to the actual questionnaires distributed to be 282 although only 238 pupils ended up responding to the questions.

**Figure 3.1: Disaggregation of the pupil respondents by Class**



**From the figure above, it was from the 297 P6 and P7 pupils that the respondents of the study were selected.**

Pupils in these classes were selected as respondents, first because they were considered to have been part of the feeding program longer than the rest but also because of their ability to respond to the questionnaires.

### 3.2.1.2 Summery of Respondents Per School

The table 3.2 below summarizes the number of respondents from all the schools

The rest of the respondents were selected based on expert (Supervisor) advice, since only qualitative data was obtained from them.

**Table 3.2. Summery of respondents per school**

Category	Primary School					Totals
	Ekitangaala	Rwanjukyi	Kiralamba	Kyeyindura	Kamunina	
Pupils	107	24	72	32	0	<b>235</b>
Head teachers	1	1	1	1	1	<b>5</b>
Teachers	2	3	4	4	2	<b>15</b>
Parents	4	0	6	4	5	<b>19</b>
<b>Totals</b>	<b>114</b>	<b>28</b>	<b>83</b>	<b>41</b>	<b>8</b>	<b>274</b>

Other respondents included 2 staff members from ACM's School Feeding Program, and the director of ACM. It must be noted that for the project staff, head teachers, teachers, parents and sub county officials, only qualitative data was gathered in order to minimize costs

### 3.4 Sampling Techniques and Procedure

The researcher mainly used purposive sampling methods such as; stakeholders, and homogeneous sampling methods during this study. Stakeholder sampling was used since it's particularly useful in evaluation research Palys, (2008). Respondents were selected from all the major stakeholder categories of ACM's SFP such as ACM's employees, pupils, teachers, Head teachers, parents and a local government official. In addition, the researcher ensured that all categories of respondents included both males and females. Homogeneous sampling was also used in conducting focus group interviews for each of the stakeholder categories.

This method was used to intentionally select participants that could best provide information that was insightful into the research questions of this study. It also helped to ensure that the respondents were represented by all the relevant categories such as gender, age, and responsibility.

Further, respondents were selected with consideration of their ability to communicate and express themselves in either English or Luganda, for purposes of understanding the questions and themes under discussion. Additionally, questionnaires were distributed to teachers and head teachers, as well as pupils of p6 and p7 as these were considered able to understand the questions and capable of proper writing.

### **3.5 Data Type and Collection Methods**

This study largely collected primary data, although to a smaller extent, archived (secondary sources) was also used. This was because the researcher wanted to get first hand information to compare with the secondary sources so as to establish the effect of ACM's School feeding Program on pupils' scholastic achievement in Kakooze Sub County.

Secondary data was collected using documentary analysis as supported by Hennink, Hutter and Bailey (2011); Kothari (2004). Program documents from Africa Children's mission (ACM) were analyzed. Although the researcher had hoped the documents to include; the program proposal, Theory of change, logical frame work, baseline survey information, situational and feasibility analysis among others, the project only annual reports as the documents available at the office.

Relatedly, School annual reports, archived and current attendance registers, and performance reports as well as external documents like sub county, district and MOES reports, were also reviewed to provide information for this evaluative study.

Primary data was collected from all the relevant stakeholders using Questionnaires, individual interviews (in-depth and structured interviews) and Focus Group Discussions (FGDs).

Structured interviews were used to collect data from selected pupils from primary six and seven in the chosen schools using individual interview schedule (see Kothari 2004; Mason 2002; Mc David and Hawthorn 2006). Focus Group Discussions were carried out mainly with parents' representatives using a FGD guide (see Morgan 1997; Stewart and Shamdasani 1990).

These methods were chosen for qualitative data collection because they are considered most appropriate for gathering perceptions and understanding of the stakeholders, about the SFP and how it relates with scholastic achievement; as observed by Mubazi, (2008),

In addition to interviews, observation, FGDs were used for purposes of triangulating the data.

For quantitative information, questionnaires were administered mainly because they are easier and more cost effective to apply considering the large sample sizes (of pupils) as explained above.

The questions asked entirely focused on the areas of feeding in schools, school attendance, academic performance, completion rates, monitoring of the SFP, and, parents participation in pupils studies.

### **3.6 Data Analysis**

This includes the criteria which was used to put the gathered data in order to find emerging patterns, so as to respond to the research questions.

For Qualitative data, first, the researcher recorded the interviews/discussions conversations using an audio recorder after which this information was transcribed (typed) and stored on the computer for analysis.

The stored data was organized in themes and sub themes using open coding analysis method. There after the researcher did an examination of the meaning of the information collected in regards to the themes. The researcher then wrote a description of the various relevant aspects as seen from the study. This method is in cognizance with Creswell (1994) and Patton (2002). They both observe that coding data is a primary step in data analysis and they also note that it is clear however that one forms categories of information and attaches codes to these categories. These categories and codes form the basis for the emerging story to be told by the qualitative researcher.

For Quantitative data, information was coded and entered in excel, and later transferred in SPSS. Using SPSS, descriptive analysis as carried out especially to derive relationships among variables. (see Kohtari 2004).

### **3.7 Validity and Reliability of Data Collection Instruments**

According to uniteforsight.org (2015), one of the ways for ensuring validity is randomization and use of representative sample sizes. The researcher therefore ensured validity by using Yamen Taro's method of sample size determination. Also randomization was used at the point of choosing the actual respondents from the sample size.

In order to ensure reliability of the data, the researcher first pre-tested the instruments. According to Borg and Gall (2002),

“while pre-testing the instrument, the researcher should select a sample of individuals from a population similar to that from which he plans to draw his research population”

In line with this, the researcher used a heterogeneous population and participants were drawn from across- section of stakeholders (pupils, parents, teachers, head teacher, ACM officials and Local leaders). All instruments were pre-tested with a few of the above stake holders at Ekitangala primary school, and after submitting the pretest results to the supervisor, the researcher relied on the expert opinion of the supervisor's expert advice to determined the reliability of the instruments and those found less reliable were amended or redesigned to improve them and clarify on areas that were found to be unclear or un captured during pre-testing before being applied in the study.

Additionally, the researcher was personally involved in administering the interviews to the participants to avoid any distortions.

### **3.8 Ethical Considerations**

This section describes how the issues of trustworthiness, credibility and confidentiality were addressed/adhered to. It also includes all the precautions and offices the researcher approached to get permissions for the research to be carried out as well as legal consideration and ensuring that rights of respondents were not violated

#### **3.8.1 Legal Considerations/ Permissions**

The researcher adhered to the ethical requirements of Uganda Martyr's University as well as the National Guidelines for Research involving Humans as Research Participants, stipulated by the Uganda National Council for Science and Technology (UNCST).

After the proposal was approved for the study to be conducted, the researcher obtained an introduction letter from the faculty of Agriculture, and this was used to obtain permission from all the relevant offices. Using the letter, the researcher then requested permission from



Africa Children's Mission, and the head teachers of all the schools where the program is being implemented.

### **3.8.2 Rights and Welfare of Participants**

In line with the National Guidelines for Research involving Humans as Research Participants, this study was conducted in accordance with four basic research ethics principles namely: respect, beneficence, non-maleficence and justice so as to protect rights and welfare of human research participants.

The researcher ensured that participants were treated in accordance with what is considered morally right and proper in the area of Kakooge Sub County. For example, though the researcher had planned to interview parents from their homes, he ended up interviewing them at school premises often after parents'/teacher meetings because this was considered most convenient by the respondents.

Pupils were interviewed from schools during break times so that their meals and studies are not affected.

### **3.8.3 Informed Consent and Assent**

The goal of the informed consent process is to provide sufficient information so that a participant can make an informed decision about whether or not to enroll in a study or to continue participation (Rose, et al 2013).

In line with the above and UNCTS, before each interview, the researcher described the purpose and the nature of the research. He then inquired from the respondent, to get their willingness to participate in the interview. For ACM and the school, written consent was sought for the authorities although for the rest of the interviews, the request was orally granted as it was presumed sufficient and written consent considered inappropriate.

Furthermore, for teachers, school heads and ACM employees, questions were asked in English but for the parents, pupils and local leaders, questions were asked in Luganda which is the most used language in this area. This is in line with Rose, et al (2013), who suggest that;

“The informed consent document must be written in language easily understood by the participant, it must minimize the possibility of coercion or undue influence, and the subject must be given sufficient time to consider participation.”

Given that the study-involved children, effort were made to help them understand the purpose of the study, the nature of questions asked and the consequences of their responses. Also permission to allow them participate in the study was sought from their teachers because they are responsible for them and their education during school time.

Efforts were made to ensure that the children do not suffer any harm as a result of their participation in the research. For example response to questionnaires was done during free periods so that they didn't miss any of their classes or even their break/lunch time.

While some people question the moral appropriateness to interview children given that they would not understand the purpose of the study, the justification for doing research for and with children is to ‘allow their voice to be heard in the adult world’ (Hood et al, 1996).

In addition, while presenting the data, the researcher used imaginary names and did not use actual names of any of the respondents so as to protect their identity. The emphasis was placed on anonymity and confidentiality.

### **3.8.4 Sharing of Findings**

In line with UNCST’s requirement of the researcher to ‘ensure appropriate and timely feedback on the research process and findings’, arrangements will be made to ensure that

respondents who are interested in seeing the results of the study are given full access to the report as soon as its approved by the University.

A copy of the report will be given to Africa Children's mission SFP office and copies will be availed to each of the participating schools and the sub-county office, when requested.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter presents the analysis, discussion and interpretation of the study findings on Africa Children Mission's School Feeding Program, and scholastic achievement of pupils in primary schools of Kakooge Sub County. The findings are presented and discussed according to the study objectives which were; to establish the effect of provision of food on pupils' scholastic achievements, identify the role-played by monitoring of ACM's SFP on pupils' scholastic achievement, and to find out the moderating effect of parents' participation in school activities on the relationship between provision of food and scholastic achievement of pupils in primary schools of Kakooge Sub county Nakasongola district.

#### 4.1 Data Presentation and Analysis

##### 4.1.1 Questionnaire Response Rate

**Table 4.1: Response rate**

<b>Class</b>	<b>Questionnaires Distributed</b>	<b>Questionnaires Returned</b>	<b>Response Rate (%)</b>
P6	167	123	73.7
P7	115	115	100
<b>Totals</b>	<b>282</b>	<b>238</b>	<b>83.4</b>

Source: *Data Analysis*

From the Table 4.1 above, the researcher distributed 282 questionnaires, and out of them, 238 questionnaires were returned, and only 44 were not responded to. This represents a high response rate of 83.4% which is attributed to the positive cooperation the researcher received from the head teachers and teachers as well as the African Children's Mission office. The

remaining 16.6% of the questionnaires which were not completed can be attributed to the fact that most of the pupils in the schools where the study was conducted were day scholars and on the days when the researcher had the data collection appointment, some of the P6 pupils didn't make it to the school for reasons beyond the control of the researcher. Mugenda (2008) noted that if questionnaires above 70% are returned, the research can be relied upon. The 83.4% questionnaire response rate was therefore considered to be scientifically acceptable and formed the basis for the analysis of data presented in this chapter.

#### 4.2.0 Demographic Characteristics of Respondents

Personal information such as sex (for all respondents), as well as age and class of the pupils were sought to understand the composition of the respondents. The details on the respondent's demographic characteristics were converted into percentages and frequencies and cross tabulations were used to determine how the different variables related with each other.

#### 4.2.2. Sex of Teachers and Parents

**Table 4.2: Sex of Head teachers, teachers and Parents who responded during the study**

	<b>CATEGORY</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
	Head teachers	2	3	5
	Teachers	5	10	15
	Parents	4	15	19
<b>Totals</b>		<b>11</b>	<b>28</b>	<b>39</b>
<b>Percentages</b>		<b>28.2</b>	<b>71.8</b>	<b>100</b>

**Source: (Primary Data)**

From table 4.2 above, the researcher observed that majority of non –pupil respondents i.e. 71.8% were females while only 28.2% were male, through out the three categories. This could be attributed to various factors. For the head teachers and teachers, the researcher

observed that majority of the staff members in the five schools where the study was conducted were females and while only few of them were male. This indicated that there were fewer males teachers in the sub county and further interview discussions revealed that generally in Nakasongola district, there are more female teachers than male ones in both private and government schools.

Among the parents who responded, only four out of the nineteen were male despite the fact that the researcher had intended to have an equal number of male and female respondents. This is attributed to the fact that in Kakooge sub county- where he study was conducted- men leave homes very early and go to work either in charcoal burning, cultivation or rearing of animals and usually return home in the evenings. Therefore issues relating to school of children are left to be attended to by the women. Further discussions during the interviews revealed that even on Parents Teachers Association (PTA), women occupy most positions; in addition, their mothers represent most children during parents meetings at school. This therefore implies that its mostly women who are involved in their children’s scholastic progress and considering that it’s the men who make most of the decisions, and hold most of the resources in the home, the children may not get all the necessary support for needed from their parents for their achievement.

#### 4.2.3 Sex of Pupils

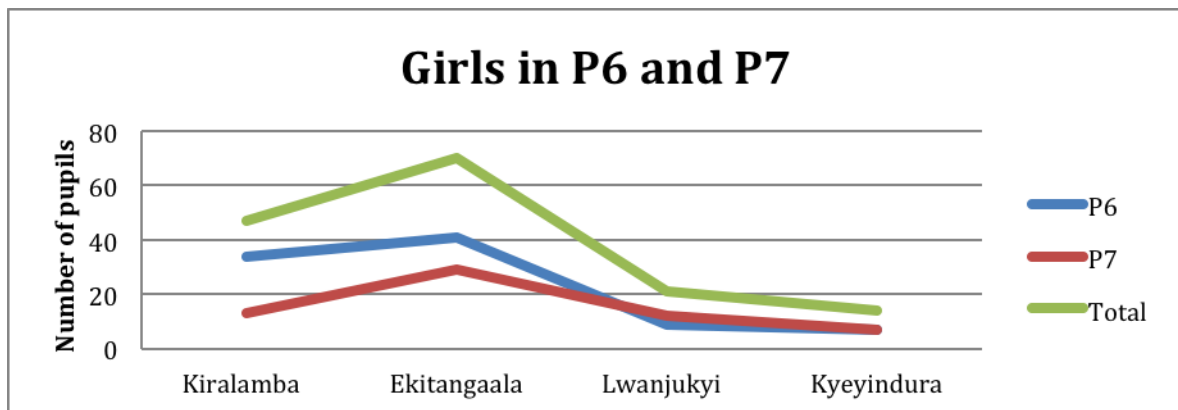
**Table 4.3: Class cross tabulated with sex of the respondents**

<b>CLASS * SEX Cross tabulation</b>				
Count				
		SEX		Total
		FEMALE	MALE	
CLASS	P.6	68	55	123
	P.7	57	58	115
Total		125	113	238
Percentage		53%	47%	100%

**Source: (Primary Data)**

From table 4.3, the researcher observed that; majority of the pupils in P.6 were females (68) compared to 55 males. On the contrary majority of the P.7 pupils were males (58) compared to 57 females. This means that there are fewer girls who complete their primary seven than the boys. This trend is further illustrated in figure 4.1 below;

**Figure 4.1: Trend of girls in P6 who join P7**



The Chart above depicts the reduction of girls from P6 as they join P7, Ekitangaala registering the highest number of girls with the difference between P7 and P6 girls being 12, while Kiralamba registered the highest reductions, the difference of 21 between female pupils in P7 and P6. Some of the factors that account for this trend include child pregnancies, early marriages among others that are common in such rural areas. However further Focus group discussions of teachers revealed that; One of the major explanations for this trend is the lack of encouragement, or demotivation from parents towards their children’s scholastic achievement, as highlighted by the teachers and school administrators during the focus group discussions. For example: one teacher observed:

“...Many parents discourage their children from being in school for long by encouraging the boys to engage in charcoal burning and girls to join early marriages mainly because of dowry”.

This observation concurs with one of the conclusions of the “Out of school children study in Uganda” which concluded that –among many other reasons- one of the reasons why pupils

drop out of school in Uganda was Lack of motivation on the side of the parents. Some parents discourage their own children from going to school. (Mpyangu. et al, 2014).

Despite the fact that many NGOs in the sub-county such as ACM, FAWODE, Cornerstone Development, among others, provide more scholarships to girls than to boys, the findings indicate that there are still higher dropout rates or lower completion rates among girls than boys in primary schools.

Completion rates being one of the measures of scholastic achievement, one would conclude that girls in Kakooge Sub County registered less scholastic achievement than boys.

#### 4.2.2 Age of Pupils

**Table 4.4: Class cross-tabulated with age of the respondents**

<b>CLASS * AGE Cross tabulation</b>						
Count						Percentage
		BELOW 13	AGE		Total	
			13-14	ABOVE 14		
CLASS	P.6	56	39	28	123	52%
	P.7	18	53	44	115	48%
Total		74	92	72	238	100%

**Source: Primary Data**

From table 4.4 above, the researchers observed that majority of the pupils in P.6 were below the age of 13, followed by those 13-14 and the minority being those above 14 years. For P.7 the researcher observed that majority were aged 13-14 followed by those above 14 and minority being those below 13.

This finding is consistent with the national figures as indicated by the Uganda National Examination Board (UNEB), which provides that



“In Uganda, children may start their education between the ages of five and ten...(the official government recognized age of entry is six years).” (UNEB, 2016)

Being that primary school covers 7 years, it means that by p6 pupils would be 12 and 13 years in P7.

This therefore means that despite being in a rural setting, the pupils age in P6 and P7 is consistent with the national standards and has cannot negatively affect their scholastic achievement.

Presentation of Findings according to objectives

#### **4.3.0 Feeding In Schools, and Scholastic Achievements**

##### **4.3.1 Where Pupils Get Food For Lunch From**

**Table 4.5: Where Pupils get their food for lunch from**

<b>Food Provider</b>	<b>Frequency</b>	<b>Percentage</b>
ACM	229	97%
BOTH HOME AND ACM	1	0.49%
HOME	2	1%
MAAMA EGG & ACM	4	2%
<b>Total</b>	<b>236</b>	<b>100%</b>

**Source: Primary Data**

From table 4.5, The researcher noted that majority of the pupils’ lunch is provided by ACM (97%) followed by MAAMA EGG who is in partnership with ACM in one of the schools (4%) and remaining 1% came to school with some food from home but also ate what was provided by ACM.

This means that ACM mostly shoulders the feeding of pupils in these schools and without it many of these pupils would go through school daily with no food at all and would be hungry during class times.

This finding is consistent with the 2017 National planning Authority's report titled; "Towards Zero Hunger. A Strategic Review of Sustainable Development Goal 2 in Uganda 2017" which revealed that; The largest proportion of Ugandan children go to school hungry, with only one out of every three (34 percent) children receiving meals at school. Urban children are more likely to receive school meals than their rural counterparts (41 versus 32 percent), (NPA, 2017).

Additional interview discussions with the director of ACM revealed that on average they feed about 1000 pupils daily in six schools in kakooge sub county during the school term.

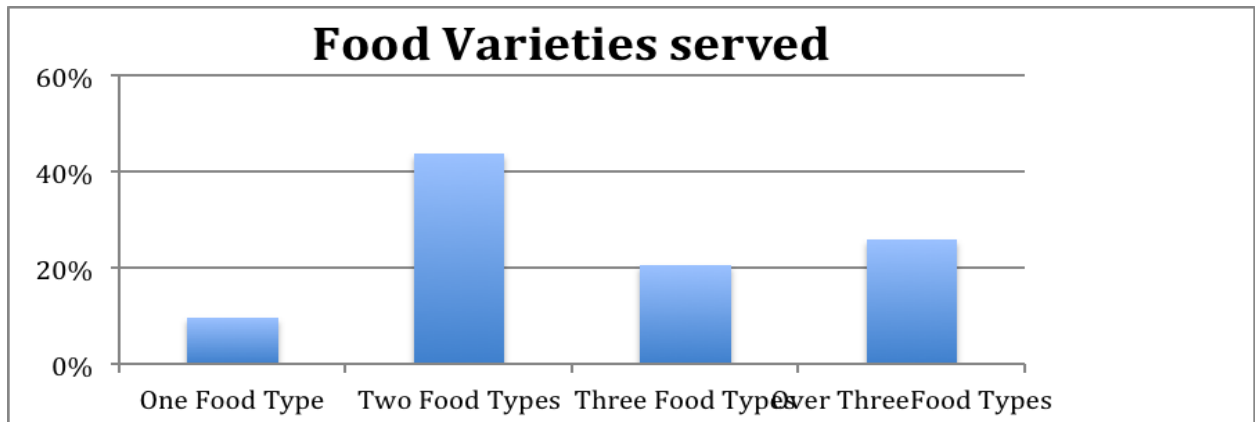
For instance, he noted:

“...Like if you look at this month of June, we served 1,823 pupils (on a daily basis) in all the schools where we do feeding so the estimate is always 1,000 and above.”

Therefore from the findings presented above, it can be concluded; first; that most of the pupils in the schools in Kakooge Sub County have access to at least a meal while at school. Secondly that the burden of feeding children while at school-in this sub county- if almost entirely carried by Non Governmental Organizations in the area prominent among which is the African Children's Mission.

### 4.3.2 Types of Food Pupils Eat While at Schools

Figure 4.2: Food Varieties served



According to figure 4.2 above, majority of the respondents (44%) said that there are served two food varieties, followed by 26% who said they received over 3 food varieties, 21% served three food varieties and 10% served only one food variety.

From interviews held with ACM staff, it was revealed that The food types include porridge, posho, beans, and mixture of beans and vegetables.

One of the findings of the study was that; while the researcher had expected that all pupils in the schools covered in the study were day scholars, one of the schools (Ekitangaala Primary school) had recently introduced a boarding section. Therefore, Those who responded that they had three types of foods were boarding school pupils who had porridge in the morning, and then posho and beans for the remaining meals (lunch and supper). The ones that mentioned having more than three types of foods actually referred to the vegetables in the beans.

This is consistent with the information from ACM who explained that they provide posho and beans and expect the parents to avail the vegetables to be mixed with the beans.

“...So we supply maize flour and beans then as a requirement we task the school to establish a functioning school garden for greens and other food crops that the school might be interested in, where we can we always come to supply seeds of greens like Sukuma wiki, Egg plants.” Enock - director of ACM *Interview held at ACM head office in Nakasonbola on (18<sup>th</sup> July 2017)*

Porridge, Posho and beans are the most common food items served in most schools (both private and government) in Uganda and therefore one can conclude what ACM supplies to the schools is according to our standards in the country and sufficient for supporting pupils' learning.

#### **4.3.3 Pupils Scholastic Achievement**

Various questions were asked to the respondents as an attempt to measure Pupils scholastic achievements based on the three parameters identified by Sulemana et al (2013) i.e. Completion rates, attendance rates, as well as scores in school and national exams. The responses to these questions and discussions from the interviews and Focus Group Discussions are analyzed below.

The researcher looked through various Primary Leaving Examination results of some of the schools, looked at through school registers, establishing perspectives of teachers, head teachers and the sub county education coordinator, as well as pupils' perceptions. Pupils perceptions were based on the responses to the different statements and by cross tabulating some of the attributes that affect a pupils scholastic achievement like “a person stayed with”, with the dependent variable.

**Table 4.6: Pupils Scholastic Achievement**

Statement	AGREE		NOT SURE		DISAGREE		Total
	Freq	% age	Freq	% age	Freq	% age	
I come to school every day	192	81%	0	0%	46	19%	238
I stay in the school throughout the day attending to school activities	222	93%	0	0%	16	7%	238
I intend to continue schooling	229	97%	0	0%	8	3%	237
My schoolmates also want to continue with school	43	18%	171	73%	21	9%	235
I always do my home work	225	95%	0	0%	11	5%	236
My schoolmates do their homework as well	80	34%	144	61%	12	5%	236
My schoolmates' homework marks have been improving as well	209	91%	0	0%	21	9%	230
My end of term grades have been improving over time	193	82%	20	9%	21	9%	234

**Source: Primary Data**

From table 4.6 above, majority of the pupils agree to the different statements. 97% agreed that they intended to continue with school, 93% agreed that they stay in the school throughout the day attending to school activities and 91% agreed that their homework marks had been improving overtime. 81% and 82% agreed that they come to school everyday and their end of term marks have been improving overtime.

Majority of the pupils were not sure on the following statements, 73% were not sure as to whether their schoolmates also want to continue with school while 61% were not sure as to whether their schoolmates did their homework as well.

Compared to other statements where pupils did agree to the statements, coming to school every day had a bigger percentage of 19% that disagreed, which is higher than the percentage that disagreed on any other statement. This is probably because being primary school pupils their interpretation of “every day” may have included weekends yet they don't come to schools on those days.

The statements above were designed to assess the extent of pupils scholastic achievement in terms of; Attendance, academic performance and completion rates. There was an average of 74% agreement for all the statements, which indicates that generally in these schools where ACM runs the school feeding programs, there is high scholastic achievement especially on attendance with 81% agreeing that they come to schools daily.

The school feeding program has indeed helped a lot to encourage pupils to come to school and to keep them in class throughout the day. From the interviews, headteachers from all the schools admitted that the food had encouraged pupils to come to school and even noted that the days when ACM delays to supply food, even attendance reduces and improves when supplies are made. For example Ms. Flora, The Head teacher of Kilaramba Primary School observed as below;

“...Most of them attend when we have the food in the school. We register an attendance of 85% or 90% daily, and I would attribute it to the feeding.”

The director of ACM also noted that before food is supplied in schools, attendance is very low but when it is supplied, attendance drastically increases.

“I have seen there is a situation that has really continued to surprise us as an organization,...during the first weeks when school opens, that is the time we are collecting enrollment from the school but you find that in school of 289 pupils, am now speaking in line with Kyeyindura, that is the range, but in the 1<sup>st</sup> week, you can find like that the enrollment is in 90's, 100's and then dropping, then we supply food after two days you find that pupils just surface from nowhere and the environment is vibrant....”

This finding is in line with Saaka (2011), who contended that; “A widely acclaimed benefit of the school feeding programme was that it had brought about a general increase in enrolment and retention in programme schools”.

One can therefore conclude that ACM’s provision of food in schools in Kakooge sub county has contributed towards increasing number of pupils who join the schools and stay in class through out the entire school day, which is one of the measures of scholastic achievement.

#### 4.3.4 Academic Performance

**Table 4.7: Primary leaving examination results from 3 schools for 6 years**

<b>Ekitangaala Primary School</b>						
<b>Year</b>	<b>Division 1</b>	<b>Division 2</b>	<b>Division 3</b>	<b>Division 4</b>	<b>U/X</b>	<b>Total</b>
2012	3	32	12	6	6	65
2013						
2014	2	15	23	13	14	66
2015	0	13	16	9	3	42
2016	1	32	12	6	6	65
<b>Rwanjukyi Primary School</b>						
2012	0	9	3	1	0	13
2013	1	9	4	3	0	17
2014	0	7	3	3	3	16
2015	1	3	5	5	0	14
<b>Kyeyindura Primary School</b>						
2012	1	13	1	0	1	16
2013	8	18	1	0	0	27

The researcher could only establish Primary Leaving Examination results for a few years from Ekitangaala, Rwanjukyi and Kyeyindura but was not able to get results from Kiralamba Primary school.

According to results from table 4.7, the number of pupils in division one and division two has not been changing much except for Kyeyindura Primary school which had a big improvement from 1 pupil passing in division one and 13 in division two in year 2012, to thirteen pupils passing in division one and eighteen in division two in the year 2013. They also recorded the list number of pupils in division four and U during the same period.

For Ekitangaala and Rwanjukyi, the number of pupils in division one and two didn't change much between 2012 and 2015 but there was a reduction in the number of pupils in division four and U over the same period which points to a slight improvement in academic performance. However discussions from the interview with the subcounty education coordinator revealed that These schools under ACM's SFP registered slightly better academic performance compared to other schools in the subcounty with in the same period. This better performance by the schools under ACM's School feeding programs can be attributed to the availability of food in these schools.

This agrees with NPA report cited earlier which further stated that; the high proportion of pupils going hungry at school has implications (negative) on cognitive development and school performance and achievement. (NPA, 2017)

This view is shared by Mack (2014), who confirms that;

“many studies have shown that when children eat meals at schools they have less absenteeism and better test scores. He further asserts that; ‘these meals help children get the fuel and nutrients that they need to help kids learn and grow into healthy, productive adults.’”

Therefore one would conclude that the School Feeding program also contributes to academic performance of the pupils in Kakooge subcounty,- which is one of the measures of scholastic achievement.



Based on the above findings, the researcher therefore concludes that ACM's provision of food to schools in Kakooge subcounty had a positive effect on pupils' scholastic achievement. The main contribution identified was that it encouraged regular attendance of school by pupils and helping pupils to stay in school through out the day, which improves both school enrollments and completion rates in the area. It was also linked to improving attention and concentration of pupils in class, which is crucial for academic performance

#### **4.4. Monitoring of Feeding Program In Schools and Scholastic Achievement of Pupils**

Relying mostly on interviews and focus group discussions, the study sought to establish; the level of involvement of all stakeholders in the monitoring of the program, How monitoring was done, and how the program monitoring affected pupils' scholastic achievement

##### **4.4.1 How Monitoring was Done**

Information from interviews and Focus Group discussions revealed that staffs from ACM visit schools on a weekly basis to establish how the program is fairing. In addition, Teachers together with the head teachers provide reports to ACM on a weekly, monthly, termly and even annually basis. In addition, every school has a parents' committee that monitors the SFP in their school and provide reports to the ACM. Some of the monitoring activities include establishing quantities of food served to pupils- against the standard 120grams per pupil per day, number of pupils served each school day, number of pupils contributing the beans, amount of food remaining in the stores at any particular week, attendance/regularity of pupils in schools, times when food is served among others.

The activities above are partially consistent with the known description of monitoring such as; Dillon (2018) who defines Monitoring as;

“a continuous process of collecting and analyzing information to compare how well a project, programme or policy is being implemented...”

Additionally, the findings are further partly in line with Imas and Rist (2009) who assert that Monitoring is a routine, ongoing, internal activity used to collect information on a program’s activities, outputs, and outcomes to track its performance. Therefore on this basis alone one can conclude that ACM’s SFP is timely monitored, and, by several stakeholders.

However, additional information from interviews and discussion groups revealed that the monitoring only went as far as the inputs especially on the amount of food served and whether all children were eating. For example during one of the FGD one parent observed:

“...we come and check on the food they eat because some children go back at home and say they give him little food, so parents always come at school to confirm that”  
(FGD, Kyeyindura Ps)

The kind of monitoring practiced by the program did not pay attention to results at any level. This- in the researcher’s view- is incomplete and doesn't meet the full description and meaning of Monitoring. For example Shah et al (2006) describe Monitoring as the collection of data with which managers can assess extent to which objectives are being achieved.

This view is shared by the OECD (2002), who conclude that the data collected and analyzed should provide indication of the extent of progress and achievement of objectives and progress in the use of allocated funds.

Since ACM’s monitoring efforts majorly focus on the inputs and outputs, the researcher concludes that the programs’ monitoring strategies are still lacking and may not enable them to establish the exact performance of the program in line with their expected outcomes.

#### **4.4.2 Involvement of Stakeholders in Monitoring**

According to the ACM director, the design of the program intended that all stakeholders participate in the monitoring of the program, and the researcher partly sought to establish the extent of this involvement.

Generally the study established that several stakeholders were involved in the monitoring of ACM's SFP in all the schools where the study was conducted. This included the staff from ACM, the parents, Headteachers as well as teachers. However additional information from interviews and FGD revealed that it was mostly spearheaded by the staff of ACM, and so the school authorities and parents were mostly involved at the point of data collection and reporting.

Additionally, there was no evidence that pupils were involved in the monitoring of the program. This is possibly because the program serves children who are considered young and therefore unable to effectively support the same.

While the observed inclusion of various parties that are affected or who affect the program is good for the program, It falls short of real participatory Monitoring approach where the implementing agency, community, beneficiaries, and people are involved not only in designing and implementing the project, but also are involved in monitoring and evaluation throughout the project's duration. Shah et al (2006). They further assert that:

“..In consultation and collaboration with donors, the community, beneficiaries, and implementers decide what will be monitored and how the monitoring will be conducted. Together, they analyze the data gathered through monitoring and assess whether the project is on track in achieving its objectives. Based on this information, they decide together whether the project should continue in the same direction or if it needs to be modified.”

The researcher therefore concludes that while there is some level of stakeholder involvement, Ignoring the pupils denied the program of vital information, but most importantly the level of

involvement was not sufficient as they need to be involved at all levels i.e. from planning, data collection, analysis and the sharing of findings so as to better support the program in achieving the desired outcomes.

#### **4.4.3 How the Program Monitoring Affected Pupils' Scholastic Achievement**

Interview and Focus Group discussions further revealed that Most of the monitoring reports are collected and used by staff of ACM, they believe that it helps in the scholastic achievement of pupils especially since it helps in ensuring availability of food in the schools.

Forexample one of the SFP's staff members Mr. Nsamba made the following observation;

“...Yes, because whenever this monitoring is done, we make sure that food is available. So kids concentrate, the major thing is to concentrate, mind to be in peace without any problem. It has helped them though we are working with poor schools in performing school but they are teaching kids who are not hungry. So they have been improving in their academics. Even those who left the school come back because of the feeding program.”

Relatedly, even the teachers and parents believe that the monitoring of the program positively affects pupils' scholastic achievement. As highlighted by one of the parents in a Focus Group

Discussion:

“yes because when you reach school personally you get to confirm that yes my child eats enough and it gives you a chance to know why some children are far better than yours. So it helps children to pay attention because they fear that any time the parent is coming.” (FGD, July 2017, Kyeyindura Ps)

The view that monitoring supports achievement of program goals is widely accepted and agreed upon by many practioners and authers. Forexample Bartle (2011) asserts that monitoring enables the gathered information to be used in making decisions for improving project performance.

The researcher therefore concludes that the monitoring efforts of ACM are generating some information used during their decission making. However, through out the study it was clear

to the researcher that a lot more structuring and planning needs to be done in order to strengthen the same.

Forexample when asked on whether they understood the objectives of the program, both parents and Teacher (and even some project staff) representatives in the study indicated that though some of the objectives of the program were known to them, they were not documented and were not very clear to them.

During the document reviews of the program, and even revelations from interviews and discussions, the researcher established that there was no known logical framework or strategic plan for the School Feeding program, and that the monitoring efforts were mostly limited to activities and process and not much on any intended results.

Additionally the program objectives (which the ACM staff mentioned during the interviews) were mostly in line with attendance and to a smaller extent on completion rates, with no information suggesting that it was linked to academic performance, this therefore reduced the monitoring activities to only attendance and not covering the other aspects of scholastic achievement. Relatedly, while Monitoring information is intended for decision making, during the study the researcher noted that monitoring records for the program were either not comprehensive or scanty or were lacking.

The researcher therefore concludes that the monitoring efforts of ACM's SFP fell below the expected practices of results based monitoring as asserted by Rist. Et al (2009) that; a results-based monitoring system tracks both implementation (inputs, activities, outputs) and results (outcomes and impacts).

This therefore grossly hindered insitutional learning as all the focus is limited to the process and not the results cntributed by the project.

Regarding the role-played by monitoring of ACM's SFP on pupils' scholastic achievement, the study revealed that ACM's SFP was indeed monitored in a routine manner as data was collected on an on going basis from the schools. This is partly consistent with the acceptable professional practices as suggested by Rist. et al (2009). However this only stopped at output level and not much was done at outcome level or higher level results. This omission is inconsistent with the above-mentioned professionalism, as Rist. et al (2009) further assert that a results-based monitoring system tracks both implementation (inputs, activities, outputs) and results (outcomes and impacts).

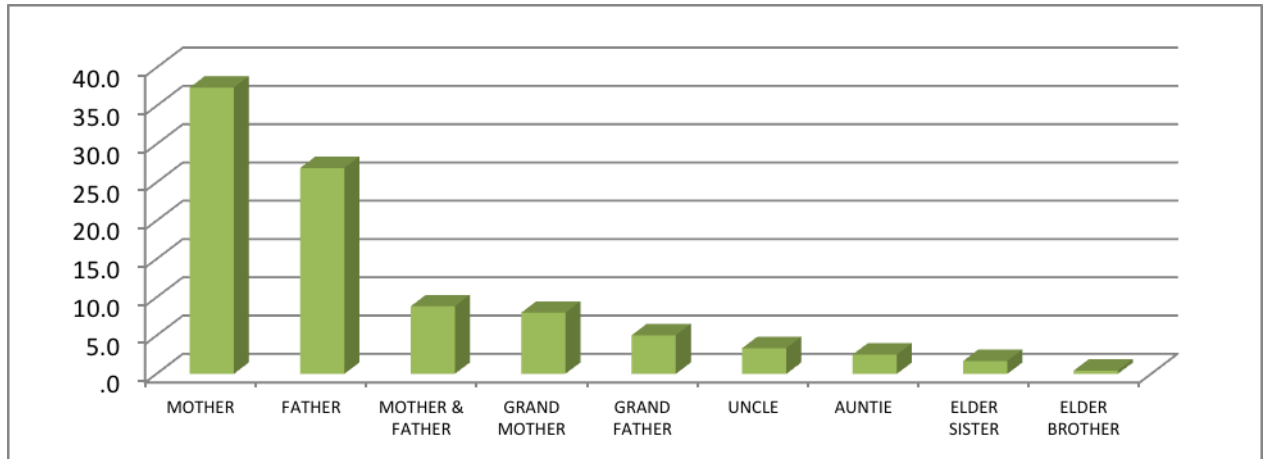
#### **4.5.0 Parents Participation towards Pupils Scholastic Achievements**

Much as the study greatly focused on feeding of pupils while at school, the researcher also sought to establish the intervening effect of parents participation in the SFP and their children's school activities and learning.

Findings under this objective were mostly generated through interview and focus group discussion and are therefore- to a large extent presented and discussed under themes and through narration.

#### 4.5.1 Parents/ Guardians Who Support their Children's Education

Figure 4.3: Percentage of pupils living with a particular Relative



From the figure above, the pupils who lived with mother, father or both parents constituted 73.1 % while those that lived with other relatives i.e. grand parents, uncles or aunties, or elder siblings constituted about 36.9%. Majority of the pupils (37.4%) who responded to the questionnaire indicated that they lived with their mother and only one respondent said that they lived with an elder brother. This fact was later reflected when under parents' support for their children's scholastic achievement, with teachers and head teachers observing that most of the active parents both in the education of children and support of the SFP were mothers.

This state of affairs could probably be attributed to various factors such the rampant polygamy in the area as well as economic activities such charcoal burning and cattle keeping which keep men away from home most of the time. But this could negatively affect the pupils' scholastic achievement as they miss their fathers' support

**Table 4.8: Person stayed with Vs. Helping with school**

PERSON STAYED WITH	HELP YOU AT SCH?				
	NO		YES		Total
	Freq	%age	Freq	%age	
AUNTIE	1	17%	5	83%	6
ELDER BROTHER	0	0%	1	100%	1
ELDER SISTER	1	25%	3	75%	4
FATHER	11	17%	53	83%	64
GRAND FATHER	3	25%	9	75%	12
GRAND MOTHER	2	11%	17	89%	19
MOTHER	6	7%	83	93%	89
MOTHER AND FATHER	0	0%	21	100%	21
UNCLE	1	13%	7	88%	8
<b>Total</b>	<b>25</b>	<b>11%</b>	<b>199</b>	<b>89%</b>	<b>224</b>

**Table 4.9: Person stayed with Vs. coming to school everyday**

PERSON STAYED WITH	CSED				Total
	AGREE		DISAGREE		
	Freq	%age	Freq	%age	
AUNTIE	2	33%	4	67%	6
ELDER BROTHER	1	100%	0	0%	1
ELDER SISTER	2	50%	2	50%	4
FATHER	52	81%	12	19%	64
GRAND FATHER	9	75%	3	25%	12
GRAND MOTHER	16	84%	3	16%	19
MOTHER	77	87%	12	13%	89
MOTHER AND FATHER	13	62%	8	38%	21
UNCLE	7	88%	1	13%	8
<b>TOTAL</b>	<b>179</b>	<b>80%</b>	<b>45</b>	<b>20%</b>	<b>224</b>

**Source: Primary Data**



From table 4.8 above, majority of the pupils agree to the statement that they came to school everyday 80%. When compared to the person each of these pupils stayed with, it was established that majority of those who stayed with Auntie and elder sister disagreed to the statement. In absolute terms we had more pupils who stayed with father, mother and both disagree to the statement. 67% of those that lived with their Aunties and 50% of those that lived with their elder sister disagreed with the statement which implies that they didn't come to school daily. This generally means that those who lived with relatives other than the mother, or father were more likely not to come to school daily while those that lived with mother or father were more likely to come to school daily.

This observation is consistent with Hattie (2009) also agrees with the above conclusion, as he identifies parental involvement as one of the factors responsible for student academic improvement. The other closely related, he identified home environment, and socioeconomic status of the parents.

Although 38% of those that lived with both mother and father also disagreed with the statement and this could be attributed to domestic conflicts between parents which end up affecting parents.

One can therefore conclude that children who lived with their parents were more likely to go to school regularly, possibly because these parents would feel the responsibility towards their children.

### **Those who don't come to school daily**

Some of the reasons identified for the pupils who don't come to school daily included, children being assigned domestic work, seasonal migration or temporary movement of pastoral families- especially during dry seasons in search for water and grass-, illiteracy among

parents which hinders them from supporting their children with academic work, negative attitude among parents i.e despising the value of education, and popularity of charcoal burning, among others.

For instance, One of the headteachers observed;

“...very few parents help their children with school work because most of the parents are illiterates. When we give homework, the child battles with it by him/herself in most families because most of the parents did not study any further.” Ms Flora HM Kiralamba Primary School

About the issue of work for pupils and negative attitude among parents, Mr. Ronie the head teacher of Kamunina Primary School also noted as follows;

“Some say their parents refuse them because they have to go and graze, as they have to go to the garden; those are the reasons that they give, though they are some with sickness, but that is a small number...really it may not necessarily be that they have problems but maybe a weakness of the parent, because some may undermine school, they take it for granted after all it is a UPE school, so they don't mind and they are not bothered, whether their children study or not, they don't mind. so there is lack of commitment for the parent”

This could possibly be attributed to the low level of education existing in the area and hence some parents do not attach a lot of importance to education and therefore don't inspire their children towards higher achievement.

This view is in line with PBS Parents (2016), who observed that;

“Although a parent's role in their children's learning evolves as kids grow, one thing remains constant: Parents are their children's learning models. Parents' attitudes about education can inspire their children's and show them how to take charge of their own educational journey”.

The researcher therefore concludes that the negative attitude that parents have about education has to some extent negatively affected pupils' scholastic achievement despite the contribution of the school-feeding Program.

**Table 4. 10: Parents participation in school activities**

Statement	AGREE		DISAGREE		Total
	Frequency	%age	Frequency	%age	
My parents provide education requirements for me to use in school	207	87%	30	13%	237
My parents work with school administration to ensure that I study well	194	82%	42	18%	236
My parents have time for guiding me at home to encourage me to study and remain in school	225	95%	12	5%	237
My parents attend school meeting whenever they are held at school	160	68%	77	32%	237

**Source: Primary Data**

From table 4.10 above, majority of the pupils (95%) agree to the statement that their parents have time for guiding them at home to encourage them to study and remain in school, 87% agree that parents provide education requirements for them to use in school, 82% agree that their parents work with school administration to ensure that they study well and 68% agree that their parents attend school meeting whenever they are held at school.

<b>IF YES, HOW DOES HE or SHE HELP YOU AT SCH? Cross tabulation</b>			
	<b>SUPPORT GIVEN</b>	<b>Number</b>	<b>%age</b>
<b>IF YES, HOW?</b>	NO ACTIVITY IDENTIFIED	22	11%
	ACCOMPANIES ME TO SCH	36	17%
	BOUGHT SCH REQUIREMENTS	34	16%
	COOKS FOOD FOR ME	7	3%
	ENCOURAGES ME TO READ	1	0%
	GIVES ME MONEY FOR EATS	2	1%
	GIVES ME MONEY FOR TRANSPORT	1	0%
	HELPS ME WITH HOMEWORK	37	18%
	PAYS SCHOOL FEES	68	33%
	PICKS ME FROM SCHOOL	1	0%
<b>Total</b>		<b>209</b>	<b>100%</b>

Majority of the pupils that responded to the question of how their parents support their scholastic achievement said that their parents paid their school fees, bought for them scholastic materials (like books, pens, pencils, geometry sets among others), helped them with homework, and accompanied them to school,

“...but majority (of parents) don’t help their pupils who study here. Only about 25% help with the studies...They help them through providing them with enough time to their homework, they give them the scholastic materials and also they come to school physically to find out what is going on with their teachers”.

Whereas the pupils reported that the parents help them, the teachers, head teachers and the representative from the subcounty unanimsly indicated that the parents involvement was either insufficient or very irregular.

Although this support is helpful to the pupils, headteachers who were interviewed agreed that only a smaller percentage (about 25%) of the parents were fully supporting their children’s education.

The researcher therefore concludes that the negative attitude that parents have about education has to some extent negatively affected pupils’ scholastic achievement despite the contribution of the school-feeding Program.

**Why some parents don't participate in their childrens’ scholastic**

IF NO, WHY DOESN'T HE OR SHE HELP YOU AT SCHOOL? Cross tabulation

	<b>REASON</b>	<b>Number</b>	<b>%AGE</b>
IF NO, WHY NOT	DIDN'T STUDY	6	30%
	HAS NO MONEY	12	60%
	HE IS BLIND	1	5%
	HE IS TOO OLD	1	4%
<b>Total</b>		<b>20</b>	<b>100%</b>

**Source: Primary Data**

Only 10.5% of the respondents said that their parents didn't support their scholastic achievements while majority of pupils said that their parents supported them. Those who said they were not supported identified lack of money, illiteracy, disability, and old age of guardians as the major reasons why their parents/ guardians don't support them in their school. This assessment of parents support by the pupils was much higher compared to that of other stakeholders especially teachers, head teachers and the sub county education coordinator. All these other stakeholders suggested that parents support was either not as often as need or insufficient. For example head teachers sighted low attendances of parents' meetings in school, failure to support school gardens for the production of vegetables, not allowing children to come to school on weekends for mark up classes, among other issues. In other word teachers and head teachers didn't feel as much parents support towards pupils, as did the pupils.

Forexample, ahead teacher from kamunina, made the following observation;

“For those who don't help,...Maybe a weakness of the parent, because some may undermine school, they take it for granted after all it is a UPE school, so they don't mind and they are not bothered, whether their children study or not, they don't mind. so there is lack of commitment for the parent.” Mr. Senzi~ Kamunina Primary School.

#### **4.6.3 Parents Participation In the School Feeding Program**

Information from interviews and discussion groups revealed that; First, the parents participate by contributing 2 kgs of beans per child per term, providing plates, contributing money for the cook, sending their children with firewood daily, occassionally coming to school to monitor the preparation and serving food and maintaing the school gardens from where vegetables are grown.

Among other responsibilities, the study revealed that parents additionally participated by providing fire wood, buying utensils(plates), and contributing beans.

The principle is that parents provide what they have or what's available to them as a contribution towards the program. This is consistent with how parents support SFP in other parts of Uganda or Africa. For example, a School Feeding Program in Ankole focused on challenging Parents to provide milk for their children's meals at school.

“.....Parents in Ankole were sensitized about the benefits of the school milk programme and are encouraged to contribute money towards the purchase of milk for their children to take during break time. It is the parents' sole responsibility to mobilize funds to buy milk and other consumables like firewood to boil the milk”.  
Klinken (2017)

However, some parents defaulted most on supporting the school gardens. For example, by the time of the study, 2 of the schools didn't even have a functional school garden even despite the fact that ACM was providing a fuelled tractor to help in the cultivation.

Relatedly, Klinken (2017) further observed that;

“As with many community processes, while some progressive parents embraced the suggestion, most parents adopted a wait and see attitude.

The researcher concludes that while parents are contributing towards the ACM's school feeding program, their efforts are still insufficient and can not yet guarantee its sustainability in the event of reduced ACM's support.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The study sought to establish the effect of Africa Children's' Mission School feeding program on the scholastic achievement of pupils in Kakooge Sub county.. This presents a summary of the major findings from the study. It brings out the key implications of relationship between SFP and scholastic achievements among pupils, the conclusions drawn as well as the recommendations based on the study findings.

#### **5.1 Key Findings**

The Study had three objectives i.e: To establish the effect of provision of food on pupils scholastic achievements, identify the role-played by monitoring of ACM's SFP on pupils' scholastic achievement, as well as find out the moderating effect of parents' participation in school activities on the relationship between provision of food and scholastic achievement of pupils in primary schools of Kakooge Sub county Nakasongola district.

Regarding the first objective, The study established that the biggest contribution of ACM's provision of food on pupils scholastic achievements in primary schools of Kakooge Sub county was; improved enrollments, regular school attendance by pupils and helping pupils to stay in school through out the day. It was also linked to improving attention and concentration of pupils in class, which is crucial for academic performance and eventual high completion rates.

However the actual contribution/ relation with academic performance could not be independently established by this study alone although perspectives of teachers, head teachers, parents, ACM staff as well as pupils themselves confirmed this suggested notion.

Regarding the role-played by monitoring of ACM's SFP on pupils' scholastic achievement, the study revealed that ACM's SFP was indeed monitored in a routine manner as data was collected on an on going basis from the schools. However this only stopped at output level and not much was done at outcome level or higher level results.

Regarding the moderating effect of parents' participation in school activities on the relationship between provision of food and scholastic achievement of pupils, The study revealed that the parents participated by contributing beans, providing plates, contributing money for paying the cook, sending their children with firewood daily, buying plates occassionally coming to school to monitor the preparation and serving food. Additionally they coontributed by and maintaing the school gardens from where vegetables are grown. However most of the parents did not fully participate in school activities as well as supporting their children with schools work,which hinders pupils academic growth.

## **5.2 Conclusions**

The biggest contribution of ACM's provision of food in schools has a positive effect on pupils scholastic achievements in primary schools of Kakooge Sub county as it contributes towards; improved enrollments, regular school attendance by pupils and helping pupils to stay in school through out the day. It was also linked to improving attention and concentration of pupils in class, which is crucial for academic performance and eventual high completion rates.

The currently existing monitoring practices for ACM's SFP-though positively help to generate information regarding the processes- , they are insufficient to support pupil's scholastic achievements as they only stop at food provision to pupils and do not pay attention to mid term and long term results thus they can not generate enough information to support holistic organizational learning.



Regarding the moderating effect of parents on SFP and Scholastic achievement, The involvement of mostly mothers (who are not the major decision makers in homes), and the absence of fathers, combined with the generally negative attitudes of parents towards their children's education (such as thinking that their children's education is the responsibility of government,) is not only negatively affecting the influence of the school feeding in the scholastic achievement of pupils, but also greatly hindering the sustainability of the ACM's School feeding program in Kakooge sub county Nakasongola district.

### **5.3 Recommendations**

In order for the provision of food to have more effect on scholastic achievement than pupils attendance, the researcher recommends that other performance factors be improved as well such as pupil teacher ratio, availability of relevant facilities (like class rooms, books, etc,) motivation of teachers, active involvement of parents, among others.

Regarding the role-played by monitoring of ACM's SFP on pupils' scholastic achievement in primary schools of Kakooge Sub county, the researcher first and foremost recommends capacity building in the area of monitoring and evaluation among major stakeholders of the SFP especially the staff. Additionally, that ACM conducts a full-fledged evaluation for their SFP program since this has not been done in the last 10 years of the program's existence. This would lead to a revised strategy both for implementation and Monitoring and evaluation, where the program objectives would be clarified and linked to scholastic achievement, as well as communicated to all stakeholders. They should also adopt a participatory approach during their program review so as to bring on board all the relevant stakeholders ie the parents, pupils, teachers, Head teachers among others.

As observed by both the head teachers and some of the parents themselves, there is need to sensitize parents about the importance of their role in their children's education so as to

increase their much needed involvement. Additionally since they are the biggest players in the education sector, government must also emphasize the role of the parents to mitigate the negative effects of the current perception that children belong to government, as has been the interpretation of Universal Primary Education in the area.

#### **5.4 Areas of Future Research**

The researcher believes that further studies need to be done to establish strategies for increasing involvement of parents in their children education in rural areas such as Kakooge sub-county.

Similar studies should also be done to identify strategies for sustainability of School Feeding Program in rural Uganda such as Kakooge sub-county Nakasongola.

Through out the study, the researcher encountered enormous challenges in getting relevant data especially about progression of pupils performance, and there fore recommends for further study in the area of Information management in rural schools in Uganda.

## REFERENCES

- Africa Children's Mission, Available at: <https://africanchildrensmission.org> (Accessed on 26, July 2017).
- Ali Shoukat, Zubair Haider, Hamid Khan and Awais Ahmed, "Factors Contributing to the Students' Academic Performance: A Case Study of Islamia University Sub-Campus." *American Journal of Educational Research* 1, no. 8 (2013): 283-289: 10.12691/education-1-8-3.
- Biggs, J.B. (1989) 'Approaches to the enhancement of tertiary teaching', *Higher Education Research and Development*.
- Buttenheim. A, Alderman. H, and Friedman. J. (2011). *Impact Evaluation of School Feeding Programs in Lao PDR*. The World Bank.
- Corbin, J and Strauss, A 2008, *Basics of qualitative research: techniques and procedures for developing grounded theory*, 3<sup>rd</sup> edition, Sage publications, Los Angeles.
- E. Rose. (2013). Informed Consent in Human Subjects Research Available at: <http://oprs.usc.edu/files/2013/04/Informed-Consent-Booklet-4.4.13.pdf>. (Accessed on 08, January 2016).
- Enkivillage.com (n.d). Purposive Sampling. Available at: <http://www.enkivillage.com/purposive-sampling.html> (Accessed on 04, January 2016).
- Essuman. A and Bosumtwi-Sam. C. (2012). *School feeding and educational access in rural Ghana: Is poor targeting and delivery limiting impact?* *International Journal of Educational Development*.

- Galaa.S. and Saaka M. (2011). Running an Effective and Sustainable School Feeding Programme: Key Factors to Consider. *Journal of social development in Africa*; Vol. 26 no. 2.
- Global Affairs Canada (2015). Community initiatives feed school children in Kenya. Available at:[http://www.international.gc.ca/developpement/stories/kenya/feed\\_school\\_childr\\_enourrir\\_ecoliers.aspx?lang](http://www.international.gc.ca/developpement/stories/kenya/feed_school_childr_enourrir_ecoliers.aspx?lang) (Accessed on 04, January 2016).
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London & New York: Rutledge.
- Hennink, M, Hutter, Bailey, A 2011, *Qualitative research methods*, Sage publications, London and I.
- Kibenge. A.D. (2005). *School-based feeding and child nutrition/performance*. Ministry of Education and Sports (MOES).
- Kothari, RC 2004, *Research methodology: methods and techniques*, New age international limited, New Delhi.
- Lanyero. F. (2014). School feeding programme improves enrolment and retention in Buikwe. Available at: <http://www.wvi.org/uganda/article/school-feeding-programme-improves-enrolment-and-retention-buikwe>. (Accessed on 02, January 2016).
- Laura McDermott, Anne Marie MacKintosh<sup>a</sup>, and Ashley Adamson 2011, *Why healthy eating is bad for young people's health: Identity, belonging and food*, *Journal of social science and medicine*.

- Linda G. MorraImas Ray C. Rist. (2009). *The Road to Results-Designing and Conducting Effective development Evaluations*. Washington, DC: The World Bank.
- Mason, J 2002, *Qualitative researching*, Sage publications, London.
- Maxwell.J.A 2005, *Qualitative Research Design: An Interactive Approach*, Thousand Oaks, California, USA.
- McDavid, CJ and Hawthorn, LRL 2006, *Program evaluation and performance measurement: an introduction to practice*, Sage publications, London.
- Morgan, LD 1997, *Focus groups as qualitative research*, Sage publications, London.
- Mubazi, J.K.E. (2008). *Research methods*. Kampala: Makerere University.
- Nunnally, J. C. (1967). "Psychometric Theory". McGraw-Hill, New York: 355.  
<http://www.pbs.org/parents/education/going-to-school/supporting-your-learner/role-of-parents>.
- Omwami.E.M , Neumann and Bwibo. N. (2010).Effects of a school feeding intervention on school attendance rates among elementary school children in rural Kenya. *Journal of Nutrition*; Vol. 27 (2011) 188–193. Theme; Applied nutritional investigation.
- Organization for Economic Co-operation and Development (2010). *Glossary of Key Terms in Evaluation and Results Based Management*.
- Palys. T. (2008). Purposive sampling. In L.M. Given (Ed.) *The Sage Encyclopedia of Qualitative Research Methods*. (Vol.2). Sage: Los Angeles, pp. 697-8.
- Patrick J. McEwan (2011), *The impact of Chile's school feeding program on education outcomes*, Economics of Education Review journal, [www.elsevier.com/locate/econedurev](http://www.elsevier.com/locate/econedurev).

- Peninsular School Feeding Association (2015). *Our programs*. Available at: <http://www.psfa.org.za/our-programmes>. (Accessed on 04, January 2016).
- Ritchie, J and Lewis, J (eds) 2003, *Qualitative research practice: a guide for social science students and researchers*, Sage publications, London.
- Rossi. P.H , Lipsey. M, Freeman. H. (2004). *Evaluation: A systematic Approach*, 7<sup>th</sup> Edition, Sage Publications Thousand Oaks, California, Sage.
- Sally M Grantham-McGregor, Susan Chang, and Susan P Walker (2007), *Evaluation of school feeding programs: some Jamaican examples*. The American Journal of Clinical Nutrition. Available at <http://ajcn.nutrition.org/>
- Stewart, WD and Shamdasani, NP 1990, *Focus groups: theory and practice*, Sage publications, London.
- Taro Yamane, (1967). *Statistics: An Introductory Analysis (chapter 3: Research Methodology)*, 2nd Ed., New York: Harper and Row.
- Tomlinson. M. (2007). *School feeding in east and southern Africa: Improving food sovereignty or photo opportunity?* Regional Network for Equity in Health in Southern Africa (EQUINET).
- Uganda National Council for Science and Technology (UNCST). 2014. National Guidelines for Research involving Humans as Research Participants. Kampala, Uganda: UNCST.
- Unite for Sight (2015), *Validity of Research*. Available at: <http://www.uniteforsight.org/global-health-university/research-validity>. (Accessed on 25th, August 2016).

United Nations Development Programme 2016. Available at:

<http://www.undp.org/content/undp/en/home/sdgoverview/post-2015-development-agenda/goal-2.html>. (Accessed on 04, January 2016).

## **APPENDICES**

### **Appendix I: Introduction letter**

Dear respondent,

The purpose of this study is to investigate the relationship between School feeding Program and scholastic achievement among pupils in primary schools in Kakooge Sub County.

As a pupil, you have been selected to participate in the research by completing the questionnaire as per the instruction at the beginning of each section. You are kindly requested to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only.

Please answer all parts of the questionnaire to help me accomplish the study.

Thank you.

Yours sincerely,

Josephats Mbaziira



## Appendix II: Questionnaire for Pupils

### QUESTIONNAIRE FOR PRIMARY SIX AND SEVEN PUPILS ON THE RELATIONSHIP BETWEEN SFP AND SCHOLASTIC ACHIEVEMENT AMONG PUPILS IN PRIMARY SCHOOLS IN KAKOOGA SUBCOUNTY, NAKASONGOLA DISTRICT

#### Section A: Background Information

Please help us classify your responses by supplying appropriate facts about yourself as the case may be.

**Tick your appropriate choice**

#### A: Background characteristics

1. What is your sex? 1. Male 2. Female
2. What is your age? 1. Below 13 years 2. 13 – 14 years 3. Above 14 years
3. What is your class: 1. Primary Six 2. Primary Seven
4. What is your school: \_\_\_\_\_
5. What distance do you move from home to school (Kms) \_\_\_\_\_
6. What is the name of the village where you stay \_\_\_\_\_
7. Who do you live with at home? 1. Mother/ Father 2. Elder brother or sister 3. Grandfather/ mother 4. Uncle/ Auntie 5. Other guardian, specify \_\_\_\_\_
8. Does he/she help you with your studies? 1. Yes 2. No
9. If yes, how? 1. Accompanies me to school 2. Helps me with homework 3. Others,

specify \_\_\_\_\_

10. If no, why? \_\_\_\_\_

### **Section B: Independent Variable 1: School Feeding**

For the following sub-sections, use the rating scale below to provide appropriate facts about the feeding program in your school. Tick on the digit that gives the most objective and accurate rating.

#### **Sub-section B.1: Feeding at school**

<b>No</b>	<b>Statements</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>
1	The school has a garden where food for pupils is got from			
2	The garden has sufficient food to feed the pupils throughout the term			
3	The garden has a variety of food to take care of pupils' diet			
4	There are always sufficient quantities of seeds for planting in the next season			
4	There is a school kitchen for preparing pupils meals			
5	The kitchen has sufficient utensils for preparing the meals			
6	There are sufficient utensils for pupils to use during meal time			
7	There are sufficient number of kitchen staff at the school			
8	The kitchen staff are very happy with their work			
9	The quantities of food served is enough for each pupil			
10	Children who don't eat from school carry their own food from their homes			

1. Do you always eat food at school! 1-Yes 2-No
2. If yes, where do you get the food from! **1.** I come with it from home **2.** Provided by ACM
3. What kind of food do they serve at school **1.** Posho **2.** Porridge **3.** Beans **4.** Vegetables **5.**  
Others (Please specify) \_\_\_\_\_
4. If you don't eat, what is the reason why? \_\_\_\_\_

**Section C: Dependent Variable; Pupils' scholastic achievement**

Please tick the appropriate box to indicate your correct response.

No	Statements	Agree	Not Sure	Disagree
1	I come to school every day			
2	I stay in the school throughout the day attending to school activities			
3	I intend to continue schooling			
4	My schoolmates have the same mission			
4	I always do my home work			
5	My schoolmates do their homework as well			
6	My homework marks have been improving overtime			
7	My schoolmates' homework marks have been improving as well			
8	My end of term grades have been improving over time			
9	Our school performance has been improving every passing year			
10				

1. What do you think is affecting your performance?

\_\_\_\_\_

2. What are the main reasons why you sometimes miss attending school?

\_\_\_\_\_

3. How can you be helped to improve on your performance?

---

**Section D: Intervening Variable: Parent participation in school activities**

<b>No</b>	<b>Statements</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>
1	My parents provide education requirements for me to use in school			
2	My parents collaborate with the school administration and the teaching staff to ensure that I study well			
3	My parents make follow-up about my education in the school			
4	My parents have time for guiding me at home to encourage me to study and remain in school			
5	My parents attend school meeting whenever they are held at school			
6	My parents are aware of the protection of my rights as a child			
7	My parents give me career guidance to encourage me stay in school			
8				
9				

1. What do you like most about your parents regarding support to attend school?\_\_\_\_\_

2. What do you dislike most about your parents regarding support to attend school?

---

3. Any other general comment you may like to make regarding your academic performance?

**Thank you for your cooperation.**

### Appendix III: Questionnaire for Teachers

#### QUESTIONNAIRE FOR TEACHERS ON THE RELATIONSHIP BETWEEN SFP AND SCHOLASTIC ACHIEVEMENT AMONG PUPILS IN PRIMARY SCHOOLS IN KAKOOGA SUBCOUNTY, NAKASONGOLA DISTRICT

##### Section A: Background Information (Teachers only)

Please help us classify your responses by supplying appropriate facts about yourself as the case may be.

##### Tick your appropriate choice

##### A: Background characteristics

1. What is your sex? 1. Male 2. Female

2. What is your age? 1. Below 30 2. 30 – 49 years 3. 50 years and above

3. What class do you teach: 1. Primary Six 2. Primary Seven

4. What is your school: \_\_\_\_\_

5. What distance do you move from home to school (Kms) \_\_\_\_\_

6. What is the name of the village where you stay \_\_\_\_\_

7. Do parents/guardians help their children/relatives with their studies? 1. Yes 2. No

9. If yes, how? 1. Accompanying them to school 2. Help them with homework 3. Others, specify \_\_\_\_\_

10. If no, why?  
\_\_\_\_\_

## Section A: Monitoring of SFP

No	Statements	Agree	Not Sure	Disagree
1	ACM project objectives are clearly stated and measurable			
2	There is a logical relationship between ACM project objectives (activities to outcomes).			
3	Specifications for project inputs are clearly defined and understood by both the teachers and pupils			
4	Project plans were developed in participatory manner involving both the teachers and pupils			
5	The project set outcome targets before implementation of active activities started			
6	Project monitoring and evaluation plans are understood by both the teachers and pupils			
7	Data about the project activities is regularly collected and analyzed			
8	Project indicators are appropriate to measure project objectives and are measurable			

1. Are the pupils aware of the objective of the project? 1. Yes 2. No.
  2. Are the parents aware of the objective of the project? 1. Yes 2. No.
  3. If yes, how often does the school administrators discuss with them about the objectives of the project? \_\_\_\_\_
  4. How do the teachers benefit from the project? \_\_\_\_\_
  5. What role do the teachers play on this project? \_\_\_\_\_
  6. How can this project be improved upon so as to benefit the pupils?
-

## Section B: Dependent Variable; Pupils' scholastic achievement

Please tick the appropriate box to indicate your correct response.

No	Statements	Agree	Not Sure	Disagree
1	Pupils generally come to school every day			
2	They stay in the school throughout the day attending to school activities			
3	They are likely to continue schooling			
4	They always do their homework			
5	Their homework marks have been improving overtime			
6	Their end of term grades have been improving over time			
7	Our school performance has been improving every passing year			
8				

1. What do you think is affecting the pupils' performance?

---

2. What are the main reasons pupils miss attending school?

---

3. How should be done to improve the pupils' performance?

---

## Appendix IV: Interview guide for Parents

### A. Effect of provision of food on pupils' scholastic achievements:

1. What does your child/ children eat while at school?(Type of food and sauce (if applicable))

---

2. Where do they get the food they eat from?(*Probe to establish whether it is got from home or from school*)

---

3. What is your contribution to the feeding of your child at school?(*Cash, physical food, labour to school, etc.*)

---

4. In which ways does ACM support feeding in your child's school?

---

Do you think food provision helps your child's scholastic achievement! Yes: \_\_\_ No: \_\_\_

5. If yes, explain in detail \_\_\_\_\_

6. If no, explain in detail \_\_\_\_\_

### B: Role-played by monitoring of ACM's SFP on pupils' scholastic achievement

1. Do you think ACM's SFP is monitored in your child's school! Yes: \_\_\_ No: \_\_\_

2. If yes, who monitors it? \_\_\_\_\_

3. Explain in detail how it is monitored: \_\_\_\_\_



4. Do you think the monitoring of this program helps pupils' scholastic achievement?

Yes\_\_ No \_\_

5. If Yes, explain in detail \_\_\_\_\_

**C: Parents' participation in school activities**

1. Do you participate in school activities at your child's school? Yes: \_\_\_\_ No: \_\_\_\_

2. If Yes, which activities do you participate in \_\_\_\_\_

3. If No, why don't you participate? \_\_\_\_\_

4. Do you support the SFP in your child school? Yes: \_\_\_\_ No: \_\_\_\_

5. If yes, how do you support the SFP in your child school? \_\_\_\_\_

6. If no why not? \_\_\_\_\_

7. Do you think your participation in the school's activities can help your child's scholastic achievement? Yes: \_\_\_\_ No: \_\_\_\_

8. If Yes, how? \_\_\_\_\_

9. If No, why not \_\_\_\_\_

## Appendix IV: Interview guide for Project Staff

### A. Effect of provision of food on pupils' scholastic achievements:

7. What position do you hold in the ACM's SFP? \_\_\_\_\_
8. How long have you worked here? \_\_\_\_\_
9. What is involved in this school feeding program? \_\_\_\_\_
10. In which ways does ACM support feeding in schools? \_\_\_\_\_
11. Do you think food provision helps pupils' scholastic achievement! Yes: \_\_\_ No: \_\_\_
12. If Yes, how does it? \_\_\_\_\_
13. If No, why not? \_\_\_\_\_

### B: Role-played by monitoring of ACM's SFP on pupils' scholastic achievement

1. Are the ACM project objectives clearly stated?
2. If Yes, explain in detail \_\_\_\_\_
3. If No, why? \_\_\_\_\_
4. Are they measurable?
5. If Yes, explain in detail \_\_\_\_\_
6. If No, why? \_\_\_\_\_
7. Are the project inputs clearly defined and understood by both the teachers and pupils?
8. If Yes, explain in detail \_\_\_\_\_
9. If No, why? \_\_\_\_\_
10. Were the project plans developed in a participatory manner involving both the teachers and pupils?
11. If Yes, explain in detail \_\_\_\_\_

12. If No, why? \_\_\_\_\_
13. Did you the project set outcome targets before implementation of activities started?
14. If Yes, explain in detail \_\_\_\_\_
15. If No, why? \_\_\_\_\_
16. Are the project monitoring and evaluation plans understood by both the teachers and pupils?
17. If Yes, explain in detail \_\_\_\_\_
18. If No, why? \_\_\_\_\_
19. Is data about the project activities regularly collected and analyzed?
20. If Yes, explain in detail \_\_\_\_\_
21. If No, why? \_\_\_\_\_
22. Are the project indicators appropriate to measure project objectives and are they measurable?
23. If Yes, explain in detail \_\_\_\_\_
24. If No, why? \_\_\_\_\_
25. Do you think the monitoring of this program helps pupils' scholastic achievement?
26. If Yes, explain in detail \_\_\_\_\_
27. If No, why? \_\_\_\_\_

**C: Parents' participation in school activities**

10. Do you think parents participate in any activities at the schools where you implement the SFP?
11. If Yes, explain in detail \_\_\_\_\_
12. If No, why? \_\_\_\_\_
13. Which activities do they participate in? \_\_\_\_\_
14. How do they participate? \_\_\_\_\_

15. Is there participation effective? Explain in detail \_\_\_\_\_
16. Do parents support the SFP in the schools where you implement the SFP?
17. If Yes, explain in detail \_\_\_\_\_
18. If No, why? \_\_\_\_\_
19. Do you think parents' participation in the school's activities helps their children's scholastic achievement?
20. If Yes, explain in detail \_\_\_\_\_
21. If No, why? \_\_\_\_\_
22. Recommendations according to objectives
23. Improve sentence construction
24. Children's Ascent (not informed consent)
25. Second last part of chapter 1 is conceptual framework.