REGIONAL INSTITUTE FOR POPULATION STUDIES (RIPS)
UNIVERSITY OF GHANA

SCHOOL FEEDING PROGRAMME AND EDUCATIONAL OUTCOME IN TEMA MUNICIPALITY

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THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MA POPULATION STUDIES DEGREE

JULY, 2014
ACCEPTANCE

Accepted by the Faculty of Social Sciences, University of Ghana, Legon in partial fulfilment of the requirements for the award of MA POPULATION STUDIES

Prof. Ama de-Graft Aikins
SUPERVISOR

Date.................................
DECLARATION

I hereby declare that this work is the result of my own research undertaken under supervision except for reference made to other people’s work and which have been duly acknowledged. Also, this work has neither in part nor whole been presented for another degree elsewhere.

SIGNED……………………………….

LAUDINA ODAME

(STUDENT)

DATE………………………………
DEDICATION

This thesis is dedicated first to God Almighty for His Grace and Mercies. Secondly to my children Hillary, Baffour and Adusei whose support and encouragement have brought me this honour and finally to the Staff and Pupils of Services Basic School (Michel Camp), Tema.
ACKNOWLEDGEMENT

Thanks to the Almighty God who has been my strength and inspiration and has enabled me to finish this programme successfully.

I wish to express my heart-felt gratitude to my supervisor, Prof. Ama de-Graft Aikins for her guidance attention and support throughout the study and her constructive criticisms, and they are all well appreciated.

I am indeed grateful to the Staff of the Regional Institute for Population Studies (RIPS) for the opportunity to be part of their family.

I also wish to thank all the PhD students at RIPS for their assistance and support.

And to my colleagues (2013/2014 academic year), I appreciate the bits and pieces you added to my life. I am glad to have met you all.

Stay blessed
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<tr>
<td>BSC</td>
<td>BASIC SCHOOL</td>
</tr>
<tr>
<td>CERT A</td>
<td>CERTIFICATE A</td>
</tr>
<tr>
<td>DBE</td>
<td>DIPLOMA IN BASIC EDUCATION</td>
</tr>
<tr>
<td>DIC</td>
<td>DISTRICT IMPLEMENTATION COMMITTEE</td>
</tr>
<tr>
<td>ESP</td>
<td>EDUCATION STRATEGY PLAN</td>
</tr>
<tr>
<td>FFE</td>
<td>FOOD FOR EDUCATION</td>
</tr>
<tr>
<td>GSFP</td>
<td>GHANA SCHOOL FEEDING PROGRAMME</td>
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<tr>
<td>JHS</td>
<td>JUNIOR HIGH SCHOOL</td>
</tr>
<tr>
<td>MGDS</td>
<td>MILLENIUM DEVELOPMENT GOALS</td>
</tr>
<tr>
<td>O’LEVEL</td>
<td>ORDINARY LEVEL</td>
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<tr>
<td>SFP</td>
<td>SCHOOL FEEDING PROGRAMME</td>
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<td>SIC</td>
<td>SCHOOL IMPLEMENTATION COMMITTEE</td>
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<td>THR</td>
<td>TAKE-HOME RATIONS</td>
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<td>WFP</td>
<td>WORLD FOOD PROGRAMME</td>
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ABSTRACT

The Ghana School Feeding Programme is a social intervention to provide deprived pupils in public basic schools one hot nutritious meal a day. The study seeks to find the extent the programme has impacted on academic achievement of pupils. The study was carried out in six basic schools that are participating in the GSFP in the Tema Metropolis. The study combined both secondary and primary data for the investigation. Both primary and secondary data were used for the analysis.

Ghana School Feeding Programme has led not only to increase in enrolment but also increase in school attendance. Whereas there has been a steady rise in school attendance, school enrolment has suffered some fluctuations. However, the study found that increase in enrolment is desirable but has increased the work load of teachers thereby affecting their work output.

On the other hand, since the inception of the Ghana School Feeding Programme, there has been improvement in the grades obtained by pupils in the respective schools. It is however, worthy of note that such improvement in grades could not solely be due to the introduction of the feeding programme. There has also been a difference in the performance of the pupils in Science which is attributed to the differences in their sex.

As part of suggestions to sustain the programme in the Metropolis, non-governmental organisations as well as the Parent-Teacher Associations in the Metropolis are encouraged to take up the running of the programme should the government abandon it; so that poor parents could continue to keep their wards in school.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Basic education is, and always has been, the key to freedom and want. Formal education is an effective tool to alleviate or fight poverty. Yet, its acquisition eludes many people. While children might be willing to go to school and learn, they are not willing to go hungry. Students who do not take in food before going to school, for whatever reason, are missing many of the necessary vitamins and minerals needed for proper brain growth and function. 42% of children of school going age do not eat any kind of breakfast before they head off to school in Africa (Zullig, 2006). On the global scale international governmental agencies such as the World Food Programme, the United Nations Children’s Fund and the Food and Agriculture Organization of the United Nations, along with international nongovernmental agencies such as Catholic Relief Services and Save the Children, and national donor agencies are some of the agencies that provide a variety of support services for school feeding (Kent, 2007).

School feeding programme (SFP) is defined as targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level (World Bank and World Food Programme (WFP) 2012). In the functional sense, the WFP (2004) defined the SFP as the provision of meals or snacks at school to reduce children’s hunger during the school day. According to the WFP the SFP to others is a comprehensive set of uses of food for the achievement of educational outcomes (WFP, 2004).
Pollit, et al (1978), therefore highlight the nutritional and health benefit of the SFP. They explain that school feeding provides the nutritional and health need of school going children. Their work was based on Educational benefits of the US school feeding programme which spelt out the health benefit of the SFP the, emphasis is laid on the breakfast in schools since it is said to be the most important meal in the day.

In Ghana, the government committed itself to the achievement of Universal Primary Education (UPE) by ensuring that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling. The government’s commitment towards achieving the educational goals is reflected in several policy frameworks and reports. In May 2003, for instance the Ministry of Education and Sports came out with the Education Strategy Plan (ESP) for 2003-2015. The ESP was informed by many documents and policy frameworks, especially the goals for Education for All the Millennium Development Goals (MGDs) and the Ghana Poverty Reduction Strategy. The ESP serves as the framework by which Ghana meets its commitments to achieve the MDGs in education that is the Gender Parity by 2005 and Universal Primary Education by 2015.

Some of the measures taken include the institution of the Capitation Grant to all public basic schools, the introduction of a school feeding programme, special programmes to bridge the gender gap in accessing education and targeted programmes to improve access in deprived area. These initiatives aimed at helping poor parents meet the cost of primary education and improve the nutrition of children, especially poor children (African Education Watch, 2008); hence, the

The main goal of GSFP is to improve enrolment in schools especially the girl-child, improve attendance and retain children of school-going age and to achieve Millennium Development Goal 2. Another aim was to encourage people to buy locally grown foodstuffs to achieve the goal 1 of the MDGs (GSFP District operational manual 2012). Currently the programme is being sponsored by the Government of Ghana. On the contrary, McEwan, (2008) has shown that SFP improves enrolment and still has a positive net result on educational levels in Chile, as cited by World Bank and WFP (2012). However, in Ecuador School feeding was meant to retain the girl–child in school World Bank (2012).

1.2 Problem Statement

The long-term objective of the Ghana government is for the School Feeding Programme to contribute to poverty reduction and food security and also to increase school enrolment, attendance and retention. According to Education for Social Justice, (n.d.) experience has shown that properly designed and effectively implemented SFPs can alleviate short-term hunger in malnourished or otherwise well-nourished school children thereby increasing their attention and concentration and producing gains in cognitive function and learning. Yet implementers of the GSFP seem to gloss over this fact, hence the programme has been bedevilled by a lot of challenges ranging from feeding school children with expired or rotten foods or failure to pay cooks as well as suppliers on time (Daily Graphic, 2014).
In Jamaica providing breakfast to primary school students significantly increased attendance and arithmetic scores. The children who benefited most were those who were wasted, stunted, or previously were malnourished (Simeon and Grantham-McGregor, 1989). Jomaa, McDonnell and Probart (2011) reveals that participating in the SFP has relatively consistent positive effects on energy intake, micronutrient status, school enrolment, and attendance of the children participating compared to non-participants. However, their finding was less conclusive on the impact of school feeding on growth, cognition, and academic achievement. Another study by Pollitt, Jacoby and Cueto, (1995) revealed that serving a nutritionally fortified beverage and a baked grain product fortified with iron improved the speed in performing a short-term memory test and discrimination of geometric patterns of school children in Peru. They found that the effect was more pronounced in the nutritionally disadvantaged children.

However, the practice in Ghana is that pupils are served meals during break periods interestingly; pupils who hitherto came to school without food do not eat before lessons and are only fed after they have participated in lessons. Secondly, schools on the programme have not engaged the services of nutritionist or do not follow any laid down standards to measure nutritional content of the meals served. With this disparity in what is being done in Ghana, this study intends to examine the extent to which the GSFP impacts on the academic performance of pupils the Tema Metropolis.
1.3 Objectives of the Study
The general objective of the study is to find out the effect the SFP has on educational outcome in the Tema Municipality.

The specific objectives however include, to:

1. To examine the impact SFP has made on the enrolment of pupils at the basic school level in the Tema Metropolis.
2. To identify challenges and problems hindering the efficient running of the programme.
3. Examine the impact of the programme on the educational outcome of pupils

1.4 Research Questions
1. What impact does the SFP have on the educational outcome of schools in the Tema Municipality?
2. What are the challenges and problems hindering the efficient running of the programme?
3. What are the factors that mediate the relationship between SFP and educational outcome?

1.5 Rationale of the Study
The rationale of this study is to research the impact of SFP on educational outcomes of students. The research will be undertaken in the Tema Municipality among the lower primary schools. Since all schools have the feeding programme, students before the programme will be considered controlled group and after the programme the experimental group.
As the objective of the Ghana government is to contribute toward poverty reduction, buying locally produced foods will also achieve an increase in employment and income level of farmers at community and national level. In addition, the government aims at greater availability, access and utilization of food crops and products at community level as a means of enhancing food security. With the growth in the coverage of the programme, it is expected that there will be: a real increase of income at national and community levels, increased employment at community level and a greater availability, access, utilization and stability of food crops at community level.

Bundy et al. (2009) suggests that appropriately designed school feeding programmes increase access to education and learning and improve children’s health and nutrition, especially when integrated into comprehensive school health and nutrition programmes. According to Kristjansson et al. (2007) school meals have some small benefits for disadvantaged children measured. Similarly, a recent review by Jomaa et al. (2011) reveal relatively consistent positive effects of school feeding on energy intake, micronutrient status, school enrolment, and attendance of the children participating in school feeding programs compared to non-participants. However, the impact of school feeding on growth, cognition, and academic achievement was less conclusive based on the review by Jomaa et al. (2011).

Since the inception of School feeding programmes all over the world, varied forms of the programme have been initiated. It is very clear from literature that the interventions that these programmes provide are not a uniform. Yet reviews too often fail to bring out the heterogeneity in the design, implementation and evaluations underlying FFE.
I add to what prior reviews did by exploring linkages between FFE and educational outcomes of pupils in the Tema Municipality.

Understanding the variety of school feeding program design elements (such as what, when, where, how and how much food is delivered to children) is very important. Whom and how the program is implemented and the method of program evaluation used are equally important. How these relate to the specific FFE program’s effectiveness and sustainability are important pieces of information to derive policy and programmatic implications.

1.6 Significance of the Study
It is envisaged that the findings from the study may reveal factors that influence the academic performance of students in the Basic Education level. The findings of the thesis will help the Education Directorate to adapt workable strategies to improve the performance of students. Secondly, the study would provide information that is likely to be useful for the purposes of In-Service Training for teachers and other stakeholders in education in the Municipality. It may also serve as a reference material for policymakers to consider in the design of programmes to pursue at the basic level of education that might yield encouraging results. Finally, this study is likely to inspire other researchers to embark on similar studies into factors affecting academic performance of students in the District, so that more general information about factors that contribute to falling standards in education especially in Public schools could be obtained and addressed to improve academic performance of students.

1.7 Scope of the Study
This study is limited to school on the Ghana school feeding programme in Tema. The study will be concerned with educational outcome of students on GSFP.
1.8 Organization of Study
The study comprises seven main chapters. Chapter one looks at the general introduction to the school feeding programmes. Chapter Two provides literature related to the topic. The Chapter three describes the research methodology, including the population, sampling techniques, questionnaire design, and data collection and processing. The section describes the core set of interviews that was used in the analyses. Chapters Four and Five analyses the results of the survey interviews conducted and questionnaires administered. Chapter Six discusses the findings of the study. Finally, chapter Seven provides a summary of the major findings, conclusions and recommendations, and also raises issues requiring further research investigation in future.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter reviews relevant literature on school feeding programmes. The chapter highlights the conceptual basis of the programme, identifies the types of feeding programmes being run across the world, discusses targeting mechanisms and potential outcomes and finally, traces its implementation in Ghana. The chapter ends with a summary of the review.

2.1.0 Food for Education Programmes: The Conceptual Basis and Economic Rationale
Food for Education (FFE) programmes aim at populations that are food insecure, have low socioeconomic status, or whose children have poor records of school attendance and enrolment. Lawson, (2012) explained that there are two forms of distribution of food in FFE programme: school feeding programme and take-home rations. The challenge that FFE encounters is that the cost effectiveness of the programme may reduce if students receiving food from the programme do not belong to families who are food insecure or are of low socioeconomic status.

One type is the take-home rations (THR) programmes. This programme can be more easily targeted to specific families, such as those of lower socioeconomic or food security status or to families with girls. Both programmes, however, may not be able to target all the children who are facing food insecurity. Since school children are the target of these types of interventions, children who are younger than five years old are left out. THR may be useful in targeting specific groups of children or families within a community. In areas where enrolment and attendance of children is lower for girls, THR programmes may be employed to boost school attendance. More so, in Burkina Faso, the WFP managed programme required attendance of 90% for that month to receive the monthly ration (Kazianga et al. 2008).
The second form is SFP. SFP provide meals or snacks to school children on the site, whereas THR are provided to school children for consumption at home. The food provided to school children can be either pre-packaged or cooked on site. Though school feeding programmes run in some developed countries, in the case of developing countries, SFP is usually not set up to target specific children at a school, but rather all students attending a school are recipients of the programme. The benefit of the food provided under the SFPs is conditional on the attendance of the child on a specific day (Lawson, 2012). The sources of food for these programmes often came as donations from developed countries and international agencies and delivered through organizations such as the WFP in the form of food aid. More recently, there has been more emphasis on local (i.e., national or community level) procurement, as in the case of Burkina Faso (Upton et al. 2012).

In spite of the challenges that confront both types of programmes, the nutritional interventions that occur within this time line are much more powerful in impacting upon a child’s survival, health and development (Adelman et al. 2009). Due to the greater impact that pre-natal and pre-school feeding programmes may play, and their higher cost-benefit ratios, the World Bank, (2006) has said FFE programmes should be considered and categorized as educational intervention and not as nutritional intervention programmes with the view that budgetary resource allocations for nutritional interventions will not be overlooked (World Bank 2006).
Table 2.1 identifies some of the advantages and disadvantages of these different types of FFE programme from the perspective of achieving the desired effects and takes into consideration the possibility of linking with agricultural development goal.

Table 2.1: Different Types of Food for Education Programmes and Their Pros and Cons

<table>
<thead>
<tr>
<th>School Feeding Program (Prepackaged)</th>
<th>School Feeding Program (Cooked Meals)</th>
<th>Take-Home Rations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pros</td>
<td>Pros</td>
<td>Cons</td>
</tr>
<tr>
<td>• Children who are supposed to benefit are reached with daily attendance</td>
<td>• Children who are supposed to benefit are reached with daily attendance</td>
<td>• Children and families benefit when child attendance levels are fulfilled</td>
</tr>
<tr>
<td>• Parents &amp; students motivated to attend regularly</td>
<td>• Parents &amp; students motivated to attend regularly</td>
<td>• Parents &amp; students motivated to attend regularly</td>
</tr>
<tr>
<td>• Food may be shared with younger siblings, who may be in greater need of nutritional support</td>
<td>• Able to utilize local fresh produce from nearby farmers</td>
<td>• Food may be shared with younger siblings, who may be in greater need of nutritional support</td>
</tr>
<tr>
<td>• Alleviates short term hunger so students may focus in classroom</td>
<td>• Meals often include milk products or other nutritionally dense foods</td>
<td>• Does not take away from teaching time</td>
</tr>
<tr>
<td>• Foods are often fortified</td>
<td>• Targeting is broad</td>
<td>• Able to target specific families and students (i.e. families with girls or younger children)</td>
</tr>
<tr>
<td>Cons</td>
<td>Cons</td>
<td>Cons</td>
</tr>
<tr>
<td>• Targeting is broad</td>
<td>• Costs may be higher (salaries for cooks, loss of economies of scale, etc.)</td>
<td>• Nutritional benefits may be diluted within household</td>
</tr>
<tr>
<td>• May take away from teaching time</td>
<td>• Targeting is broad</td>
<td>• Rations are often cereals and oils (might not be fortified)</td>
</tr>
</tbody>
</table>

Source: Lawson 2012

2.1.1 Nutritional Status of School Age Children

All children at school-going age face health and nutritional problems that may affect their individual physical development, their capacity to attend school and their ability to learn. Bundy et al. (2009) observe that micronutrient deficiency is common among schoolchildren in poor communities. Unlike stunting and other consequences of long-term malnutrition, micronutrient deficiencies can be rapidly reversed if fortified foods or supplements are served in the school
feeding programmes. Consequently, the implementation of the school feeding programme to large extent helps address nutrient deficiencies in children from poor homes. The SFP is so relevant in this respect because according to the WFP micronutrient deficiencies affect nearly two billion people worldwide (WFP, 2010).

More than half of the school-age children in low-income countries suffer from iron deficiency anaemia (Bundy et al. 2006). Bundy, et al. (2006), Grantham-McGregor and Ani, (2001) observe that the Iron deficiencies affect cognitive development of children thereby leading to their poor performance on educational tests consequently, they are less likely to attend school. In spite of the fact that SFPs have been found not to have the ability to reverse the effects of earlier malnutrition in school-age children, school meals can have a significant impact on nutritional status and educational outcomes in such children (Bundy et al. 2009, Bundy et al. 2006, Kristjansson et al. 2007).

2.1.2 Targeting Mechanisms

Varied reason proffered as to why some populations are unable to fend for their children at school-going age. Developing countries that experience resource limitations find it difficult and expensive to provide food. Therefore targeting such communities and families that lack the resources to adequately provide for their school-age children is key to improving the impact and penetration of school feeding programmes (Del Rosso, 1999).

Del Rosso, (1999) explains that targeting can also be used as a mechanism to increase enrolment in school or improve school attendance. Targeting is essential in ensuring that programmes provide the greatest benefit to those most in need. For instance, if the SFP is intended to motivate families to enrol children in school and to ensure regular school
attendance, then the group to be targeted should be families with children who are not in school or who are frequently absent from. Apart from using enrolment and school attendance drive, other targeting mechanisms include economic status of families, geographic locations, and nutritional status of the school-age children. In addition, specific education criteria such as overall enrolment, female enrolment, or student performance may be included in some circumstances (Del Rosso, 1999).

Targeting can be done at the school or geographic location level. Notwithstanding the advantages of using targeting to identify beneficiaries of SFPs, its hindrances include the fact that the systems and data required for individual targeting are resource intensive and often considered out of scope for most low-income countries hence the targeting strategies do not consider individuals (Del Rosso, 1999) and (Bundy et al. 2009) point out. However, once target areas have been identified, schools within those areas are screened to identify those children who must benefit from the food ration.

Bundy et al. (2009) cite the example of Chile which used vulnerability index created using an array of socioeconomic household data collected from first grade students to provide meal allocations to schools. Within each school, teachers are asked to target free meal allocation to the most vulnerable children in the classroom, while the other children in the same class who have not been targeted receive meals at a cost.

2.1.3 Potential Outcomes and Impacts of Food for Education Programmes
Impact on Educational Achievements

The potential impact of targeting children through FFE programmes is to increase their educational achievement so as to improve their potential future productivity and earnings. There
are three paths through which SFP help to achieve the desired educational achievement impact. Figure 2.1 shows how the impact is attained.

**Figure 2.1: Relationships between SFP and Potential Outcomes**

![Diagram showing relationships between School Meals, Improved Nutritional Status, Increased Enrollment and Attendance, Short-term Hunger Alleviated, Engaged in Learning, Improved Cognitive Skills and Behavior, and Educational Achievement.](image)

Source: Adapted from Grantham-McGregor et al. (1998)

The three paths of FFE programmes are enumerated below. These paths are the benefits that SFPs offer beneficiaries.

i. FFE programmes increase school attendance by lowering the opportunity costs of attending school and providing additional incentives to engage in formal education. This leads to more time spent in school and more time spent towards learning (Lawson, 2012).

ii. SFP helps to alleviate short term hunger thereby improving children’s cognitive functioning and attention span particularly in class (Lawson, 2012).

iii. Improved nutritional status of children which provides them with calories and nutrients promotes good health, strong resistance to infectious diseases and illnesses that keep children from school is identified as the third path (Buttenheim et al.
Consequently, better nutrition indirectly improves educational achievement of children by increasing their school attendance. Increases in school enrolment may lead to overcrowding thereby lowering the effectiveness of classroom time or stretch the limited amount of school resources as well as increase the workload of teachers (Lawson, 2012) affect the first and third paths. Depending on how the SFP is set up, teaching time may be reduced if teachers are used in overseeing the meal time (Grantham-McGregor et al. 1998). However, the School feeding programmes have demonstrated the potential for improved education attainment.

Pollitt, Cueto, and Jacoby (1998) in a study on the impact of breakfast on cognitive development found that eating breakfast before being taught enables students to perform better on a number of discrimination activities. In supporting these findings, Edward and Evers (2001) found that students who eat breakfast are better inclined to study, concentrate and listen better, Grantham-McGregor, Chang, and Walker (1998) found that students’ attention to task in school increased significantly with the provision of breakfast. School meals increase test scores in school where the teacher is experienced, (Kremer and Vermeersch, 2004). More so, studies from Jamaica, Kenya, Bangladesh, the Philippines, and Uganda have shown that the implementation of SFPs have led to increases in test scores, and improved attendance and study skills (Jukes et al. 2008, Adelman, Gilligan & Lehrer 2008, Ahmed 2004, Whaley et al. 2003, Tan, Lane & Lassibille 1999). Consequently, the school feeding programme impacts on the academic achievement of pupils.
School meals keep children in school more frequently. For instance, parents feel that children who do eat breakfast are absent from school less (Edward and Evers, 2001). This leads to decreased rates of absence and tardiness Murphy, Pagano, Nachmani, Sperling, Kane, and Kleinman (1998). Nutritionally at risk students significantly had lower grades than students not classified as being at risk; with the introduction of SFP. Students whose nutritional risk decreased significantly saw greater improvement in Maths grades than students who did not see a decrease in their nutritional risk (Kleinman, Hall, and Green, 2002). Secondly, pupils who suffer stress and amount of sleep also have great influences on students’ performances because it affects their health (Wamble, 2009).

In spite of the school feeding programme, the socio economic status of parents does affect the academic achievement of pupils. Adams, (1996) observes that there is a sort of positive relationship between parental SES and academic performance of students. More so, parents’ educational level have influence on their teaching styles (Bee et al., 1969; Harris, Terrel, & Allen, 1999; Laosa, 1980), parents’ educational level enable them to engage their children in higher quality verbal interactions, (Hoff, 2003; Richman, Miller & Levine, 1992; Uribe, Levine & Levine, 1993), consequently, they are able to provide cognitively stimulating learning environment and literacy activities in the home (Davis-Kean & Schnabel, 2001; Kohl, Legua, & McMahan, 2000; Linver et al., 2002). Additionally, students who have financial problems face various hurdles in school. This negatively affects the performance students because they miss too many classes (Harb et al., 2006). In effect, students can participate in the school feeding programme yet their performance may not improve.
2.2 Ghana School Feeding Programme

The GSFP launched in 2005 has the goal of reducing poverty and increasing food security in the country. The programme is underpinned by three objectives which include 1) reduction of hunger and malnutrition through the provision of nutritious meal a day for all primary and kindergarten pupils 2) increase school enrolment, attendance, and retention and 3) improve domestic food production since GSFP meals will be produced from locally harvested food crops, serve as a sustainable market for local food producers (GSFP, 2009). The GSFP objectives are in line with the United Nations’ Millennium Development Goals surrounding hunger, poverty, and primary education.

The Government of Ghana and the Dutch Government, a co-funding partner of the project were the key actors of the GSFP. In addition the technical partners included USAID, the Netherlands Development Organization, the WFP, Catholic Relief Services, and the Adventist Development and Relief Agency (GSFP, 2009). The feeding programme is in two forms: 1) take home rations for girls in schools in deprived communities in three Northern regions and 2) provision of one hot meal per school day to primary-school children using locally-grown food products (Largade, et al. 2008).

The one hot meal programme at its inception provided lunches to over 975 public primary schools and over 400,000 pupils. It was however, envisaged that by 2010 the programme would serve 2,900 schools which will comprised nearly 1.04 million primary school children (Largade et al. 2008)), however, recent estimates indicate that the programme currently covers 656,000 students or about 22% of all pupils in public schools across the country (Ghana News Agency,
2009). Ghana, like most African countries, uses a decentralized approach relying heavily on local structures to implement school feeding programmes (Bundy et al. 2009).

Implementation of GSFP

GSFP varies at the regional, district, and school levels in structure, procurement of food, menu development, and the preparation of meal (Bundy et al. 2009). However, in many of the regions in the country, resources are channelled to a School Implementation Committee (SIC) (Bundy et al. 2009, Netherlands Development Organisation, 2007). At the district level, the SIC receives resources from the District Implementation Committee (DIC) set up by District Assemblies to procure necessary supplies for the programme. According to Netherlands Development Organisation, (2007) the District Assemblies are responsible for establishing DICs and SICs and ensuring that the communities are mobilized through the provision of the necessary infrastructure whose responsibility it is to provide the needed inputs to schools participating in the programme. At the regional level, the Regional Coordination Offices and the Regional Coordinating Council are assigned to oversee district-level operations and provide regional leadership.

A review of the school feeding programmes in 5 regions in Ghana by the Netherlands Development Organization revealed that regional/district/school partnerships and organizational mechanisms were limited, and many schools lacked a functional school implementation committee (Netherlands Development Organisation, 2007).

Netherlands Development Organisation, (2007) summarizes the challenges as follows:

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

In spite of the challenges some notable successes have been chalked by the programme. These successes are enumerated by Netherlands Development Organisation, in its 2007 review of the programme in five regions in Ghana:

- Increased school enrolment by 20% in pilot schools (WFP).
- Reduction in truancy and absences, improved punctuality.
- Reduced dropout rates.
- Improved school performance.
➢ Reduction in the number of children reported sick to the school authority.

➢ Opportunities for local employment for school food vendors, cooks, and programme administrators.

➢ Integration of nutrition education into school curriculum.

2.3 Summary
Clearly the core argument is that SFP improves educational outcomes; however there are nuances in how these effects are achieved depending on country in context, type of intervention, mode of targeting and nutritional status of children. Hence, the variations in the various forms of school feedings that run in the world all over relieve short-term hunger, improve micronutrient status of beneficiaries, improve academic performance and growth and cognition of children as well as school attendance.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter focused on research design, target population, sample and sampling procedure, research instruments, and validity of the instruments data collection and data analysis procedures.

3.1 Research Design
Descriptive research involves gathering data that describes events then organizes, tabulates, depicts and describes the data collected (Glass & Hopkins, 1984). According to Love (1970), Orodho and Kombo, (2002) descriptive design involve what is in the phenomenon. It is concerned with the practices, conditions and attitudes that exist. Descriptive research is useful in describing the characteristics of a large population. A descriptive research design is employed for the study. This helps the researcher to ask many questions that provides considerable flexibility in the analysis. Therefore, the implications of school feeding programme on academic achievement will be investigated from this perspective.

3.2 Target Population
The target population included teachers of public schools, parents and students’ end of term examination records. For this particular study, there are 19 public schools in the Tema Municipal Assembly and only 14 schools are on the SFP.

3.3 Sampling Size and Sampling Procedure
Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected
group contains elements representative of the characteristics found in the entire group, (Orodho and Kombo 2002).

Six schools were selected for the purpose of the study. The selection was done bearing in mind the time they were all put on the programme and availability of kitchens on the school compound. Out of the six schools, three had kitchen in their schools and three did not. That meant those without the kitchen will have their food prepared from outside the school premises.

There were three samples involved in the study; the pupil’s record sample, which was made up of children’s record of pupils in class six from each of the six schools; teachers and head teachers, and parents. Academic records of class six pupils relating to periods before and after the introduction of SFP were examined. Secondly, an interview was organised for teachers and heads teachers and focus group discussion (FGD) for parents on the themes for the study. These two samples respectively had sizes of 6 and 12 for teachers and parents. The sample sizes were conveniently arrived at because the instrument for data collection was questionnaire. The sample size of parents could not be determined using the probability sampling method because the parents were difficult to reach.

On the other hand, the teachers were selected through the simple random sampling method because the schools involved in the study had a definite number of teachers on staff and to avoid any bias the simple random sampling was chosen. The register which contained the names of teachers in each school was used as the sampling frame. Afterwards, the ballot papers containing the names were placed in a bowl. With the help of the research assistants, the lottery
method was used to select teacher respondents. The selected schools in study were schools that were put on the SFP in the same year and academic term.

3.4 Source of Data and Research Instruments
The study used both primary data and secondary data. The head teachers of the selected schools were contacted and permission sought with written consent signed by parents. The head teachers therefore provided information of the school as well as records to be used. The School Based Assessment (SBA) of pupils in class 6 was used in each school. The SBA of the same group when they were in class four and five was also used.

The sources of data included academic records of pupils. The instrument used for the primary data collection was collected questionnaires and FGD. Themes were deduced from the FGD. Questionnaires included structured and unstructured questions and were administered through balloting method to select respondents. The structured questions were used in an effort to conserve time and money as well as to facilitate in easier analysis as they are in immediate usable form, while the unstructured questions were used so as to encourage the teachers to give an in-depth and felt response without feeling held back in revealing of any information.

The FGD formed a major data collection tool for collecting basic facts on attendance, participation and performance. However, observations were made about the timing, quality and quantity of food served when the researcher visited the respective schools at meal times. This helped to establish the condition of meals offered, facilities and equipment that were used in the particular school to facilitate the SFP. Finally, the secondary data consisted of academic records
of pupils relating to the immediate academic year before the introduction of SFP and first and second years after its introduction.

### 3.4.1 Focus Group Discussion (FGD)

The main instrument used for this study was questionnaire and interview guide. A guide was used to regulate the discussion between parents and teachers. FGD is a good way of accessing people’s perception, meaning and definition of situation and construction of realities. Above all, an interview can be used for marketing, political opinion or to produce data for academic purposes (Punch, 1998).

FGD enabled the researcher to interact with the sampled teachers and parents in a relaxed manner because they were given the chance to relieve the incidence that led to their inability to assist their children attend school. The items sought for, among other things, information on their personal data and their assessment of the SFP. The questions sought among others included, information on pupils’ regularity to school, frequency of punishment and availability of materials needed for academic work.

### 3.5 Data Analysis

The researcher visited the schools during learning sessions. Questionnaires were delivered to the respondents and they were allowed two days to complete the questionnaires. Secondly, assessment records of the pupils on English Language, Mathematics, and Natural Science were obtained from each school.

The data collected was both qualitative and quantitative in nature. Qualitative data was analysed by content analysis. Quantitative data was coded into SPSS and then analysed using descriptive statistical measures such as percentages, mean scores and standard deviations.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction
This chapter deals with the presentation and analysis of the major findings from the records of the schools on performance of all the pupils selected.

4.1 Comparative Analysis of Participating Schools
A comparative analysis among the schools participating in the GSFP within the same district was done to find out how the programme impacts on enrolment, attendance, and academic performance of pupils in each participating school. The analysis is done with respect to each particular school. Twenty students record was taken from each school for the study.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>SC1</td>
<td>Primary 308</td>
<td>Primary 322</td>
<td>Primary 356</td>
</tr>
<tr>
<td>SC2</td>
<td>Primary 302</td>
<td>Primary 327</td>
<td>Primary 345</td>
</tr>
<tr>
<td>SC3</td>
<td>Primary 289</td>
<td>Primary 315</td>
<td>Primary 345</td>
</tr>
<tr>
<td>SC4</td>
<td>Primary 226</td>
<td>Primary 248</td>
<td>Primary 254</td>
</tr>
<tr>
<td>SC5</td>
<td>Primary 211</td>
<td>Primary 216</td>
<td>Primary 246</td>
</tr>
<tr>
<td>SC6</td>
<td>Primary 328</td>
<td>Primary 486</td>
<td>Primary 584</td>
</tr>
</tbody>
</table>

School end of year report 2012 – 2014

School 1(SC1)

SC1 is a basic school with primary and a JHS with a total enrolment of 356 students in the primary and 150 students in the JHS. Prior to the inception of the programme, the primary
enrolment in 2011/2012 was 308 and in the year SFP was introduced in 2012/2013, the enrolment increased to 322. Currently the enrolment is 356 in 2013/2014 academic year (School end of year report 2012 – 2014). The school is not less endowed but then does not have a kitchen on the premises to prepare the food. The caterer therefore brings the food to the school when it is ready.

School 2(SC2)
The school is a primary only with 2013/2014 enrolment being 345. Prior to the SFP, the enrolment was 302 students and when the programme was introduced in 2012/2013 the enrolment increased to 327 students. However, the resources in the school remain the same in terms of books. The school also has no kitchen for the programme. (School End of year Report 2012-2014).

School 3(SC3)
SC3 is also a primary school only that has a current enrolment of 345 students. The 2011/2012 enrolment was the least with 289 students and 315 students in 2012/2013 academic year. (School End of year Report 2012-2014). The school also has no kitchen in the school to allow the caterer to cook in the school. This therefore makes it prudent for the food to be prepared off campus.

School 4(SC4)
The school is a unit management school but government assisted. It is considered as a public school and therefore benefits from the SFP. It is also basic school with both primary and JHS.
Enrolment in 2011/2012 academic year was 226 students, 248 students for 2012/2013 academic year and currently 254 students. The management unit has however provided them with a kitchen in the school. This makes it easier for the head teacher to control when the food should be ready.

School 5 (SC5)
A school adopted by the community though it is a public school. It is a basic school with rather not too large an enrolment. There is a kitchen in the school for the SFP which was donated by the community. Though classified as a kitchen, it is a pavilion with short wall. Despite where it is located, it is classified as less endowed school. Most of the classrooms are also pavilions and lessons are disrupted when it rains. The enrolment prior to SFP was 211 students. It increased to 216 students and 246 students in 2012/13 and 2013/2014 academic year respectively.

School 6 (SC6)
The sixth school used to be a less endowed school until the 2012/13 academic year. The pupils were in a dilapidated building until the Municipal went to their aide with the school building as well as the kitchen. The enrolment however is large because it is a double stream school. In 2011/12 the enrolment for the primary was 328 students and increased to 486 students after the completion of the school building and the introduction of the SFP. Currently it has an enrolment of 584 students (School End of Term Report 2012-2014).
Enrolment

The end of term report of the various schools shows that the enrolment prior to the introduction of SFP had been increasing steadily until 2010/11 academic year when the enrolment increased by a quantum amount of 17.1 percentage points. Interestingly during this period the programme had been introduced in Tema hence it can be inferred that parents took advantage of this to enrol their children in public schools. However, in the 2011/12 academic year enrolment decreased by 3.7 percentage points. The drop in enrolment can be attributed to the numerous challenges that confront the sustainability of the programme which cut across political and economic dimensions. In spite of the difficulties, the enrolment rate in the district since the inception of the programme can be said to be impressive and better than the pre-SFP enrolment.

4.2 Background to Descriptive Analysis

The data comprised six schools in the Tema Metropolis, the end of year promotion examination results of pupils in English language, Natural Science and Mathematics prior to the introduction of SFP and the first and second year after the programme.
Table 4.2: Performance of Pupils for PRE and Post Years

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>ENGLISH</th>
<th></th>
<th>MATHS</th>
<th></th>
<th>SCIENCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>G</td>
<td></td>
<td>B</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>SC1 PRE</td>
<td>57</td>
<td>53.2</td>
<td>58.4</td>
<td>75.5</td>
<td>60</td>
<td>59.1</td>
</tr>
<tr>
<td>SC1 Post 1</td>
<td>72.2</td>
<td>60.6</td>
<td>66.2</td>
<td>52.8</td>
<td>63.6</td>
<td>59.4</td>
</tr>
<tr>
<td>SC1 Post 2</td>
<td>63.9</td>
<td>59.4</td>
<td>64.3</td>
<td>62.4</td>
<td>63.6</td>
<td>53.1</td>
</tr>
<tr>
<td>SC2 PRE</td>
<td>38</td>
<td>41</td>
<td>48.4</td>
<td>63.1</td>
<td>34.3</td>
<td>55.3</td>
</tr>
<tr>
<td>SC2 Post 1</td>
<td>72.1</td>
<td>68.1</td>
<td>76</td>
<td>68.4</td>
<td>56.6</td>
<td>52.7</td>
</tr>
<tr>
<td>SC2 Post 2</td>
<td>65.2</td>
<td>67.5</td>
<td>68.7</td>
<td>58.9</td>
<td>54.3</td>
<td>43.5</td>
</tr>
<tr>
<td>SC3 PRE</td>
<td>46.6</td>
<td>45.9</td>
<td>50.1</td>
<td>58.2</td>
<td>51.5</td>
<td>59.6</td>
</tr>
<tr>
<td>SC3 Post 1</td>
<td>69.4</td>
<td>77.4</td>
<td>55.8</td>
<td>59.3</td>
<td>48.7</td>
<td>55.8</td>
</tr>
<tr>
<td>SC3 Post 2</td>
<td>72</td>
<td>66.7</td>
<td>61.4</td>
<td>48.1</td>
<td>55.4</td>
<td>47</td>
</tr>
<tr>
<td>SC4 PRE</td>
<td>55.1</td>
<td>57.5</td>
<td>56.3</td>
<td>54</td>
<td>54.9</td>
<td>57.2</td>
</tr>
<tr>
<td>SC4 Post 1</td>
<td>63.4</td>
<td>70.8</td>
<td>58.5</td>
<td>57.1</td>
<td>63</td>
<td>64.5</td>
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<tr>
<td>SC4 Post 2</td>
<td>68</td>
<td>54.5</td>
<td>58.5</td>
<td>49.9</td>
<td>63.5</td>
<td>55.4</td>
</tr>
<tr>
<td>SC5 PRE</td>
<td>35.1</td>
<td>33.3</td>
<td>46.9</td>
<td>39.6</td>
<td>64.3</td>
<td>54.1</td>
</tr>
<tr>
<td>SC5 Post 1</td>
<td>67.2</td>
<td>60.2</td>
<td>62.2</td>
<td>57.3</td>
<td>65.3</td>
<td>57.8</td>
</tr>
<tr>
<td>SC5 Post 2</td>
<td>65.7</td>
<td>66.2</td>
<td>62.8</td>
<td>57.5</td>
<td>63.6</td>
<td>46.2</td>
</tr>
<tr>
<td>SC6 PRE</td>
<td>35.4</td>
<td>49.5</td>
<td>56.8</td>
<td>61.2</td>
<td>41.3</td>
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<tr>
<td>SC6 Post 1</td>
<td>70.1</td>
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<td>55.1</td>
<td>49.7</td>
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<tr>
<td>SC6 Post 2</td>
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<td>68.1</td>
<td>65.5</td>
<td>57</td>
<td>64.5</td>
<td>67.4</td>
</tr>
</tbody>
</table>

Assessment Record of 2012/13

From Table 4, prior to the introduction of SFP, the overall performance of the pupils’ was not encouraging, it was below average. In the mean English for the schools, girls in SC4 had the highest mean and the least mean being SC5 girls with a mean mark of 33.3. The mean mark for SC1 girls was the highest for Maths and SC5 girls with a least mean score of 39.6. SC2 boys recorded the least mean mark in Science with the highest mean marks being 64.3 produced by SC5. In effect, prior to the implementation of the SFP in the municipality, the pupils in the six
schools sampled for the study did not perform very well in English language. Only two schools had problem with Natural Science and Mathematics respectively.

However, after the first year of initiation there was an overall improvement in the performance of pupils, though other factors may have contributed to that. The performance of the pupils’ in English language improved significantly. Schools SC1, SC4, SC5 and SC6 saw their girls improving in Science. The mean for the three subjects were all above average. However the mean mark for boys in SC3 Science was still below average and lower than prior to the programme.

In the second year of the programme, all five schools had their mean marks reducing for girls in Science except for SC6 whose mean mark improved considerably. Boys in all the school performed well in Maths and Science than the girls. In SC4 interestingly, the boys in the second year of the programme had their performance improved for Science and Maths; and the girls on the other hand their performance deteriorated for English language and Science. Evaluating the overall performance of the girls in the three subjects for SC3, we can infer that during the implementation of the school feeding programme the performance of girls in these three subject areas improved.
Table 3.3: ANOVA on Performance of Pupils across Schools

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>3796.542</td>
<td>5</td>
<td>759.308</td>
<td>2.976</td>
<td>.015</td>
</tr>
<tr>
<td>Within Groups</td>
<td>29089.250</td>
<td>114</td>
<td>255.169</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32885.792</td>
<td>119</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>2296.767</td>
<td>5</td>
<td>459.353</td>
<td>1.422</td>
<td>.222</td>
</tr>
<tr>
<td>Within Groups</td>
<td>36831.200</td>
<td>114</td>
<td>323.081</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>39127.967</td>
<td>119</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1024.842</td>
<td>5</td>
<td>204.968</td>
<td>.427</td>
<td>.829</td>
</tr>
<tr>
<td>Within Groups</td>
<td>54759.150</td>
<td>114</td>
<td>480.343</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55783.992</td>
<td>119</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An analysis of variance-ANOVA test was used to compare the mean scores differences between the sexes of the students that were involved in the study. This test was used to determine if there were significant differences among the means from two groups of students. The null hypothesis being that there is a no significant difference between the two groups. The decision to reject the null hypothesis has been set at $p < 0.05$. The ANOVA test result, shows that the (F.prob=.015) probability of the ANOVA test is less than 0.05 level of significance, hence it is statistically significant. The result therefore indicates that the difference in the students’ performance in Science is due to difference in their sex.
CHAPTER FIVE
DISCUSSION OF THEMES EMERGING FROM INTERVIEW

5.0 Introduction
This section of the study presents analysis of interviews of parents and teachers on the themes of the study. The themes which were extracted from the interview of parents and teachers have been organized into thematic networks on three levels; namely, basic themes, organizing themes, and global themes. The analysis of the interview discussed organizing themes, then the basic themes and finally the global themes. This provides a logical format in the understanding the analysis and how the themes emerged from the data. In all, twelve parents and six teachers were interviewed. Two parents and one teacher each were selected from each school.
5.1 Impact on Pupil Attitude
When children continuously miss school because of ill-health or the inability of their parents to support them in school it affects their performance in a lot of areas. Psychologically, it tends to lower their self-esteem and hurts their peer relations. The child can only perform well in a particular subject if the child participates actively in the teaching and learning process. When a child performs well in a subject his or her confidence is bolstered consequently, such children would not want to miss school.
5.2 Positive Impact on Pupils' Attitude and Negative influence on Pupils' Attitude

Positive Impact on Pupils' Attitude

Though parents interviewed were either in the formal sector employment or into trading, they had challenges in raising money to support their children through school. Six of the parents said that at times it was difficult for them to provide three square meals for their children. The discussion revealed the economic challenge that might be confronting the parents. This is how one particular parent (P3) expressed her financial difficulties:

P3: “There is no more crying in the house because of money for school. This allows our children to have time for their studies”.

The parents acknowledged that the programme has made a difference in the lives of their children. They said that with the inception of the programme they no longer forced their children to go to school. The views expressed by P7 are captured below:

P7: “SFP is having a positive impact on my children because they always want to go school”.

“This programme is a good one since I don’t have to worry so much about the food my child will eat in school”.

Five parents agreed that no hungry person would ever sit in class and be very attentive. The parents said as their pre-occupation was how to get food so that their children will be regular in class so as to understand what teachers teach. This is how an excited parent (P4) put her thoughts:

P4: “How does food help a child to learn? Rather I think when the child is hungry he can’t concentrate. At home I see my child learn on her own. Learning is being able to answer questions correctly”
The parents interviewed said that the introduction of the free meal policy by government is good and would go a long way to improve school enrolment and academic performance if the problems confront the programme is addressed. This is how P11 put it:

P11: “The experts are right because my child’s grades have changed for the better ever since SFP was introduced”.

Three parents expressed their delight for the programme hence proffered some suggestions. For instance:

P5 said, “I like the SFP and I think the PTA should support if the government is not able to continue”.

Four parents expressed their support for the continuation of the GSFP. The parents also proffered some suggestions:

P8 said, “SFP is a laudable idea and should be supported by the PTA if government is not able to continue”.

Negative influence on Pupils’ Attitude

The parents did not think that the GSFP had any negative influence on the attitude of their children. It is very obvious that pupils cannot change their attitude because they are fed in school. The parents were very frank about it. This is how P9 put it:

P9: “It actually has no effect on my children since they never missed school before the programme”
5.3 Effect of School Feeding Programme on School Attendance

Apart from the school feeding programme helping increase school enrolment; it is also targeted at encouraging children who have already been enrolled in schools but do not go regularly or drop out from school. These children either go to assist their parents in economic activities because their parents are poor or lose interest in education. Such children when they return to class take time to perform. However, the assurance that both child and parent have from government is that as long as the school is on the programme and the parent allows the child to come to school; the child is assured of one hot meal a day. It is therefore expected that pupils’ attendance in each of the six schools in the study will significantly increase. The implementation of GSFP in the six schools being studied encourages children who hitherto were not regular in school to be present every other day to school as well as relieving of financial stress on parents.

5.4 Relief for Parents and Improved Attendance

Relief for Parents

All the parents interviewed responded in the affirmative that the school attendance of their wards have improved significantly. The parents also added that they were aware that absence from school was damaging because it prevented teachers to always give their children the needed academic help. They emphasized that absentee children do get some help from teachers to make up lost time. The parents said that there had been occasions that their children resisted any attempt by them (parents) to prevent them (children) from going to school:

P11 said, “Since my child comes to school every day she doesn’t miss any lessons and does very well now. Learning takes place if the child understands what is taught”. 
Improved Attendance

A pupil being present in school is an important factor in explaining their academic performance. Attendance and regularity policy is also very important factor for pupils in the basic level of education. Being regular in school, the child is able to participate in the various teaching and learning activities such as participating in class assignments and exercises, teachers being able to monitor the children’s performance through giving class exercises and assignments.

An optimistic P5 confirmed, “I think the same way because since my ward comes to school regularly it allows him to understand what is taught and improve the grade”

5.5 Impact on Pupils’ Grades

To determine whether a pupil is doing well academically or not depends on how the pupil fares in tests or exercises that teachers administer to him or her. Teachers, school factors as well as parents’ SES have been known to affect children’s academic performance in school. In spite of these factors children’s attitude to schooling does affect their performance. Children who attend school regularly have the opportunity to learn a lot from their teachers and morally from their peers. They are able to participate actively in the teaching and learning process. Accordingly, their performance does improve better than those pupils who miss school for various reasons. When the programme effectively reduces absenteeism and increase the duration of a child’s schooling, educational outcomes will improve. We therefore expect that the introduction of the school feeding programme will not only lure children to school but enable them to participate in the teaching and learning process accordingly enabling improve in their academic performance in the various subjects taught.
5.6 Positive Impacts on Grade/Score and Improves Grades Indirectly

Positive Impacts on Grade/Score

The parents interviewed likened the GSFP to bait that lures their children to school. They were really happy and added that as long as the child is in school; the child would participate in class activities. They were not surprised to see some gradual improvement in the performance of their children. The parents said that they observe their children study at home. It is indicative that children who are regularly present in school will have their academic achievement improved.

P5 said, “I think the same way because since my ward is come to school regularly it allows him to understand what is taught and improve the grade”.

Improves Grades Indirectly

The enrolment has increased leading to large class size. Before the inception about the programme the class size was manageable but now they mark so many exercise at a time.

P9 said, “If one understands what is taught then learning has taken place. Nutrition in the food given can indirectly help my ward to learn”

5.7 Effect on Pupils’ Learning

Through education one acquires literacy, numeracy, social and scientific skills as well as increased awareness and appropriate attitudes. These factors encourage lifelong learning. We can therefore say that basic education is not only the basis for further formal education but lifelong learning. The school feeding programme, in terms of its objectives of increasing basic school enrolment and improving pupils’ school attendance, impacts on all aspect of learning. While the enrolment and school attendance improve, teachers will become aware of their
responsibilities as teachers. The increase in enrolment means more work for teachers. To ensure that the increase in enrolment does not unduly burden them they will devise effective strategies to handle the large classes. Government will subsequently become aware of the need to provide the necessary infrastructure in order to enhance teaching and learning.

5.8 Improved Learning

Enhanced nutrition and health of primary school children leads to improved learning and decreased morbidity, paving the way for healthier lives. When children are well nourished during primary school age, they will be healthier and more productive during their future working years.

P5 said, “I see an improvement in the learning of my child at home. When I went to ask the teacher she showed me my child’s books and I saw a change. Learning is answering questions correctly”

Listening and Participation in Lessons

School feeding can increase participation of pupils in the teaching and learning and support learning in the classroom by relieving short-term hunger and reducing micronutrient deficiencies. The majority of the parents interviewed were really not certain about the answer. For instance, P4 said,

“I don’t share the same view. What I think it does is it helps the pupils to concentrate in class because they are not hungry”
5.9 Effect of GSFP on Educational Outcome

Ghana School Feeding Programme is a social intervention that offers poor children an opportunity to attend school. The SFP serves as motivational factor for parents to enrol their children in school and have them attend regularly. Prior to the implementation of the programme many pupils could not go to school because their parents were unable to support them. On the other hand, some children could not be enrolled in school because their parents were poor and for that could not raise money to support them. With the implementation of the programme, both school enrolment and attendance have increased. Consequently, more time is spent in school and more time spent towards learning. Thus, it indirectly improves educational outcome by increasing school attendance of children.
5.10 Theme Impact on Pupil Attitude

Children who are not regular would have missed a lot of lessons hence they will not be able to participate actively in class. The child can only perform well in a particular subject if the child participates actively in the teaching and learning process. Teachers would have to adopt strategies to enable such truants be at par with colleagues. When a child performs well in a subject his or her confidence is bolster consequently, such child would not want to miss school.
5.11 Positive Impact on Pupils’ Attitude and Negative Influence on Pupils’ Attitude

Positive impact on Attitude

The school environment provides some form of influence on the behaviour of pupils. The school feeding programme serves as a sort of stimulus on the behaviour of truants. The inception of the programme has enticed most children to change their impression of coming to school. One teacher was very certain that the programme had had some influence on the attitude of pupils.

T1 affirmed, “I can say school feeding has had a positive impact on the pupils in the school. The pupils are now regular and participate in lessons at the same time it makes the work difficult because of the number in class now.”

Negative Influence on Pupils’ Attitude

Though the programme does not have any intended negative effects, its implementation could generate such negative influence. Teachers observed that some of the children only come to school because they will be fed apart from that they have nothing to do with teaching and learning. A teacher in her observations found that:

T5 said, “Some students are in the school because of school feeding.”

5.12 Effect on Pupils’ Learning

The programme in its entirety does impact on pupils’ learning. It improves the learning behaviour of the child. It is known that learning can only occur if the child encounters and experience that leaves a permanent impression on the child. Certainly being regular in school, the child’s learning improves as well as the child’s ability to participate in the teaching and learning process.
5.13 Improved Learning and Listening and Participation in Lessons

Improved Learning

Teachers are able to measure the improvement in the academic performance of the child through the exercises and tests that they give the children. The marks that the children score determine the extent to which the child has improved in his performance. The interview with the teachers from the six schools revealed that teachers have some form of impression about their performance. Three of the teachers believed that SFP improved learning. This response of T1 to the impact of GSFP on learning is captured below:

T1 said, “SFP has actually improved learning. emm…… I think learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something”.

Listening and Participation in Lessons

School feeding can increase participation of pupils in the teaching and learning and support learning in the classroom by relieving short-term hunger and reducing micronutrient deficiencies. It is only one teacher who holds this view:

T1 said, “... What it does is it makes the pupils stay in class and listen to the teacher and participate in the activities in class.”

School feeding has had a positive impact on the pupils in the school. The pupils are now regular and participate in lessons at the same time it makes the work difficult because of the number in class now. SFP has affected pupil in the classroom. One teacher said,
T3: “Well at school I can testify to the fact that SFP has affected pupil in the classroom. If not anything at all, they want to finish their work on time before the food is brought”.

5.14 Impact on Pupils’ Grades

The marks that a pupil scores in evaluation assess exercise tell the extent to which learning has taken place. In spite of the explicit objectives of the programme, we can say that the implicit objectives of the programme are to enhance the academic performance of pupils. The impact which is reflected in the grades scored by the pupils in a test could be direct or indirect. The value of the grades obtained overtime could determine whether that particular pupil is improving or has improved or not.

5.15 Positive Impacts on Grade/Score and Improves Grades Indirectly

Positive Impacts on Grade/Score

The teachers were really glad that the programme was brought to the district. The teacher knows that as long as a child is in school; the child would participate in class activities. They were not surprised to see some gradual improvement in the performance of their pupils. The teachers would see some form of difference in the pupils approach to work. Few teachers said it helps pupil stay in school:

T2 said, “The more a child stays in class the more he/she recollects what happened in class. SFP helps pupils to stay in school and can affect their grades in a way”.

Improves Grades Indirectly

It is no guarantee that a well fed child will automatically perform in class, accordingly the teachers do not necessarily expect that since the pupils participate in the school feeding
programme their academic performance will improve overnight. The teachers were aware that other factors were likely to mediate the relationship between GSFP and academic achievement. For instance, before the inception of the programme, the class size was manageable but with the implementation of the programme they now have a large class which has increased the time spent in marking so exercises. Two of the teachers interviewed hold this view. The view of T5 is captured below:

T5 said, “SFP can lead to improvement in the grades of pupils if the food served to pupils is nutritious enough. I can say so far so good though the effect will be indirect on grades”

Figure 5.3: Enrolment and School Feeding Programme

The teachers sampled for the study expressed varied opinion on impart of the SFP programme on enrolment. 33% of the respondents said that the programme has led to increase in student enrolment. On the other hand 50 percent said that the enrolment has been low. Only 17 percent
of the respondents were not certain about the impact of the programme on enrolment. They were in the view that the enrolment was already large and not caused by the SFP.

In an interview with some other teachers, they confirmed that the enrolment in the schools has increased.

**Organizing Theme: Effect on Pupils’ Attendance/Enrolment**

The presence of the child in the classroom enables him or her to participate in the teaching and learning process. Teachers can only continue with lessons if pupils are in school. The continuous presence of the child in the class enables the teacher to work. Any time pupils are absent from school, the teachers work is not only reduced, but the child also loses what was taught on that particular day. Apart from the increase in attendance recorded by the programme, the associated increase in enrolment has led to increase in the workload of teachers. Teachers now have to mark a lot of exercises. The stress that teachers go through in marking the exercises has made them to give reduced exercises. This may in the end affect the academic achievement of the pupils.

**Basic themes: Increased Workload**

The teachers were emphatic that introduction of the programme has increased their workload. Three of the teachers interviewed said that prior to the introduction of the programme they had a class size that was manageable. However, the introduction of the GSFP has led to increase enrolment as well as school attendance. These increases have invariably increased the workload of teacher. This is how a teacher put it:
T3 said, “It is a good master but a bad servant. It is making the pupils punctual and making teaching easier but since the enrolment is large few exercises can be given at a time”

Improved Attendance and Enrolment

Being regular in school, the child is able to participate in the various teaching and learning activities such as participating in class assignments and exercises, teachers on the other hand are able to monitor the children’s performance through class exercises and assignments. The school feeding is likely to entice those children who hitherto could not on their own come to school change that behaviour. Secondly, parents who did not know how to support their children in school have taken advantage of the programme to enrol their children. The teachers expressed varied opinions. Five of the teachers said that pupils use the feeding programme to make decisions about school.

This is what one teacher said:

T4 said, “Students even use the SFP to determine whether to come to school early or not, so I will say it has affected the attendance”

Suggestions

The worry of four of the six teachers interviewed was that the programme has led to increase in enrolment which subsequently has led to increase in class size and increase in workload. The teachers bemoaned the practice of them having to mark a lot of exercises.
T6 said, “Since the inception of the school feeding programme, enrolment has increased generally. This is making the work of the teachers very difficult. Pupils are now participating in all teaching and learning activities.”

Consequently, a teacher suggested that infrastructure increased to provide some space to accommodate the increase in enrolment. This is how the teacher put:

T3 said, “...As a teacher I think more infrastructures should be provided in schools as well as more teachers employed”

Four of the teachers suggested that should the government decide to abandon the programme, Parent and Teachers’ Association and Non-governmental Organisations (NGOs) should take up the programme completely. This is how one particular teacher expressed her view:

T3 “When the government is no more able to provide, NGO’s should help”

Performance of the Pupils

Though the study revealed that enrolment in the schools had increased; the teachers could not ascertain whether the increase in enrolment was solely due to the effect of SFP. In the area of academic performance of pupils, the teachers said it had been encouraging.

Grading the School Feeding Programme

The majority of the respondents hailed the implementation of the programme in their respective schools. Whereas 3 of the respondents said it was good, 2 of the respondents said that the performance of their SFP was satisfactory. This endorsement does not mean that SFP does not have problems. The respondents identified the lack of transparency of SFP at school level, poor sanitation and insufficient quantity of food served as factors that could cripple the programme.
The end of term report of the various schools shows that the enrolment prior to the introduction of SFP had been increasing steadily until 2010/11 academic year when the enrolment increased by a quantum amount of 17.1 percentage points. Interestingly during this period the programme had been introduced in Tema hence it can be inferred that parents took advantage of this to enrol their children in public schools. However, in the 2011/12 academic year enrolment decreased by 3.7 percentage points. The drop in enrolment can be attributed to the numerous challenges that confront the sustainability of the programme which cut across political and economic dimensions. In spite of the difficulties, the enrolment rate in the district since the inception of the programme can be said to be impressive and better than the pre-SFP enrolment.
CHAPTER SIX
DISCUSSION OF FINDINGS

6.0 Introduction
This chapter discusses the findings of the study from the various sources of data collection. The researcher draws inference as well empirical literature to draw conclusions.

6.1 Effects on Pupils Enrolment and Attendance
The increase in enrolment of pupils in each school meant that one of the main objectives of the programme has been met. According to Del Rosso, (1999) targeting communities and families that lack the resources to adequately provide for their school-age children is a critical element in improving the impact and penetration of school feeding programmes. We can therefore conclude that SFP in the Tema Metropolis is an appropriate intervention which targeted families that lack the resources to provide adequately for their children.

6.2 Academic Performance
In spite of the increase in enrolment and school attendance the academic performance of the pupils since the inception of the programme in the Metropolis has not been same for all the schools. Parents and teachers acknowledged the SFP had improved the regularity of children in school. This finding is in line with the discussion of Buttenheim et al., (2011) SFP leads to more time spent in school and more time spent towards learning; it is however observed that the presence of the child in school is not a guarantee of the child’s performance.
6.3 Improves Grade
The study found that the individual test scores of pupils improved in some of the schools, the trend has not been consistent. This observation contradicts the findings of (Jukes et al. 2008, Adelman, Gilligan & Lehrer 2008, Ahmed 2004, Whaley et al. 2003, Tan, Lane & Lassibille 1999) who found that school feeding programmes have demonstrated the potential for improved education attainment.

6.4 GSFP and Teaching and Learning
The teachers have observed that they now have to grapple with large class size which invariably affects their work output. This finding confirms the work of Grantham-McGregor et al. (1998) that increases in enrolment may lead to overcrowding and lowering the effectiveness of classroom time or stretch the limited amount of school resources such as books. Depending on how the SFP is set up, teaching time may be reduced if teachers are used in overseeing the meal time. We can therefore conclude that unimpressive academic output recorded in these schools may be due to the factors outlined by (Grantham-McGregor et al. 1998).

The quality of the food and quantity served are very important factors that cannot be overlooked. The teachers were not able to tell whether the food served the children was nutritious. However, they agreed that most of the time when the children returned to class after the meal they were very drowsy. We can infer from this that the children lose concentration at that moment; hence their inability to adequately participate in class activities.

The post-SFP Students’ performance shows that the number of students within this range is relatively small for the three subjects in all the schools. For English language, Maths and
Science 12, 22 and 17 students respectively scored between 0 and 39 percent. On the other hand, the variations in performance levels of pupils across subject groups for all the schools are apparent. At each grade level for English, Science and Mathematics, higher proportions of students scored above 0 to 30%. For instance, according to Denton and West (2002), the differences in mathematics performance across groups are evident even when children begin school.

6.5 School Level Analysis
In SC1 the performance of pupils in the three subjects has varied. Prior to the SFP introduction boys performed poorly than girls in English language and Maths. However, in the first of the programme, the performance of the boys in English language improved and that of girls worsened. On the contrary, both boys and girls had improved in their performance in Maths and Science in the second year and in the third year, the boys had their performance deteriorated in the three subjects. The girls, on the other hand, performance in English language and Maths deteriorated except for Science. The findings reveal the gender differences in learning styles. Previous research has shown girls tend to study in order to understand the materials, whereas boys emphasize performance, which indicates a focus on the final grades. Mastery of the subject matter generally produces better marks than performance emphasis, so this could account in part for males’ lower marks than females.

In SC2, the performance of the pupils in across the years in terms of their sexes show that prior to the SFP introduction boys performed better than girls in the three subjects. In the first year of the programme, the boys had their performance deteriorated whereas the performance of the girls improved in all the three subjects. On the contrary, the performance boys in the second
year improved for English language and Science. The girls had maintained their steady
performance in Maths.

In SC3, the performance of the pupils across the years in terms of their sexes showed varied
results. Prior to the SFP introduction boys performed better than girls in all three subjects.
However, girls had their performance improved in all three subjects in the first year of the
introduction of the programme. The boys, on the other hand, their performance deteriorated in
all three subjects. Interestingly, the boys in the second year of the programme had their
performance improved and the girls on the other hand their performance deteriorated.

In SC4, the performance of the pupils across the years in terms of their sexes showed varied
results. Prior to the SFP introduction boys performed better in English language and Maths than
girls. The girls on the other hand performed better in Science than the boys. However, the boys
had their performance deteriorated in all the three subjects in the first year of the programme;
whereas the girls had their performance improved in all three subjects in the first year of the
introduction of the programme. Interestingly, the boys in the second year of the programme had
their performance improved for Science and Maths; and the girls on the other hand their
performance deteriorated for English language and Science.

In SC5, the performance of the pupils across the years in terms of their sexes showed varied
results. Prior to the SFP introduction, boys performed better in Science and Maths than girls.
The girls on the other hand performed better in English language than the boys. However, the
boys had their performance deteriorated in for Science and Maths in the first year of the
programme except for English language; whereas the girls had their performance improved in all three subjects in the first year of the introduction of the programme. Interestingly, the boys in the second year of the programme had their performance deteriorated for English language and Science; and the girls also had their performance deteriorated in all three subjects.

In SC6, the performance of the pupils across the years in terms of their sexes showed varied results. Prior to the SFP introduction boys performed better in all three subjects than girls. However, the boys had their performance deteriorated for all three subjects in the first year of the programme; whereas the girls had their performance improved in all three subjects in the first year of the introduction of the programme. Interestingly, the boys in the second year of the programme had their performance deteriorated for Maths and Science; and the girls also had their performance deteriorated in all three subjects.

In the Tema Metropolis, SC2 is the school that performed best in English language. The performance of the other schools could be classified as being above average. However SC4 is the school whose pupils’ performance in English language has not been impressive. In the area of Science, the majority of the schools performed above average. It is only school whose performance towered above the rest of the schools. The performance of the schools in Maths was not anything different. We could infer that prior to the introduction of the school feeding programme schools in Tema performed averagely in English, Science and Maths.

The during-SFP performance of the schools in the various studied can be classified as follows. The mean performance of the schools in English language compared with their pre-SFP
performance shows that students have improved in their English language performance. Secondly, their performance in English language in the second year of the programme shows some form of inconsistencies. For instance SC1, SC2, SC3 and SC4 saw deterioration in their performance in English language; it is only SC5 that had improved in its performance. On the basis of the SC1, SC2, SC3 and SC4 it is clear that the performance of the pupils is explained by some other factors other than the school feeding programme.

The performance of the schools in Science also reveals the following details: the performance of the schools in the first year of the programme shows an improvement in Science studies. Each school had its average performance rise slightly above the previous performance of the pupils. This performance of the pupils deteriorated in the second year of the programme.

A look at the performance of the schools in Maths reveals varied results. In the exception of SC1 the remaining schools performed better in Maths in the first year of the programme. SC2, SC3, SC4 and SC5 had the performance in Maths deteriorate in relation to the first year performance. SC1 and SC5 are the only schools that maintain the performance in Maths. From the analysis above we can conclude that the school feeding programme has not significantly affected the performance of the pupils in terms of English language, Science and Maths. The findings show that the performance of the pupils during the programme is not any different from their pre-SFP performance. It therefore means that the performance of the children can be explained by some other factors other than school feeding.
The background of the children is important in explaining the performance of the children. The study revealed that the majority of the parents of the children have some form of formal education hence they are expected to have knowledge of the value of education. The highest educational qualification that the parents have obtained was secondary school or Ordinary level certificate and the lowest level of education attained by the parents was basic level. It is therefore expected the level of parental education will enable them support their children to study at home to complement the efforts of teachers. This position supports the findings of Emerson and Souza (2007) that there is a positive relationship between parent and child education levels, and suggests that higher levels of maternal education reduce intra-household gender biases that may prevent females from attending school. However, the findings of the study are not in line with Emerson and Souza, (2007) findings. The result may be due to the fact that parents might not have used their higher levels of educational attainment and teaching styles to promote children’s development (Terrel, & Allen, 1999), provide cognitively stimulating learning environment and literacy activities in the home (Davis-Kean & Schnabel, 2001; Kohl, Legua, & McMah, 2000; Linver et al., 2002) for their children.

The socio-economic status of parents is indeed significant factors that affect the performance of pupils. Half of the parents of the pupils are single parents. This has various implication of child upbringing. Secondly, the majority of the parents are into trading suggesting that they are not on fixed income hence their inability to consistently provide the needs of their children. The views expressed by parents are in line with the findings of Adams, (1996) that the low parental socio-economic status negatively affects the academic performance of students. On the other hand,
students whose parents have financial problems are distracted from their studies (US Department of Education, 2003).

The study revealed that the quality of food served was satisfactory. The teachers could not confirm whether their pupils were able to concentrate in class after taking the meals. The inability of teachers to determine whether pupils were able to concentrate in class stems from the fact that not only food regulates the concentration of pupils in class. This fact is emphasized by Wamble, (2009) who found that health related factors like nutrition, stress, amount of sleep are tend to have great influences on students’ performances. Nasri Harb’s et al (2006) data showed that the more the students’ competence in English and class participation, the more the students will be able to achieve good grades.
CHAPTER SEVEN
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.0 Introduction
This chapter deals with the summary of the study. Also, it takes care of the findings that resulted from data collected for the study. Other components of the chapter are the conclusions drawn from the study; recommendations made from the findings and suggested areas for further research.

7.1 Summary of Findings
Prior to the implementation of the SFP in the municipality, the pupils in the six schools sampled for the study did not perform very well in English language. Out of the sample of six schools four schools had problems with English language. Only one school had a problem with Natural Science and Mathematics hence, five schools each excelled in Natural Science and Maths respectively. Comparing the performance of pupils in English language, Science and Mathematics for the first and second years of implementation of SFP, it is only one that was able to maintain its performance in English language for the two years of SFP.

The schools running SFP have experienced increase in enrolment and attendance of pupils. It is an indication that the programme is achieving its main objectives. Targeted communities and families that lack the resources to adequately provide for their school-age children are taking advantage of the programme. Tema Metropolis is an appropriate intervention which targeted families that lack the resources to provide adequately for their children.
Parents and teachers acknowledged that with introduction of SFP the regularity of children in school has increased. The vast improvement in school attendance highlights the fact that the pupils spend significant time in school. In spite of the increase in enrolment and school attendance the academic performance of the pupils since the inception of the programme in the Metropolis has been fluctuating. The teachers have observed that they now have to grapple with large class size which invariably affects their work output. The increases in enrolment may lead to overcrowding and lowering the effectiveness of classroom time or stretch the limited amount of school resources such as books.

There was no statistically significant difference between school locations as determined by one-way ANOVA and performance in Maths and English Language. The difference is likely due to chance. However, a statistical significance was between the school location and the performance in Science. The independent variable, school type, included six dimensions, which made up of the schools. Table 4.3 shows the obtained value of 0.015 is less than the critical value of 3.15, $F (5,120) = 0.015, P>.05$, therefore accepting the null hypothesis.

However, there is a statistically difference in the performance of students in Science. The Sig. value is 0.015. This value is less than .05. Because of this, we can conclude that there is a statistically significant difference between the mean mark in Science and the type of school.

An analysis of variance-ANOVA test was used to compare the mean scores differences between the sexes of the students that were involved in the study. The study found that there is a significant difference in the performance of students is due to the differences in the sexes. The
result therefore indicates that there is difference in the students’ performance in Science achievement is due to their sex.

### 7.2 Conclusions

The SFP in the Tema Metropolis has made some considerable improvement in enrolment as well as pupils’ regularity in school. Parents and teachers acknowledge that the programme is good and all efforts should be made to keep it running. However, the factors that are likely to affect the running of SFP include the quality of food serve, sanitary conditions under which the food is served as well as the quantity of food served. In this regard, parents and teachers are of the view that PTA and NGOs be encouraged to sustain the programme. With respect to performance of pupils, the study could not explain whether the improvement in academic achievement of pupils is as a result of the introduction of school feeding programme in the schools. The performance of the pupils was not anything different the pre-SFP performance. The socio-economic status of parents as well as the increase in work load of teachers could also account for the performance of pupils.

### 7.3 Recommendations

Hunger in school is likely to be a significant problem in various peri-urban areas with similar conditions to the one currently investigated. The government should extend the SFP to other deprived areas that experience chronic poverty; parents in such communities are unable to provide three square meals a day for their children.

However, the government should expand and rehabilitate schools in order to cater for the increased school enrolment in schools. It is known that the SFP is no more donor-funded. This
has put untold pressure on government budgetary supports. To keep the programme running the
government should put measures in place to sustain the SFP. Finally, all parents and schools
should be encouraged to work to sustain the programme because of its positive outcome on
nutritional status and academic output of school children. 

7.4 Limitations of the Study
The limitations of the study were seen in terms of time constraint and funding challenges.
Adequate time was needed for the researcher to stay on the field to observe certain things
relative to the teaching and learning. This could not be done due to time constraints. Funding
was a challenge because comparison of the issues involved would have been better discussed
if the study had covered a wide range of areas.
The findings may also be limited by the fact that the study was not interventional, but was
based on reported data, with unknown quality and quantity of foods consumed daily by the
children. Secondly, not having been interventional, cases of misreporting were probable. It is
possible that the children have some peculiar health problems that affect performance that
have not being reported also.

7.5 Further Research
From the study, it is hard to infer a cause-and-effect relationship between feeding and
achievement, since study has not tested the presence of confounding variables that are likely
to influence achievements of pupils. Consequently, a further research is needed in this area.
However, there will be the need for several changes to be made to truly measure the impact
of impact of GSFP on pupils’ achievement. The first step will need to be an increase in the
research time. There is the need to critically examine the conditions of pupils at home because these factors impact on their ability to concentrate in class.
REFERENCE


milliontosupport-sc.html.


APPENDIX A

Interview Guide

1. How long have the students been on the school feeding programme?
2. How do you think the school feeding programme impacts the lives of the students?
3. How do you think the school feeding programme affects school attendance of students?
4. How do you feel providing school feeding programme impacts learning for students?
   Probe: What do you understand by learning?
5. Experts believe that providing school feeding programme improve grades. What do you think? Will they improve, remain the same, or decline?
   Probe: pros and cons
6. Do you think the school feeding programme has any effect on student’s behaviour in the classroom, if so how?
   Probe: SFP the effect at school and at home
7. As a parent or guardian, how do you feel about the school feeding programme?
   Probe: like, dislike, in case the government is not able to continue with the programme, are you ready to support it?
8. Do you ever worry about having enough money to put food on the table?
   Probe: how does the SFP help?
APPENDIX B

Questionnaire
Dear Sir or Madam,
I am a student of University of Ghana. The questionnaire is designed to help me gather data for my thesis: ‘SCHOOL FEEDING PROGRAMME AND EDUCATIONAL OUTCOME IN TEMA MUNICIPALITY’. By finding out your opinion, I believe that I will be able to get more useful information for the research work. All information provided will be treated with the confidentiality that it deserves. Your views are highly valued. Thank you.

1. What is your sex? *
   - Male
   - Female

2. Is children’s enrolment since the implementation of School Feeding Programme high or low? *
   - High
   - Low
   - Indeterminate

3. Is school attendance since the introduction of School Feeding Programmes high or low? *
   - High
   - Low

4. Your class *
   Figures only

5. Do children now attend school on a regular basis? *
   - Yes
   - Not really
   - No

6. What are some of the factors that affecting the Programme in your school? *
   Choose any three
   - Lack of transparency
   - Failure to provide regular meals
   - Poor sanitation
   - Insufficient quantity served
   - Delays in paying caterers
7. What is the quality of the meals served in the school? *

1 2 3 4 5

Very poor | Very good

8. Did you call parents meeting to create awareness about the programme? *

Yes | No

9. What problem does your school face in sustaining the programme? *
Choose any three

Lack of transparency | Failure to provide regular meals | Poor sanitation | Insufficient quantity served | Delays in paying caterers

10. For how long has the programme been running in your school? *

>5 years | 6 years plus

11. What type of food does school offer? *
Choose any four

Kenkey with pepper and fish | Waakye | Rice with groundnut soup | Rice with palm soup | Beans & plantain | Banku with groundnut soup | Banku with palm soup | Banku & Okro soup

12. What period of the day is the food served? *

Morning | Afternoon | Morning & Afternoon

13. Meals are served *
14. What type of water does your school use? *
   - Piped water
   - Treated/boiled water
   - Sachet water

15. How has the performance of the children been since the programme started? *
   - No change in performance
   - Very encouraging

16. State the impact of the feeding programme in your school *
   Choose any three
   - Improved enrolment
   - Improved attendance
   - Improved academic achievement
   - Improved students’ participation in class
   - Reduced health related problems

17. How can you grade your school feeding programme? *
   - Poor
   - Very good

18. Do you as a teacher taste the meals served? *
   - Yes (Go to 19 and move to 22 to 27)
   - No (Go to 20 to 27)

19. I enjoy it.
   - Strongly disagreed
   - Strongly agreed

20. I do not enjoy it.
   - Strongly disagreed
   - Strongly agreed

21. It is not nutritious
   - 1  2  3  4  5
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APPENDIX C

Socio-Demography of Parents

## MARITAL STATUS OF PARENTS

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## LEVEL OF EDUCATION OF PARENTS

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APPENDIX D

Socio-Demographic Table of Teachers

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# APPENDIX E

## GSFP IN TEMA

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9

3
APPENDIX F

Sample Transcript of Parents

INTRODUCTION
On the 4th July, 2014 I made a follow up visit to School1 (SC1) in the Tema Municipality. This was to enable me interview parents on their perception on EFFECT OF GSFP ON EDUCATIONAL OUTCOME. I had to visit the school prior to that to ask permission from the head teacher. On arrival, I realized the school was organizing a PTA so I joined after which I approached a parent and the head teacher of the school introduced me and I showed her my ID card. I asked if she could grant me an interview. She smiled and responded in the affirmative. She requested that the interview be done in Twi. I gave her a consent form to read and write her name. The interview started at 1:16 pm and concluded 1:50 pm. The questions were asked in English and occasionally explained in Twi. The responses were as follows:

KEY
1. (hmm)..........thinking mood
2. (‘’)...............incomplete statement
3. (???)..........not audible enough
4. (xxx).............noisy background
5. (_ _ _ _ _).........long pause
6. (___)..............short pause
7. (he he he)...........giggle
8. (......)..............hesitation

SOCIO- DEMOGRAPHIC DETAILS
9. INTERVIEWER: Please tell me something about yourself
10.INTERVIEWEE: My name is P and(____) I am 29 years old. I __ come from Akrokeri in the Ashanti Region. I am married and have two children. M A is the eldest among the two.
11.INTERVIEWER: What work do you do?
12.INTERVIEWEE: At the moment I don’t work. I used to sell cosmetics but now my capital is in debt and (’’’). I had little education and now getting a job is not easy.
13.INTERVIEWER: how far did you get in your education?
14.INTERVIEWEE: class 5 (xxx)
15.INTERVIEWER: What religion do you belong to?
16.INTERVIEWEE: I attend Apostolic
17.INTERVIEWER: How long has your ward been on the Ghana School Feeding Programme(GSFP)?
18.INTERVIEWEE: (___) my daughter was in class 2 but now she is in class 3. Then she has been enjoying for 2 years.

IMPACT ON PUPILS’ ATTITUDE
22.INTERVIEWER: What has GSFP come to do in your lives?
23.INTERVIEWEE: (Hmm) I don’t know where to start from. (- - -) paying levies and providing money for school has never been easy for us. In fact GSFP has come to help us
24.INTERVIEWER: What about your child?
25.INTERVIEWEE: It has made my child more responsible because she now washes her plate after eating
EFFECT ON ATTENDANCE
27.INTERVIEWER: How do you think the school feeding programme affects school attendance of students?
28.INTERVIEWEE: (hmm) Maame is a kind of child who likes to come to school. If for money reason we ask her to stay home she doesn’t like it. Now we don’t have to wait for my husband to come from work my child go to school. I am sure she will eat once she comes to school.

IMPACT ON LEARNING
31.INTERVIEWER: How do you feel providing school feeding programme impact learning on students?
32.INTERVIEWEE: Since my child comes to school every day, she does not miss any lesson and does very well now.
33.INTERVIEWER: What do you understand by learning?
34.INTERVIEWEE: (he he he) I think learning takes place if the child understand what is taught.

IMPACT ON GRADES
35.INTERVIEWER: Experts believe that school feeding programme improves grades. What is your view on that?
36.INTERVIEWEE: Well (……)the experts are right because my child’s grades have changed for the better ever since school feeding programme was introduced.
37.INTERVIEWER: Do you think they will remain the same, improve or decline?
38.INTERVIEWEE: (__) they will improve with time.

SUGGESTIONS
41.INTERVIEWER: As a parent how do you feel about the school feeding programme?
42.INTERVIEWEE: Without school feeding programme some of us will be found wanting.
43.INTERVIEWER: Is the programme a good one?
44.INTERVIEWEE: It is a good one and should be continued.
45.INTERVIEWER: If the government is not able to sustain it, are you ready to support it?
46.INTERVIEWEE: Of course. Right now I am not working but once am working, I will support it.
47.INTERVIEWER: Do you ever worry about not having enough money to put food on the table?
48.INTERVIEWEE: Whether money or no money (xxx) I know my ward will be educated and he won’t be hungry in school.
49.INTERVIEWER: Thank you madam for the opportunity.
50.INTERVIEWEE: No problem.
APPENDIX G

Sample Transcript of Teachers

INTRODUCTION
On the 9th July, 2014 I made a follow up visit to School4 (SC4) in the Tema Municipality. This was to enable me interview teachers on their perception on EFFECT OF GSFP ON EDUCATIONAL OUTCOME. On arrival, teachers were on break so I took advantage of it. The head teacher of the school introduced me to the teacher responsible for the GSFP in the school and I showed him my ID card. I asked if he could grant me an interview. He responded in the affirmative and offered me a seat in their common room. I gave him a consent form to read and write his name. The interview started at 11:55am and concluded 12:20 pm. The questions were asked in English. The responses were as follows:

KEY
1. (hmm)..........................thinking mood
2. (???)..............................not audible enough
3. (__ __).............................short pause
4. (_ _ _ _ _)........................long pause
5. (.....).........................hesitation
6. (xxx)..............................noisy background

SOCIO - DEMOGRAPHIC DETAILS
7. INTERVIEWER: Good afternoon sir Please tell me about yourself
8. INTERVIEWEE: Good afternoon. My name is T6. I am 30 years old from Prampram in the Greater Accra Region. (_ _ _ _ _) I am married with no children yet........ and a Christian
9. INTERVIEWER: alright and your educational qualification?
10. INTERVIEWEE: I am a Cert ‘A’ teacher with Diploma in Basic Education (DBE)
11. INTERVIEWER: how long has the school been on the School Feeding Programme?
12. INTERVIEWEE: the school started benefiting from the programme in 2012/2013 academic year. That is to say this is our second year on the programme.

IMPACT ON PUPILS ATTITUDE
13. INTERVIEWER: What has GSFP come to do in the lives of the pupils in the school?
14. INTERVIEWEE: (???) it has lesson the financial burden of parents
15. INTERVIEWER: how?
16. INTERVIEWEE: Most parents are trader and sometimes not able to provide for their children so SFP help to feed the children once they are in school. (_ _ _ _ _) but SFP has its own disadvantages
17. INTERVIEWER: what are these disadvantages?
18. INTERVIEWEE: the large class size that has emerged after the programme was introduced is one.
19. Another is because of this problem it has led to the teacher’s work being difficult.

EFFECT ON ATTENDANCE
20. INTERVIEWER: Now let’s talk about SFP and attendance of the pupils .How do you think the school feeding programme affects school attendance of students?
21. INTERVIEWEE: Yes it has affected the attendance drastically.
22. INTERVIEWER: how?
27. INTERVIEWEE: Pupils who were noted to be truant are now punctual because they want to enjoy the school feeding.

IMPACT ON LEARNING
29. INTERVIEWER: What about the learning of the pupils
30. INTERVIEWEE: Oo yes there has been an effect. Since pupils are regular they learn what is taught.
31. INTERVIEWER: How would you explain learning?
32. INTERVIEWEE: Learning is the act of gaining knowledge and skills

IMPACT ON GRADES
33. INTERVIEWER: Experts believe that school feeding programme improves grades. What is your view on that?
34. INTERVIEWEE: Improving grades(____), improving grade(____)(turning head to the left and right).
35. It is possible (with a nod). The negative thing is that the large class size makes it virtually impossible for me to assess the pupils the way I want to.

SUGGESTIONS
37. INTERVIEWER: In general what do you think about the programme?
38. INTERVIEWEE: I am not a parent yet but I believe I will love to see the programme continued. My children should also come and benefit from the programme (with a smile).
39. INTERVIEWER: What would you want to be done in case the government is not able to sustain the programme?
41. INTERVIEWEE: (???) the question of the government not being able to sustain the programme has not crossed my mind (tapping his foot on the floor gently). Even if it so happens I think the PTA should be encouraged to take it up.
44. INTERVIEWER: Thank you very much sir for your cooperation
45. INTERVIEWEE: you are welcome.