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COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

EVALUATING THE IMPACT OF SCHOOL FEEDING PROGRAMME ON THE ACADEMIC PERFORMANCE OF PUPILS. A CASE STUDY OF BASIC SCHOOLS IN THE KOFORIDUA MUNICIPALITY IN THE EASTERN REGION.

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DECLARATION

STUDENT'S DECLARATION

I, **FELICIA ELORM DUGBAZAH**, declare that this dissertation, with the exception of the quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere

SIGNATURE: …….

DATE: ……..

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this dissertation were supervised by me in accordance with the guidelines on supervision of dissertation laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: MR. STEPHEN K. AMOAKOHENE

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DEDICATION

I dedicate this work to my Husband Mr. Isaac Osei -Mensah and my lovely kids.

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ABSTRACT

The purpose of the study was to examine how the Ghana School Feeding Programme (GSFP) has impacted on pupil's academic performance, enrolment, attendance and retention of children in some basic schools in the New Juaben Municipality. Descriptive research design was used for the study. The study applied quantitative research approach. The study was conducted in the New Juaben Municipality in the Eastern Region of Ghana. The target population includes Head teachers, teachers and pupils of the public primary schools, and caterers of the GSFP in the New Juaben Municipality. A total sample size of 188 respondents were selected for the study. Questionnaires were the main research instruments used. The study was analysed using Statistical package for a Social Scientist (SPSS) version 18. The results were presented using frequency tables, graphs and charts. The study findings concluded that 87.3% agreed that the GSFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education, and GSFP leads to more time spent in school and enhances pupils' academic performance. Moreover, a delay in the release of feeding grants subsequently affects beneficiary pupils and the school. The study recommended that the Government of Ghana through the coordinators of the school feeding programme should consistently release funds to sustain the GSFP in the Ghanaian schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Providing school meals can play a critical role in ensuring that children learn well. Many poor children go to school on an empty stomach and cannot afford to carry a packed lunch. This leads to poor concentration in class. When children's needs are well catered for holistically, they perform well. Providing nutritious meals is an area of concern, as it helps improve their performance in school. Child psychologists have said that growth and development of a child depends on, among other things, nutrition of the mother before and after birth (Wardlaw & Kessel, 2002).

In the year 2000, World Leaders met at the millennium summit of the United Nations to find a lasting solution to global development challenges. Out of the meeting came eight Millennium Development Goals (MDGs), which were aimed at reducing extreme hunger and poverty, to achieve universal primary education, equality of gender, women empowerment, among others (UNHTF, 2005). In 2004 African Leaders spearheaded a radically new approach to social and economic development of Africa. In their bid to transform Africa and achieve the MDGs, a free basic education, a School Feeding Programme (SFP) and other strategic policies were adopted.

In Ghana, the School Feeding Programme (GSFP) was introduced in the year 2005 with the intermediate objective of reducing hunger and malnutrition; increasing school enrollment, retention and attendance and to boost local food production. The GSFP is to

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provide children in public primary schools and kindergartens in the poorest areas of the country with one hot, nutritious meal each day, prepared from locally grown food-stuffs (Abu and Quaye. 2012). The GSFP started with 10 pilot schools, selected from each region of the country. By August 2006, the number of schools had been increased to 200 covering about 69,000 pupils in 138 districts (GSFP Annual Operating Plan, 2007). Up to the year 2010, GSFP covered not more than 6 selected schools in each of the 170 districts, catering for over 1.040,000 of the school pupils nationwide (Darko, 2014). This was in partnership with the World Food Programme (WFP), Canadian International Development Agency (CIDA) and the Dutch Government. This was in a bid to fulfil the requirements of the Free Compulsory Universal Basic Education (FCUBE) and the MDG 1, 2 and 3 (Ohene-Afoakwa, 2003).

Proponents of the school feeding programme claim that providing food in schools would ostensibly attract vulnerable children to school, improve their attendance and minimizes drop-outs (WFP, 2004). According to the WFP (2008), a school feeding program is an incentive for vulnerable families to invest in children's education and encourages poor households to send children to school and helps to keep them there. He (2009) emphasized that school feeding programs indeed have significant positive impact on the child's performance and enrollment. This implies that effective implementation of the school feeding programme serve to encourage pupils' school enrolment, enhancing class attendances, and lowering student dropouts (WFP 2004).

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1.2. Statement of the Problem

After ten years of implementation of GSFP, little empirical evidence exists to show the effects of GSFP on the academic performance of pupils in the basic schools in Ghana (Abu and Quaye. 2012). Contrary to the general expectations, an initial survey of the inhabitants in the study area are complaining of no observable impacts of the school feeding program on the children. Thus, low school enrolment, low class attendance and high student drop-out are recurring problems in child education among poor households especially in areas of high food insecurity.

In these challenging times when the majority of the population falls below the poverty line, many poor households face hunger. The issue at stake is to know how far the school feeding programme is addressing the concomitant problems of school enrolment at the right age, regular attendance and remaining in school. The latter is the most manifest because such children are likely to quit school because they have to deal with their immediate subsistence needs before they continue schooling. However, there is no doubt that other manifestations of poverty-than hunger-also affect school participation among poor households.

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1.3 The Purpose of the Study

The purpose of the study was to examine how the GSFP has impacted on pupil's academic performance, enrolment, attendance and retention of children in some basic schools in the New Juaben Municipality.

1.4. Objectives of the Study

The study will focus on the following specific objectives:

1. To identify the impact of the school feeding program on basic school pupils academic performance in New Juaben Municipality
2. To identify the impact of the school feeding program on the dropout rate of basic school pupils in New Juaben Municipality.
3. To identify the constraints in effective implementation of the school feeding program in New Juaben Municipality.

1.5 Research Questions

The study will be guided by the following research questions:

1. How does the school feeding programme influence pupils' academic performance?
2. How does the school feeding programme impact on the dropout rate of basic school pupils in New Juaben Municipality?
3. What are the constraints in effective implementation of the school feeding program in New Juaben Municipality?

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1.6 Significance of the study

This study will contribute immensely to policy development by providing insights into enhancing the administration of the GSFP. For instance, re-orienting to a system that monitors indicators that limit school meal effectiveness, inter-school needs assessment indicators not only of enrolment and attendance be captured (school infrastructure, learning materials, kitchen and eating facilities), opportunity for school administrators, teachers and school management committees (SMCs) to interact in learning and sharing information regarding the GSFP.

Knowledge of the impact of SFP on enrolment, attendance and retention will provide sufficient ground to critique current management regime of the GSFP in order to make the policy sustainable. The study will further provide policy makers with relevant information that will feed into other educational policy framework(s) that seeks to achieve universal basic education in a long run.

A better understanding of the impact of the GSFP will help create new structures or measures that will deliver on the developmental aspirations of the beneficiary schools in the Municipality and the country as a whole; For instance increasing access without compromising quality. It must be understood, however, that the work may present or reveal some weaknesses of the structures regarding enrolment, attendance and retention in the observed schools and the prescription/recommendation will pave the way for further research into the ever changing or unstable aspect of the educational process and consequently give policy direction.

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1.7 Organization of the study

This study will be put into five major chapters. Chapter one, which is titled "Introduction", will deal with the background to the study, the statements of the problem, purpose of the study, study objectives, research questions, and significance of the study, delimitation and definition of terms. The review of related research will be discussed in chapter two. This chapter will discuss what other researchers have written about the subject under study

Chapter three will cover the methodology and it will be devoted to discussing how the study

will be conducted. The following sub-headings will be discussed in detail - research design; population; sample and sampling procedure; instruments; data administration and collection and finally, the data analysis procedure.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter dealt with an overview of SFP with proper nutrition and reviewed related factors such as higher enrolment, attendance rate, good health, increased participation, attention in class and prevention of hunger, using literature to support them.

2.2. An Overview of Ghana School Feeding Programme

Ghana is the first of ten (10) countries in Sub-Saharan Africa is implementing an SFP modelled to the guidelines of the NEPAD as described in the CAADP. The formulation of the GSFP started in the year 2004 and the programme has been running from January 2006 until December 2010. It was preceded by a pilot programme, which was carried out from September to December 2005 (NEPAD, 2005). In the year 2010, the programme intended to serve about 1.04 million children in all 138 districts of Ghana (NEPAD, 2005). The long-term objective of the GSFP is to contribute to poverty reduction and food security and to increase school enrolment, attendance and retention. The SFP is based on locally grown food products, which should promote domestic food production and improve market access for resource-poor farmers. The government wants to achieve this objective through an increase in employment and income level of farmers at community and national level. In addition, greater availability, access and utilization of food crops and products at community level are assumed to enhance food security. By the end of the programme, it is expected that there will be: a real increase in income at national and community levels, an increased employment at community level and a

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greater availability, access, utilization and stability of food crops at community level. This strategy complements the development strategies of the government of Ghana (Quaye, *et al.,* 2010).

2.2.1 School Feeding

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 (WFP, 2004). School feeding is also defined as in-school meals only. School feeding has increasingly come to represent a more varied and comprehensive set of uses of food for the achievement of educational outcomes.

2.2.2 The Purpose of School Feeding in Schools

According to WHO (2003) these objectives are to be achieved through measurable targets by the year 2015. Many countries throughout the world, including the Netherlands, South Korea and the Philippines have in the years before the 2000 MDGs adopted poverty reduction strategies including school feeding programme.

Education is widely regarded to be significant for the development of many countries. Afoakwa (2009) emphasized the impact of education on economic growth, although some others, such as Ahmed (2004) raised questions about the causal relationship between education and economic growth. Education has also been found to play a crucial role in the adoption of new agricultural technologies in those countries (Del Rosso, 2009).

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Finally, the effectiveness of the school feeding programme has succeeded in making education a means to improve health and nutritional requirements of pupils so as to motivate them to stay in school thereby reducing fertility (Ahmed, 2004; Bennett and Strevens, 2003) and is seen as an intrinsic good in itself (He, 2009). This general notion is emphatically expressed under the Millennium Development Goal aimed at achieving universal access to primary education by the year 2015, and eliminating gender disparity in education by 2015 (He, 2009).

2.2.3 Implementation of GSFP

GSFP varies at the regional, district, and school levels in structure, procurement of food, menu development, and the preparation of the meal (Quaye *et al.,* 2010). However, in many of the regions in the country, resources are channeled to a School Implementation Committee (SIC) (Quaye, *et al.,* 2010). At the district level, the SIC receives resources from the District Implementation Committee (DIC) set up by District Assemblies to procure necessary supplies for the programme. According to Quaye, *et al.,* (2010) the District Assemblies are responsible for establishing DICs and SICs and ensuring that the communities are mobilized through the provision of the necessary infrastructure whose responsibility it is to provide the needed inputs to schools participating in the programme. At the regional level, the Regional Coordination Offices and the Regional Coordinating Council are assigned to oversee district-level operations and provide regional leadership

A review of the school feeding programmes in 5 regions in Ghana by the Netherlands Development Organization revealed that regional/district/school partnerships and

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organizational mechanisms were limited, and many schools lacked a functional school implementation committee (Quaye *et al.,* 2010).

Quaye *et al.,* (2010) summarizes the challenges as follows:

- Lack of kitchens, storage, and dining halls in GSFP schools.
- Insufficient supply of food to schools, creating inadequate/irregular food portions.
- Lack of training in hygiene and nutrition for school cooks.
- Lack of sanitation facilities and regular safe water (a large proportion of schools are still without poly tanks).
- Inadequate resources for students following influx of attendees in response to school feeding programmes.
- Varying degrees of linkage to local farmers/local food supply for food procurement.
- Difficulties in monitoring cooking done outside the school.
- Lack of transparency in records of food supply and payment procedures.
- Students not receiving daily meal, lack of communication with parents.
- Cooks paid irregularly.
- Low community involvement.
- High regional disparity in the allocation of beneficiary schools.
- Lack of preparedness of most districts to pre-finance supplies.
- Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.

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In spite of the challenges some notable successes have been chalked by the programme. These successes are enumerated by Quaye *et al.,* (2010) in five regions in Ghana:

- Increased school enrolment by 20% in pilot schools (WFP).
- Reduction in truancy and absences, improved punctuality.
- Reduced dropout rates.
- Improved school performance.
- Reduction in the number of children reported sick to the school authority.
- Opportunities for local employment for school food vendors, cooks, and programme administrators.
- Integration of nutrition education into school curriculum.

2.2.4. School Feeding Programmes

Among the poor, there is often not enough food at home, and most schools in developing countries lack canteens or cafeterias. School meals are a good way to channel vital nourishment to poor children. Having a full stomach also helps them to concentrate better on their lessons. In countries where school attendance is low, the promise of at least one nutritious meal each day boosts enrolment and promotes regular attendance. Parents are motivated to send their children to school instead of keeping them at home to work or care for siblings. In the poorest parts of the world, school meal programmes can double primary school enrolment in one year. Among the key beneficiaries are girls, who otherwise may never be given the opportunity to learn.

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Food programmes work towards achieving several Millennium Development Goals (MDGs). The programmes directly address the goals of reducing hunger by half and achieving universal primary education by 2015, and of achieving gender parity in education by 2005 (Sessional Paper, 2005).

School meals contribute in, the long term to combating poverty, but it also helps to reduce disease. It provides a platform for directly addressing child health and nutrition. It can also be a platform for other health interventions. WFP (2004) school meals can take the form of a mid-morning snack or a nutritious breakfast of porridge. WFP uses fortified food to ensure that children get the micronutrients they need. Studies show that diet and nutrition play a critical role in physical and intellectual development, however, something more is needed to attract the poorest girls to school. In its "take-home rations" projects, WFP provide basic food items, often including a sack of rice and a can of cooking oil, to families who send their daughters to school.

2.2.5 Educational Benefits of the School Feeding Programme

School feeding programmes can help to get children into school and help to keep them there through enhancing enrolment and reducing absenteeism and once the children are in school, the programmes can contribute to their learning, through avoiding hunger and enhancing cognitive abilities. These effects may be potentiated by complementary actions, especially deworming and providing micronutrients. The analysis presented here benefited from early work in this area (Strickland, 2000) and from three recent reviews (Bundy and Burbano, 2009), which arrived at similar conclusions about the direction of

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the effects. What is less clear is the scale of the effect. Different studies have shown an increase in both Gross Primary School Enrolment Rates (GSPER) and Net Primary School Enrolment Rates (NSPER), an increase in school attendance rates and a reduction of dropout rates compared to controlled schools (Ahmed and Billah, 2004). The fact that poorly nourished children benefit cognitively from SFPs has also been demonstrated in several studies (Ahmed and Billah, 2004). In all these studies, a significant increase was detected in school test-performance between under-nourished children receiving breakfast or lunch and children in the control group not receiving breakfast or lunch at school.

2.5 The Objectives of Ghana School Feeding Programme

According to GSFP policy document, GSFP (2006) Programme Pilot Review Report, and Programme Document 2007-2010, the basic objectives of GSFP is to provide children in public primary schools and kindergartens with one hot nutritious meal prepared from locally grown foodstuffs on every school going day.

The policy has a secondary objective of improving education, health and agriculture of the country. The health component involves the fact that the pupils of the beneficiary schools are to be given good drinking water, de-wormed and fed in a good sanitary environment. In line with the improvement of education, enrolment of pupils will improve so as to achieve universal basic education. In the agriculture sub sector the patronage of locally produced goods will be and food security in the country will be achieved. Programme implementation partner organizations such as Netherlands Development Co-operation (SNV), (SEPD), and World Food Programme (WFP, 2004)

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are to carry out training sessions for caterers and cooks to enhance their capacities. To achieve the objectives of the programme, roles were assigned to the following key stakeholders as follows;

- The government made up of Cabinet and Parliament is responsible for passing the GSFP Bill to legitimize the operations of the programme and sourcing for funds;
- The Ministry of Local Government and Rural Development (MLGRD), in collaboration of the Ministry of Education (MoE) is responsible for the implementation and supervision of the programme;
- Ministry of Food and Agriculture (MoFA) is responsible for achievement of the agric objectives;
- Ministry of Finance and Economic Planning (MoFEP) responsible for the release of funds;
- Ministry of Women and Children Affairs (MoWCA) responsible for monitoring and supervision;
- Ghana School Feeding Programme National Secretariat responsible for the implementation of the policy at the national level.

2.6. Effects of School Feeding Programs on Performance

Afoakwa (2009) noted that the school feeding programme is one of several interventions that can address some of the nutrition and health problems of school-age children. SFPs, and other school-based nutrition and health programs, can also motivate parents to enroll their children in school and to see that they attend regularly.

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2.6.1. Cognition Improvement and Alleviation of Hunger

The number of hungry school-age children is unknown, but is likely to be a significant problem in various circumstances. Many factors contribute to hunger in school children; the long distances children have to travel to school, cultural meal practices that include no or small breakfasts or a lack of family time or resources to provide adequate meals to children before and/or during the school day. Simply alleviating this hunger in schoolchildren helps them to perform better in school (Afoakwa, 2009).

2.6.2. Improvement of Attendance and Enrolment

Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for children of normal nutritional status (Afoakwa, 2009). In Ghana, malnourished children entered school at a later age and completed fewer years of school than better nourished children (Ghana News Agency, 20I4). The number of days that a child attends school is related to cognition and performance. SFPs can have a positive effect on rates of enrolment and attendance.

A recent evaluation of an on-going school feeding program found that school canteens were associated with increased school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, and higher success rates on national exams, especially among girls (Afoakwa, 2009).

Afoakwa (2009) further noted that the availability of subsidized in-school meals will increase school enrolment if the program changes the household's schooling decision for

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some children who would not have been enrolled in school otherwise. And for these households to enrol their children, they need to be convinced that the net benefits of participating in the program exceed the gap between direct and opportunity cost of schooling and the expected benefit of schooling (Afoakwa, 2009). In other words, households usually compare the size of the transfer relative to the size of the cost-benefit gap and these comparisons ultimately determine the magnitude of the increase in enrolment rates. Another important point is about the roles that school meals play in encouraging early enrolment. Afoakwa (2009) found increased participation resulting from school breakfasts respectively. On the other hand, Levinger (2006) found that school lunches as well as take home rations increase new enrolment for girls by 5 to 6 percentage points.

On the other hand, one of the important impacts of SFP is that it has a power of reducing the gender gap by increasing girls' primary school enrolment than boys which leads the gross enrolment difference to be smaller between boys and girls (Del Rosso (2009). In addition, Levinger (2006) found that a 44% increase in enrolment for girls and a 28% increase in boys' enrolment in Food for Education (FFE) schools in Bangladesh where take home rations were provided to children.

2.6.3 School Feeding Program and Class Attendance

Class attendance is believed that school meals can be effective at increasing class attendance because children receive the meal only when they attend school. According to Levinger (2006) the impact of school feeding on attendance in Bangladesh was evaluated

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and found that the SFP has a statistically significant positive impact and the programme showed an increment of class attendance of participating pupils by 1.34 days per month. However, class attendance from school registers showed attendance increased in both programme and control schools during this period, and that the increase was 1.1 percentage points higher in programme schools (Case, (2010).

2.6.4 School Feeding Program and Student Drop-out

Adelman, Gilligan & Lehrer (2009) presented the interplay between school meals on one hand and grade repetition, learning achievement, and school performance on the other. They show that this effect works in two mechanisms. First, because school meals improve class attendance, children will spend more time learning in school. So the more time children spend in school, the better they learn and these interplays ultimately result in improved school performance, which thus minimizes the probabilities of drop-out. This is, however, dependent on other factors such as school quality, availability of learning materials and teacher quality. Thus, unless properly implemented, school feeding has rather the potential to increase drop-outs. Second, improved nutrition may also enhance school retention and performance in the short and overlong run. In the short run, school meals could alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence drop-out is minimized. In the long run, school meals could enhance learning, provided that school meals improve the nutritional status of children and if nutritional status also affects learning. According to Ahmed (2004), School Feeding Programmes have a statistically significant negative impact on pupil drop-out.

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2.6.5 School Feeding Program and School Performance

Pollit (2005) noted that school feeding programmes have indeed positive impact on school pupils' performance school enrolment, class attendance, student drop-out. According to Galloway (2009) school meals programmes are seen as an effective tool for attracting pupils to school, reducing drop-out rate, increasing female enrolment, alleviating short term hunger, thereby improving concentration ability and academic achievement, and improving nutritional and micronutrient status, thereby improving learning capacity(Del Rosso, 2009).

The total development of pupils' well-being is the prime concern of every government, parents and the states at large. Most countries in the world use several means to get the citizenry to be well informed and contribute to the national development. The school feeding programmes, the school lunches or snacks are used by several countries to achieve these universal goals for education. In order to realize this vision, pupils‟ output in schools and outside schools must be put into consideration (UNESCO, (1990). According to World Food Programme (2001) the Millennium Development Goals phase two sought to increase enrolment, attendance and retention through its several policies put in place to realize this vision ranging from improving teacher quality and infrastructure development. The school feeding programme is the target to foster universal basic education to all children in the world. The target also encompasses the improvement of pupils` out-put of work in the classrooms and outside the classrooms to enhance rapid social-economic development. Furthermore, Vermeersch and Kremer (2004) asserted that school feeding programme improves enrolment and attendance. They

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added that children looked better and healthy in schools with the program than those without from her findings in the district. The performance of the schools with SFP stood tall against those schools without the program. They concluded that there was a relationship between the SFP and learning outcomes as children attending school regularly fosters their cognitive development and goes a long way to improve their performances.

Levinger (2009) noted that some pupils from poor families or the disadvantage children around the world go to school with an empty stomach. Giving them free meals a day, especially the breakfast and take home ration play a vital role in ensuring the active participation and performance in schools. The various studies conducted by WFP (2004) indicated that the SFP has helped the pupils to concentrate at school and perfect their academic performance. Levinger (2011) stated that SFP and its fortified meal has improved attendance and performance based on the nutritional content of the meal which has the potency to improve pupils' brain for the learning process. In three Northern regions of Ghana, Mohammed and Sakara (2011) examined that the performance of the pupils had improved when the SFP was initiated in 2007. It had reduced dropout rate among pupils especially the girl-children. Chambers (2001) discusses that an estimated 120 million pupils were beneficiaries to the SFP in India. The daily diet for the pupils‟ at school has enriched their performance in the country. The deworming segment of the programme in India has reduced the pupils` burden of worms which obstruct cognitive development, and has improved pupils‟ achievements. World Food Programme, (2001) enumerated that in Niger, the programme has induced attendance and improved pupils'

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out-put of work since its introduction in 2007. The arid regions in Niger have witnessed tremendous attendance and positive outcomes. The main aim of the programme has been achieved in Niger, Ghana, India, and New Zealand in relation to pupils' output of work and performance. In Pakistan, the initiative has increased attendance and performance in schools and health needs of the children (Neumann, 2009). According to Levinger (2006) school breakfast has a significant impact on the children's performance because of the fortified grains which enrich mental development.

2.7 Impact on Educational Achievements

To NEPAD (2002) the potential impact of targeting children through school feeding programmes is to increase their educational achievement so as to improve their potential future productivity and earnings. There are three paths through which school feeding programme help to achieve the desired educational achievement impact. The three paths of school feeding programme programmes are enumerated below. These paths are the benefits that school feeding programmes offer beneficiaries.

1. School feeding programmes increase school attendance by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education. This leads to more time spent in school and more time spent towards learning
2. School feeding programmes help to alleviate short term hunger thereby improving children's cognitive functioning and attention span particularly in class
3. School feeding programmes improved nutritional status of children which provides them with calories and nutrients promotes good health, strong resistance

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to infectious diseases and illnesses that keep children from school is identified as the third path. Consequently, better nutrition indirectly improves educational achievement of children by increasing their school attendance.

Increases in school enrollment may lead to overcrowding thereby lowering the effectiveness of classroom time or stretch the limited amount of school resources as well as increase the work load of teachers affects the first and third paths Neumann, 2009). Depending on how the SFP is set up, teaching time may be reduced if teachers are used in overseeing the meal time (Services, 2001). However, the School feeding programmes have demonstrated the potential for improved educational attainment.

Pollitt and Jacoby (2005) in a study on the impact of breakfast on cognitive development found that eating breakfast before being taught enables students to perform better on a number of discrimination activities. In supporting these findings, Simeon (2008) found that students who eat breakfast are better inclined to study, concentrate and listen better, Ranivnder (2007) found that students' attention to task in school increased significantly with the provision of breakfast. School meals increase test scores in school where the teacher is experienced (Neumann, 2009). More so, NEPAD (2005) has shown that the implementation of SFPs have led to increases in test scores, and improved attendance and study skills. Consequently, the school feeding programme impacts on the academic achievement of pupils.

School meals keep children in school more frequently. For instance, parents feel that children who do eat breakfast are absent from school less (UNHTF, 2003). This leads to

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decreased rates of absence and tardiness. Nutritionally at risk students significantly had lower grades than students not classified as being at risk; with the introduction of SFP. Students whose nutritional risk decreased significantly saw greater improvement in academic performance than students who did not see a decrease in their nutritional risk (UNHTF, 2003). Secondly, pupils who suffer stress and amount of sleep also have great influences on students' performances because it affects their health (UNHTF, 2003).

In spite of the school feeding programme, the socio-economic status of parents does affect the academic achievement of pupils. Simeon (2008) observes that there is a sort of positive relationship between parental SES and academic performance of students. More so, parents' educational level have influence on their teaching styles, parents' educational level enable them to engage their children in higher quality verbal interactions (Werner and Bower, 2002). Consequently, they are able to provide cognitively stimulating learning environment and literacy activities in the home (Werner and Bower, 2002). Additionally, students who have financial problems face various hurdles in school. This negatively affects the performance students because they miss too many classes (Simeon, 2008). In effect, students can participate in the school feeding programme yet their performance may not improve.

2.8 Successes and Challenges of School Feeding Programmes

Since the introduction and implementation of SFPs globally, a lot of successes have been achieved. As noted by Darko (2014), school feeding assists the "creation of job opportunities for skilled and semi-skilled workers." Japan, Brazil, Chile, South Korea and the United States where the programme has been practiced for decades had witnessed

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major impact on the creation of jobs for local farmers, cooks and caterers. This has contributed to the rise of the Gross Domestic Product (GDP) and Per Capita Income (PCI) as well as the creation of a larger market for those countries". Darko (2014) further observes that in Kenya, school meals have an impact on families by reducing the amount of money families spend to buy food which has automatically increased their savings for other purposes. In addition, parents use the time children are in school to work on a part time basis to earn extra money. Moreover, pupils who were underweight gained tremendously after weeks of good quality of food served whiles in school as well as being dewormed regularly. World Food Programme (2013) indicates that in Japan and Mexico, SFPs have gone a long ways to help solve obesity problems. Foods, which were low in calories and made up of vegetables and fruits as well as milk were basically executed on local preferences with the hiring of qualified nutritionists in the various schools.

It has been well documented in both developed and developing countries that school feeding with the right amount of quality ingredients have gone a long way to improve on pupil's performance. Badri (2014) explains how in the USA the school feeding has improved on pupil's academic performance, especially in mathematics and to some extent history based on the amount of calories in the food served them. From India, Harounan *et al.,* (2012) report that the national meal program saw an increment in girls' attendance and a slight increase in school enrollment. A study conducted in Burkina Faso shows increase in enrolment of girls due to the cereals take- home rations (WB, 2012). Highlighting a similar account from Mali, Hoof (2014) indicates that SFPs especially in the Northern part of Mali witnessed a significant percentage of student enrollment. SFPs

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enticed pupils to get to school early since they are served with food before classes commence.

From the Ghanaian perspective a lot of successes have been chalked as well. Arhin (2015) indicates that since the inception of the GSFP, public basic schools benefitting from the programme have recorded an appreciable increment in enrolment of pupils. According to Oduro-Ofori and Yeboah-Gyapong (2014), the GSFP has reduced the level of primary School drop-out in the Kwaebibrim District in the Eastern Region since it serves as a motivational tool for primary children to stay in school. A study conducted on the GSFP in the Garu-Tempane District in Ghana revealed that the programme increased gross enrollment rate by 24% among participating schools but decreased by 7% in non-participating schools (Bukari & Hajara, 2015). The Ghana News Agency (2014) observed an increment of pupils from 413,493 since the implementation of the GSFP in the year 2006/2007 to 1, 739,352 pupils in 2013/2014.

In sub-Saharan Africa, Ghana is said to be the first country to achieve the MDG goal on poverty reduction and hunger by the standard set by the United Nations (UN) in the Millennium development initiatives (GNA, 2013). The creation of jobs through the SFPs generated incomes to caterers and farmers to enable them feed their families.

In spite of the successes that SFPs have achieved, SFPs are saddled with many challenges. Every project needs a good budget and adequate financing. However, the SFPs in many developing countries are faced with financial constraints. Masina (2013) observes in a

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survey in Malawi that the SFP is under threat. This is as a result of insufficient funds to acquire more firewood due to the increment of enrolled children. In Namibia, Ellis (2012) indicates that individual households are required to supply firewood for cooking meals due to financial constraints. In the view of Ellis (2012), the situation is so bad that sometimes particular schools pay two bags of maize in exchange of firewood. Researchers believe that this practice is quite widespread. The National Coordinator for the GSFP attributed the financial challenges facing the GSFP to recent economic crises facing the country (Ghana News Agency,2014).This has made the release of money from the GSFP more difficult since the budget allocated to the program is too small. In Ghana the release of funds for the programme has been inconsistent. A delay in the release of feeding grants subsequently affects beneficiary pupils. The situation implies that caterers may not have access to funds to procure the needed items, cook and serve the beneficiary pupils. The delay in getting funds for caterers to cook has reduced the number of days meant for food to be served from five days to three days in a week (Kedze, 2013).

Evidences from schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard. The Ghana News Agency (2013) further reports, that the Karaga district in the Northern Ghana is well noted for poor sanitation in the discharge of the GSFP. It emphasizes lack of water and unhygienic practices among caterers and children as well. Due to political interference sometimes schools that need to be targeted are excluded from the GSFP. As indicated by Abu and Quaye (2012), “Political party favoritism within the school feeding programme remains a persistent challenge”.

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2.9 Theoretical Framework

This study was guided by the human needs theory of Maslow (1970). According to this theory, there are certain minimum requirements that are essential to decent standards of living. These are known as physiological needs.

They include food, shelter, health and clothing. They are primary needs and have to be catered for before other needs such as security and shelter, sense of belonging and affection, love, esteem and finally self-actualization are pursued. Maslow proposed that man's drive towards a certain direction can be arranged in a hierarchical order according to his needs as follows.

2.9.1 Maslow's Hierarchy of Human Needs

The first level of physiological needs is the needs that everyone needs on a daily basis for survival and includes basic needs like food, shelter and clothing. The second level is that of security of the self and of the physiological needs.

The third level is of social need, which is a need to belong to a certain group or association. This includes friendship, love and belonging. The fourth level is that of self-esteem, which a sense of self-respect and self-motivation is. It also includes how one may relate to other people. The last level is of self-actualization, whereby man strives towards a viable experience and personal growth.

Maslow says that a human being goes through a hierarchy needs, starting with physical needs such as food to much higher needs as emotions. For a child to achieve this, care

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givers for example, teachers or parents should ensure that they provide nutritious foods to the child in order to have a healthy growth. Safety and security needs are referred to as freedom from fear and anxiety and also protection from emotional harm. Children should be provided with safety and security so as to do well in school and even at home. Failure to provide security creates discontentment.

The social needs include love and belonging where children should be acceptable and provided with friendship. The self-esteem needs are the prestige needs whereby one feels he/she wants to be recognized. This makes children feel proud of themselves. The utmost need is the self-actualization, which is the motive to become all that a person is able to be. This requires self-drive so as to achieve the goal one desires.

According to Maslow's hierarchy of needs, it demonstrates that when needs are met or fulfilled, pupils are generally happy and contented. The atmosphere in the school is good and learning goes on smoothly. The reverse is true in that when the needs are not met or fulfilled there is discontentment.

This model highlights the importance of food provision and security. From a broader view of development, it means that countries must also struggle to provide basic needs for use by their population. For a developing country like Ghana, it means that poverty must be prevented by making basic needs like food, clothing and shelter available to all citizens. Since man cannot survive without food, the government should make an effort to reduce food insecurity, especially amongst vulnerable groups like children. Where food aid is available, for instance, in schools through school feeding programmes, it will

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encourage good health, high motivation, participation, attention in class and will obviously reduce hunger. It should be properly monitored to ensure it assists the children (UNESCO, 1990).

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section focuses on research design, target population, sample and sampling procedure, research instruments, validity and reliability of the instruments data collection and data analysis procedures.

3.2 Research Design

Descriptive research design was used for the study. It is a kind of design used in studies that have individual people as the units of analysis. It involves some individual persons who must serve as respondents or informants. This design can be used when collecting information about peoples' attitudes, opinions according to feelings or any of the variety of education or social issues (Amin, 2005). It is useful in describing the characteristics of a large population and it will help me to ask many questions and provide considerable flexibility in the analysis.

With regard to research approach, the study will follow both quantitative and qualitative approaches (mixed method).According to Silverman (2011), mixed method research refers to the empirical research that involves the collection and analysis of both qualitative and quantitative data.

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3.3 Target Population

The study was conducted in the New Juaben Municipality in the Eastern Region of Ghana. There are 20 public primary schools in the study area and out of these only 12 are on the School Feeding Programme. The target population includes head teachers, teachers and pupils of the public primary schools, and caterers of the Ghana School Feeding Programme (GSFP) in the New Juaben Municipality.

3.4 Sample Size and Sampling Technique

For sample A, a multi-stage sampling technique was employed. The first stage is the purposive selection of all the 8 primary schools on the school feeding programme in the New Juaben Municipality. The second stage used a random sampling technique to obtain 4 schools. Classes five and six were then purposively selected from which 10 pupils each were randomly selected to obtain a total of 80 pupils to be included in sub sample A for the study. Classes five and six were purposively selected due to the fact that these pupils are more matured and would be able to respond to the questionnaire. Moreover, these pupils would be most likely to have participated in the school feeding program for at least four years. The 4 head teachers of the selected schools and the 8 class teachers of the selected classes and the 4 caterers of the schools were purposively selected. The same multi stage sampling technique shall be employed to obtain sub sample B. Therefore, a total sample size of 188 made up of (96 GSFP participants and 92 non-participants) was obtained as illustrated in table 3.1 below.

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Table 3.1 Study Sample

Category	Participants in SFP	Non-participants in SFP
Head teachers	4	4
Class teachers	8	8
Pupils	80	80
Caterers	4	-
Sub total	96	92
Grand total sample size		188

Source: Field survey, (2017)

A total sample size of 188 consisting of 2 sub samples, A and B was obtained for the research. Sample A consisted of 80 pupils, 8 class teachers, the 4 head teachers and the 4 caterers from primary schools under SFP (schools where pupils enjoy meals under GSFP). Sample B consisted of 80 pupils, 8 class teachers and 4 head teachers from primary schools who are not on the SFP (schools where pupils do not enjoy meals under GSFP).

3.5 Research Instruments

Questionnaires and interviews were the main research instruments. According to Cooper and Schindler (2014) questionnaires and interviews are often used in an academic research to collect data on a research phenomenon in order to find the social realities in the society.

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3.5.1 Questionnaire Survey

The questionnaires were divided into two parts. Part one covered the background of respondents with respect to their ages, sexes, marital statuses and qualifications. Such demographic descriptions are necessary since in the view of the researcher would influence responses of respondents. Part two of the questionnaire is designed to solicit information from respondents through both close and open-ended questions. The issues include pupil's academic performance, school enrolments, pupil's dropout rates and constraints in the implementation of school feeding programmes. Different questionnaires were developed for the different categories.

3.5.2 Interview

It is a method of data collection that involves presentation of oral verbal stimuli and reply in terms of oral verbal responses. Orodho (2004) says that certain types of respondents such as officials or executives who are very busy may not remember to fill in time. So interviewing them becomes an appropriate alternative method. Creswell (2007) explained that interview method allows flexibility as the opportunity to restructure questions always exists.

In this study, in addition to the questionnaire administration, the researcher used the interview method to collect information from all respondents. The research applied a semi-structured interview, according to Kothari 2008), semi-structured interview are built around a core of structured questions from which the interviewer branches off to explore in depth.

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3.6 Validity and Reliability of the Instrument

To ensure validity, the questionnaire was tested in order to check its content, construct and validity. Content validity refers to how well an instrument includes a representative sample of questions that relate to the content domain being measured (Babbie, 2007; Creswell, 2009), while Construct validity determines the nature of psychological construct or characteristics being measured by the instrument. Content and construct validity will be ensured by experts in the field of education, my supervisors and peers who will help in the review to ensure the instrument accurately measures the variables it intended to measure in the study.

Reliability indicates the degree to which a survey instrument is consistent with what it measures (Amin, 2005). To ensure reliability, the instrument was pre-tested with a sample of 20 respondents who may not necessarily be included in the sample size. The number 20 was chosen for the pre-test because, according to Amin (2005), it is the smallest number that can yield meaningful results on data analysis in a survey study.

3.7 Data Collection Procedures

The researcher visited the selected schools during break periods after making arrangements and drawing interview schedules and interviewed each respondent one to one on rational of the research to ensure clarity of issues and for the purpose of interpretation since the tool is designed in English.

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Questionnaires were then be delivered to the selected head teachers, class teachers, pupils and caterers with the agreed period for completion stated on them. Respondents who are unable to complete the questionnaire were assisted to complete them. After collection the completed questionnaires, they were examined for completeness, comprehensiveness, consistency and reliability. The whole information given by each respondent will be put together and recorded accordingly for interpretation and analysis. The completed questionnaire will be collected and put in a safe place for confidential purposes.

In addition, the researcher conducted further personal interviews with each respondent to ensure clarity and obtain additional information related to the study.

3.8 Data Analysis

The critical objective of any evaluation of this nature to establish that a nonparticipating group, who in the absence of the school feeding intervention would have had outcomes similar to the participants. In support of this assertion, Oloruntoba (2000) posited that the comparison group (non-participants) gives us an idea of what would have happened to the participating group if it had not been exposed, and thus allows us to obtain an estimate of the average effect on the treatment group (participants).

Therefore to assess the impact of the school feeding program on primary school pupils academic performance, enrolment, attendance and drop-out rate in New Juaben Municipality, the study compared the academic performance, enrolment, attendance and drop-out rate for the 2011/2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016

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academic years of all pupils of 4 selected primary schools on the school feeding programme to those pupils the 4 selected primary schools which are not on the school feeding programme. Apart from the data obtained from the questionnaire administered to the head teachers. Information from the other respondents and from secondary sources also provided additional information for the study.

The constraints to the effective implementation of the school feeding program in New Juaben Municipality were obtained from the information gathered from the questionnaire administered to all the respondents and secondary data obtained from The SFP Secretariat, Ghana Education Service.

The data obtained was both qualitative and quantitative in nature. Qualitative data was analyzed by content analysis. Content analysis is the systematic qualitative description of the composition of the objects or materials of the study (Berg, 2001). The quantitative data will be coded into Statistical package for a Social Scientist (SPSS) and then analyzed using statistical measures such as frequencies and percentages. The results are presented using frequency tables, graphs and charts.

3.9 Ethical Consideration

Ethic*s* is typically associated with morality*,* and both words concern matters of right and wrong (Babbie and Mouton, 2006). But what is right and what is wrong? Although this definition may frustrate those in search of moral absolutes, what we regard as morality and ethics in day-to-day life is a matter of agreement among members of a group. The

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general agreements shared by researchers about what is proper and improper in the conduct of scientific inquiry. Ethics in research includes the following;

3.9.1 No Harm to the Participants

Social research should never injure the people being studied, regardless of whether they volunteer for the study. Perhaps the clearest instance of this norm in practice concerns the revealing of information that would embarrass subjects or endanger their home lives, friendships, jobs, and so forth. Babbie and Mouton (2006). Thus the researcher had to read and explain instructions on the interview questions to parents who could not read.

3.9.2 Free and Informed Consent

The voluntary consent of the human subject is absolutely essential. This means that the person involved should have legal capacity to give consent; should be so situated as to be able to exercise free power of choice, without the intervention of any element of force, fraud, deceit, duress, over-reaching, or other ulterior form of constraint or coercion; and should have sufficient knowledge and comprehension of the elements of the subject matter involved as to enable him to make an understanding and enlightened decision Berg (2001). Thus the researcher observed free and informed consent by going through entry protocol procedures.

3.9.3 Anonymity

An ethical issue in research involves the quality or state of being unknown or unacknowledged. The researcher observed anonymity especially in the interview by

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telling the interviewee that mentioning or stating their names will be treated by substituting with the pronouns.

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CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presented the findings of the study and discussed the results of the study. The presentation and discussion of results were based on the research objectives of the study.

4.1 Analysis of the questionnaire for beneficiaries' pupils of the school feeding programme.

The researcher sent 80 questionnaires to beneficiary pupils of school feeding programme schools. Out of 80 questionnaires sent out for primary data, 75 questionnaires were retrieved while 5 questionnaires were not retrieved. Therefore, the analysis of the study was based on 94% response rate from the beneficiaries of the school feeding programme. Table 4.1 shows the demographic information of the beneficiary pupils from the GSFP.

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Table 4.1: Demographic information of the respondents

Gender of the respondents	Frequency	Percent
Male	31	41.3
Female	44	58.7
Total	75	100.0
Age range of the respondents		
11-15 years	69	92.0
16-20 years	6	8.0
Total	75	100.0
Class of the respondents		
Primary 5	37	49.3
Primary 6	38	50.7
Total	75	100.0

Source: Field survey, (2017)

Table 4.1 indicates that 44 pupils representing 58.7% were females while 31 pupils representing 41.3% were males. Moreover, 69 pupils representing 92% were between the ages range 11-15 years while 6 pupil respondents 8% were between the ages ranges 16-20 years. The study further indicated that 38 pupils representing 50.7% were in primary six while 37 pupils representing 49.3% were in primary five.

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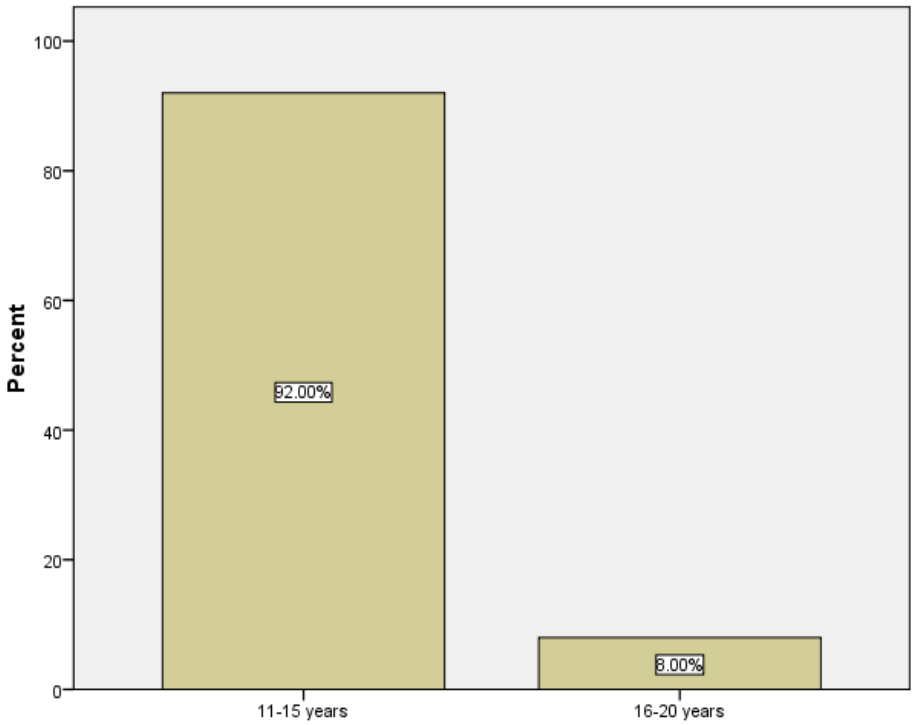

Figure 4.1: Age range of the beneficiary Pupils

Source: Field survey, (2017)

Figure 4.1 shows that 69 pupils representing 92% were between the ages range 11-15 years while 6 pupil respondents 8% were between the ages ranges 16-20 years.

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Table 4.2: Pupils retention to school after eating

Do you remain at the school after eating?	Frequency	Percent
Always	58	77.3
quite often	7	9.3
do not know	6	8.0
very often	4	5.3
Total	75	100.0
Do you eat at home before coming to school?		
Yes	35	46.7
No	40	53.3
Total	75	100.0
What time do you get hungry?		
9am-11am	13	17.3
11am-1pm	26	34.7
1pm-3pm	36	48.0
Total	75	100.0
Why did you choose to study in this school?		
because of SFP	23	30.7
Good teachers	43	57.3
near my house	9	12.0
Total	75	100.0

Source: Field survey, (2017)

Pupils' retention in school after food consumption

Table 4.2 depicts that 58 pupils representing 77.3% said that they always remain at the school after eating the food prepared for them, 7 pupils representing 9.3% said that they quite often stay at school after eating, 6 pupils said that they do not know while 4 pupils said that they stay at school very often after eating the food prepared for them. This agrees with Adelman, Gilligan & Lehrer (2009) they presented that because school meals improve class attendance, children will spend more time learning in school. So the more time children spend in school, the better they learn and these interplays ultimately result in improved school performance, which thus minimizes the probabilities of drop-out.

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Pupils eating at home before coming to school

The study indicates that 40 pupils representing 53.3% confirmed that they do not eat at home before coming to school while 35 pupils representing 46.7% said that they normally eat at home before going to school. This findings agrees with Levinger (2009), who noted that some pupils from poor families or the disadvantage children around the world go to school with an empty stomach. Giving them free meals a day, especially the breakfast and take home ration play a vital role in ensuring the active participation and performance in schools.

Time pupils become hungry

Moreover, 36 pupils representing 48% said that when they are at school they become hungry from 1pm -3pm, 26 pupils representing 34.7% said that they become hungry from 11am -1pm while 13 pupils representing 17.3% said that they become hungry from 9am - 11am. The number of hungry school-age children is unknown, but is likely to be a significant problem in various circumstances. Many factors contribute to hunger in school children; the long distances children have to travel to school, cultural meal practices that include no or small breakfasts or a lack of family time or resources to provide adequate meals to children before and/or during the school day. Simply alleviating this hunger in schoolchildren helps them to perform better in school (Afoakwa, 2009).

The study further holds it that 43 pupils representing 57.3% said that they chose to study in their schools because of good teachers in the schools, 23 pupils representing 30.7% said that they chose to study in their school because of the school feeding programme

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while 9 pupils representing 12% said that they selected their school because the school is near their house.

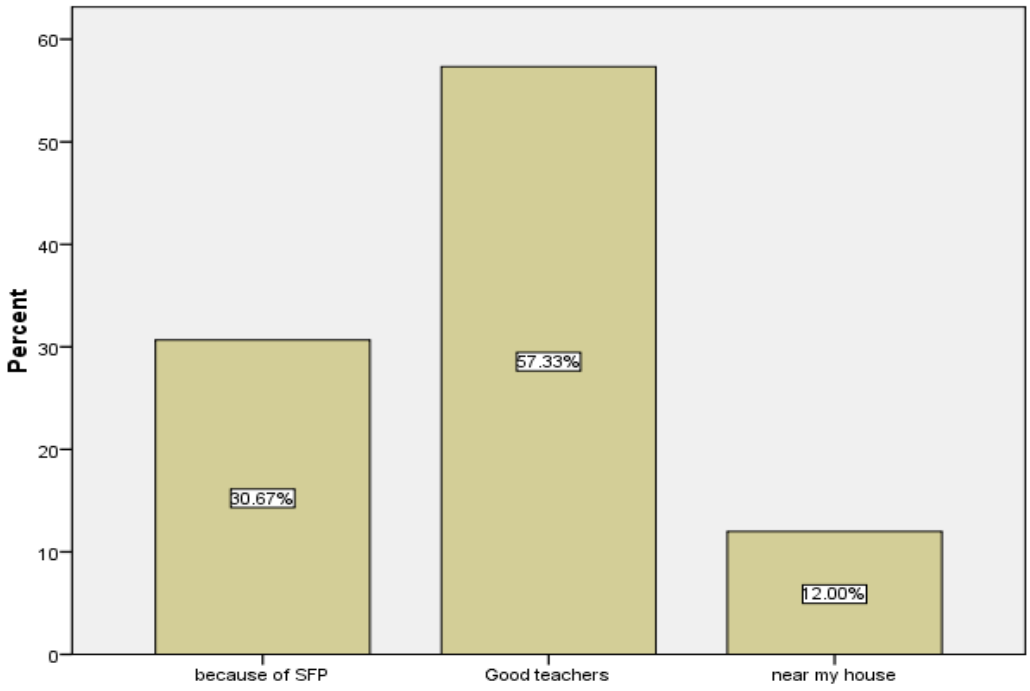

Figure 4.2: Reasons why pupils chose to study in their schools

Source: Field survey, (2017)

Figure 4.2 indicates that 43 pupils representing 57.3% said that they chose to study in their school because of good teachers in the school, 23 pupils representing 30.7% said that they chose to study in their school because of the school feeding programme while 9 pupils representing 12% said that they selected their school because the school is near their house. The study results suggested that even though the school feeding programme is good most parents selected schools with good teachers for their wards to attend.

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Table 4.3: Serving sufficient food for pupils every day

Do you get sufficient food from school every day?	Frequency	Percent
Sufficient	40	53.3
Not sufficient	6	8.0
Always sufficient	29	38.7
Total	75	100.0
Is every child in the school entitled to the feeding scheme?		
Yes	75	100.0
How many times do you absent yourself from school after the introduction of the SFP?		
Never	30	40.0
1-2 times	41	54.7
2-4 times	4	5.3
Total	75	100.0

Source: Field survey, (2017)

Table 4.3 shows that 40 pupils representing 53.3% affirmed that they get sufficient food from school every day, 29 pupils representing 38.7% said that they food is always sufficient while 6 pupils representing 8% said that the food is not sufficient. Moreover every child in school is entitled to the feeding scheme. Furthermore, 41 pupils representing 54.7% said that despite the introduction of the school feeding programme, they still absent themselves from school at least 1-2 times in a week, 30 pupils representing 40% said that they do absent themselves from school while minority 4 pupils representing 5.3% said that they do absent themselves from school 2-4 times in a

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week. This finding agrees with UNESCO (1990), who affirmed that for a developing country like Ghana, it means that poverty must be prevented by making basic needs like food, clothing and shelter available to all citizens. Since man cannot survive without food, the government should make an effort to reduce food insecurity, especially amongst vulnerable groups like children. Where food aid is available, for instance, in schools through school feeding programmes, it will encourage good health, high motivation, participation, attention in class and will obviously reduce hunger. It should be properly monitored to ensure it assists the children.

4.2 The impact of school feeding programme on basic school pupils' academic performance, enrolment, attendance and drop-out.

Table 4.4 shows the impact of school feeding programme on basic school pupils' academic performance, enrolment, attendance and drop-out.

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Table 4.4: The impact of school feeding programme on basic school pupils academic performance, enrolment, attendance and drop-out.

S/N	Statement	Agree	Not sure	Disagree	Total
1.	SFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education.	61	8	6	75
2.	SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhances pupils academic performance.	63	7	5	75
3.	SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence minimize drop out.	67	4	4	75
4.	SFP have a positive effect on rates of enrolment.	71	4	-	75
	Total	262	23	15	300
	Percentage	87.3	7.7	5	100

Source: Field survey, (2017)

Table 4.4 shows results of responses from the beneficiary pupils on the the impact of school feeding programme on basic school pupils academic performance, enrolment, attendance and drop out. Out of 300 responses, majority 262 responses representing 87.3% agreed that the SFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education, SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhances pupils academic performance,

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SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence minimize drop out and SFP have a positive effect on rates of enrolment. This finding agrees with the WFP (2004), who asserted that Proponents of the school feeding programme claim that providing food in schools would ostensibly attract vulnerable children to school, improve their attendance and minimizes drop-outs. Moreover, Pollit (2005) noted that school feeding programmes have indeed positive impact on school pupils' performance school enrolment, class attendance, student drop-out. According to Galloway (2009) school meals programmes are seen as an effective tool for attracting pupils to school, reducing drop-out rate, increasing female enrolment, alleviating short term hunger, thereby improving concentration ability and academic achievement, and improving nutritional and micronutrient status, thereby improving learning capacity (Del Rosso, 2009).

4.3 The constraints in effective implementation of the school feeding programme in Koforidua municipality

Table 4.5 depicts the constraints in effective implementation of the school feeding programme in Koforidua Municipality

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Table 4.5: The constraints in effective implementation of the school feeding programme in Koforidua municipality

S/N	Statement	Agree	Not sure	Disagree	Total
1.	In Ghana the release of funds for the programme has been inconsistent	65	6	4	75
2.	A delay in the release of feeding grants subsequently affects beneficiary pupils	69	3	3	75
3.	Evidences from the schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.	67	6	2	75
4.	Lack of water and unhygienic practices among caterers and children affect the SFP	11	13	51	75
5.	Political party favouritism within the school feeding programme remains a persistent challenge	61	11	3	75
6.	Lack of kitchens, storage and dining halls in SFP schools	67	4	4	75
7.	Inadequate/irregular food portions and lack of training in hygiene and nutrition for school cooks	65	5	5	75
8.	lack of sanitation facilities and regular safe water supply (a large proportion of school are without poly tanks)	62	8	5	75
9.	Difficulties in monitoring cooking done outside the school	70	2	3	75
10	Cooks paid irregularly and low community involvement	60	11	4	75
11	Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers	58	14	3	75
	Total	720	90	90	900
	Percentage	80	10	10	100

Source: Field survey, (2017)

Table 4.5 shows results of responses from the beneficiary pupils on the constraints in effective implementation of the school feeding programme in Koforidua Municipality.

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Out of 900 responses, majority 720 responses representing 80% agreed that in Ghana the release of funds for the programme has been inconsistent, a delay in the release of feeding grants subsequently affects beneficiary pupils, moreover, evidences from the schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard, Lack of water and unhygienic practices among caterers and children affect the SFP, political party favoritism within the school feeding programme remains a persistent challenge, lack of kitchens, storage and dining halls in SFP schools. To add more, inadequate/irregular food portions and lack of training in hygiene and nutrition for school cooks, lack of sanitation facilities and regular safe water supply (a large proportion of school are without poly tanks), difficulties in monitoring cooking done outside the school, cooks paid irregularly and low community involvement and increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.

These findings conform to the research conducted by Masina (2013), who confirmed that in spite of the successes that SFPs have achieved, SFPs are saddled with many challenges. Every project needs a good budget and adequate financing. However, the SFPs in many developing countries are faced with financial constraints. Masina (2013) observes in a survey in Malawi that the SFP is under threat. This is as a result of insufficient funds to acquire more firewood due to the increment of enrolled children. In Namibia, Ellis (2012) indicates that individual households are required to supply firewood for cooking meals due to financial constraints. In the view of Ellis (2012), the situation is so bad that sometimes particular schools pay two bags of maize in exchange of firewood.

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Researchers believe that this practice is quite widespread. The National Coordinator for the GSFP attributed the financial challenges facing the GSFP to recent economic crises facing the country (Ghana News Agency, 2014). This has made the release of money from the GSFP more difficult since the budget allocated to the program is too small. In Ghana the release of funds for the programme has been inconsistent. A delay in the release of feeding grants subsequently affects beneficiary pupils. The situation implies that caterers may not have access to funds to procure the needed items, cook and serve the beneficiary pupils. The delay in getting funds for caterers to cook has reduced the number of days meant for food to be served from five days to three days in a week (Kedze, 2013).

Evidence from schools on GSFP shows that facilities for sanitation and hygiene are not up to the required standard. The Ghana News Agency (2013) further reports, that the Karaga district in the Northern Ghana is well noted for poor sanitation in the discharge of the GSFP. It emphasizes lack of water and unhygienic practices among caterers and children as well. Due to political interference sometimes schools that need to be targeted are excluded from the GSFP. As indicated by Abu and Quaye (2012), “Political party favoritism within the school feeding programme remains a persistent challenge”.

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4.4 Analysis of the questionnaire for non-beneficiaries pupils of the school feeding programme.

The researcher sent 80 questionnaires to the non-beneficiary pupils of the school feeding programme. Out of 80 questionnaires sent out to gather primary data, 73 questionnaires were retrieved while 7 questionnaires were not retrieved. Therefore, the analysis of the study was based on 91% response rate.

Table 4.6: Demographic information of the respondents

Gender of the respondents	**Frequency**	**Percent**
Male	43	59
Female	30	41
Total	73	100.0
Age range of the respondents		
11-15 years	68	93
16-20 years	5	7
Total	73	100.0
Class of the respondents		
primary 5	32	44
primary 6	41	56
Total	73	100.0

Source: Field survey, (2017)

Table 4.6 shows that 43 non-beneficiary pupils representing 59% were males while 30 pupils representing 41% were females. Furthermore, 68 pupils representing 93% were

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between the ages ranges 11-15 years while 5 pupils representing 7% were between the ages ranges 16-20 years. The study further shows that 41 pupils representing 56% were in primary 6 while 32 pupils representing 44% were in primary 5.

Table 4.7: Reasons why pupils chose to study in a non-SFP school

Why did you choose this school to study?	Frequency	Percent (%)
Because it is near to my house	16	22
The teachers are the best	42	57.5
My parents want me attend this school	15	20.5
Total	73	100
Have you ever been hungry during school hours?		
Yes	23	32
No	50	68
Total	73	100
Have you ever been absent from school during the last one academic year?		
Yes	42	57.5
No	31	42.5
Total	73	100
Do you think you will participate more in school if you get school meals?		
Yes	57	78
No	16	22
Total	73	100
Do you think it is important to implement SFP in your school?		
Yes	69	94.5
No	4	5.5
Total	73	100

Source: Field survey, (2017)

Table 4.7 indicates that 42 non-beneficiary pupils representing 57.5% said that they chose to study in their school because the teachers are the best compared to other schools, 16 pupils representing 22% said that they chose to study because the school is near to their

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house while 15 pupils representing 20.5% said that their parents chose the school for them to attend. Moreover, 50 non-beneficiary pupils representing 68% said that they have never been hungry during school hours because they eat school canteen while 23 pupils representing 32% said that they are sometimes hungry during school hours. The study depicts that 42 non-beneficiary pupils representing 57.5% said that they are sometimes absent from school during the last one academic year while 31 pupils representing 42.5% said that they do not absent themselves from school during the last academic year.

Moreover, 78 non-beneficiary pupils representing 57% confirmed that they think they will participate more in school if they get free schools meals while 16 pupils representing 22% said that free schools may not influence their school participation. The study shows that 69 non-beneficiary pupils representing 94.5% said that they think it is important to implement school feeding programme in their school while 4 pupils representing 5.5% said no. The study results indicates that it is important to implement school feeding programme in their school. This findings is in line with the World Food Programme (2001) the Millennium Development Goals phase two sought to increase enrolment, attendance and retention through its several policies put in place to realize this vision ranging from improving teacher quality and infrastructure development. The school feeding programme is the target to foster universal basic education to all children in the world. The target also encompasses the improvement of pupils` out-put of work in the classrooms and outside the classrooms to enhance rapid social-economic development. Furthermore, Vermeersch and Kremer (2004) asserted that school feeding programme improves enrolment and attendance.

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Table 4.8: The impact of school feeding programme on basic school pupils academic performance, enrolment, attendance and drop out.

S/N	Statement	Agree	Not sure	Disagree	Total
1.	SFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education.	57	12	4	73
2.	SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhances pupils academic performance.	62	9	2	73
3.	SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence minimize drop out.	69	4	-	73
4.	SFP have a positive effect on rates of enrolment.	70	3	-	73
	Total	258	28	6	292
	Percentage	88	10	2	100

Source: Field survey, (2017)

Table 4.5 shows results of responses from the beneficiary pupils on the impact of school feeding programme on basic school pupils academic performance, enrolment, attendance and drop out.Out of 292 responses, majority 258 responses representing 88% agreed that the SFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education, SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhances pupils academic performance, SFP alleviate

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hunger and make children concentrate and learn better so that school performance will be improved and hence minimize drop out and SFP have a positive effect on rates of enrolment. This results agrees with NEPAD (2002), they asserted that the potential impact of targeting children through school feeding programmes is to increase their educational achievement so as to improve their potential future productivity and earnings. There are three paths through which school feeding programme help to achieve the desired educational achievement impact. The three paths of school feeding programme programmes are enumerated below. These paths are the benefits that school feeding programmes offer beneficiaries. School feeding programmes increase school attendance by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education. This leads to more time spent in school and more time spent towards learning. School feeding programmes help to alleviate short term hunger thereby improving children's cognitive functioning and attention span particularly in class. School feeding programmes improved nutritional status of children which provides them with calories and nutrients promotes good health, strong resistance to infectious diseases and illnesses that keep children from school is identified as the third path. Consequently, better nutrition indirectly improves educational achievement of children by increasing their school attendance.

Increases in school enrolment may lead to overcrowding thereby lowering the effectiveness of classroom time or stretch the limited amount of school resources as well as increase the work load of teachers affects the first and third paths Neumann, 2009). Depending on how the SFP is set up, teaching time may be reduced if teachers are used in

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overseeing the meal time (Services, 2001). However, the School feeding programmes have demonstrated the potential for improved educational attainment.

Table 4.9: The constraints in effective implementation of the school feeding programme in Koforidua municipality

S/N	Statement	Agree	Not sure	Disagree	Total
1.	In Ghana the release of funds for the programme has been inconsistent	57	12	4	73
2.	A delay in the release of feeding grants subsequently affects beneficiary pupils	65	5	3	73
3.	Evidences from the schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.	70	3	-	73
5.	Political party favouritism within the school feeding programme remains a persistent challenge	69	4	-	73
6.	Lack of kitchens, storage and dining halls in SFP schools	65	4	4	73
7.	High regional disparity in the allocation of beneficiary schools and lack of preparedness of most districts to pre-finance supplies	66	4	3	73
8.	Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers	62	7	4	73
	Total	454	39	18	511
	Percentage	89	7.6	3.4	100

Source: Field survey, (2017)

Table 4.9 shows results of responses from the non-beneficiary pupils on the constraints in effective implementation of the school feeding programme in Koforidua Municipality. Out of 511 responses, majority 454 responses representing 89% agreed that in Ghana the release of funds for the programme has been inconsistent, a delay in the release of feeding grants subsequently affects beneficiary pupils, moreover, evidences from the

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schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard, political party favouritism within the school feeding programme remains a persistent challenge, lack of kitchens, storage and dining halls in SFP schools. Moreover, high regional disparity in the allocation of beneficiary schools and lack of preparedness of most districts to pre-finance supplies and Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.

4.5 Analysis of the questionnaires for the class teachers of school feeding programme beneficiary school

The researcher sent 8 questionnaires to the class teachers of school feeding programme beneficiary schools. The analysis of the outcome of the questionnaires distribution are analysed below. The pupils academic performance in English language, Mathematics and Core science in the academic years 2011 to 2016 as shown in Table 4.10.

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Table 4.10: SFP Beneficiary pupils' academic performance

English Language (Academic Year)	Excellent	Average	Poor	Total
2011/2012	3	4	1	8
2012/2013	2	5	1	8
2013/2014	2	4	2	8
2014/2015	3	4	1	8
2015/2016	2	5	1	8
Total	12	22	6	40
Percentage	30	55	15	100
Mathematics (Academic Year)	**Excellent**	**Average**	**Poor**	**Total**
2011/2012	1	4	3	8
2012/2013	2	2	4	8
2013/2014	2	3	3	8
2014/2015	2	1	5	8
2015/2016	2	2	4	8
Total	9	12	19	40
Percentage	22.5	30	47.5	100
Core science (Academic Year)	**Excellent**	**Average**	**Poor**	**Total**
2011/2012	3	3	2	8
2012/2013	4	3	1	8
2013/2014	4	3	1	8
2014/2015	4	2	2	8
2015/2016	4	2	2	8
Total	19	13	8	40
Percentage	47.5	32.5	20	100

Source: Field survey, (2017)

Table 4.10 shows results of responses from the teachers of beneficiary pupils on the academic performance of the beneficiary pupils in English language. Out of 40 responses, majority 22responses representing 55% indicated that pupils performance in English

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language in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were average. Moreover, out of the 40 responses 12 responses representing 30% said that pupil's academic performance was excellent while minority 6 responses representing 15% said that pupil's performance in English language was poor. Furthermore, the study depicts results of responses from the teachers of beneficiary pupils on the academic performance of the beneficiary pupils in Mathematics subject. Out of 40 responses, majority 20responses representing 50% indicated that pupils performance in Mathematics subject in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were average. Moreover, Out of 40 responses, majority 19 responses representing 47.5% indicated that pupil's performance in Core science subject in the previous academic years were excellent.

This findings disagrees with Badri (2014), who asserted that it has been well documented in both developed and developing countries that school feeding with the right amount of quality ingredients have gone a long way to improve on pupil's performance. Badri (2014) explains how in the USA the school feeding has improved on pupil's academic performance, especially in mathematics and to some extent history based on the amount of calories in the food served them. From India, Harounan *et al.,* (2012) report that the national meal program saw an increment in girls' attendance and a slight increase in school enrollment. A study conducted in Burkina Faso shows increase in enrolment of girls due to the cereals take- home rations (WB, 2012). Highlighting a similar account from Mali, Hoof (2014) indicates that SFPs especially in the Northern part of Mali

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witnessed a significant percentage of student enrollment. SFPs enticed pupils to get to school early since they are served with food before classes commence.

Table 4.11: SFP Beneficiary pupils school attendance

Academic year	Excellent	Average	Poor	Total
2011/2012	5	2	1	8
2012/2013	4	3	1	8
2013/2014	4	2	2	8
2014/2015	3	4	1	8
2015/2016	5	2	1	8
Total	21	13	6	40
Percentage	52.5	32.5	15	100

Source: Field survey, (2017)

Table 4.11 depicts the results of responses from the beneficiary pupils on the school attendance of the beneficiary pupils. Out of 40 responses, majority 21 responses representing 52.5% indicated that pupils school attendance in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were excellent. Moreover, 13 responses representing 32.5% said that pupil's school attendance was average while minority 6 responses representing 15% said that pupil's school attendance was poor. This means that indeed school feeding programme improves pupil's school participation. This findings agrees with Arhin (2015) who revealed that from the Ghanaian perspective a lot of successes have been chalked as well. Arhin (2015) indicates that since the inception of

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the GSFP, public basic schools benefitting from the programme have recorded an appreciable increment in enrolment of pupils. According to Oduro-Ofori and Yeboah-Gyapong (2014), the GSFP has reduced the level of primary School drop-out in the Kwaebibrim District in the Eastern Region since it serves as a motivational tool for primary children to stay in school. A study conducted on the GSFP in the Garu-Tempane District in Ghana revealed that the programme increased gross enrollment rate by 24% among participating schools but decreased by 7% in non-participating schools (Bukari & Hajara, 2015). The Ghana News Agency (2014) observed an increment of pupils from 413,493 since the implementation of the GSFP in the year 2006/2007 to 1,739,352 pupils in 2013/2014.

4.6 Analysis of the questionnaires for the class teachers of non-school feeding programme beneficiary schools

The researcher sent 8 questionnaires to the class teachers of non-school feeding programme beneficiary schools. The analysis of the outcome of the questionnaires distribution are analysed below. The pupils academic performance in English language, Mathematics and Core science in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were analysed below.

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Table 4.12: Non-SFP Beneficiary pupils academic performance in English language, Mathematics and Core science

Academic Year (English language)	Excellent	Average	Poor	Total
2011/2012	1	4	3	8
2012/2013	2	3	3	8
2013/2014	2	3	3	8
2014/2015	3	3	2	8
2015/2016	3	3	2	8
Total	11	16	13	40
Percentage	27.5	40	32.5	100
Mathematics (Academic Year)	**Excellent**	**Average**	**Poor**	**Total**
2011/2012	2	3	3	8
2012/2013	1	3	4	8
2013/2014	3	2	3	8
2014/2015	2	2	4	8
2015/2016	2	2	4	8
Total	10	12	18	40
Percentage	25	30	45	100
Core science (Academic Year)	**Excellent**	**Average**	**Poor**	**Total**
2011/2012	1	5	2	8
2012/2013	2	5	1	8
2013/2014	2	3	3	8
2014/2015	3	4	1	8
2015/2016	2	4	2	8
Total	10	21	9	40
Percentage	25	52.5	22.5	100

Source: Field survey, (2017)

Table 4.12 shows results of responses from the teachers of non-beneficiary pupils on the academic performance of the beneficiary pupils in English language, Mathematics and Core science. Out of 40 responses, majority 16 responses representing 40% indicated that pupils performance in English language, in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were average. The study depicts results of responses from the teachers of non-beneficiary pupils on the academic performance of the

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beneficiary pupils in mathematics. Out of 40 responses, majority 18 responses representing 45% indicated that pupils performance in mathematics in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were poor. Moreover, 21 responses representing 52.5% said that the pupils performance in Core science in the academic years 2011/2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were average. This means that pupils who ate food at school performed better than their counter parts in the non-school feeding programme.

This agrees with the findings of Pollitt and Jacoby (2005) in a study on the impact of breakfast on cognitive development found that eating breakfast before being taught enables students to perform better on a number of discrimination activities. In supporting these findings, Simeon (2008) found that students who eat breakfast are better inclined to study, concentrate and listen better, Ranivnder (2007) found that students' attention to task in school increased significantly with the provision of breakfast. School meals increase test scores in school where the teacher is experienced (Neumann, 2009). More so, NEPAD (2005) has shown that the implementation of SFPs have led to increases in test scores, and improved attendance and study skills. Consequently, the school feeding programme impacts on the academic achievement of pupils.

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Table 4.13: Non-SFP Beneficiary pupils school attendance

Academic year	Excellent	Average	Poor	Total
2011/2012	2	5	1	8
2012/2013	4	4	0	8
2013/2014	2	5	1	8
2014/2015	1	6	1	8
2015/2016	2	5	1	8
Total	11	25	4	40
Percentage	27.5	62.5	10	100

Source: Field survey, (2017)

Table 4.13 depicts the results of responses from the non-beneficiary pupils on the school attendance of the non-beneficiary pupils. Out of 40 responses, majority 25 responses representing 62.5% indicated that pupils school attendance in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were average. Moreover, 11 responses representing 27.5% said that pupils school attendance was excellent while minority 4 responses representing 10% said that pupils school attendance was poor. This findings supports UNHTF (2003), which revealed that school meals keep children in school more frequently. For instance, parents feel that children who do eat breakfast are absent from school less (UNHTF, 2003).

This leads to decreased rates of absence and tardiness. Nutritionally at risk students significantly had lower grades than students not classified as being at risk; with the introduction of SFP. Students whose nutritional risk decreased significantly saw greater improvement in academic performance than students who did not see a decrease in their nutritional risk (UNHTF, 2003). Secondly, pupils who suffer stress and amount of sleep

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also have great influences on students' performances because it affects their health (UNHTF, 2003).

4.7 Analysis of the questionnaires from the Head teachers of the school feeding programme beneficiary schools

The impact of school feeding programme

Table 4.14 shows the perceptions of the head teachers of the beneficiary schools regarding the impact of school feeding programme on basic school pupils academic performance, enrolment, attendance and drop-out.

Table 4.14: The impact of school feeding programme

S/N	Statement	Agree	Not sure	Disagree	Total
1.	SFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education.	3	1	-	4
2.	SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhances pupils academic performance.	4	-	-	4
3.	SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence minimize drop out.	3	1	-	4
4.	SFP have a positive effect on rates of enrolment.	3	1	-	4
	Total	13	3	-	16
	Percentage	82	8	-	100

Source: Field survey, (2017)

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Table 4.14 shows results of responses from the head teachers of beneficiary pupils on the impact of school feeding programme on basic school pupils academic performance, enrolment, attendance and drop out. Out of 16 responses, majority 13 responses representing 82% agreed that the SFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education, SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhances pupils academic performance, SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence minimize drop out and SFP have a positive effect on rates of enrolment.

This findings agrees with the various studies conducted by WFP (2004) that indicated that the SFP has helped the pupils to concentrate at school and perfect their academic performance. Moreover, Levinger (2011) stated that SFP and its fortified meal has improved attendance and performance based on the nutritional content of the meal which has the potency to improve pupils' brain for the learning process. In three Northern regions of Ghana, Mohammed and Sakara (2011) examined that the performance of the pupils had improved when the SFP was initiated in 2007. It had reduced dropout rate among pupils especially the girl-children. Chambers (2001) discusses that an estimated 120 million pupils were beneficiaries to the SFP in India. The daily diet for the pupils‟ at school has enriched their performance in the country.

4.8 The constraints in effective implementation of the school feeding programme

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Table 4.15 depicts the head teachers of the beneficiary schools opinions regarding the constraints in effective implementation of the school feeding programme in Koforidua Municipality

Table 4.15: The constraints in effective implementation of the school feeding programme

S/N	Statement	Agree	Not sure	Disagree	Total
1.	In Ghana the release of funds for the programme has been inconsistent	4	-	-	4
2.	A delay in the release of feeding grants subsequently affects beneficiary pupils	4	-	-	4
3.	Evidences from the schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.	3	-	1	4
4.	Lack of water and unhygienic practices among caterers and children affect the SFP	2	1	1	4
5.	Political party favoritism within the school feeding programme remains a persistent challenge	1	1	2	4
6.	Lack of kitchens, storage and dining halls in SFP schools	3	-	1	4
7.	lack of sanitation facilities and regular safe water supply (a large proportion of school are without poly tanks)	4	-	-	4
8.	Difficulties in monitoring cooking done outside the school	3	1	-	4
9.	Cooks paid irregularly and low community involvement	4	-	-	4
10	Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers	4	-	-	4
	Total	32	3	5	40
	Percentage	80	7.5	12.5	100

Source: Field survey, (2017)

Table 4.15 depicts results of responses from the head teachers of the beneficiary pupils on the constraints in effective implementation of the school feeding programme in

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Koforidua Municipality. Out of 40 responses, majority 32 responses representing 80% agreed that in Ghana the release of funds for the programme has been inconsistent, a delay in the release of feeding grants subsequently affects beneficiary pupils, moreover, evidences from the schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard, Lack of water and unhygienic practices among caterers and children affect the SFP, political party favoritism within the school feeding programme remains a persistent challenge, lack of kitchens, storage and dining halls in SFP schools. Moreover, lack of sanitation facilities and regular safe water supply (a large proportion of school are without poly tanks), difficulties in monitoring cooking done outside the school, cooks paid irregularly and low community involvement and increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.

This findings agree with Quaye *et al.,* (2010) that a review of the school feeding programmes in 5 regions in Ghana by the Netherlands Development Organization revealed that regional/district/school partnerships and organizational mechanisms were limited, and many schools lacked a functional school implementation committee.

Quaye *et al.,* (2010) summarize the challenges as follows:

- Lack of kitchens, storage, and dining halls in GSFP schools.
- Insufficient supply of food to schools, creating inadequate/irregular food portions.
- Lack of training in hygiene and nutrition for school cooks.
- Lack of sanitation facilities and regular safe water (a large proportion of schools are still without poly tanks).

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- Inadequate resources for students following influx of attendees in response to school feeding programmes.
- Varying degrees of linkage to local farmers/local food supply for food procurement.
- Difficulties in monitoring cooking done outside the school.
- Lack of transparency in records of food supply and payment procedures.
- Students not receiving daily meal, lack of communication with parents.
- Cooks paid irregularly.
- Low community involvement.
- High regional disparity in the allocation of beneficiary schools.
- Lack of preparedness of most districts to pre-finance supplies.
- Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.

4.9 Analysis of the questionnaires from the Head teachers of the non-school feeding programme beneficiary schools

Table 4.16 shows the perceptions of the head teachers of the non-beneficiary schools regarding the impact of school feeding programme on basic school pupils academic performance, enrolment, attendance and drop-out.

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Table 4.16: The impact of school feeding programme

S/N	Statement	Agree	Not sure	Disagree	Total
1.	SFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education.	1	3	-	4
2.	SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhances pupils academic performance.	-	3	1	4
3.	SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence minimize drop out.	3	1	-	4
4.	SFP have a positive effect on rates of enrolment.	1	3	-	4
	Total	5	10	1	16
	Percentage	31	63	6	100

Source: Field survey, (2017)

Table 4.16 shows results of responses from the head teachers of beneficiary pupils on the impact of school feeding programme on basic school pupils academic performance, enrolment, attendance and drop out. Out of 16 responses, majority 10 responses representing 63% were not sure that the SFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education, SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhances pupils academic performance, SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence minimize drop out and SFP have a positive effect on rates of enrolment. Class attendance is believed that school

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meals can be effective at increasing class attendance because children receive the meal only when they attend school. According to Levinger (2006) the impact of school feeding on attendance in Bangladesh was evaluated and found that the SFP has a statistically significant positive impact and the programme showed an increment of class attendance of participating pupils by 1.34 days per month. However, class attendance from school registers showed attendance increased in both programme and control schools during this period, and that the increase was 1.1 percentage points higher in programme schools (Case, (2010).

4.10 The constraints in effective implementation of the school feeding programme

Table 4.17 depicts the head teachers of the non-beneficiary schools opinions regarding the constraints in effective implementation of the school feeding programme in Koforidua Municipality

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Table 4.17: The constraints in effective implementation of the school feeding programme

S/N	Statement	Agree	Not sure	Disagree	Total
1.	In Ghana the release of funds for the programme has been inconsistent	1	3	-	4
2.	A delay in the release of feeding grants subsequently affects beneficiary pupils	1	3	-	4
3.	Evidences from the schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.	-	4	1	4
4.	Lack of water and unhygienic practices among caterers and children affect the SFP	1	2	1	4
5.	Political party favouritism within the school feeding programme remains a persistent challenge	1	1	2	4
6.	Lack of kitchens, storage and dining halls in SFP schools	1	1	2	4
7.	lack of sanitation facilities and regular safe water supply (a large proportion of school are without poly tanks)	2	2	-	4
8.	Difficulties in monitoring cooking done outside the school	2	1	1	4
9.	Cooks paid irregularly and low community involvement	1	3	-	4
10	Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers	1	2	1	4
	Total	11	25	32.5	40
	Percentage	27.5	62.5	12.5	100

Source: Field survey, (2017)

Table 4.17 indicates the results of responses from the head teachers of the non-beneficiary pupils of the school feeding programme on the constraints in effective implementation of the school feeding programme in Koforidua Municipality. Out of 40 responses, majority 25 responses representing 62.5% were not sure that in Ghana the

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release of funds for the programme has been inconsistent, a delay in the release of feeding grants subsequently affects beneficiary pupils, moreover, evidences from the schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard, Lack of water and unhygienic practices among caterers and children affect the SFP, political party favouritism within the school feeding programme remains a persistent challenge, lack of kitchens, storage and dining halls in SFP schools. Moreover, lack of sanitation facilities and regular safe water supply (a large proportion of school are without poly tanks), difficulties in monitoring cooking done outside the school, cooks paid irregularly and low community involvement and increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers. This means that because their schools are not into school feeding programme, they do not know much about the possible challenges of the SFP.

In spite of the challenges some notable successes have been chalked by the programme. These successes are enumerated by Quaye *et al.,* (2010) in five regions in Ghana:

- Increased school enrolment by 20% in pilot schools (WFP).
- Reduction in truancy and absences, improved punctuality.
- Reduced dropout rates.
- Improved school performance.
- Reduction in the number of children reported sick to the school authority.
- Opportunities for local employment for school food vendors, cooks, and programme administrators.
- Integration of nutrition education into school curriculum.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of the study was to examine how the GSFP has impacted on pupil's academic performance, enrolment, attendance and retention of children in some basic schools in the New Juaben Municipality. Descriptive research design was used for the study. The study quantitative research approach. The study was conducted in the New Juaben Municipality in the Eastern Region of Ghana. There are 20 public primary schools in the study area and out of these only 12 are on the School Feeding Programme. The target population includes head teachers, teachers and pupils of the public primary schools, and caterers of the Ghana School Feeding Programme (GSFP) in the New Juaben Municipality. A total sample size of 188 respondents were selected for the study. Questionnaires were the main research instruments used. The quantitative data was coded into Statistical package for a Social Scientist (SPSS) and then analyzed using statistical measures such as frequencies and percentages. The results were presented using frequency tables, graphs and charts.

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5.2 Major findings of the study

5.2.1 The impact of school feeding programme on basic school pupils academic performance, enrolment, attendance and drop-out

SFP Beneficiary pupils responses

The study results depicts that 58 beneficiary pupils representing 77.3% said that they always remain at the school after eating the food prepared for them. The study indicates that 40 beneficiary pupils representing 53.3% confirmed that they do not eat at home before coming to school. Moreover, 36 pupils representing 48% said that when they are at school they become hungry from 1pm -3pm. The study further holds it that 43 beneficiary pupils representing 57.3% said that they chose to study in their school because of good teachers in the school, 23 pupils representing 30.7% said that they chose to study in their school because of the school feeding programme while 9 pupils representing 12% said that they selected their school because the school is near their house.

The study further shows that 40 beneficiary pupils representing 53.3% affirmed that they get sufficient food from school every day. Moreover every child in school is entitled to the feeding scheme. Furthermore, 41 beneficiary pupils representing 54.7% said that despite the introduction of the school feeding programme, they still absent themselves from school at least 1-2 times in a week.

The study shows results of responses from the beneficiary pupils on the impact of school feeding programme on basic school pupils academic performance, enrolment, attendance

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and drop out. Out of 300 responses, majority 262 responses representing 87.3% agreed that the SFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education, SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhances pupils academic performance, SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence minimize drop out and SFP have a positive effect on rates of enrolment.

Non-beneficiaries pupils of the school feeding programme

The study indicates that 42 non-beneficiary pupils representing 57.5% said that they chose to study in their school because the teachers are the best compared to other schools, 16 pupils representing 22% said that they chose to study because the school is near to their house while 15 pupils representing 20.5% said that their parents chose the school for them to attend. Moreover, 50 non-beneficiary pupils representing 68% said that they have never been hungry during school hours because they eat school canteen. The study depicts that 42 non-beneficiary pupils representing 57.5% said that they are sometimes absent from school during the last one academic year while 31 pupils representing 42.5% said that they do not absent themselves from school during the last academic year. Moreover, 78 non-beneficiary pupils representing 57% confirmed that they think they will participate more in school if they get free schools meals. The study shows that 69 non-beneficiary pupils representing 94.5% said that they think it is important to

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implement school feeding programme in their school. The study results indicates that it is important to implement school feeding programme in their school.

The study shows results of responses from the non-beneficiary pupils on the impact of school feeding programme on basic school pupils academic performance, enrolment, attendance and drop out. Out of 292 responses, majority 258 responses representing 88% agreed that the SFP increases school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education, SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhances pupils academic performance, SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence minimize drop out and SFP have a positive effect on rates of enrolment.

5.2.2 The constraints in effective implementation of the school feeding programme in Koforidua municipality

SFP Beneficiary pupils responses

The study indicates the results of responses from the beneficiary pupils on the constraints in effective implementation of the school feeding programme in Koforidua Municipality. Out of 900 responses, majority 720 responses representing 80% agreed that in Ghana the release of funds for the programme has been inconsistent, a delay in the release of feeding grants subsequently affects beneficiary pupils, moreover, evidences from the schools on SFP shows that facilities for sanitation and hygiene are not up to the required

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standard, Lack of water and unhygienic practices among caterers and children affect the SFP, political party favoritism within the school feeding programme remains a persistent challenge, lack of kitchens, storage and dining halls in SFP schools. To add more, inadequate/irregular food portions and lack of training in hygiene and nutrition for school cooks, lack of sanitation facilities and regular safe water supply (a large proportion of school are without poly tanks), difficulties in monitoring cooking done outside the school, cooks paid irregularly and low community involvement and increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.

The constraints in effective implementation of the school feeding programme in Koforidua municipality

Non SFP beneficiary responses

The study shows results of responses from the non-beneficiary pupils on the constraints in effective implementation of the school feeding programme in Koforidua Municipality. Out of 511 responses, majority 454 responses representing 89% agreed that in Ghana the release of funds for the programme has been inconsistent, a delay in the release of feeding grants subsequently affects beneficiary pupils, moreover, evidences from the schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard, political party favouritism within the school feeding programme remains a persistent challenge, lack of kitchens, storage and dining halls in SFP schools. Moreover, high regional disparity in the allocation of beneficiary schools and lack of preparedness

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of most districts to pre-finance supplies and Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.

5.2.3 Class teachers of school feeding programme beneficiary school responses

The study shows results of responses from the teachers of beneficiary pupils on the academic performance of the beneficiary pupils in English language. Out of 40 responses, majority 22 responses representing 55% indicated that pupils performance in English language in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were average. Moreover, out of the 40 responses 12 responses representing 30% said that pupils academic performance was excellent while minority 6 responses representing 15% said that pupils performance in English languagewas poor. Furthermore, out of 40 responses, majority 20responses representing 50% indicated that pupils performance in Mathematics subject in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were average. Moreover, Out of 40 responses, majority 19responses representing 47.5% indicated that pupils performance in Core science subject in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were excellent.

5.2.4 SFP Beneficiary pupils school attendance

The study depicts the results of responses from the beneficiary pupils on the school attendance of the beneficiary pupils. Out of 40 responses, majority 21responses representing 52.5% indicated that pupils school attendance in the academic years 2011/

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2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were excellent. This means that indeed school feeding programme improves pupils school participation.

5.2.5 Class teachers of non-school feeding programme beneficiary schools responses

The study indicates the results of responses from the teachers of non-beneficiary pupils on the academic performance of the beneficiary pupils in English language, Mathematics and Core science. Out of 40 responses, majority 16 responses representing 40% indicated that pupils performance in English language, in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were average. Moreover, out of 40 responses, majority 18 responses representing 45% indicated that pupils performance in mathematics in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were poor. Moreover, 21 responses representing 52.5% said that the pupils performance in Core science in the academic years 2011/2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were average. This means that pupils who ate food at school performed better than their counter parts in the non-school feeding programme.

5.2.6 Non-SFP Beneficiary pupils school attendance

Table 4.13 depicts the results of responses from the non-beneficiary pupils on the school attendance of the non-beneficiary pupils. Out of 40 responses, majority 25 responses representing 62.5% indicated that pupils school attendance in the academic years 2011/ 2012, 2012/2013, 2013/2014, 2014/2015, 2015/2016 were average.

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5.3 Conclusions

The study results concluded that even though the school feeding programme is good and enhanced school participation, most of the pupils chose to study in their school because of good teachers in the school. The study further concluded that the academic performance of the school feeding programme beneficiary schools were better than their counter parts in the non-school feeding programme beneficiary schools. Moreover, the school attendance of the beneficiary pupils were excellent while the school attendance of the non-beneficiary schools were average. This concluded that indeed school feeding programme improved pupils school participation. Moreover, the SFP increased school attendance by lowering the opportunity cost of attending school and providing additional incentives to engage in formal education, SFP leads to more time spent in school, more time spent towards learning, increased attention span particularly in class and hence enhanced pupils academic performance. Furthermore, SFP alleviated hunger and make children concentrate and learn better so that school performance improved and hence minimized drop out and SFP had a positive effect on rates of enrolment.

To add more, the constraints in effective implementation of the school feeding programme in Koforidua municipality are that in Ghana the release of funds for the programme has been inconsistent, a delay in the release of feeding grants subsequently affects beneficiary pupils, moreover, evidences from the schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard. Moreover, lack of water and unhygienic practices among caterers and children affect the SFP, political party favouritism within the school feeding programme remains a persistent challenge, lack of

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kitchens, storage and dining halls in SFP schools. To add more, inadequate/irregular food portions and lack of training in hygiene and nutrition for school cooks, lack of sanitation facilities and regular safe water supply (a large proportion of school are without poly tanks), difficulties in monitoring cooking done outside the school, cooks paid irregularly and low community involvement and increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.

5.4 Recommendations

Based on the major findings and conclusions of the study, the researcher recommended that;

1. The Government of Ghana through the coordinators of the school feeding programme should consistently release funds to sustain the SFP in the Ghanaian schools.
2. The coordinators of the SFP should organize periodic seminars, conferences and training programmes to educate caterers of the SFP regarding hygienic practices that could guarantee the pupils health.
3. There is the need to provide sanitation facilities and regular safe water supply, for example the availability of dustbins and large poly tanks will improve sanitation and regular safe water supply to the SFP caterers.
4. The authorities of the schools should monitor cooking done outside the school to ensure that the consumers are safe to avoid food contamination.
5. The government of Ghana and the coordinators of the SFP should extend the feeding scheme to non-SFP schools to enhance school participation.

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5.5 Suggestions for further research

According to the recommendations of the study, the researcher suggested that a similar study should be conducted to investigate the impact of training and development of caterers on the SFP using the entire basic schools in the Eastern Region as a case study.

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APPENDIX

APPENDIX 1

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

Questionnaire for Head Teacher of School Feeding Programme Beneficiary School

Dear respondents,

The researcher is a product of UEW, Winneba, and Kumasi Campus conducting a piece of research on EVALUATING THE IMPACT OF SCHOOL FEEDING PROGRAMME (SFP) ON THE ACADEMIC PERFORMANCE OF PUPILS-A CASE STUDY OF BASIC SCHOOLS IN THE KOFORIDUA MUNICIPALITY. I respectively request that you form part of this research by completing the attached questionnaire. This is seeking to solicit your opinion on the impact of school feeding programme on academic performance of pupils. Anonymity and non-traceability are assured. It is my fervent hope that you participate in the study. May I thank you for your valuable cooperation.

Questionnaire number/ID ……Date…….

Section A: Demographic and personal characteristics of the respondents

1. Name/Tel No…….School……..

2. Gender: Male [ ] Female [ ]

3. Age (years): [ ]

4. Marital Status: Married [ ] Single [ ]

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5. Educational Qualification:

BECE[ ] SSSCE/WASSCE [ ] Teacher Cert A [ ] Diploma [ ] B.Ed/B.A/B.Sc [ ]

6. Teaching Experience (years) [ ]

7. When was the Feeding Scheme introduced in the school?

2000-2005 [ ] 2006-2010 [ ] 2011-2015 [ ] 2016-2017 [ ]

8. Which organization is/are supporting the programme?

National SFP [ ] NGO [ ] Community support program [ ]

other……

7. Why was your school selected to benefit from SFP?

……

……

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Section B: The impact of the school feeding program on basic school pupils` academic performance enrollment dropouts and attendance

1. Academic performance of pupils of participating basic schools in core subjects (English Language, Mathematics and Integrated Science) in their promotion (third term) examinations for the 2011/2012, 2012/2013, 2013/2014, 2014/2015 and 2015/2016 academic years.

Core Subject	**Pupils Academic Performance**					
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Av. Perfo.
English language						
Excellent						
Average						
Poor						
Total						
Mathematic						
Excellent						
Average						
Poor						
Total						
Core Science						
Excellent						
Average						
Poor						
Total						

Note: Excellent = (70%-100%), Average = (40%-69%), Poor = (<40%)

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2a. What is the school pupil enrollment at the beginning 2012/2013 academic year?[ ]

2b. What is the school pupil enrollment at the end 2012/2013 academic year? [ ]

2c. What is the school pupil enrollment at the beginning 2013/2014 academic year? [ ]

2d. What is the school pupil enrollment at the end2013/2014 academic year? [ ]

2e. What is the school pupil enrollment at the beginning 2014/2015 academic year?[ ]

2f. What is the school pupil enrollment at the end 2014/2015 academic year? [ ]

2g. What is the school pupil enrollment at the beginning 2015/2016 academic year? [ ]

2h. What is the school pupil enrollment at the end2015/2016 academic year? [ ]

3. What is the attendance rate of pupils in your school?

2011/2012 academic year. {>90% [ ], 70% -89% [ ], 50% -69% [ ], < 50% [ ]}

2012/2013 academic year. {>90% [ ], 70% -89% [ ], 50% -69% [ ], < 50% [ ] }

2013/2014 academic year. {>90% [ ], 70% -89% [ ], 50% -69% [ ], < 50% [ ] }

2014/2015 academic year. {>90% [ ], 70% -89% [ ], 50% -69% [ ], < 50% [ ] }

2015/2016 academic year. {>90% [ ], 70% -89% [ ], 50% -69% [ ], < 50% [ ] }

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4. Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The impact of the school Feeding Program on Pupils' Academic Performance, Enrollment Attendance and Dropout	1	2	3	4	5	Total
SFP ***increases school attendance*** by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education.						
SFP leads to more time spent in school, *more time spent towards learning, increased attention span particularly in class* and hence ***enhances pupils academic performance***						
SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence ***minimize drop-out*** .						
SFP have a ***positive effect on rates of enrollment***						

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Section C: The constraints in effective implementation of the school feeding program in Koforidua Municipality

Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The Constraints in Effective Implementation of the SFP	1	2	3	4	5	Total
In Ghana the release of funds for the programme has been inconsistent.						
A delay in the release of feeding grants subsequently affects beneficiary pupils.						
Evidences from schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.						
Lack of water and unhygienic practices among caterers and children affect the SFP.						
Due to political interference sometimes schools that need to be targeted are excluded from the SFP.						
Political party favouritism within the SFP remains a persistent challenge						
Lack of kitchens, storage, and dining halls in SFP schools.						
Inadequate/irregular food portions and Lack of training in hygiene and nutrition for school cooks.						
Lack of sanitation facilities and regular safe water (a large proportion of schools are still without poly tanks)						
Difficulties in monitoring cooking done outside the school.						
Lack of transparency in records of food supply and payment						

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procedures and Students not receiving daily meal, lack of communication with parents.						
Cooks paid irregularly and Low community involvement.						
High regional disparity in the allocation of beneficiary schools and Lack of preparedness of most districts to pre-finance supplies.						
Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.						
Other constraints 1.-						
Other constraints 2.-						
Other constraints 3.-						
Other constraints 4.-						

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APPENDIX 2

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

Questionnaire for Class Teacher of School Feeding Programme Beneficiary School

Dear respondents,

The researcher is a product of UEW, Winneba, and Kumasi Campus conducting a piece of research on EVALUATING THE IMPACT OF SCHOOL FEEDING PROGRAMME (SFP) ON THE ACADEMIC PERFORMANCE OF PUPILS-A CASE STUDY OF BASIC SCHOOLS IN THE KOFORIDUA MUNICIPALITY. I respectively request that you form part of this research by completing the attached questionnaire. This is seeking to solicit your opinion on the impact of school feeding programme on academic performance of pupils. Anonymity and non-traceability are assured. It is my fervent hope that you participate in the study. May I thank you for your valuable cooperation.

Questionnaire number/ID ……Date…….

Section A: Demographic and personal characteristics of the respondents

1. Name/Tel No…….School……..

2. Gender: Male [ ] Female [ ]

3. Age (years): [ ]

4. Marital Status: Married [ ] Single [ ]

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5. Educational Qualification:

BECE[ ] SSSCE/WASSCE [ ] Teacher Cert A [ ] Diploma [ ] B.Ed/B.A/B.Sc [ ]

6. Teaching Experience (years) [ ]

Section B: The impact of the school feeding program on basic school pupils' academic performance enrollment dropouts and attendance

Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The impact of the school Feeding Program on Pupils' Academic Performance, Enrollment Attendance and Dropout	1	2	3	4	5	Rem.
SFP ***increases school attendance*** by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education.						
SFP leads to more time spent in school, *more time spent towards learning, increased attention span particularly in class* and hence ***enhances pupils academic performance***						
SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence ***minimizedrop-out*** .						
SFP have a ***positive effect on rates of enrollment***						

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Section C: The constraints in effective implementation of the school feeding program in Koforidua Municipality

Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The Constraints in Effective Implementation of the SFP	1	2	3	4	5	Total
In Ghana the release of funds for the programme has been inconsistent.						
A delay in the release of feeding grants subsequently affects beneficiary pupils.						
Evidences from schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.						
Lack of water and unhygienic practices among caterers and children affect the SFP.						
Due to political interference sometimes schools that need to be targeted are excluded from the SFP.						
Political party favouritism within the SFP remains a persistent challenge						
Lack of kitchens, storage, and dining halls in SFP schools.						
Inadequate/irregular food portions and Lack of training in hygiene and nutrition for school cooks.						
Lack of sanitation facilities and regular safe water (a large proportion of schools are still without poly tanks)						
Difficulties in monitoring cooking done outside the school.						
Lack of transparency in records of food supply and payment procedures and Students not receiving daily meal, lack of communication with parents.						

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Cooks paid irregularly and Low community involvement.						
High regional disparity in the allocation of beneficiary schools and Lack of preparedness of most districts to pre-finance supplies.						
Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.						
Other constraints 1.-						
Other constraints 2.-						
Other constraints 3.-						
Other constraints 4.-						

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APPENDIX 3

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

Questionnaire for Beneficiary Pupil of the School Feeding Programme

Dear respondents,

The researcher is a product of UEW, Winneba, and Kumasi Campus conducting a piece of research on EVALUATING THE IMPACT OF SCHOOL FEEDING PROGRAMME (SFP) ON THE ACADEMIC PERFORMANCE OF PUPILS-A CASE STUDY OF BASIC SCHOOLS IN THE KOFORIDUA MUNICIPALITY. I respectively request that you form part of this research by completing the attached questionnaire. This is seeking to solicit your opinion on the impact of school feeding programme on academic performance of pupil's. Anonymity and non-traceability are assured. It is my fervent hope that you participate in the study. May I thank you for your valuable cooperation.

Questionnaire number/ID ……Date…….

Section A: Demographic and personal characteristics of the respondents

1. Name……..…….School……..

2. Gender: Male: [ ] Female [ ]

3. Age (years): [ ]

4. Class: Primary 5 [ ] primary 6 [ ]

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5. When was the Feeding Scheme introduced in the school?

6. Do you remain at the school after eating?

Always [ ] quite often [ ] Do not know [ ] very often [ ] not at all [ ]

7. Do you eat at home before coming to school?Yes [ ] No [ ]

8. What time do you get hungry?

7am- 9 am [ ] 9am -11 am [ ] 11-1 pm [ ] 1pm -3 pm [ ] other [ ]

9. Why did you choose this school to study?

Because of the SFP [ ] Good teachers [ ] Near my house [ ]

10. Do you get sufficient food from school every day?

Sufficient [ ] Not sufficient [ ] always sufficient [ ]

11. Is every child in the school entitled to the feeding scheme? Yes [ ] No [ ]

12. How many times in a week do you absent yourself from school after the introduction of the school feeding program? Never [ ] 1-2 times [ ] 2-4 times [ ]

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Section B: The impact of the school feeding program on basic school pupils' academic performance, Enrollment Attendance and Dropout.

1. Please, with the help of you teacher, what is your examination score in core subjects (English Language, Mathematics and Integrated Science) in the promotion (third term) examinations for the 2011/2012, 2012/2013, 2013/2014, 2014/2015 and 2015/2016 academic years. Please tick.

Core Subject	**Pupils Academic Performance**					
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Av. Perf.
English language						
Excellent						
Average						
Poor						
Mathematic						
Excellent						
Average						
Poor						
Core Science						
Excellent						
Average						
Poor						

Note: Excellent = (70%-100%), Average = (40%-69%), Poor = (<40%)

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2. Please, with the help of you teacher, what is your level of school attendance for the 2011/2012, 2012/2013, 2013/2014, 2014/2015 and 2015/2016 academic years. Please tick.

Level of Attendance	**Pupils School Attendance**					
	2011/2012	**2012/2013**	**2013/2014**	**2014/2015**	**2015/2016**	**Remark**
Excellent						
Average						
Poor						

Note: Excellent = (70%-100%), Average = (40%-69%), Poor = (<40%)

3.Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The impact of the school Feeding Program on Pupils' Academic Performance, Enrollment Attendance and Dropout	1	2	3	4	5	Total
SFP ***increases school attendance*** by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education.						
SFP leads to more time spent in school, *more time spent towards learning, increased attention span particularly in class* and hence ***enhances pupils academic performance***						
SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence ***minimizedrop-out*** .						
SFP have a ***positive effect on rates of enrollment***						

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Section C: The constraints in effective implementation of the school feeding program in Koforidua Municipality

Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The Constraints in Effective Implementation of the SFP	1	2	3	4	5	Total
In Ghana the release of funds for the programme has been inconsistent.						
A delay in the release of feeding grants subsequently affects beneficiary pupils.						
Evidences from schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.						
Lack of water and unhygienic practices among caterers and children affect the SFP.						
Due to political interference sometimes schools that need to be targeted are excluded from the SFP.						
Political party favouritism within the school feeding programme remains a persistent challenge						
Lack of kitchens, storage, and dining halls in SFP schools.						
Inadequate/irregular food portions and Lack of training in hygiene and nutrition for school cooks.						
Lack of sanitation facilities and regular safe water (a large proportion of schools are still without poly tanks)						
Difficulties in monitoring cooking done outside the school.						
Lack of transparency in records of food supply and payment						

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procedures and Students not receiving daily meal, lack of communication with parents.						
Cooks paid irregularly and Low community involvement.						
High regional disparity in the allocation of beneficiary schools and Lack of preparedness of most districts to pre-finance supplies.						
Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.						
Other constraints 1.-						
Other constraints 2.-						
Other constraints 3.-						
Other constraints 4.-						

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APPENDIX 4

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

Questionnaire for Caterer of the School Feeding Programme

Dear respondents,

The researcher is a product of UEW, Winneba, and Kumasi Campus conducting a piece of research on EVALUATING THE IMPACT OF SCHOOL FEEDING PROGRAMME ON THE ACADEMIC PERFORMANCE OF PUPILS-A CASE STUDY OF BASIC SCHOOLS IN THE KOFORIDUA MUNICIPALITY. I respectively request that you form part of this research by completing the attached questionnaire. This is seeking to solicit your opinion on the impact of school feeding programme on academic performance of pupils. Anonymity and non-traceability are assured. It is my fervent hope that you participate in the study. May I thank you for your valuable cooperation.

Questionnaire number/ID ……Date…….

Section A: Demographic and personal characteristics of the respondents

1. Name/Tel No…….School……..

2. Gender: Male [ ] Female [ ]

3. Age (years): [ ]

4. Marital Status: Married [ ] Single [ ]

5. Educational Qualification:

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BECE[ ] SSSCE/WASSCE [ ] Teacher Cert A [ ] Diploma [ ] B.Ed/B.A/B.Sc [ ]

6. Experience (years) [ ]

Section B: The impact of the school feeding program on basic school pupils' academic performance, Enrollment Attendance and Dropout.

Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

Impact on Educational Achievements	1	2	3	4	5	Total
School feeding programmes ***increase school attendance*** by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education.						
SFP leads to more time spent in school and ***more time spent towards learning***						
School feeding programmes help to alleviate short term hunger thereby improving children's cognitive functioning and ***attention span particularly in class***.						
School meals ***keep children in school more frequently***.						
SFP has ***enhances pupils academic performance***						
In the short run, school meals could alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence ***drop-out is minimized***.						
SFPs can have a ***positive effect on rates of enrollment***						

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Section C: The constraints in effective implementation of the school feeding program in Koforidua Municipality

Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The Constraints in Effective Implementation of the SFP	1	2	3	4	5	Total
In Ghana the release of funds for the programme has been inconsistent.						
A delay in the release of feeding grants subsequently affects beneficiary pupils.						
Evidences from schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.						
Lack of water and unhygienic practices among caterers and children affect the SFP.						
Due to political interference sometimes schools that need to be targeted are excluded from the SFP.						
Political party favouritism within the SFP remains a persistent challenge						
Lack of kitchens, storage, and dining halls in SFP schools.						
Inadequate/irregular food portions and Lack of training in hygiene and nutrition for school cooks.						
Lack of sanitation facilities and regular safe water (a large proportion of schools are still without poly tanks)						
Difficulties in monitoring cooking done outside the school.						
Lack of transparency in records of food supply and payment procedures and Students not receiving daily meal, lack of communication with parents.						

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Cooks paid irregularly and Low community involvement.						
High regional disparity in the allocation of beneficiary schools and Lack of preparedness of most districts to pre-finance supplies.						
Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.						
Other constraints 1.-						
Other constraints 2.-						
Other constraints 3.-						
Other constraints 4.-						

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APPENDIX 5

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

Questionnaire for Head Teacher of Non Beneficiary School of School Feeding Programme

Dear respondents,

The researcher is a product of UEW, Winneba, and Kumasi Campus conducting a piece of research on EVALUATING THE IMPACT OF SCHOOL FEEDING PROGRAMME ON THE ACADEMIC PERFORMANCE OF PUPILS-A CASE STUDY OF BASIC SCHOOLS IN THE KOFORIDUA MUNICIPALITY. I respectively request that you form part of this research by completing the attached questionnaire. This is seeking to solicit your opinion on the impact of school feeding programme on academic performance of pupil's. Anonymity and non-traceability are assured. It is my fervent hope that you participate in the study. May I thank you for your valuable cooperation.

Questionnaire number/ID ……Date…….

Section A: Demographic and personal characteristics of the respondents

1. Name/Tel No…….School……..

2. Gender: Male [ ] Female [ ]

3. Age (years): [ ]

4. Marital Status: Married [ ] Single [ ]

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5. Educational Qualification:

BECE[ ] SSSCE/WASSCE [ ] Teacher Cert A [ ] Diploma [ ] B.Ed/B.A/B.Sc [ ]

6. Teaching Experience (years) [ ]

7. Why is your school not a beneficiary SFP?

……

……

8. Do you think it is important to implement SFP in your school?

Yes [ ] No [ ]

Section B: The impact of the school feeding program on basic school pupils` academic performance enrollment dropouts and attendance

1. Academic performance of pupils of participating basic schools in core subjects (English Language, Mathematics and Integrated Science) in their promotion (third term) examinations for the 2011/2012, 2012/2013, 2013/2014, 2014/2015 and 2015/2016 academic years.

Core Subject	**Pupils Academic Performance**					
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Av. Perfo.
English language						
Excellent						
Average						
Poor						
Total						

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Mathematic						
Excellent						
Average						
Poor						
Total						
Core Science						
Excellent						
Average						
Poor						
Total						

Note: Excellent = (70%-100%), Average = (40%-69%), Poor = (<40%)

2a. What is the school pupil enrollment at the beginning 2012/2013 academic year?[ ]

2b. What is the school pupil enrollment at the end 2012/2013 academic year? [ ]

2c. What is the school pupil enrollment at the beginning 2013/2014 academic year? [ ]

2d. What is the school pupil enrollment at the end2013/2014 academic year? [ ]

2e. What is the school pupil enrollment at the beginning 2014/2015 academic year?[ ]

2f. What is the school pupil enrollment at the end 2014/2015 academic year? [ ]

2g. What is the school pupil enrollment at the beginning 2015/2016 academic year? [ ]

2h. What is the school pupil enrollment at the end2015/2016 academic year? [ ]

3. What is the attendance rate of pupils in your school?

2011/2012 academic year. {>90% [ ], 70% -89% [ ], 50% -69% [ ], < 50% [ ]}

2012/2013 academic year. {>90% [ ], 70% -89% [ ], 50% -69% [ ], < 50% [ ] }

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2013/2014 academic year. {>90% [ ], 70% -89% [ ], 50% -69% [ ], < 50% [ ] }

2014/2015 academic year. {>90% [ ], 70% -89% [ ], 50% -69% [ ], < 50% [ ] }

2015/2016 academic year. {>90% [ ], 70% -89% [ ], 50% -69% [ ], < 50% [ ] }

4. Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The impact of the school Feeding Program on Pupils' Academic Performance, Enrollment Attendance and Dropout	1	2	3	4	5	Total
SFP ***increases school attendance*** by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education.						
SFP leads to more time spent in school, *more time spent towards learning, increased attention span particularly in class* and hence ***enhances pupils academic performance***						
SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence ***minimizedrop-out*** .						
SFP have a ***positive effect on rates of enrollment***						

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Section C: The constraints in effective implementation of the school feeding program in Koforidua Municipality

Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The Constraints in Effective Implementation of the SFP	1	2	3	4	5	Total
In Ghana the release of funds for the programme has been inconsistent.						
A delay in the release of feeding grants subsequently affects beneficiary pupils.						
Evidences from schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.						
Lack of water and unhygienic practices among caterers and children affect the SFP.						
Due to political interference sometimes schools that need to be targeted are excluded from the SFP.						
Political party favouritism within the SFP remains a persistent challenge						
Lack of kitchens, storage, and dining halls in SFP schools.						
Inadequate/irregular food portions and Lack of training in hygiene and nutrition for school cooks.						
Lack of sanitation facilities and regular safe water (a large proportion of schools are still without poly tanks)						
Difficulties in monitoring cooking done outside the school.						
Lack of transparency in records of food supply and payment						

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procedures and Students not receiving daily meal, lack of communication with parents.						
Cooks paid irregularly and Low community involvement.						
High regional disparity in the allocation of beneficiary schools and Lack of preparedness of most districts to pre-finance supplies.						
Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.						
Other constraints 1.-						
Other constraints 2.-						
Other constraints 3.-						
Other constraints 4.-						

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APPENDIX 6

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

Questionnaire for Class Teacher of School Feeding Programme Non Beneficiary School

Dear respondents,

The researcher is a product of UEW, Winneba, and Kumasi Campus conducting a piece of research on EVALUATING THE IMPACT OF SCHOOL FEEDING PROGRAMME (SFP) ON THE ACADEMIC PERFORMANCE OF PUPILS -A CASE STUDY OF BASIC SCHOOLS IN THE KOFORIDUA MUNICIPALITY. I respectively request that you form part of this research by completing the attached questionnaire. This is seeking to solicit your opinion on the impact of school feeding programme on academic performance of pupil's. Anonymity and non-traceability are assured. It is my fervent hope that you participate in the study. May I thank you for your valuable cooperation.

Questionnaire number/ID ……Date…….

Section A: Demographic and personal characteristics of the respondents

1. Name/Tel No…….School……..

2. Gender: Male [ ] Female [ ]

3. Age (years): [ ]

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4. Marital Status: Married [ ] Single [ ]

5. Educational Qualification:

BECE[ ] SSSCE/WASSCE [ ] Teacher Cert A [ ] Diploma [ ] B.Ed/B.A/B.Sc [ ]

6. Teaching Experience (years) [ ]

7. Why is your school not a beneficiary SFP?

……

……

8. Do you think it is important to implement SFP in your school?

Yes [ ] No [ ]

Section B: The impact of the school feeding program on basic school pupils' academic performance enrollment dropouts and attendance

Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The impact of the school Feeding Program on Pupils' Academic Performance, Enrollment Attendance and Dropout	1	2	3	4	5	Rem.
SFP ***increases school attendance*** by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education.						
SFP leads to more time spent in school, *more time spent towards learning, increased attention span particularly in class* and hence ***enhances pupils academic performance***						
SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence ***minimizedrop-out*** .						
SFP have a ***positive effect on rates of enrollment***						

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Section C: The constraints in effective implementation of the school feeding program in Koforidua Municipality

Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The Constraints in Effective Implementation of the SFP	1	2	3	4	5	Total
In Ghana the release of funds for the programme has been inconsistent.						
A delay in the release of feeding grants subsequently affects beneficiary pupils.						
Evidences from schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.						
Lack of water and unhygienic practices among caterers and children affect the SFP.						
Due to political interference sometimes schools that need to be targeted are excluded from the SFP.						
Political party favouritism within the SFP remains a persistent challenge						
Lack of kitchens, storage, and dining halls in SFP schools.						
Inadequate/irregular food portions and Lack of training in hygiene and nutrition for school cooks.						
Lack of sanitation facilities and regular safe water (a large proportion of schools are still without poly tanks)						
Difficulties in monitoring cooking done outside the school.						
Lack of transparency in records of food supply and payment procedures and Students not receiving daily meal, lack of communication with parents.						

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Cooks paid irregularly and Low community involvement.						
High regional disparity in the allocation of beneficiary schools and Lack of preparedness of most districts to pre-finance supplies.						
Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.						
Other constraints 1.-						
Other constraints 2.-						
Other constraints 3.-						
Other constraints 4.-						

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APPENDIX 7

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

Questionnaire for Non Beneficiary Pupil (Non SFP School)

Dear respondents,

The researcher is a product of UEW, Winneba, and Kumasi Campus conducting a piece of research on EVALUATING THE IMPACT OF SCHOOL FEEDING PROGRAMME ON THE ACADEMIC PERFORMANCE OF PUPILS-A CASE STUDY OF BASIC SCHOOLS IN THE KOFORIDUA MUNICIPALITY. I respectively request that you form part of this research by completing the attached questionnaire. This is seeking to solicit your opinion on the impact of school feeding programme on academic performance of pupil's. Anonymity and non-traceability are assured. It is my fervent hope that you participate in the study. May I thank you for your valuable cooperation.

Questionnaire number/ID ……Date…….

Section A: Demographic and personal characteristics of the respondents

1. Name……..…….School……..

2. Gender: Male: [ ] Female [ ]

3. Age (years): [ ]

4. Class: Primary 5 [ ] primary 6 [ ]

5. Why did you choose this school to study?

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Because it is near to my house [ ] The teachers are the best [ ] My parents want me attend this school [ ]

6. Have you ever been hungry during school hours? If yes, what did you do?

Yes [ ] No [ ]

7. Have you ever been absent from school during the last one academic year? If yes how many times and why?

Yes [ ] No [ ]

8. Did you quit school during the last one academic year? If yes, why?

Yes [ ] No [ ]

9. Do you think you will participate more in school if you get school meals?

Yes [ ] No [ ]

10. Do you think it is important to implement SFP in your school?

Yes [ ] No [ ]

Section B: The impact of the school feeding program on basic school pupils' academic performance, Enrollment Attendance and Dropout.

1. Please, with the help of you teacher, what is your examination score in core subjects (English Language, Mathematics and Integrated Science) in the promotion (third term) examinations for the 2011/2012, 2012/2013, 2013/2014, 2014/2015 and 2015/2016 academic years. Please tick.

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Core Subject	**Pupils Academic Performance**					
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Av. Perf.
English language						
Excellent						
Average						
Poor						
Mathematic						
Excellent						
Average						
Poor						
Core Science						
Excellent						
Average						
Poor						

Note: Excellent = (70%-100%), Average = (40%-69%), Poor = (<40%)

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2. Please, with the help of you teacher, what is your level of school attendance for the 2011/2012, 2012/2013, 2013/2014, 2014/2015 and 2015/2016 academic years. Please tick.

Level of Attendance	**Pupils School Attendance**					
	2011/2012	**2012/2013**	**2013/2014**	**2014/2015**	**2015/2016**	**Remark**
Excellent						
Average						
Poor						

Note: Excellent = (70%-100%), Average = (40%-69%), Poor = (<40%)

3. Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The impact of the school Feeding Program on Pupils' Academic Performance, Enrollment Attendance and Dropout	1	2	3	4	5	Total
SFP ***increases school attendance*** by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education.						
SFP leads to more time spent in school, *more time spent towards learning, increased attention span particularly in class* and hence ***enhances pupils academic performance***						
SFP alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence ***minimizedrop-out*** .						
SFP have a ***positive effect on rates of enrollment***						

University of Education, Winneba http://ir.uew.edu.gh

Section C: The constraints in effective implementation of the school feeding program in Koforidua Municipality

Please rate using a scale of 1-5 where 1 represents strongly disagree, 2 represent disagree, 3 represents uncertain, 4 represents agree, 5 represents strongly agree.

The Constraints in Effective Implementation of the SFP	1	2	3	4	5	Total
In Ghana the release of funds for the programme has been inconsistent.						
A delay in the release of feeding grants subsequently affects beneficiary pupils.						
Evidences from schools on SFP shows that facilities for sanitation and hygiene are not up to the required standard.						
Lack of water and unhygienic practices among caterers and children affect the SFP.						
Due to political interference sometimes schools that need to be targeted are excluded from the SFP.						
Political party favouritism within the school feeding programme remains a persistent challenge						
Lack of kitchens, storage, and dining halls in SFP schools.						
Inadequate/irregular food portions and Lack of training in hygiene and nutrition for school cooks.						
Lack of sanitation facilities and regular safe water (a large proportion of schools are still without poly tanks)						
Difficulties in monitoring cooking done outside the school.						
Lack of transparency in records of food supply and payment						

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procedures and Students not receiving daily meal, lack of communication with parents.						
Cooks paid irregularly and Low community involvement.						
High regional disparity in the allocation of beneficiary schools and Lack of preparedness of most districts to pre-finance supplies.						
Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.						
Other constraints 1.-						
Other constraints 2.-						
Other constraints 3.-						
Other constraints 4.-						