

**UNIVERSITY OF EDUCATION WINNEBA**

**EXAMINING THE ROLE OF SCHOOL FEEDING PROGRAMME IN  
PROMOTING QUALITY EDUCATION IN THE BASIC SCHOOLS IN THE  
BAWKU WEST DISTRICT OF UPPER EAST REGION**

**SALIFU SANDUBIL KUNDUZORE**

**A Dissertation in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences, Submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfillment of the  
requirements for Award of the Master of Arts  
Educational Leadership Degree**

**AUGUST, 2016**

**UNIVERSITY OF EDUCATION WINNEBA  
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI**

**EXAMINING THE ROLE OF SCHOOL FEEDING PROGRAMME IN  
PROMOTING QUALITY EDUCATION IN THE BASIC SCHOOLS IN THE  
BAWKU WEST DISTRICT OF UPPER EAST REGION**



**SALIFU SANDUBIL KUNDUZORE**

**AUGUST, 2016**

**DECLARATION**

I, SALIFU SANDUBIL KUNDUZORE declare that this project report, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own original work and it has not been submitted, either in part or whole for any degree elsewhere.

SIGNATURE.....

DATE.....

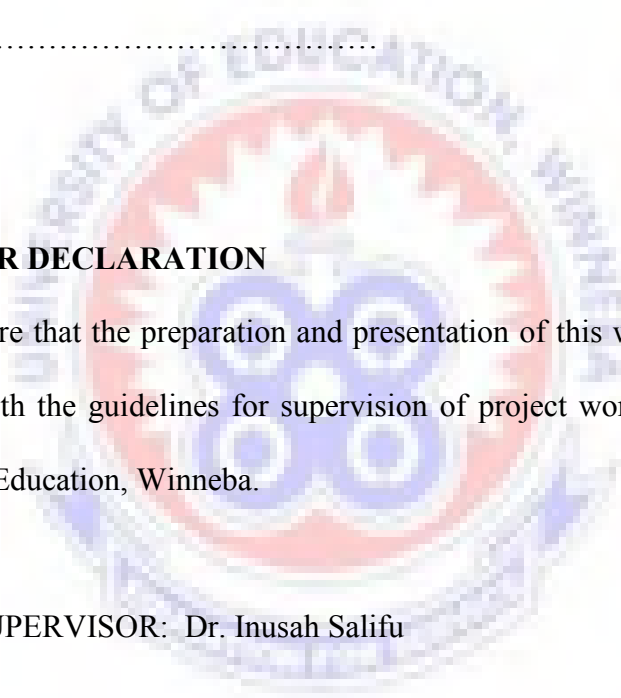
**SUPERVISOR DECLARATION**

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project work as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: Dr. Inusah Salifu

SIGNATURE.....

DATE:.....



## **ACKNOWLEDGEMENTS**

I would like to render my heartfelt gratitude to the Almighty God for His love, grace and guidelines to this level of my education. My profound gratitude goes to my supervisor, Dr. Inusah Salifu of the Department of Educational Leadership of the University of Education, Winneba for relentlessly guiding me with his rich experience through the various steps involved to ensure an acceptable. I also wish to acknowledge all the people who have contributed immensely to bringing forth of this piece of work.



**DEDICATION**

To my beloved wife and my entire Family.



## **ABSTRACT**

The School Feeding Programme was meant to provide pupils in the public basic schools with one hot nutritious meal per day. The aims of the programme included reduction of hunger and malnutrition, increase school enrolment, attendance and retention among others. The study therefore sought to examine the role of school feeding programme in promoting quality of education at the basic level of education in the Bawku West District. Using 15 schools in the Bawku West District, the study adopted the mixed method approach relying mainly on questionnaires, interview schedule and documents content analysis for data collection. Descriptive statistics were the method used in analysing the quantitative data gathered, while interview and content analysis were used in analyzing the qualitative data. The study found out the School Feeding Programme has strong impact among other variables on school enrolment, attendance and retention which confirm earlier studies by different scholars. The study recommended the increase in infrastructure to accommodate the increasing number of students/pupils in the SFP schools as well as gives it legal backing in its operation.

## TABLE OF CONTENTS

<b>CONTENT</b>	<b>PAGE</b>
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF ABBREVIATIONS	xi
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Research Questions	6
1.5 Significance of the Study	7
1.6 Delimitation	7
1.7 Limitations of the study	8
1.8 Definition of Key Terms	8
1.8.1 School Feeding	8
1.8.2 Retention	8
1.8.3 Quality Education	9
1.9 Organization of the Study	9
1.10 Chapter Summary	9

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

2.1 Introduction	10
2.2: Post Independence Interventions in Education in Ghana	10
2.3: History of School Feeding	11
2.4 Types of School Feeding Programmes	11
2:4.1 Schools Feeding as an Emergency Intervention	12
2.4.2 School Feeding as a Development Intervention to Aid Recovery	13
2.4.3 School Feeding as a Nutritional Intervention	14
2.4.4 School Feeding to Improve Child Cognitive Development	15
2.4.5 School Feeding as Short and Long Terms Food Security.	15
2.5 The World Food Programme(WFP) and School Feeding Programmes (SFPs) in Education in Ghana	16
2.6: Structure and Scope of School Feeding Programmes	18
2.6.1 The Institutional Structure and Participation	18
2. 6.1a National Level	19
2.6.1b Regional Level	19
2.6.1c District Level	19
2.6.1d Local Level	20
2.6.2a Collaborating Ministries/ Departments	21
2.6.2b Strategic Partners	21
2.6.3a Targeted District	22
2.6.3b Selection of school communities	22
2.7: The Scope of School Feeding Programme	22
2.8 School Feeding Programme in Promoting Quality Education in Basic Schools	23
2.8.1: Increasing Enrolment and Improving Attendance	24



2.8.2: School Attendance and Retention	26
2.8.3 Cost of Schooling in Some Developing Countries	28
2.8.4 Promoting Community Active Involvement in Schooling	28
2.8.5 Girls' Participation in the School Feeding Programmes Schools	29
2.8.6 Gender Equity and School Access and Retention	31
2.9 Significance of School Feeding Programmes in Basic Education	32
2.10: Challenges/Difficulties Facing the School Feeding Programmes	33
2.11: Theoretical Frame Work	34
2.13: Chapter Summary: Emerging Issues or Facts	36
 <b>CHAPTER THREE: METHODOLOGY</b>	
3.1: Introduction	38
3.2: Research Approach/Design	38
3.3: Population	38
3.4: Sample and Sampling Techniques	39
3.5: Instruments	39
3.5.1 Questionnaire	39
3.5.2 The Interview Guide	40
3.5.3 Documentary Content data	40
3.6: Pilot Testing	41
3.6.1 Validity and Reliability	41
3.7: Data Collection Procedures	41
3.9: Statistical Techniques for Data Analysis	42
3.11: Ethical Issues	43
3.11.1 Informed Consent	43

3.11.2 Access and Acceptance	43
3.11.3 Confidentiality and Anonymity	44
3.12: Chapter Summary	44
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	
4.1 Introduction	45
4.2: The School Feeding Programme Enhancement and Enrollment Indicators	45
4.2 School Feeding Programmes and Pupils' Retention in School	49
4.3: Challenges that Confront the School Feeding Programme	52
<b>CHAPTER FIVE: SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</b>	
5.1 Introduction	56
5.2: Overview of the study	56
5.2 Summary of major findings	57
5.3: Conclusion	57
5.4: Recommendations	58
5.5 Suggestions for Further Studies	59
<b>REFERENCES</b>	<b>60</b>
<b>APPENDICES</b>	<b>66</b>

## LIST OF TABLES

<b>TABLE</b>	<b>PAGE</b>
Table 4.1: Enrolment levels of pupils before and current period after intervention	46
Table 4.2: Respondents' views on Enrolment and SFP	47
Table 4.3: Respondents' views about Challenges of SFP in the Bawku West District	52



## LIST OF ABBREVIATIONS

ISSER	Institute for Scientific, Social and Economic Research
GPEG	Ghana Partnership Education Grant
NEPAD	New Partnership for Africans Development
AU	African Union
WFP	World Food Programme
UN	United Nations
GOG	Government of Ghana
UNICEF	United Nations for International Culture and Education Fund
UNESCO	United Nations for Educational Scientific and Culture Organization
SFP	School Feeding Programme
USAID	United State of America International Development
GSEFP	Ghana School Feeding Programme
EFA	Education For All



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education is widely considered as the bed rock of development in every nation including Ghana. A nation's human resource based depends on the quality of education it provides to her citizens (Janke, 2001). The level of development of any country depends to a large extent on the level and quality of education of its citizens. It is against this background that the government of Ghana invested a substantial portion of Ghana's Gross Domestic Product in education as a long term investment strategy for lifting the country out of underdevelopment (ISSER, 2008).

The acquisition of quality basic education by all children of school going age has become the birth right of every Ghanaian since the enactment of the Education Act of 1961. This is so, because successive governments have all shared the conviction that the most basic condition for the economic and social development of Ghana is rational development of its human resource. A child who has access to quality basic education has a better chance in life (Del Rosso, Miller & Marek, 2012). A Child who knows how to; read, write and do basic arithmetic has a solid foundation for continues learning throughout life (Ghana Government, 2006). Education is also very important to children's economic and social integration as well as psychological well-being. In my view, quality education helps children affected by hunger and other issues to regain a sense of normalcy and to recover from malnutrition, social and other impacts of their experiences and lives. Parents and guardians in pursuit of this goal, send their children to schools so that they will become knowledgeable and skilled individuals.

It is surprising to note that with their declared aims, most of these parents and guardians often face a lot of challenges. The reason for these challenges mainly comes from the poor socio- economic background of many a parent. These conditions of parents do not only lead to pupils dropping out of school but also generally, children developing low interest in school system. Prior to the introduction of capitation grant in 2005, payment of school fees was a burden and became a serious problem to parents and guardians and that consequently led to high dropout rates in schools. The issue of school fees problem is being reduced as a result of the intervention of capitation and Ghana Partnership for Education Grants (GPEG) which have brought a relief to parents in Ghana as well as some African countries.

The actual issues that parents grappled with in trying to educate their children currently is on what their children would eat before ,during and after each school day. The School Feeding Programme is a timely intervention that would enable parents, guardians, teachers and children to achieve their objectives of teaching and learning. With reference to the significant role food plays in our lives as human beings and most significantly in children, the School Feeding concept is observed as a privilege (Bennett & Strevens, 2003).

The School Feeding Programmes (SFPs) have been continuously gaining popularity in developing countries, mostly among those affected severely by childhood hunger and malnourishment (Catholic Relief Service, 2006).The World Food Programme (2002) has stated that health and education are the two pillars of human capital and form the basis of the people's productivity.

Successful progress from childhood to adulthood depends to a large extent on whether families and communities can provide children with good nutrition, health and environment and with necessary care, encouragement and education to allow for

full development of their physical, mental, social and moral actualization of their potentials (Ghana Government, 2006).

Besides, the School Feeding Programme intends to increase enrolment and sustain pupils' attendance, alleviate poverty, enhance children's learning capacity while in class and bridge the gap between boys and girls enrolment (Doets, 2007). The criteria for selecting the pilot projects were jointly developed by World Food Programme (WFP) and New Partnership for African's Development (NEPAD) and sent to nine targeted countries (Ministry of Local Government and Rural Development, 2005).

There is evidence of records in Ghana indicating that most children suffer nutritional deficiency related diseases such as kwashiorkor and marasmus or anaemia (FAO, 2008). The introduction of School Feeding Programme in October, 2005 in Ghanaian education at basic level brought a significant change in our schools. It is a fact that when children go to school with empty stomachs it leads to lack of concentration in their studies and they hardly stay at school till closing time. It was therefore of great relief to parents and guardians who otherwise would have had the responsibility of feeding their children in the morning, afternoon and in some cases, evening. Again, it is not a deniable fact that many of the children who went to school really did so because of the food. It is therefore gratifying that the government of Ghana re-introduced the programme in some selected schools throughout Ghana in 2005 as a pilot project after an African Union (AU) Heads Summit in Addis Ababa, Ethiopia (Mayaki, 2015)

The most important criteria are that at least 50% of the cost of the programme should be met by the government and that there should be effective participation by the private sector, civil society and local communities (Ministry of Local Government

and Rural Development, 2005). Nine pilot countries namely; Senegal, Mali, Ghana, Ethiopia, Kenya, Malawi, Mozambique, Nigeria and Zambia were targeted (WFP, 2006). Subsequently, Uganda expressed interest and was added to the list. The World Food Programme (WFP) has since then been providing technical assistance and guidance to countries such as Uganda, Ghana and Nigeria upon request to design their Home Grown School Feeding Programmes (WFP, 2006).

In fact, the Ghana School Feeding Programme (GSFP) is a commendable effort of the government of Ghana and the Royal Netherlands but there is the need to ensure that the programme is carried out effectively (Ohene-Afoakwa, 2003). Furthermore, in the formulation of the Millennium Development Goals (MDG) goals attention has been paid to hunger and poverty as stated in MDG number 1: Eradicate extreme hunger and poverty. The sub goal formulated hereby is: by the year 2015 the proportion of people who suffer from hunger is halved as compared to 1990 (UN, 2005). School Feeding Programme (SFP) has contributed to achieving this first Millennium Development Goal (Ghana Government, 2006).

Additionally, all the good intentions mentioned above of the overall goal of the School Feeding Programme in Ghana is to support the government in its assistance to hungry poor households to meet their education, health and nutritional needs on a sustainable basis. The School Feeding Programme was piloted to support forty- two thousand pupils in primary and Junior High Schools in five regions including the Upper East Region of which Bawku West District is a part.

The researcher's interest in the topic was influenced by the change of schedule to supervision three years ago and some experiences he had with the schools enjoying the programme.



In this regard, the research work reviewed among others, the history behind School Feeding Programme in some selected countries including Ghana. In Ghana, both boys and girls are the beneficiaries of the Ghana School Feeding Programme (GSFP) in the Kindergarten (KG1&2) and as well as pupils of Primary 1 to Primary 6 in targeted schools within the Northern, Upper East, Upper West, Central and some parts of Greater Accra, Brong-Ahafo, Western and Volta Regions of Ghana.

In this direction, the research considered the principles that underpin many School Feeding Programmes, the different types of School Feeding Programmes currently in operation, recent evidences of records that support and criticize it.

## **1.2 Statement of the Problem**

The status of primary education in most deprived districts is deplorable as poverty, child malnutrition and ill-health are prevalent among households (Eyeson & Ankrah, 1975). It is said that empty- stomach children easily become distracted and have problems concentrating on their school work and that providing a meal at school is a simple but concrete way to give poor children a chance to learn and grow (WFP, 2010).

Children perform better when their bellies are well nourished and healthy and the incentive of getting a meal at school reduces absenteeism, improves performance and decreases dropout rates, (Martens, 2007). The neglect of comprehensive educational opportunities of poor and deprived communities has grave implications, not only for the individuals but for the larger society. Cultural norms in the poor deprived communities are still strong and do not allow greater number of boys and girls to enroll and complete schooling easily (WFP, 2010).

Numerous studies have recognized the role that School Feeding Programmes play in promoting quality education at the basic level (Martens, 2007; Ohene-Afoakwa, 2003). Yet these studies inadequately addressed the role of School Feeding Programme as a mechanism for promoting quality education in the public basic schools in the Bawku West District. Also, no study has been done to measure the effect of the programme on the enrolment, attendance, retention and challenges in the basic schools in the district and this has made it necessary for the issue to be investigated.

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

The study sought to examine the role of School Feeding programmes in promoting quality education at the public basic level of education in the Bawku West District. Specifically, the study was to find out the extent to which the School Feeding Programme had enhanced enrolment of pupils in the basic schools in the District. It was also to find out how the School Feeding Programme had promoted retention of pupils in the schools. Finally, the study was to examine the challenges confronting School Feeding Programme in the Bawku West District.

### **1.4 Research Questions**

The questions for the study are as follows:

1. To what extent has School Feeding programme enhanced the enrolment in the public basic schools in the Bawku West District?
2. How has the School Feeding Programme promoted the retention of pupils in the public basic schools in the District?

3. What are the challenges confronting the implementation of School Feeding Programme in the district?

### **1.5 Significance of the Study**

The relevance of the research can be grouped into three parts, namely; practitioners, policy makers and researchers. The results of the study would be made readily available to inform policy makers and planners of the sector to take corrective measures where appropriate on the on-going implementation of the Ghana School Feeding Programme. It would also benefit the District Assemblies, the Ministry of local Government and Rural Development and the Government of Ghana (GOG) in general.

Development partners such as USAID, World Bank, UNICEF, UNESCO and other NGOs may find the results of this study important as findings of the research to be made available to them would help them in the decision about which sector of the economy of Ghana they should lend their supports. Furthermore, the study would serve as a source of verifiable field of knowledge needed in the quest for solutions to poor quality education in public basic schools in the district. To the researchers, the research work would be of value to other researchers who might want to investigate further issues raised in order to extend the frontiers of knowledge.

### **1.6 Delimitation**

Geographically, the study was carried out in the Bawku West District in the Upper East region. It covered the fifteen primary schools where the School Feeding Programme was operating in the district. Contextually, the study was delimited to the

role of School Feeding Programme in promoting quality education in the public basic schools in the district.

### **1.7 Limitations of the study**

It was foreseen that in an attempt to gather data for the study one might go through some ponderous bureaucratic procedures that may delay the study. This actually manifested when the researcher visited the schools and the district offices several times before the data were collected. Additionally, time and financial constraints among others was host of problems which hindered the number of times researcher would like to meet with the supervisor of the study. Moreover, five questionnaires were not properly completed by the respondents and were discarded which might affect internal and external validity of the study. The various problems encountered during the conduct of this study has therefore made it not exhaustive

### **1.8 Definition of Key Terms**

#### **1.8.1 School Feeding**

In this study School Feeding refers to a condition in school in which school children are provided with at least a balance meal in a school day.

#### **1.8.2 Retention**

In this study, retention is a situation in which school children are enrolled and maintained in school till they complete a particular level.

### **1.8.3 Quality Education**

Quality Education refers to a situation where by a school have reasonable enrolment, regular attendance and retention of pupils, low drop outs and good academic performance as a result of School Feeding or otherwise.

### **1.9 Organization of the Study**

The study is designed and arranged into five chapters. Chapter one looked at the introduction of the study. The chapter two covered the literature review and chapter three looked at research methodology. Chapter four considered results and discussion and chapter five looked at the key findings, conclusion and recommendations.

### **1.10 Chapter Summary**

This chapter looked at the introduction. The next chapter seeks to take a critical look at the theories, concepts and discussions or explanations and other terminologies that surround the subject matter and their relevance to the study. This is necessary as it puts the study within the context of both national and international realms.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter has considered the review of related literatures on the topic under study. It has been put into two main sections, namely; School Feeding Programmes (SFP) and its roles in promoting quality education in the public basic schools. The first section looked at the following: post-independence interventions in education in Ghana, history of School Feeding, types of School Feeding Programmes, the World Food Programme and School Feeding Programme and lastly the structure and scope of School Feeding Programme in Ghana. The second section of the review also considered its roles in promoting quality education in the public basic schools which comprised: increasing enrolment and improving attendance, retention and significance of school feeding programme in basic education and lastly challenges of SFP. The reviewed literature is therefore structured around School Feeding Programme and quality education in basic schools, more especially from the perspective of global, Africa or West Africa, Ghana and Upper East Region.

#### **2.2: Post Independence Interventions in Education in Ghana**

The Ghana post-independence education era has seen a lot of interventions in education and these had yielded a lot of results which positively affected quality education in basic schools in the country. Some of the interventions include capitation Grant, Catholic Relief Service (CRS) Ghana School Feeding Programme, Girl Pass Scholarship, Free School Uniforms and Global Partnership Grant for Education. All these programmes aimed at improving enrolment, retention, attendance, completion,

academics performance, good health and to reduce drop outs in basic education level in Ghana and especially in the three northern regions.

### **2.3: History of School Feeding**

School Feeding Programme Scheme was first introduced in the United Kingdom and the United States in the 1930s. It was aimed at improving the growth of school children in those days (Gibson, 2005). According to Alderman and Bundy (2011) a programme was introduced in the United Kingdom and subsidised milk for school children in 1934 initially and continually provided free of charge for the people in the 1944.

This intervention was withdrawn except needy children in the late 1960s and 1970s in the United Kingdom. This is an early example of the beginning of the School Feeding approach. In Africa, the School Feeding Programme was equally introduced in South Africa with a supply of free milk to white and coloured schools in the early 1940s. That was subsequently broadens to include the provision of fortified biscuit, nutrient supplementation or full meals. Those meals were either at full or subsidised cost as mostly found in the United Kingdom and United States or free meals which are more typical of countries in the developing world such as Malawi, Uganda and Ghana (Baker, Elwood, Hughes, Jones & Sweetnam, 1978).

### **2.4 Types of School Feeding Programmes**

Bennett and Strevens (2003) have identified five main types of School Feeding Programmes according to their objectives. These include School Feeding as an emergency intervention, as a developmental intervention to aid recovery, as a

nutritional intervention, improve child cognitive development and short and long term food security.

#### **2:4.1 Schools Feeding as an Emergency Intervention**

In the East and Southern Africa, School Feeding has been a major strategy to combat food shortages during crises such as drought or war. In the acute stages of crises for example, where schools are not even running, SFPs are not a priority but rather a supplement to the food that is provided at the households level (Bennett & Strevens, 2003). In a crisis situation, children are withdrawn from school in order to assist in income generation and in other perspectives. The provision of school meals reduces the cost of sending children to school and also make it possible to let children get enroll earlier, attend more often and can be less likely to drop out early if meals were provided (Sally, Grantham-Mcgregor, Chang & Walker, 2015). Additionally, where schools are operational, a School Feeding Programme can operate both as an indirect transfer (school meal) and direct transfer (take home ration). In both conditions of extreme poverty, difficulties such as families with low incomes negatively affect the families' priority and mostly find it difficult to get their children to attend school. It is promising to see that a number of studies have found that School Feeding Programmes lead to an increase in enrolment, attendance and even retention (Ahmed, 2004). With regard to enrolment, much of the focus of SFPs is increasing the enrolment of the rural poor children, who in times of economic crises or food emergency affect usually the first to be taken off from school in order to assist in the caring of siblings and to generate income.

The benefits of increasing the enrolment and retention of the rural poor are enormous as it has been shown that children who go to school are likely to improve



their living conditions better as opposed to uneducated persons (Bennett & Strevens, 2003). For every year of additional schooling for children, there is reduction in poverty ten years in the near future among families (WFP, 2002). In fact, the best evidence for the effectiveness of SFPs is in terms of increasing enrolment (Alderman & Bundy, 2011).

#### **2.4.2 School Feeding as a Development Intervention to Aid Recovery**

While there is little difference between using SFPs as an emergency measure and using them as a form of developmental intervention, there is some heuristic value in distinguishing them. Many of the same principles that govern school feeding as an emergency measure govern school feeding as a form of developmental intervention. The main difference is that, in aiding recovery, the target becomes more refined (Bennett & Strevens, 2003). Developmental SFPs have as their focus to include improving the livelihoods of particular groups that are vulnerable to food insecurity and not simply improving school enrolment. The argument here is that, if increase enrolment is the aim, then using government funds to reduce or waive school fees would be a more cost effective way of ensuring this than SFPs (Bennett & Strevens, 2003).

The SFPs here might also include take-home rations, with the clear focus on income transfer within the community and not solely on school feeding. The focus here is on wider food security within the community and increasing the availability of and their access to food. The principles underlying the use of School Feeding Programme as a development intervention include the fact that school feeding and take home rations add to the food baskets of families and thereby indirectly alleviating the cost of education. In the developmental approach, school feeding is

also considered to be an impetus for the community and possibly the private sector to become involved in the implementation of it (Bennett & Streven, 2003).

### **2.4.3 School Feeding as a Nutritional Intervention**

School Feeding has also been used as a short term intervention to increase the enrolment of girls and the retention of learners in schools. But evidence for the nutritional benefits of school feeding is mixed for some reasons. A recent Cochrane review realized that School Feeding Programmes significantly improve the growth and cognitive performance of the disadvantaged children (Alderman & Bundy, 2011). Poor nutrition and health complains that contribute to poor school performance are also associated with a variety of socio-economic conditions which in turn impact on school attendance. In recent times, nutritional and health status are powerful influences on a child's learning capacity and on how well that child performs in school (DelRosso, Miller & Marek, 2012).

A further complicating factor is that many nutritional and growth difficulties have their origins during the first three years of life rather than during primary school year (Bennett & Strevens, 2003). According to Gelli and Daryanani (2006), studies have shown that providing breakfast to pupils at school improved some functions, particularly in undernourished children. Suresh and Anne (2015) have shown how some catch up following stunted is possible between the age of two and eight. Nevertheless, there is also considerable evidence of the benefits of micronutrients supplementation for the growth of school age girls and the reduction of later childbirth complications (Bennett & Strevens, 2003).

#### **2.4.4 School Feeding to Improve Child Cognitive Development**

Whereas early studies were difficult to establish the link between nutritional deficiencies and cognitive performance, subsequent evidence has shown how even a short term lack of food such as lack of breakfast can lead to a reduction in concentration, difficulties with the recalling of new information and verbal fluency (Bennett & Strevens, 2003). Jacoby (2002) has indicated that the benefits of giving children a good daily breakfast on their performance are significantly better shortly after a meal. Temporary hunger has been shown to decrease attentiveness through decreased mental and physical activity in my view. Nutritional supplementation will help with helminthes infections and iodine and iron deficiencies, which are also implicated in poor cognitive performance. Improvement in cognitive performance and development particularly in girls are linked to the micronutrient supplementation of iodine and iron which would be available through SFPs (Suresh & Anne, 2015).

#### **2.4.5 School Feeding as Short and Long Terms Food Security.**

There is a link between School Feeding and food security which is usually been conceptualized in terms of how SFPs improve educational outcomes, help to improve literacy and numeracy, enhance education, particularly among girls and ensure smaller families as well as improve household management (Besty, kinstjansson, Petticrew, MacDonald, kraseve & Janzen, 2015). All of these improvements are linked to short and long term food security. Gleason and Sutor (2000) study have shown the impact of SFPs on short and long term food security and distinguished between three variables of food security. These are the availability of food such as crops yields, diversity of food production, and access to food which depends on households' incomes, the control of resources by women and safety net.

For instance, United Nations (2005) has posited that with regard to availability, the short term impact on School Feeding Programme on crops yields diversity of food production and natural resources management are taught. However, when SFPs are targeted properly they may have short term food security by providing take home rations as an income transfer to the households. In my view to utilization ,short term food security may be enhanced by improving the protein ,energy and micronutrients status of children ,if the School Feeding Programme is targeted properly and as well as the meal is appropriately fortified and has the necessary energy content. The benefits of long term food security with regard to availability, access and utilization are all linked to improvements in literacy, numeracy and other educational variables.

## **2.5 The World Food Programme(WFP) and School Feeding Programmes (SFPs) in Education in Ghana**

The World Food Programme (WFP) is an intervention to improve upon enrolment, retention, attendance, performance, good health and reduce dropouts of school children at the basic level.

The World Food Programme (2006) has posited that one of the successful ways to ensuring that children attend school on a regular basis is through School Feeding Programmes. Some of the organizations that fund SFP include World Food Programme and the World Bank. The reason behind the implementation of the School Feeding Programme is that children are provided with meals at school with the expectation that they will attend school regularly. School Feeding Programmes have proven a huge success and do not only increase attendance rates but also in areas

where food is scarce and malnutrition is extensive, the food that children are receiving at school have proven to be a critical source of nutrition (WFP, 2006).

School meals have led to improved concentration and performance of children in school (Essuman & Bosumtwi-Sam, 2013). Another aspect of School Feeding Programmes is the take-home ration, a component of the “Support to Basic Education” project which has been an incentive for girls in upper primary (P4-JHS3) and that had run from 2002-2010. Under the programme, girls in upper primary receive 8kg maize, 2kg vegetable oil and 1kg iodized salt as an incentive to achieve at least 85% school attendance each month (WFP, 2006).

A critical look at records of WFP under food for education programmes have indicated that it provided food to 21.7 million children in 74 countries in 2005 (WFP, 2006). The records further showed that it brought about 14% yearly increase in school enrolment for both boys and girls in 4,175 WFP assisted schools in 32 sub-Saharan African countries (Gelli & Daryanani, 2006).

According to WFP (2006), a cross sectional survey study was done and revealed that 40 per cent of World Food Programme (WFP) assisted programmes were also provided with micronutrient supplementation to children, most commonly to correct vitamin A, iodine or iron deficiencies known to impair cognitive functioning and school achievement.

Both longitudinal and cross-sectional surveys with a retrospective to Control, Before and After (CBA) were used to evaluate Bangladesh’s School Feeding Programme, which provided a mid-morning snack of fortified wheat biscuits to one million pupils. Basic School enrolment was boosted by 14.2% attendance increased by about 1.3 days a month, and the probability of dropping out was reduced by 7.5%. Also, academic performance of children in basic schools also improved with test

scores boosted by 15.7% points. Additionally, Participating schools children do well in mathematics, scoring 28.5% more than those in the control group (Ahmed, 2004).

In Kenya and India, studies conducted in 2004 also indicated that absenteeism in schools fell by a quarter and one fifth respectively with reviews similar in design (Kristjansson, Robinson, Petticrew, MacDonald, Krasevec, Janzen, Greenhailgh, Wells, MacGowan, Farmer, Shea, Mayhew &Tugwell,2007).

According to Sally, Grantham-McGregor, Chang and Walker (2015), providing breakfast to primary school children significantly increased attendance and arithmetic scores in Jamaica. It was found that children who benefited most from the School Feeding Programme were those who were stunted, or malnourished. A United States study has also shown the benefits of providing breakfast to disadvantaged primary school children. Before the start of a school breakfast programme, eligible (low-income) children scored significantly lower on achievement tests than those not eligible. Once on the School Feeding Programme, however, the test scores of the children participating in the programme improved more than the scores of non-participants. The attendance of participating children also improved (Suresh. & Anne, 2015).

## **2.6: Structure and Scope of School Feeding Programmes**

### **2.6.1 The Institutional Structure and Participation**

The current structure of the School Feeding Programme is illustrated on figure 1 as: National, Regional, District and Local levels.

### **2. 6.1a National Level**

The national level is made up of Ministry of Local Government and Rural Development, Programme Steering Committee (Board) and GSFP National Secretariat. The GSFP National Secretariat is the Coordinating body of the programme and it is supervised by the Ministry of Local Government and Rural Development.

The GSFP National Secretariat is to ensure that the programme provides one hot, adequately nutritional meal daily, prepared from locally produced food stuffs to poor school children at basic level in order to strengthen agriculture production in the poorest communities and enhance the capacity of the communities to improve their food security, health and nutritional status and economic base.

### **2.6.1b Regional Level**

The Regional GSFP is made up of Regional Coordinators and Monitors. At this level, these officers are in-charge of the programme. This level serves as a link between the District Assembly and the national in order to facilitate the effective implementation of the programme at the local level.

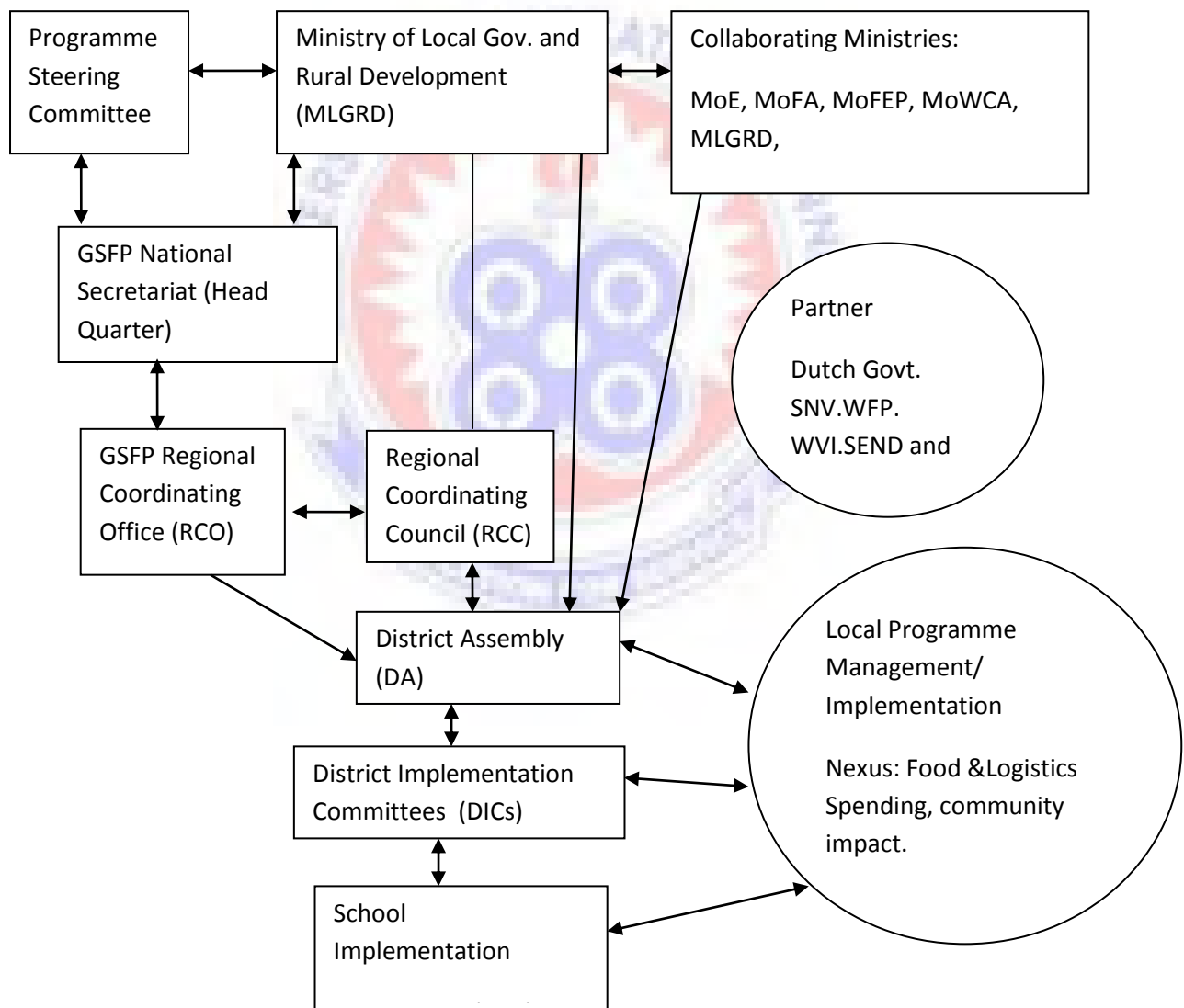
### **2.6.1c District Level**

The District comprised implementation committee (Chaired by DCE) and District GSFP Desk officer. S/he is in- charge of the programme at the District level. At this level, it serves as a link to the National Secretariat, open a special school feeding bank account for its funds from the secretariat to be lodged and also be in-charge for the preparation of quarterly and annual reports and to account for all school feeding funds received.

### 2.6.1d Local Level

Here, it is the School implementation committee (Chaired by P.T.A. Representative) that oversees the School Feeding Programme at that level. The members of this committee oversee School Feeding activities at the school level. It is made up of the following: the PTA Representative of the beneficiary school, head teacher as the secretary to it, one Representative of SMC, one traditional ruler from the community, Assembly member and the boys and girls prefects of the school.

### ORGANOGRAM OF SCHOOL FEEDING PROGRAMME



Source: District Operations Manual (2005:12, Fig.1)

Fig: Organogram of School Feeding Programme



### **2.6.2a Collaborating Ministries/ Departments**

The collaborating Ministries /Departments in the SFP are as follows:

1. Ministry of Education
2. Ministry of Health
3. Ministry of Food and Agriculture
4. Ministry of Finance and Economic Planning

(Ghana Government, 2006)

### **2.6.2b Strategic Partners**

There are many strategic partners who play important roles in the GSFP in addition to political bodies .Whereas, some of them such as the Dutch Government is solely financial sponsors, the Civil Service Organization provides technical assistance and knowledge about prior School Feeding Programmes it has run since the strategic partner play various roles in the programme and the method and level of collaboration of each with the GSFP differs.

Embassy of the United Kingdom and the Netherland (Dutch Embassy)

World Food Programme (WFP)

Partnership for Child Development (PCD)

Netherlands Development Organisation (SNV)

Social Enterprise Development Organisation (SEND Ghana Foundation)

International Centre for Soil Fertility and Agriculture Development (IFDC)

Ghana Agriculture Initiative Network (GAIN)

AgroEco

Plan International, Ghana.

(Ghana Government, 2006)

### **2.6.3a Targeted District**

From the study of the documents, almost all the School Feeding Programme selected their districts based on the following:

1. Deprived Districts (according to the Ghana Poverty reduction strategy Classification)
2. Poorest and most food insecure district
3. Low pre-school and school enrolment district
4. Low literacy level

(Ghana Government, 2006)

### **2.6.3b Selection of school communities**

Beneficiary communities are selected based on:

1. Low attendance rate (i.e. high absenteeism)
2. Low school enrolment
3. High school drop- out rates
4. High Communal Spirit
5. High Community Management Capability
6. Increased utilization of diversified balanced local diets
7. Judicious management of the environment

(Ghana Government, 2006)

## **2.7: The Scope of School Feeding Programme**

Generally, School Feeding Programme takes the form of in-school meals. The major objectives of it are to improve educational outcomes, increase food consumption and possibly nutritional status of children. However, differences

between these two modalities suggest that they may not be equally effective or may affect different aspects of education and nutrition. In- School Feeding Programmes provide food to children while they are attending school. This food can take the form of breakfast, snack and or lunch. School meals vary in the quantity of food provided and in their nutritional content and so their expected impacts also vary. School meals are often prepared on site, requiring kitchen and cooking facilities. Essuman and Bosumttwi-Sam (2013) have found that teachers eating on this SFP make the programme relatively costly to operate.

Some programmes also offer either health, nutrition, or education programmes jointly within School Feeding. These programmes have included deworming, improving school quality and infrastructure and providing health education. By providing food at school during the school day, in- school feeding has two advantages. Firstly; it provides an incentive for school attendance directly to the child. Secondly, well balanced school meals alleviate short-term hunger, possibly improving pupils' ability to concentrate and learn (Ahmed, 2004).

## **2.8 School Feeding Programme in Promoting Quality Education in Basic Schools**

Grima (2008) has posited that quality education is not easily defined in education. It determines how much and how well children attend, learn, remain and complete school and the extent to which their education translates into a range of personal, social and developmental benefits. In my opinion, education outcomes of basic schools can be divided into quality education and health and nutritional variables. While quality education variables include enrolment, attendance, dropout, completion, retention, academic performance, school attainment levels, cognitive functions and classroom behaviour, the health and nutritional variables include

improved dietary intakes, nutritional status and the establishment of good dietary practices (Sally, Grantham- McGregor, Chang & Walker (2015).

Grima (2008) has summarized the requisites of school performances in basic level in relation to quality education to include its meaningfulness, worthiness, responsiveness to individual and social needs, and be universally accessible to all students as regulated by the principles of entitlements. Enrollment, attendance and retention continue to be the only reliable data to judge the quality and efficiency of the system of education (Levitsky, 2005).

### **2.8.1: Increasing Enrolment and Improving Attendance**

It has been observed that children with poor health start school later in life or even not at all. A study in Nepal indicated that the probability of attending school was 5% for stunted children and 27% for children of normal nutritional status (Del Rosso, Miller & Marek, 2012). Girls especially benefit from the programme as parents feel there are sufficient incomes transfer benefits (Del Rosso, Miller & Marek, 2012). In many communities; girls are culturally disadvantaged such that in hardship situations, male children are given opportunity to go to school over girls. Recent studies of an on-going School Feeding Programme in Burkina Faso indicated that schools with canteens were associated with increased school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates in the disadvantaged provinces and higher performances on national examinations, especially of school children in the deprived communities (Jacoby, 2002).

A small pilot survey of School Feeding Programme was conducted in Malawi within three months period and the report indicated that it had positive effect on enrolment and attendance. The results of the report indicated that there was a 5%

increase in enrolment and 36% improvement in attendance and reduction in absenteeism compared to control schools over the same period (Alderman & Bundy, 2011).

Countries with nomadic families generally have the lowest school enrolments and Niger has one of the five lowest school enrolment rates in the world. The School Feeding Programme is intended to enhance attendance of nomadic families, particularly the rural communities in the provinces. Beneficiaries receive the equivalent of the total daily recommended food intake (2,079kcal) in three meals per day. In addition, as an incentive for girls' enrolled in schools, some families receive an additional take-home ration. The learners who benefits the most are those wasted, stunted or previously malnourished (Del Rosso, Miller & Marek, 2012). Evidence from past experiences with the School Feeding Programme showed that it contributes to its objectives as enrolment, retention and reduction in dropouts of school children in the rural communities improved dramatically. Whenever canteens are being closed, even provisionally, immediate and high absenteeism follows and children are withdrawn from school. In areas with nomadic populations, the school year cannot commence until food stocks arrive (WFP, 2006). Though, it is not a SFP in the traditional sense, school-based food distribution has also been used successfully to improve enrolment and attendance in the school communities.

According to Ahmed and Billah (2006), a school-based food distribution programme increased enrolment by 20% and a 2% decline in non-participating schools. In its pilot phase, the oil incentive programme demonstrated that it could make a significant contribution to full attendance. In participating schools, enrolment improved by 76% compared to 14% in the province overall percentage. Attendance increased from 73% to 95% among participants. The programme also puts additional

food into the hands of mothers and to serve as a contact between mothers and teachers on distribution days (WFP, 2010).

Osei-Fosu (2011) has indicated that the School Feeding Programme is positively related to enrollment and it was statistically significant at less than 10% error level. From his analysis, School Feeding Programme caused enrolment to increase significantly for beneficiaries' schools. Osei-Fosu (2011) has further posited a result of increase in attendance by about 98%.

### **2.8.2: School Attendance and Retention**

Most poor deprived communities contribute to a child's lack of access and attendance to education. Though, it might not be an obvious problem today, regular attendance and completion of pupils in basic education has been an issue for a long time which has indicated that regular attendance also ensures that the sequence of instruction is maintained with high completion of pupils (Sally, Gartham-McGegregor, Chang & Walker, 2015). Most investments in education in the 1990s addressed the widespread lack of access to primary education in developing countries (Dowd, 2001).

In recent times, there is a wide gap between rural and urban communities in education, especially in countries such as India, Nepal, Togo, Turkey and Yemen where the gap exceeds 20%. Enrolment is low for both boys and girls in sub-Saharan Africa, with rates of just 27% and 22% respectively. However, girls trail respectively behind boys (Douglas, 2003). It is generally believed that girls are often discouraged from attending primary schools, especially in less developed countries due to social and cultural barriers. Today 78% of girls drop out of school, compared with 48% of boys (Douglas, 2003). A child's gender continues to contribute to access and

attendance today. Osei-Fosu (2011) has evaluated the impact of the SFPs and the results indicated that a 100% increase in School Feeding Programme will increase retention by about 99%.

Besides the opportunity cost associated with education, school fees can be very expensive, especially for poor households. In rural China, families dedicate as much as a third of their income to school fees (Peeverly, 2006). Sometimes, the cost gets too expensive and families can't support their children's education anymore, although the statistics disagree. China has 108.6 million primary school pupils, with 1% dropout rate, but experts doubt these figures because the dropout rates in rural areas appear much higher (Peeverly, 2006).

Besides the direct costs of schooling, households bear an indirect cost such as the lost value of children's work at home, in the fields, fishing, or in family or other business. High opportunity costs are often influential in the decision to attend school. It has been observed that 121 million children of primary-school age are being kept out of school to work in the fields or at home (UNICEF, 2006).

Ministry of Education (MOE) (2006) has indicated that the Gross Enrollment Rate for primary schools in Ghana increased from 87% to 94% while the junior secondary school enrollment rate rose from 73% to 80%. The Education Sector Plan for (2003 - 2015) has also revealed that regarding government's commitment to achieve the Education For All (EFA) goals has made significant accomplishment in increasing the Gross between 3% – 77%, and maintaining the completion rate of primary and junior secondary schools at 85% and 65% respectively (MOE, 2006).

### **2.8.3 Cost of Schooling in Some Developing Countries**

Educational expense and finance pitches to a child's dearth of access and attendance to quality basic education in the poor deprived communities. Lofty opportunity costs analysis are often made and form influential part in the decision of children being enroll as well as regular attendances in schools. For instance, an estimated 121 million children of primary-school age children are being kept out of school to work in the fields or at home to complement the efforts of parents or guardians at homes in the most rural communities in Africa (UNICEF, 2006).

Additionally the opportunity costs associated with education in genera and school fees in specific can be very expensive, especially for poor illiterates' households in the rural communities. For instance, in the case of rural China communities, families devote as much as a third of their income to school fees (Peveryly, 2006). Furthermore in some instances, the cost of schooling becomes so high that families can no longer support their children's education anymore, although some statistics disagree with this statement. "China has 108.6 million primary school pupil, with a 1 percent dropout rate, but experts doubt these figures because the dropout rates in rural areas appear much higher" (Peveryly, 2006).

### **2.8.4 Promoting Community Active Involvement in Schooling**

Schools that show communities concern in the organization and implementation of the School Feeding Programmes (SFPs) provide certain desirable qualities that aid effective running of such schools. Some of these vantages include: increasing instructional contact hours as well as good communication rapport between parents and teachers, officials and others; granting parents/ guardians and other concerned communities members the chance to become more aware of what happen at schools.



This provides to raise the value of education in the schools for parents/guardians as well as individuals and the community as a whole. A case in point is the situation where school canteens are viewed as an important feature of education policy in Morocco. The World Food Programme (WFP) and the various governments have supported School Feeding in school since 1978. The programmes have strong government and community support and are viewed as part of a necessary package of inputs for improving education. The School Feeding Programme (SFP) is meant to help maintain high enrolment and attendance and encourages community participation in education. School cooperatives give support to the school canteens and parents associations also assist with the transportation of food aid (WFP, 1993).

#### **2.8.5 Girls' Participation in the School Feeding Programmes Schools**

A study conducted by United Kingdom in 2001 examined the effects of a wide range of factors that determinants school participation in rural poor communities in Northern India with emphasis on school participation as a house hold plan and decision. In the thick of the school quality determinants, it was revealed that female school participation was about 15 percentage points higher when the local school provided mid-day-meals. Similarly, mid-day-meals were also found to have a greater effect on girl's grade achievements and chances of completing basic education at 30 percentage points higher for girls living in a village with mid-day-meals.

During the 1990's several countries in the developing part of the world experienced myriad problems concerning female education on school fees, enrolment, and retention, among others. Some of these countries include Kenya, Lesotho, Malawi, and Uganda The elimination of basic school fees in order to provide school going age children with e with free basic education was a credit a to various

governments. The results were stager by reducing the direct expenses on households and guardians. All these helped four countries increased enrolments by sizable margins. The challenge these countries now face is to reform their educational systems as well as improved the schools infrastructure to accommodate the increase in enrolments so that schools can provide good-quality basic education to all at the basic levels.

Despite some positive movement toward universal primary education which occurred before 1990, the UNESCO-sponsored Education for All conference held in Jomtien, Thailand, in 1990, was the incentive for motivating policy development and implementation on a wider scale. Policymakers attending the conference reached the conclusion that the goal of universal basic education could be reached only by making primary education free (that is, eliminating compulsory school fees) (Powell, Walker Chang & Grantham-McGregor, 1998)

The Jomtien conference agreed that universal primary education is one of the most beneficial interventions in decreasing poverty in most developing countries. In equipping pupils with literacy and numeracy, life skills, and a basic general knowledge of health, nutrition, and society, universal primary education starts the foundation for skills training and further education. By expanding their knowledge of health and family life, universal primary education empowers women to reduce the burden of care provision, thereby improving their possibilities for employment. Quality Basic Education also accredits children who would have otherwise been engaged as child workers or be socially marginalized opportunities for better lives in futures (such as street kids). Most importantly, Universal Basic Education helps break the cycle of poverty by creating a new generation that is functionally literate and numerates (Powell e'tal, 1998).

In the light of the Jomtien conference, it was evidently clear that a major constraint to universal primary education in Sub-Saharan Africa was nothing more than the cost of schooling, which poor deprived communities' families could not afford. The unmediated costs of primary education could include: school fees, parent-paid supplements to teacher salaries, textbooks, materials, examinations, uniforms, meals, sports and cultural activities and contributions requested by local schools. These costs were high before the introduction of it as part of the policies of structural adjustment programmes that was used and forced poor families to shoulder a larger share of them. Additionally, households and individuals bear the indirect cost of schooling such as: the lost value of children's work at home, in the fields, fishing, or in family or other business.

#### **2.8.6 Gender Equity and School Access and Retention**

Gender as a social construct act as a source that prevent children having access to quality basic education in some poor deprived communities in the developing countries as compared to developed ones. Even though, this may not be an apparent problem today, gender equality and retention in education has been an outstanding issue for quite a long time now. A study has revealed that many investments has been made education especially in girl-child education in the 1990s in order to address the widespread lack of access to primary education in developing countries by them (Dowd, 2001).

There is currently great a gender discrepancy in education in all levels in countries such as India, Nepal, Togo, Turkey and Yemen where the gap exceeds 20%. Enrolment is low for both boys and girls in sub-Sahara Africa with rates of just 27% and 22% respectively as girls-child child trail respectively behind boys (Douglas,

2003). It is generally believed that girls are often discouraged from attending primary school, especially in developing countries due to social, cultural and economic barriers. Douglas (2003) has illustrated that 78% of girls drop out of school as compared with 48% of boys in his study. A child's gender continues to contribute to access and attendance today.

In the Ghana SFP pilot review an increase in school enrolment in the schools involved in the SFP was indicated, but no data are available on the effect on school enrolment rates in the districts (Martens, 2007). The capability of SFPs to increase school enrolment is in research the clearest consequence of the implementation of SFPs. To reduce the gender gap between boys and girls, it could be that supplementing measures, like take home rations, are needed to attract girls to school. According to Martens (2007), the pilot review did not address the impact on the School Feeding Programme on the low gender parity index as most his findings do not show in the link between SFPs and the gender parity index poor deprived areas were not widely addressed

## **2.9 Significance of School Feeding Programmes in Basic Education**

Researchers have shown that hunger and malnutrition erode cognitive abilities of children, reduce school attendance and educational outcomes, (WFP, 2010). Bennett and Strevens (2003) has demonstrated that chronic protein –energy mal-nutrition (PEM) both in the past and in the present reduces cognitive development and short-term hunger results in poor concentration and educational outcomes such as academic performance, thus most girls drop out of schools without completing basic education.

Researchers have also shown that malnutrition in Ghana among pre-school children is on the increase of 30% and pre-schoolers are severely or mildly malnourished and this has affected school children completion greatly (Nuako, 2007). School attendance and enrollment is comparable to schools with or without SFP or observing changes in pupil's number and daily attendance after introduction of SFP and implementation of SFP shows it's relative importance in the learning of pre-school pupils (Nuako, 2007).

In my view, nutrition should form part of the early childhood education programme as there is positive correlation between cognitive developments and improvement in learning and performance. Therefore, GSFP offers an excellent opportunity as a targeted intervention to these groups both as a means of enhancing nutrition and improving school attendance and educational outcomes.

### **2.10: Challenges/Difficulties Facing the School Feeding Programmes**

The School Feeding Programme has encountered and continues to encounter a lot of difficulties to include financial management, corruption and political influence related issues. An audit commissioned by the Dutch government Price Water House Coopers found that after two years of implementation there was wide spread of financial mismanagement and corruption at the programme secretariat. Among other things being cited by the report are the award of contracts to non-existent companies, the disappearance of funds allocated to programme management and the deliberate purchase of unwholesome cheaper ingredients and foodstuff for the schools. The audit results were collaborated by the SEND GHANA foundation which further argued that 58% of districts involved did not use the laid –down procurement procedures when awarding contracts for the programme (Atta, 2007)

The programme lacks legislative backing. The time has come for the School Feeding Programme to have legislative backing to ensure continuity and its sustainability irrespective of change of government and government commitment to meeting the Millennium Development Goals by 2015, (Ministry of Local Government and Rural Development, 2005).

Funding is very important in the programme and alternative financing and cost options for school feeding be identified for its smooth running. Currently, the Ghana government provides 50 % of the total amount while the Dutch Government partners the Ghana Government with 50%. Aid will never last forever, hence the government should be looking out for more innovative ways in funding school feeding on her rolling it out as the government budgets are overstretched so as making it difficult for it to raise the required funds for the programme.

The political influence has made the system consider unqualified caterers as well as a universal coverage of School Feeding among others which is not supposed to be so. The programme is meant to target poor areas where enrolments and attendance are the lowest and the value for food is sufficient to attract children to School Feeding as well as be integrated into a broader package that promotes a balanced nutrition, clean water and high sanitary standards. The issues should form part of an educational reform programme that must include teacher training curriculum reform and students assessment (Ghana Government, 2006).

### **2.11: Theoretical Frame Work**

The study is anchored on the human need-based theory of Abraham Maslow (1943, as cited in Henneh, 2015). This theory states that there are certain minimum requirements that are necessary to decent standards of living and classified them to

five levels. These five distinct levels include: physiological needs, safety and security needs, sense or feeling of belongingness/affection/ love, self-esteem and self-actualization. Abraham Maslow stated that man's drive towards certain direction that is arranged in a hierarchical order accordingly as follows:

The physiological needs refer to the basic needs like food, shelter and clothes. The second level of needs is safety and security and the third level needs is social which is referred to as needs of belongingness, affection and love. This could also be referring to type of societies/ associations that persons want to belong to. The fourth level is that of self-esteem which is also described as sense of self-respect and motivation. The last level of hierarchy is self-actualization in which man makes great effort towards a viable experience and personal growth.

Maslow asserts that human being goes through a hierarchy of needs starting with physical such as food, shelter, health, air etc to much higher needs such as emotions. For child to achieve this, teachers as care givers or parents should ensure that they provide nutritious foods to the child in order to have a healthy growth as well as cognitive development. With safety and security, children should be given safety and security so as to do well in school and even at home. This is so because; good safety and security needs bring about freedom and less anxiety. Lack or inadequate security and safety in learning and teaching environment bring about dissatisfaction with the learning situation at school.

On the other hand social needs ensure that there is love and feelings of belongingness and friendship as well as being acceptable to everybody.

The self-esteem needs refer to prestige needs and makes one sees others and gets inspired to be like them and consider recognition as a source of reward. It makes one feel proud of himself / herself. The last level of the hierarchy is the motive to

become all that a person is able to be and requires self-drive so as to achieve the goal one desires.

This theory illustrates that when needs are met, pupils are generally happy and satisfied. When the school environment is better, learning and teaching goes on smoothly without much problems. The opposite is true and that when pupils' needs are not met they are not satisfied and thus poor outcomes.

The model further stresses the need for the provision of food and security in the learning environment. In view of far and wide, it means that countries must also struggle to provide basic needs for the use by their people. 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. This goes a long way to say that government must make an effort to reduce food insecurity, especially amongst vulnerable groups like children. For example, where schools have food through the School Feeding Programme it brings about good health, high motivation, participation, attention in class and will obviously reduce short hunger as well as improve enrollment and attendances in schools. It should be properly monitored to ensure that it assists the children (Buttenheim, Alderman & Friedman, 2011)

### **2.13: Chapter Summary: Emerging Issues or Facts**

The study has been guided by Abraham Maslow theory of motivation which has a direct link with the topic. The literature has revealed that School Feeding Programmes play a significant role in the quality of basic education in Ghana. The programme plays a useful role in both direct and indirect forms such as physical, mental and the quality of education of the pupils and the society at large. With increasing number of schools with SFPs as well as districts and regions enjoying its,



standard and quality of education is assured. The emerging issue is that SFPs are not just for short and long term food security measure but form an essential element of school performance. School Feeding Programmes thus support effective teaching and learning which forms pre-requisites for quality education in the basic level of education.

The reasons for the School Feeding Programmes are varied but most of them include to improve enrolment, attendance, retention especially for girls, reduce drop-out rate, improves literacy levels, reduce hunger and vulnerability status and for cognitive development. The School Feeding has faced some challenges which make its operation difficult. The implication is that proper planning and management of School Feeding Programmes need to be put in place in order to maximize the desired results. By these, School Feeding Programmes would bring about good school performance in the basic schools. A critical look at the views of these revealed that there have not been any significant works or research work done in the area concerning School Feeding Programme as a means of promoting quality education in basic schools and this is the gap the research or study seeks to address. The next chapter looks at the research methodology in the study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1: Introduction**

This chapter presents the research approach /design, sampling and sampling techniques, data collection procedures, data analysis techniques and ethical issues informing the conduct of the research.

#### **3.2: Research Approach/Design**

The purpose of this study was to examine the role of School Feeding programmes in promoting quality education at the public basic level of education in the Bawku West District. In view of this, the study adopted the mixed method approach and relied on the explanatory mixed method design. Being an explanatory method , the quantitative data were sequentially collected first and followed with qualitative data to shed light on the former (Creswell, 2006). In short, it is a descriptive survey design.

#### **3.3: Population**

The target population for the study was all the head teachers and teachers in the Bawku West District benefiting from School Feeding Programme (SFP). Included also were all Circuit Officers and the District Desk Officer who were added because of their status as direct supervisors of programme.

### **3.4: Sample and Sampling Techniques**

The sample population for the study was 155 participants. This included teachers, head teachers, Circuit Officers and the District Desk Officer of the fifteen public basic schools currently benefiting from the School Feeding Programme (SFP) with a breakdown as follows: Head teacher/teachers-13, Class teachers-128, Circuit Officers-13 and the District Desk Officer-1. I used the entire population as the sample size because I felt the number was manageable for the research. However, five school heads were purposively selected for the interview because their schools were the first five initial schools that started the programme and they had been in the schools for the past six years in the district and also gave high response rates to the questionnaire distributed. The Purposive sampling technique allowed for the selection of schools that fit the focus of the study (Creswell, 2006). Also, it required some of the respondents to fill in some questionnaires as data to be analysed.

### **3.5: Instruments**

In this research, three instruments have been used, namely; questionnaire, interview schedule and documents content analysis.

#### **3.5.1 Questionnaire**

A self –constructed questionnaire was used for the first part of this research which was a survey with 13 head teachers, 128 teachers 13 circuit Supervisors and 1 Desk Officer. It was chosen in order to obtain factual and desired information ((Alhassan, 2006). The questionnaire consisted of four sections (A-D) that were used to obtain pertinent and precise information to the research questions. The

questionnaire comprised of sixteen items. This was done in order to response to individual issues that dealt with the research questions. The section A of the questionnaire dealt with the demographic aspect of the participants with three items. The section B had four questions designed according to views expressed by: Del Rosso, Miller & Marek (2012); Jacoby (2002); Alderman and Bundy (2011) and Ahmed and Billah (2006). The section C had five questions constructed according to the views expressed by Osei-fosu (2011) and Ahmed (2004). And lastly the section D had four questions designed according to the views expressed by Price Water House Cooper and SEND GHANA (Atta, 2004). All the items from B to D were designed using a 5 likert point scale such as: Strongly agree-5, agree -4, neutral-3, disagree-2 and strongly disagree-1.

### **3.5.2 The Interview Guide**

The second instrument that was used is the interview schedule which had four semi- structured questions soliciting the views of head teachers on the SFPs. It was meant to interview the first five initial schools head teachers which started the programme and also recorded high response rates of the questionnaires. The interview took the form of individual face to face interview lasting for 20- 30 minutes for each head teacher. They were designed according to the views expressed by Ahmed (2004) and Kristajasson 'etal (2007).

### **3.5.3 Documentary Content data**

The study made use of archives on SFP kept in the district. In order to access the needed documents, the researcher met with the District Desk Officer who released the documents for him to photocopy after understanding the nature and importance of

the study. Additionally, the statistics officer of the EMIS unit of District Education Office was also met and obtained information regarding enrolment and other information relevant to the problem under investigation for analysis.

### **3.6: Pilot Testing**

#### **3.6.1 Validity and Reliability**

As the questionnaire was constructed by the researcher, he conducted both validity and reliability test in order to ascertain whether the questions on the questionnaire were valid and reliable. A face validity test the researcher conducted showed a precision of the questionnaire items in meeting the objectives of the study so it was adopted in full. To ascertain its reliability, five teachers of the beneficiary school with similar conditions in the Nabdam District were selected because the characteristics of the district are almost the same as the sampled area. Data were analysed using the SPSS. Cronbach Alpha arrived at was 0.74 coefficient and this made the instrument reliable for use.

#### **3.7: Data Collection Procedures**

Before the collection of the data, the researcher collected a letter of introductory from the Department of Educational Leadership which was used for the collection of the data. The letter was presented to the District Director of Education and asked for permission to interact with Circuit supervisors, head teachers and teachers to help the researcher and his team successfully administer questionnaire in the schools which were benefiting from the School Feeding Programme. Also, it made them appreciate the issues that were being raised in the interview guide. The researcher trained the thirteen Circuit Supervisors and commissioned them to

administer the questionnaires to the respondents in the fifteen schools. As stated earlier, purposive sampling was used and strictly schools benefiting from the SFPs teachers and head teachers were made to answer the questionnaires. At the school level, the Circuit Supervisors started from KG1 teacher and ended at P6 teacher. This was repeated in all the fifteen schools benefiting from the SFPs in the District. Also, the researcher administered 14 questionnaires on the 13 Circuit Supervisors and the 1 Desk Officers. One hundred and fifty-five questionnaires were produced and administered to the respondents. The response rate was 96.7% for the questionnaire as five of the questionnaires were not properly completed and for matter were discarded. That was followed by interview of the five schools headteachers which, unlike the questionnaire was conducted in person.

### **3.9: Statistical Techniques for Data Analysis**

Descriptive analytical techniques were used for the quantitative data whereas the content analysis and interview schedule were used for the qualitative data. The quantitative data were analysed in frequencies and percentages using the five –point Likert Scale. The Likert Scale helps measures the levels of agreement or disagreement with a given point range from strongly agree to strongly disagree from the respondents on the issues of the study topic. However, the quantitative data were analysed using categories. The schools were classified based on the way the programme was introduced in the schools within the district. Qualitative data gathered were collated and analysed descriptively in the study. It looked out for opinions of headteachers concerning the SFPs on the important issues on the subject matter.

### **3.11: Ethical Issues**

The researcher worked within the code of ethics enshrined in the guidelines for writing theses at the University of Education, Winneba. In line with these guidelines, the following ethical issues were addressed:

#### **3.11.1 Informed Consent**

Informed consent is one of the three applications of the principles of respect for persons before, during and after a research project. The ethical standards published by the American Education Research Association (2000) clearly states:

*Participants or their guardians in a research study have the right to be informed about the likely risks involved in the research and the potential consequences for participants, and to give their informed consent before participating in research.*

The ethical requirements of the University researchers also demand the right to informed consent. That is providing the respondents with adequate information in order for them to take part in answering the questionnaire or otherwise. Respondents were also made aware of their rights to refuse to answer any of the questionnaires they do not wish to.

#### **3.11.2 Access and Acceptance**

The researcher took permission from the District Director of Education of the Bawku West and the Circuit Supervisors to conduct the study in the targeted schools which operate the School Feeding Programme (SFP).

### **3.11.3 Confidentiality and Anonymity**

The recent emergence of interest-based research and the increasing role of technology significantly complicate efforts to protect participants' confidentiality (Anderson & Kanuka, 2003). Respondents were therefore informed that the data collected would be used for the purpose it is intended for and not any other thing or pass on to another person. The researcher also paid particular attention to the questionnaire to prevent respondents from providing any information that gave any clue to their identities.

### **3.12: Chapter Summary**

The chapter described and justified the research methodology used. Both quantitative and qualitative approaches were used to address the research questions of the study. It looked at research approach /design, sampling and sampling technique, data collection procedures, data analysis techniques and ethical issues. The next chapter presents and discusses the results of the data collected



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

The erstwhile chapter examined the methodological processes informing the conduct of this research. This current chapter presents and discusses the field data in order to unpack the issues bordering on the Role of School Feeding Programme (SFP) in Promoting Quality Education at the Basic level of Education in the Bawku West District. The results to be discussed in this chapter will be based on the three research questions posed in the first chapter of the study.

#### 4.2: The School Feeding Programme Enhancement and Enrollment Indicators

**The Research Question 1 asks:** To what extent has the School Feeding Programme enhanced enrolment in public basic schools in the Bawku West District?

In order to provide responses to this question, I collected quantitative data from archives of the schools within the study area from the District Education Office. For the purpose of discussion in this chapter, I have named the first school as: School 'A', the second school as school 'B', and the third as School 'C' in that order up to School 'E' Table 4.1 specifically provides responses to the enrolment aspect of research question1. The period spans from 2005/06 (which is before the intervention) to 2014/15 (which is the post intervention year).

**Table 4.1: Enrolment levels of pupils before and current period after intervention**

<b>School</b>	<b>Before Intervention</b>	<b>After intervention</b>	<b>Percentage Change</b>	<b>Ranking</b>
school A	250	600	140	1 <sup>st</sup>
school B	306	490	60	4 <sup>th</sup>
school C	380	899	137	2 <sup>nd</sup>
school D	568	999	76	3 <sup>rd</sup>
school E	257	378	47	5 <sup>th</sup>

**SOURCE: Bawku West District Education office, 2016**

From Table 4.1, it is clear that School 'A' had enrolment of 250 before the intervention and that rose to 600, giving 140% change, whereas in School 'B' the enrolment figure was 306 immediately before the intervention but increased to 490 in the post intervention period (2014/2015 academic year), also giving marginal increase of 60% change. For School 'C', the enrolment immediately before intervention was 380 but rose to 899, a 137% change after the intervention. For School 'D', the school enrollment was 568 before the intervention. It however, rose to 999 in the post intervention period under consideration giving 76% change. School 'E' had enrolment of 257 which increased to 378, with a 47% change. Ranking the percentage increases among the schools; School 'A' topped 140% followed by School 'C' with 137%, followed by School 'D' with 76% with an increase of 29% over the least school 'E'.

Judging from the above analysis, the records seem to point out that generally, prior to the introduction of the School Feeding Programme in 2007, the beneficiary schools had lower enrolment rates recorded compared to the post intervention year (2014/2015). Illustratively, the trend seems to indicate a strong positive relationship

between enrolment and School Feeding Programme in the deprived school communities in the district. Additionally, the study appears to shed light on the School Feeding Programme, particularly as an independent variable influencing enrolment in the beneficiary schools. The apparent huge increase enrollment seems to support the view that the School Feeding Programme works best in poor and deprived rural areas in increasing enrollment.

**Table 4.2: Respondents' views on Enrolment and SFP**

Enhancement of SFP on enrolment and attendance	Respondents' views/opinions				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.The SFP has led to an increased enrolment in beneficiary schools	(3, 2.3%)	(1, 0.8%)	(1, 0.8%)	(35, 24%)	(110, 73.5%)
2.The SFP has promoted pupils' attendance to school	(3, 2.3%)	(6, 4.5%)	(0, 0%)	(66, 44%)	(74, 49.2%)
3.The SFP has attracted needy pupils to school	(3, 2.3%)	(9, 6.1%)	(6, 4%)	(72, 48%)	(60, 40%)
4.The SFP benefited disadvantaged pupils	(8, 5.3%)	(24, 16%)	(14, 9.8%)	(68, 46%)	(35, 23.5%)

**Source: field survey, 2016**

The Table 4.2 displays the responses from the respondents on whether school feeding has effects on enrollment of schools. In the same Table the first variable

sought views of respondents on whether SFP promotes enrolment in schools. The table indicates that majority of the respondents 110 which represents 73.5% strongly agreed, while less than one fourth of the respondents 35 representing 24% agreed to the view. In contrast, a little below four of the respondents 3 representing 2.3% strongly disagreed and one hundredth respondent 1 which represent 0.8% disagreed. Interestingly, a similar one hundredth of the respondent (1, 0.8%) neither disagreed nor agreed. This is in line with the findings of earlier studies conducted by: Jacoby (2012); Alderman and Bundy (2011) and Ahmed and Billah (2006) contended that school feeding was one of the elements that improved enrollment and attendances in schools tremendously. Furthermore, WFP (2006) noted in her finding that SFP has also been used successfully to improve enrolment and attendance in the school communities.

It is worth noting that majority of the respondents 74 representing 49.2% strongly attested, whereas (66, 44%) affirmed that the School Feeding Programme has improved pupils' school attendance on regular basis. Though (6, 4.5%) of the respondents disagreed, a little below three percentage of the respondents (3, 2.3%) strongly rejected that opinion. It is surprisingly to note that none of the respondents either agreed or disagreed. This goes to support Alderman and Bundy (20011) view that regular attendances of pupils is being induced by feeding them at school regularly. Whilst three-quarters (72, 48%) of the respondents held the view that the School Feeding Programme attracted the needy to schools, (60, 40%) respondents strongly agreed to the variable. Nonetheless, (9, 6.1%) of the respondents dissented to the view but 6 respondents which represents 4% neither endorsed nor dissented to the opinion. Notwithstanding, a negligible number of respondents (3, 2.3%) strongly rejected that SFP attracts the needy to school regularly.

Moreover, it is imperative to note that while 68 of the respondents representing 46% assented, less than quarter (35, 23.5%) strongly assented. In addition, (24, 16%) of the respondents disagreed but 14 of the respondents representing 9.8% remained neutral on the issue. However, 8 respondents which represent 5.3% strongly rejected that the SFP programme has physical, psychological and social benefits for the disadvantaged as depicted in (Table 4.2). This is in line with the findings of Kristjansson et al, (2007) and Del Rosso, Miller and Marek (2012) whose comprehensive and rigorous review of the impact of the SFP proved same for 18 different studies conducted in low income African countries. This goes to buttress Abraham Maslow theory of need shierarchy of 1943.

In fact, it suggests that school meals are more likely to be targeted at disadvantaged areas. It is interesting to note that majority of the respondents agreed that enrolment were low as compared to current situation. The School Feeding Programme has therefore contributed significantly to increased enrolment, promoted attendance of pupils at regular basis as well as supported the physically, psychologically and socially disadvantaged over the ten years period. Thus, the views expressed by the respondents on pupil enrollment have been reported by WFP (2006) as being depicted in the present study. The study also revealed that food in schools increased enrolment and pupils' attendance and reduced dropouts, particularly during the lean season.

#### **4.2 School Feeding Programmes and Pupils' Retention in School**

**Research Question 2 asks:** How has the School Feeding Programme promoted retention of pupils in the public basic schools in the Bawku West District?

I interviewed head teachers of five Schools in order to provide responses to this question. From the interview almost all the headteachers seem to have a common opinion, that School feeding programme promotes retention of pupils in schools in the study area. For instance, in explaining at school 'A', he said:

*The School Feeding Programme has motivated parents to enroll their children especially, girl-child in school and have them attended regularly till they move to the next level. In expounding further, he commented that:*

*as for my pupils, because they get food to eat in school they don't drop out, but rather continue to enroll until they move to primary one (P1). This means that SFP has not only improved retention of boys but of girl-child too in the area.*

Similarly, School 'B' headteacher expressing his view in his own words said that:

*School Feeding Programme has improved upon the continuous stay of disadvantaged pupils in the school till they complete. He added that:*

*prior to the introduction of the SFP, children use to come to school having had either nothing to eat or only some small "left over" food from the previous night's and this was the cause of drop outs, but now all the pupils are regular and punctual at school.*

Additionally, at school 'C' in explicating her opinion, she delineated in her words that:

*In my school, the number of girls' enrolment is almost equal to that of boys at all levels. To demonstrate her feeling further about the programme she uttered that:*

*the take home rations project is like a rope use to tie girls to school. As I speak with you now, no girl is absent even half a day and talk of drop out.*

Furthermore, the headteacher praised the SFP by making a comment that:

*I cannot hide my feelings than to say that SFP has reduced dropout rate in the school to its barest minimum and increased the capitation grant of mine as it is calculated based on the enrolment annually.* When the headteacher of the school was asked why the enrolment figures in the school keep on increasing? This was what he said:

*Well, the school management has noticed this trend and we attribute this to the school feeding.*

Besides, the school 'D' headteacher enunciated that:

*On some occasions that food were not served for some weeks due to some problems, the number of children attending school more especially that of the kindergarten pupils reduced.* Similarly, he lamented that:

*Many homes do not take breakfast and the last meal is in the evening and so children start to become hungry in the mid-night and the following day as early as six 'o' clock pupils are in school with the hope of getting breakfast here.*

Interestingly, even though, School 'E' head attested to the views above he had a different opinion. In his own words he declared that:

*I am surprised, an intervention that is meant to improve regular attendance in school by the pupils rather created pupils' absenteeism.* Except School 'E', this confirms earlier study by Osei-fosu (2011) who noted that 100% increase in School Feeding Programme will increase retention by about 99%. This is also in line with the Hierarchy of needs theory of Abraham Maslow in 1943 especially physiological needs of human beings. The views expressed by the headteachers about the retention of school pupils has also been reported by Ahmed (2004) which stated that School enrolment was boosted by 14.2 %, attendance increased by about 1.3 days a month and the probability of dropping out was reduced by 7.5%. Additionally, Kristjansson

e'tal (2007) study conducted in Kenya and India 2004 reported that absenteeism and dropouts in schools fell by a quarter and one- fifth respectively. This means that the feeding always enticed school children to be regular at school thus retaining them. From the opinions, views and discussion, the headteachers ostensibly indicated that School Feeding Programme was one of the major factors that influenced the retention of pupils in the beneficiary schools till their completion. It has also revealed that SFP is bait for regular school attendance in the rural deprived schools.

### 4.3: Challenges that Confront the School Feeding Programme

**Research Question 3 asks:** What are some of the challenges that confront the School Feeding Programme in the Bawku West District?

**Table 4.3: Respondents' views about Challenges of SFP in the Bawku West**

District	Respondents' views /opinions				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The SFP has faced some challenges /difficulties					
The SFP has faced the difficulty in selecting caterers for the schools at the district	(13, 9.1%)	(11, 7.6%)	(30, 20.5%)	(42, 28%)	(52, 34.8%)
The SFP has faced the difficulty of regular payment to caterers	(1, 0.8%)	(6, 3.8%)	(30, 20.5%)	(41, 27.3%)	(72, 47.7%)
The SFP has faced political interference that hinders proper functioning of its structures	(1, 0.8%)	(9, 6.1%)	(17, 11.4%)	(34, 22.7%)	(89, 59.1%)
Most of the SFP schools have not gotten good kitchen facilities	(0, 0%)	(8, 5.3%)	(2, 1.5%)	(49, 32.6%)	(91, 60.6%)

**Source: Field survey, 2016**



The Table 4.3 shows the responses from the respondents on the challenges confronting the School Feeding Programme in the study area. As indicated in Table 4.3, the first variable sought the views of the respondents on whether the selection of caterers was a challenge faced by the School Feeding Programme. In Table 4.3, it is apparent that whereas 52 of the respondents representing 34.8% strongly agreed, 42 respondents which represent 28% agreed. However, it is interesting to note that almost one-fourth of the respondents representing 20.5% neither endorsed nor disagreed with the view. In a similar way, while 13 of the respondents representing 9.1% strongly dissented, 11 respondents representing 7.6% rejected that view.

The next variable in Table 4.3 also sought views of the respondents on the issue on the difficulty of regular payment to caterers. Sequentially, 72 respondents which represent 47.7 % strongly agreed, while 41 respondents (27.3%) coincided the opinion. Indifferently, 30 respondents which represent (20.5%) were undecided and did not come to terms with the opinion. However, one twentieth (6, 3.8%) of the respondents differed and a little close to one percentage (1, 0.8%) respondents strongly rejected the variable as a problem.

With regard to “political interference as hindrance”, Table 4.3 indicates that more than half of the respondents (89, 59.1%) strongly endorsed but less than a quarter (34, 22.7%) consented that political interference was a hindrance to smooth running of the School Programme in the district. In succession, 17 respondents which represent 11.4% was on the fence, followed by (9, 6.1%) who rejected the variable. This, notwithstanding, a negligible number, (1, 0.8%) strongly rejected the idea that it was a problem.

Moreover, when respondents were asked whether “poor conditions of kitchen facilities” in their schools was a problem, varied responses were given. In Table 4.3,

a majority of the respondents 91 representing 60.6% strongly affirmed the variable. In a similar way, a little below half of the respondents (49, 32.6%) affirmed the view. Furthermore, 8 respondents representing 5.3% o disagreed on the issue. Whereas (2, 1.5%) neither agreed nor disagreed on the view, no respondent representing 0% strongly disagreed to the variable as a challenge.

In discussing, a good number of the respondents accepted that poor kitchen facilities, political interference, irregular payment and selection of caterers affect the effective operation of the SFP in the district and this may affect the achievement of its intended goals.

The research revealed that even though the School Feeding Programme has good intentions, it faced a lot of challenges in its operation. The results of the study showed that among the four items dealing with the challenges of the School Feeding Programme, poor conditions of kitchen facilities emerged the highest while political interference was the least to battle with. They saw as challenges of the political interference, poor kitchen facilities, and irregular payment to caterers, and selection of caterers among others in the district. In order to get the best out of it, the system must be harmonized and formalized in order to address the challenges.

This finding appears to buttress the views of Price Water Coopers and SEND GHANA Foundation reports in 2008 which claimed that after two years of implementation there was wide spread of financial mismanagement, corruption, award of contracts to non-existent companies, disappearance of funds allocated to programme management and 58% of districts involved did not use the laid down procurement procedures in awarding contracts for the programe. (Atta, 2007).

## **Chapter Summary**

This chapter presented and discussed the 3 research questions. The 3 research questions were on enrolment, retention and challenges facing the School Feeding Programme in the district. A number of major findings have been made from the discussion, conclusions are drawn and suggestions will be made for consideration. The next chapter of the study looks at the major findings, conclusions and recommendations.



## **CHAPTER FIVE**

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

#### **5.1 Introduction**

The previous chapter presented and discussed the results of this research. The purpose of this chapter is to present a summary of my findings, to draw conclusions and based on the findings; provide a way forward in the form of recommendation and ending it with suggestion(s) for future research. This section is of absolute importance since 'it is often the only part of the report that will get read' (Henn e't al., 2006)

#### **5.2: Overview of the study**

The purpose of this study was to examine the role of School Feeding programmes in promoting quality education at the public basic level of education in the Bawku West District. In this section, I explored the progress made in SFP assisted schools with regard to enrolment, retention and some challenges in its operation in the Bawku West District. My attention is directed particularly on the trends observed in deprived school communities pupils' enrolment, retention, and as well as the challenges faced in schools with on-site feeding assistance.

The study was conducted as a mixed method approach based on the explanatory design. Questionnaire, interview and documentary analysis were the main instruments used for data collection for the study with 155 respondents .The data were collected in person and analysed using SPSS and content analysis. The quantitative data were ranked based on 5 point Likert Scale as: strongly agree-5, agree-4, neutral-3 and disagree-2 and lastly strongly disagree -1

## **5.2 Summary of major findings**

The analysis of the data done in the previous chapter revealed the following main findings on enrollment, retention and challenges.

1. On enrollment, the study revealed that there is strong positive relationship between enrolment and the School Feeding Programme in the deprived school communities in the district. Additionally, it has shown that the SFP is a major variable influencing enrolment in the beneficiary schools holding other variables constant. Furthermore, the School Feeding Programme works best in poor and deprived rural areas in terms of increasing enrollment.
2. The second finding was on Retention. It was firstly established that the School Feeding Programme is one of the major factors that influenced the retention of pupils in the beneficiary schools till their completion. It has also been found that the SFP was a means of achieving regular school attendance among school children in the rural deprived schools.
3. On Challenges, the study unveiled that a good number of the respondents accepted that poor kitchen facilities, political interference, irregular payment and selection of caterers affect the effective operation of the SFP in the district and this may affect the achievement of its intended goals. In order to get the best out of it, the system must be harmonized and formalized to address the challenges.

## **5.3: Conclusion**

Since the study revealed that there was a positive correlation between enrolment and the SFP it means that if it continues, literacy rate will be improved and this could bring about improvement in people lives thus reducing poverty level in the

district. It also mean that government would incur additional cost as more classrooms and schools need to be built in order to be able to accommodate the increased enrolment.

Secondly, it was found that the SFP influenced the retention of pupils in school and it means that completion rates of pupils will be improved. This will consequently improved gender parity index in the district.

#### **5.4: Recommendations**

From the findings, it is recommended that:

1. Government and its partner institutions should increase their effort to expand the programme in order to cover many more schools so as to able to achieve MDG3. This will also go a long way to reduce the rate at which pupils are leaving non-programme schools to nearby programme schools.
2. Government should increase school infrastructure to accommodate the increasing numbers of pupils in the schools.
3. Additionally, Ministry of Education should embark on policies which will go a long way to ensure high quality of teaching and learning as well as teacher motivation, good conditions of service in the education sector as well as proper supervision and management in order to improve quality of education in Ghana.
4. The government together with the school authorities should provide suitable learning environment, good kitchen facilities, adequate education infrastructure and measures that will reduce financial malfeasance.

### **5.5 Suggestions for Further Studies**

In recounting to the findings and conclusion in this study, it is suggested that further studies could be done on the management of the School Feeding Programme in the Bawku West District.



## REFERENCES

- Ahmed, A. U. (2004). *Impact of feeding children in school: Evidence from Bangladesh*, International Food Policy Research Institute: Washington, D.C: IFPRI.
- Ahmed, A.U., & Billah, K. (2006). *Food for education programme in Bangladesh: An Early Assessment.* International Food Policy Research Institute, Bangladesh Food Policy Project.
- Alderman, H., & Bundy, D. (2011). The Food Security and Nutrition Network: *The World Bank Research observer Vol. 26(2)*.
- Alhassan, A. (2006). *Modern Approaches to researching educational administration research students: Mznkon-Kumasi*: Payless Publication
- American Education Research Association (2000). *Ethical standards of the AERA* retrieveved May 15 2016, from [http://www.era.net/upload/files/about AERA/Ethical standard/Ethical standards pdf](http://www.era.net/upload/files/about_AERA/Ethical%20standard/Ethical%20standards.pdf)
- Anderson, T. & Kanuka, H. (2003). *Research Methods strategies, and issues*. Boston: person Education Press.
- Atta, A.R.H. (2007, September, 25). *School Feeding Programme: A Promise of hope; Daily Mail (Accra)*.p.11.
- Baker, I., Elwood, P., Hughes, J., Jones, M., & Sweetnam, P. (1978). *School milk and growth in Primary school children*: Washington DC, The Lancer Press.
- Bennett, J., & Strevens, A. (2003). *Review of School Feeding Projects*. Westminster, London: Department for Commonwealth Secretariat.
- Besty, K., Petterew, M., MacDonald, B., Kraseve, L. & Janzen, L., (2015). *Cochrance Developmental, psychosocial and learning problems*. London: John Willey & Son Ltd.



- Buttenheim, A.M., Alderman, H. and Friedman, J., (2011). Impact evaluation of school feeding programmes in Lao PDR *World Bank Policy Research Working paper series*, 55(18): P19.
- Creswell, J.W. (2006). *Research design: Qualitative, Quantitative and Mixed Methods approach* (2<sup>nd</sup>ed.). Thousand oaks CA: Sage publications Ltd.
- Catholic Relief Service (2006). *Our Work: Ghana*, Vol. 2006, p6. Retrieved 10th April, 2016 from [www.crs.org/our\\_work](http://www.crs.org/our_work).
- Del Rosso J, Miller J, and Marek T. (2012). *Class action: improving school performance in the Developing world through better health and nutrition*. The World Bank.
- Doets, E. (2007). *Quality evaluation and update of the Mali Food Composition Table* (TACAM2004). Wageningen: Wageningen University Press.
- Douglas, A.G. (2003). *The United Nations children Fund: Women or children first* *Diss catholic family and Human Right institute*. New York City, John Willy & sons Ltd.
- Dowd, T. (2001). *Heather and Girls' Education: Community Approaches to Access and Quality strong Beginnings*. Westport city: Westport saves the children Federation, Inc.
- Essuman, A. & Bosumtwi-Sam, C. (2013). School Feeding and Educational Development: *International Journal of Educational Development*, 33(1)25-262
- Eyeson, K.K & Ankrah, E.K. (1975). Composition of foods commonly used in Ghana. *Food Research Institute, Council for Scientific and Industrial Research Unit* (UNDP/FAO), Accra: Accra Publishing Assembly Press.

- FAO (2008). The State of Food Insecurity in the World: High Food Price and Food Security, Threats and Opportunities; *World Food Summit (WFS)*, Rome, FAO Secretariat Press (131 (13) p17.
- Gelli, A. & Daryanani, D. (2006). School Feeding moving from practice to Policy: reflection on building sustainable monitoring and Evaluation system. *Food and Nutrition Bulletin*, 34(3) 310-317
- Ghana Government (2006). Ghana School Feeding Programme: *Programme International Development* Accra, Accra printing press Assembly 20(6) p3.
- Ghana Government (2006). *Ghana at a glance*, Vol. (232) 233-235
- Gibson, R. (2005). *Principles of nutritional assessment* (2<sup>nd</sup> ed.) .New York: Oxford Press.
- Gleason, P., & Suitor, C. (2000). *Changes in children diets*. Wasington DC: United States Department of Agriculture and Nutrition Press, USA.
- Grima, G. (2008). *What is Quality Education*. Malta, Times of Malta press Ltd.
- Henn, M. Weinstein, M. & Foard, N. (2006). *A short introduction to Social research*, London: Sage Publications Ltd.
- Henneh, K. (2015). *Note on: Human Resource Management in Education and Some Relevant Topics In Educational Administration and Management*. Accra, Emmpong Press Ltd.
- ISSER (2008). *The state of Ghanaian Economy in 2007*. Legon: University of Ghana, Press, Accra.
- Jacoby, H. G. (2002). Is there intra-house “fly paper effect”? Evidence from a School Feeding Programme: *The Economic Journal*, 112(476). P12.
- Janke, C. (2001). *Food and Education: Background considerations for policy and programming*, Education Development Centre Inc.

- Kristjansson, E. A., Robinson V., Petticrew, M., MacDonald, B., Krasevec, L J., Janzen, L., Greenhailgh, T., Wells, G., MacGowan, J., Farmer, A., Shea, B. J., Mayhew, A., & Tugwell, P. (2007). *School Feeding for Improving the Physical and Psychosocial Health of Disadvantaged Elementary School Children*. Copenhagen: Campbell Review, SFI Campbell..
- Levitsky, D. (2005). The future of school feeding programmes. *Food and Nutrition Bulletin* 26: (87) p3.
- Martens, T. (2007). *Impact of the Ghana school feeding programme in four districts in Central Region*: Wageningen University; published, 2008.
- Maslow, A.H.(1943). *A theory of human motivation: Psychological review*. New York; USA: Harper, Row Publisher. USA
- Mayaki, I.A. (2015). *Home Grown School Feeding: Keynote Address on a CAADP Conference*; NEPAD, South Africa, Johannesburg.
- Ministry of Education (2006). *Ghana Education Service: Education Management information system, Schools Annual Census, 2006 Vol. 1*. Ministries, Accra
- Ministry of Local Government and Rural Development (2005). *District Operations Manual: Ghana school feeding program*: Edo printing press, area
- Nuako, K. (2007). *Ghana school feeding programme implementation and results to date*. Accra, Ghana: National School Feeding Programme Secretariat, Accra
- Ohene-Afoakwa, E. (2003). *Enhancing quality of feeding in educational institutions in Ghana: Development and challenges*. retrieved June 16 2016, from [www.works.com/emanuelohenefoakwa](http://www.works.com/emanuelohenefoakwa) .
- Osei-fosu, A.K.(2011). Evaluating the impact of the Capitation Grant and the School Feeding Programm. *Home Journal* vol.31 (1) Kumasi, KNUST University press.

Perverly, S.T. (2006). *Moving Past Cultural Homogeneity: Suggestion for Comparisons of student's educational outcomes in the United States and china*” *psychology in schools*.42 (3) (March 2005):241 – 249 EBSCO host 13 A November 2006.

Powell, C.A., Walker, S.P., Chang, M.C. & Grantham-McGregor, S.M. (1998).

Nutrition and education: A randomized trial of the effects of breakfast in rural primary school children. *American Journal of Clinical Nutrition* 68:873-879.

Sally, M., Grartham-McGegregor, S., Chang ,S., Walker,P., (2015).Evaluation of School Feeding Programmes: *Jamaican Journal of Clinical Nutrition*, 4(9), 646-653.

Suresh, C. B. & Anne, J. H., (2015). *Socio-economic Impact of School Feeding Programmes: Empirical Evidence from a South Indian Village*, 14(1),

Atta, A.K.H. (2007, September, 25).*School Feeding Programme: A Promise of hope*; *Daily Mail* , Accra: Doodle and Western Publication Limited

UNESCO (2009).*School Feeding Programme* Hand book,. Rome, Italy.

UNICEF (2006).*Review of State of the World's Children programme*. New York: UNICEF.

United Nations (2005).*UN Millennium Project, Halving Hunger: It can be done*; Summary Version of the Report of the task force on Hunger, Ghana, Accra Printing press, Accra..

United Nations (2005).*United Nations Millennium Development Goals*, Vol. 2007.

World Food Programme (2002).*School Feeding works for girls' education. Policy Brief Rome*: world Food Programme, Italy, Rome

World Food Programme (2006). *Global School Feeding Report 2006*, WFP: Italy, Rome,

World Food Programme (2006). *Global school feeding Report 2006*. Rome: Italy, Commonwealth Secretariat.

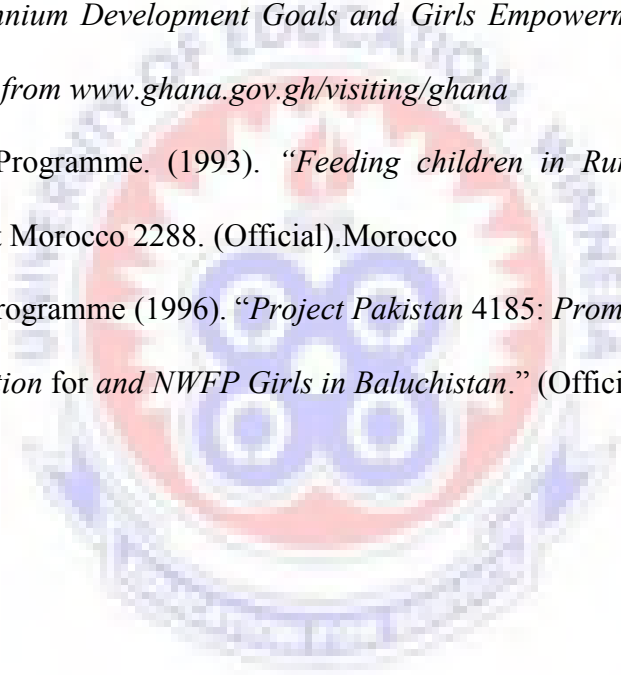
World Food Programme (2007). *Activity Guide for School Feeding*, Ghana, Accra printing Press, Accra

World Food Programme (2010). *Feeding minds, change lives: Schools feeding, the Millennium Development Goals and Girls Empowerment*. Accra Printing press, Accra

World Food Programme (2010). *Feeding Minds, Change lives: Schools feeding, the Millennium Development Goals and Girls Empowerment* retrieved May 20, 2016, from [www.ghana.gov.gh/visiting/ghana](http://www.ghana.gov.gh/visiting/ghana)

World Food Programme. (1993). “*Feeding children in Rural Primary Schools*”: Project Morocco 2288. (Official). Morocco

World Food Programme (1996). “*Project Pakistan 4185: Promotion of Primary Education for and NWFP Girls in Baluchistan.*” (Official). Pakistan.



**APPENDICES**

**APPENDIX A**

**DISTRICT DATA COLLECTION SHEET**

ENROLMENT SHEET FOR THE FIRST INITIAL FIVE SCHOOLS WITH THE  
SCHOOL FEEDING PROGRAMME

ENROLMENT

Please, complete the table by indicating the enrolment according to the years  
requested

SCHOOL	YEAR	
	2005/2006 academic year	2014/2015 academic year
1.Tanga kpalsako primary		
2.Binaba primary		
3.Kusanaba primary		
4.Widnaba primary		
5.Zongoire primary		

## **APPENDIX B**

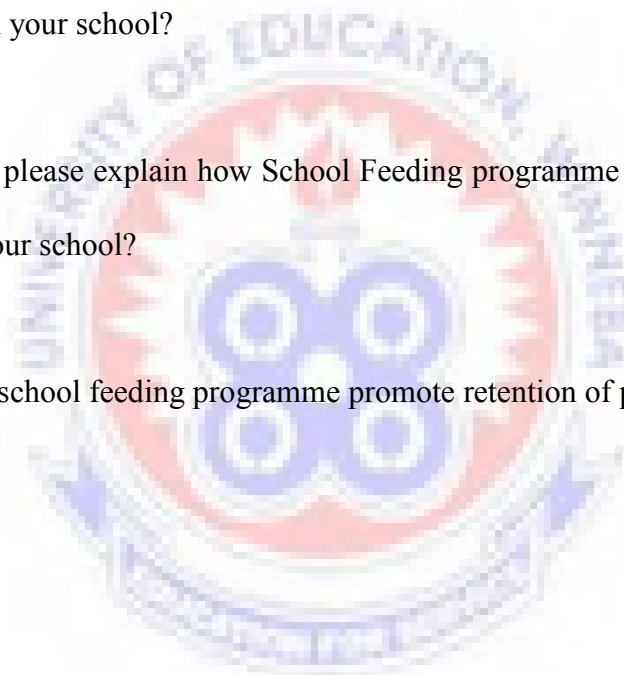
### **HEAD TEACHERS' INTERVIEW SCHEDULE**

My name is Salifu S. kunduzore. I am a post graduate student offering M .A in Educational leadership at the University of Education, Winneba. I am conducting this research under the Supervision of Dr. Inusah Salifu. I would very much appreciate your time for a short interview.

Q. Could you please say something or what is your opinion on the School Feeding Programme in your school?

Q. Could you please explain how School Feeding programme has promoted retention of pupils in your school?

Or How does school feeding programme promote retention of pupil in your school?



**APPENDIX C**

**QUESTIONNAIRE ON THE SCHOOL FEEDING PROGRAMME FOR HEAD  
TEACHERS, CIRCUIT OFFICERS AND CLASS TEACHERS**

**UNIVERSITY OF EDUCATION, WINNEBA, DEPARTMENT OF  
EDUCATIONAL LEADERSHIP, KUMASI CAMPUS**

The research is specifically in partial fulfillment of requirements of Master of Arts studies and focuses on the School Feeding Programme and its roles on the quality of Basic education in the District. This questionnaire is designed purely for academic work and data collected will be strictly confidential. Under no circumstances will information identifying the respondent or school be disclosed.

Thank you for your co-operation.

**A. BIO DATA**

1. Gender

Male

Female

2. Age

Less than 25 years

Between 25 – 35 years

Between 36 - 45 years

Between 46 - 55 years

Above 55 years

How many pupils are in your class?



**INSTRUCTION:**

To what extent do you strongly agree, agree, disagree, strongly disagree to, or are indifferent (neutral) to each of the following statements about School Feeding Programme.

B: Please, circle one choice for each item that best represents your opinion on the issue.

**1: THE SFP ENHANCEMENT ON ENROLMENT IN THE BASIC SCHOOLS IN THE BAWKU WEST DISTRICT.**

S/N	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The SFP has led to an increase in enrolment in beneficiary schools.					
2	The SFP has promoted pupils' attendance to school.					
3	The SFP has attracted needy pupils to school					
4	The SFP has benefited disadvantaged pupils					

The items in this section are not exhaustive. Please provide other relevant information that I have not captured here.

D: Please, circle one choice for each item that best represents your opinion on the issue.

**3: THE SFP CHALLENGES / DIFFICULTIES**

S/N	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The school feeding programme has faced the difficulty in selecting caterers for the schools at the district					
2	The SFP has faced the difficulty of regular payment to the caterers					
3	The SFP has faced political interference that hinders proper functioning of its structures.					
4	Most of the SFP schools have not gotten good kitchen facilities.					

The items in this section are not exhaustive. Please, provide other relevant information that I have not captured

## APPENDIX D

### CACULATION OF PERCENTAGE CHANGE

Formular for percentage change:

$$= (A \div B) \times 100$$

Where:

A is the change; K – M

Therefore A = K- M;

K is the values of “after the intervention”;

M is the value “before intervention” and

Where B is the values of “before intervention”

