

Baafi Darko

**The School Leadership Views on the Impact of the National  
School Feeding Programme in Ghana**

The Case Study of Adumanu M/A and Ayaasi D/A Primary Schools

Master's thesis

November 2014

Department of Education

Institute of Educational Leadership

University of Jyväskylä

## JYVÄSKYLÄN YLIOPISTO

<b>Tiedekunta – Faculty</b> Faculty of Education	<b>Laitos – Department:</b> Department of Education/Institute of Educational Leadership
<b>Tekijä – Author:</b> Baafi Darko	
<b>Työn nimi – Title:</b> The School Leadership Views on the Impact of the Ghana National School Feeding Programme. The Case Study of Adumanu M/A and Ayaasi D/A Primary Schools	
<b>Oppiaine – Subject:</b> Education, with a Specialization in Educational Leadership	<b>Työn Laji – Level</b> Master's thesis
<b>Aika – Month and Year</b> October 2014	<b>Sivumäärä – Number of pages</b> 93 and 6 appendices
<p><b>Tiivistelmä – Abstract</b></p> <p>This study seeks to investigate the school leadership views on the impact of the Ghana National School Feeding Programme (GNSFP). The qualitative methodology was utilized. The data were collected with semi-structured focus group interviews in two primary schools. The informants were members of the five leadership groups of each school.</p> <p>Thematic coding and network analysis were used to answer the three research questions. The results reveal that the school feeding programme has a positive impact on school enrolment, attendance and retention as well as health issues such as the nutrition quality improving cognitive skills, and minimizing HIV/Aids. Further, the results show that the programme motivates the students, improves families' savings and reduces absenteeism among students. Different from several other countries with school feeding programmes, the GNSFP does not apply deworming and food supplements like vitamins. There were also negative effects accompanied by the enrolment, attendance and retention such as overcrowding, poor supervision, marking of pupils' exercises, lack of furniture and classrooms.</p> <p>Some findings were not previously mentioned in the literature: First, school leaders enjoyed the meals free of charge. Second, the school attendance was motivated by physical punishment, teachers' motivation and professional competencies. Lastly, absenteeism was caused by child labour.</p> <p>The study recommends a further research on the impacts of the GNSFP in other districts, disciplinary action as a means to induce attendance and the issue of child labour.</p>	
<b>Asiasanat – Keywords:</b> School Feeding Programme, take-home ration, school enrolment, school attendance, academic performance	
<b>Säilytyspaikka – Depository</b> University of Jyväskylä, Department of Education/Institute of Educational Leadership	
<b>Muita tietoja – Additional information</b>	

## **ACKNOWLEDGEMENT**

I would like to begin by thanking the Almighty God (Allah) for making all good things happen in my life, especially my two years' study in Finland. My profound gratitude goes to my first supervisor, Dr. Pekka Kanervio for his exceptional role and guidance as well as vital comments to reshape the work during the whole period. I am grateful for important feedbacks and supports I received from Madam Lea Kuusilehto-Awale, the second supervisor, Dr. Leena Halttunen, and Dr. David Nkengbeza, whose contributions brought this piece of work into reality.

Again, my special thanks go to the whole staff at the University of Jyväskylä, Institute of Educational Leadership for their support and mentorship during the entire programme in Finland. I thank the Finnish Government and the Finnish Ministry of Education and Culture for opening the doors for me with free tuition and a study place at the University of Jyväskylä, Finland.

I sincerely appreciate the leadership in both Ayaasi and Adumanu primary schools in Ashanti Region, Ghana, for devoting their time and energy to take part in the interviews, especially the headmistress and the headmaster in both schools. I am thankful for their important roles and I really appreciate them. I pay homage and gratitude to my mother Beatrice Nuamah Kutin, Dr. Samuel Sarpong (Former Kumasi Metropolitan Assembly Chief Executive), Ohenewaa Gyaasi, Adwoa Frema Kofi Kodua (Strenger), and all my friends for their assistance, especially financial support during the entire study period.

This piece of work would not have been successful had it not been for the collaboration, cooperation, guidance, feedback and support of the above mentioned personalities who worked effectively to the success of this work. I sincerely appreciate the role played by the assembly members (2010-2015) for their love and inspiration given to me during the data collection process in Ghana. Finally, I thank all the electorates at Adoato Electoral Area and the 2012-2014 cohorts at the Institute of Educational Leadership for their support and prayers during my visit in Ghana for the data collection process. I really appreciate those numerous offers given to me.

## ABBREVIATIONS

ANC	African National Congress
AU	African Union
CRS	Catholic Relief Service
D/A	District Assembly
FMEC	Finnish Ministry of Education and Culture
FNBE	Finnish National Board of Education
GCB	Ghana Commercial Bank
GDP	Gross Domestic Product
GES	Ghana Education Service
GNSFP	Ghana National School Feeding Programme
GoG	Government of Ghana
HDI	Human Development Index
KCPE	Kenyan Completion Preparatory Examination
M/A	Metropolitan Assembly
MDG`s	Millennium Development Goals
MDM	Mid-Day Meal
MEC	Ministry of Education and Culture
MOA	Ministry of Agriculture of Ghana
MOH	Ministry of Health of Ghana
NPAD	New Partnership for African Development
PCI	Per Capita Income
PTA	Parent Teacher Association
SFT	School Food Trust
SMC	School Management Committee
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGA	United Nations General Assembly
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children`s Emergency Fund
WB	World Bank
WFP	World Food Programme
WHO	World Health Organization

## **LIST OF FIGURES**

Figure 1 Hierachy of leadership in the two selected schools (Source: WFP, 2007, pp. 41-42).....	21
Figure 2 Geographical location of the two selected schools.....	22
Figure 3 Frames reviewed.....	40

# TABLE OF CONTENTS

ACKNOWLEDGEMENT

ABBREVIATIONS

LIST OF FIGURES

TABLE OF CONTENTS

1	INTRODUCTION .....	9
2	BACKGROUND AND CONTEXT OF STUDY .....	12
2.1	Historical developments of the school feeding programmes and lunches in the world.....	13
2.1.1	School lunches in the Americas.....	13
2.1.2	European school lunches .....	14
2.1.3	The school feeding programme in Africa .....	16
2.1.4	Ghana National School Feeding Programme (GNSFP) .....	17
2.2	Finance and administration of the GNSFP and leadership in Ghanaian schools.....	18
2.2.1	Finance and administration.....	18
2.2.2	Leadership at educational levels in Ghana .....	19
2.3	Geographical location of the two selected schools .....	22
3	THEORETICAL FRAMEWORK.....	23
3.1	On leadership theories in organisations .....	23
3.2	The impacts of the school feeding programmes and lunches in the world by scholars.....	24
3.2.1	Enrolment, attendance and retention of pupils in schools .....	25
3.2.2	Children’s health needs: food supplements, deworming, HIV/AIDS .....	30
3.2.3	Pupils’ psychological improvement .....	33
3.2.4	Improvement in pupils’ performance .....	34
3.2.5	Long term household security .....	36
3.2.6	Alleviation of short and long term hunger.....	37
3.2.7	Job creation .....	38
3.2.8	Reduction of the cost of pupils’ schooling .....	39

4	RESEARCH METHODOLOGY .....	41
4.1	Aim of the study and research questions.....	41
4.2	Qualitative research and its rationale .....	42
4.3	Case study approach.....	44
4.4	Data collection methods .....	45
4.4.1	Selection of the interview participants .....	46
4.4.2	Sample strategy for selecting the participants .....	46
4.4.3	Focus group interview .....	48
4.4.4	Interview process .....	48
4.4.5	Data analysis process .....	49
5	RESULTS AND DISCUSSION.....	53
5.1	Enrolment, attendance and retention.....	53
5.1.1	School enrolment .....	53
5.1.2	School attendance .....	54
5.1.3	School retention .....	56
5.1.4	Negative effect on enrolment, attendance and retention .....	57
5.2	Absenteeism and hunger alleviation among children .....	57
5.2.1	Absenteeism.....	57
5.2.2	Hunger alleviation .....	58
5.3	Children's health needs .....	58
5.3.1	GNSFP and HIV/AIDS reduction .....	59
5.3.2	Nutritional needs.....	60
5.3.3	Iodine, deworming drugs and vitamin supplements .....	60
5.4	Psychological needs, motivation and children's performance .....	61
5.4.1	Psychological needs.....	61
5.4.2	Motivational needs.....	62
5.4.3	Children's performance .....	63
5.5	Household savings and job creation.....	64
5.5.1	Household savings .....	64
5.5.2	Job creation .....	66
5.6	Quality and quantity of the meals .....	66
5.7	Findings absent in the reviewed literature.....	67

6	SUMMARY OF FINDINGS .....	68
7	CONCLUSION AND RECOMMENDATIONS .....	70
7.1	Conclusion.....	70
7.2	Validity, reliability and limitations .....	71
7.3	Ethical considerations .....	73
7.4	Significance of the study .....	74
7.5	Recommendations for further study .....	74



## 1 INTRODUCTION

The United Nations Millennium Development Goals (MDGs) declared in 2000 by heads of state and governments projected that at the end of 2015 hunger that affects children in schools would be eradicated. This is to promote the quality teaching and learning process especially in the third world nations in order to achieve universal primary education. (UNGA, 2000, pp. 1-9.) The WFP which has been in running since 1963 was tasked to assist countries to commit fully to the resolution by providing an expertise advise, food aids and cash for the realization of the vision (Sulemana, Ngah & Majid, 2013, pp. 422-428). In addition, meeting MDGs, the newly formed commission called New Partnership for African Development (NPAD) under the African Union (AU) selected Ghana and nine other African Countries in the Sub-Saharan Africa to start the school feeding programme with donor support (WFP, 2007, pp. 12-20).

In another development, Ghana is one of the countries in the Sub-Saharan Africa where hunger affects millions of people, especially poverty driven communities in the country. Poverty and hunger continue to be barriers in children's school participation especially three northern regions of the country. A hunger driven child is unable to enrol and attend school at his or her right age. This leads to high a level of absenteeism and dropouts among children (WFP, 2007, pp. 12-34.) In 2005 Ghana National School Feeding Programme (GNSFP) was launched using the locally grown food to prepare meals for children in the basic schools free of charge to induce them to enrol, attend and remain in schools throughout the country (Sulemana, Ibrahim & Majid, 2014, pp. 422-428). The school feeding is financed by the Dutch Government in partnership with the Government of Ghana (GOG). (Carvalho et al., 2011, p. 11). The programme is steered

from the top by the Ministry of Finance (Ghana), the Ministry of Agriculture (MOA), the Ministry of Health (MOH), Ghana Education Service (GES) Regional Coordinators, District Assemblies and finally by the caterers.

The aim of this research was to find out how the school leadership actors perceive the impact of the (GNSFP). Therefore, the main research question is: What are the school leadership views on the impact of the GNSFP? The phenomenon was studied at Ayaasi and Adumanu primary schools through the five leadership groups, which are common in the Ghanaian basic schools; the headship, students' leadership, the School Management Committee (SMC), the Parent Teacher Association (PTA) and Teachers' leadership. (WFP, 2007, pp. 41-42.) The study relied on the six (6) main frames found in the reviewed literatures which were school enrolment, attendance and retention, children's health needs, psychological and motivational needs, school performance, household savings and employment.

The qualitative research method was utilized because of the research phenomenon and questions. The flexibility, interpretative nature, the naturalistic and non-generalizable sampling "to make the earth that we live in visible" warranted this method. (Creswell, 2007, pp. 36-46). The semi-structured interviews were used to carry out the data collection mainly because they give room for friendly discussion as well as the use of probing questions to find out exactly the meaning of the respondents' answers to the interview questions (Gall, Gall & Borg, 2003, p. 25). Random sampling was used to select three respondents from the five leadership groups in each school. The school administrations of the two selected schools were given the priority to come out with the respondents for the headmaster and assistance headmaster group in each school because of their limited number, which was below the sample size. Thematic analysis was employed to analyse the qualitative data because of its suitability for descriptive purposes of the findings which emerged from the dominant themes inherent in the interviews. (Creswell, 2007, pp. 148-157).

After the introduction chapter, this research report introduces the background and context of study in chapter two. Chapter three presents the literature review and chapter four describes the methodology and the research design, and are followed by the findings and discussions in chapter five. Finally, chapter six sums up the findings and chapter seven contains the conclusion and recommendations for further studies as well as the

discussion about the validity, limitations, ethical considerations and significance of the study.

## **2 BACKGROUND AND CONTEXT OF STUDY**

Ghana is in the western part of Africa with an estimated population of about 26.6 million by 2016. Children and youths between 0-15 years of age represent 41%, the 16-59 year-olds of the population form 48.2 percent and the Over 60-year-olds constitute 7.2% of the entire population distribution. The adult literacy rate in Ghana is approximately 59% with 58% enrolment in primary education. The enrolment rate differs from one region to another and the situation worsens towards the northern part of the country where almost 40% of the school aged children are not in school. The three northern regions of Ghana have a high level of poverty. This and many other issues prevent children from getting a higher level of education and finishing even the basic education. (WFP, 2007, pp. 7-9.)

Poverty, disease and hunger continue to be challenges facing the Ghanaian society. Hunger and poverty remain major challenges across the three northern regions and some rural communities in southern Ghana. Women and children are the most affected especially in the northern regions of the country. The Upper West region recorded the highest hunger and poverty rate in the country followed by Upper East and the Northern region respectively. Wiesmann (2006, pp. 20-50) maintains that Ghana was ranked 136th out of 177 countries regarding hunger and poverty in the world according to Human Development Index (HDI) in 2006. In view of this, the Government of Ghana in partnership with the Dutch Government saw the need to initiate the programme in Ghana in order to minimise hunger among the school children in the communities where there is an absolute poverty, which goes a long way to affect learning process. (Abotsi, 2013, pp. 77-78).

## **2.1 Historical developments of the school feeding programmes and lunches in the world**

The schools feeding programme and lunches have been used around the globe for almost two centuries as a tool to promote children's learning. This section throws more light on school feeding programmes and lunches in three continents, namely the Americas, Europe and Africa. The focus is on the United States of America and Chile, Germany, the United Kingdom (UK) and Finland as well as the South Africa, Kenya, Angola and Nigeria. I selected those states in order to have a broader picture of the programme through historical antecedents and to help the readers to get in-depth knowledge about the programmes on these continents.

### **2.1.1 School lunches in the Americas**

Gunderson (2013, p. 12) states that the United States of America school lunch could be traced about a century ago. According to him the US school lunch came about as a result of the private societies and associations which were much interested in children's education and welfare in the society. At the time, there was an increasing dropout rate among children in the country in the late 1890's. This was so because of the neo-liberal system and poverty among parents. The Children's Aid Society of New York in 1853 initiated a programme to provide a free meal to students attending vocational schools in the state. The program did not continue because of financial constraints.

Gunderson (2013, pp. 12-23) affirms that more municipalities in the United States began to learn something about the school feeding lunch in New York and introduced similar ones in their states. In 1892 the school lunch got statutory backing in Philadelphia to provide free meal to students and pupils within the state. In 1908 and 1921 the school lunch started in Boston and Chicago respectively. According to Mader (2013, p. 1), the introduction of the Hunger Free Kid Act in 2010 by Michelle Obama's Health Policy and US Department of Agriculture Lunch Act in 2012 had improved the quality of the meals as well as the health needs of the kids from before. In an effort to improve the diet of the children in order to reduce obesity among children, vegetables and fruits have been added on children's meals daily in both government schools and the private ones in the United States of America today.

The school lunch has been provided in education in Chile and most Latin American countries for decades. According to Carvalho et al. (2011, p. 33), the school feeding program in Chilean educational system began in 1929. It was intended to provide a free nutritional lunch to school going children in the country as a means to promote children's learning. The food provider services were chosen using an auction mechanism. The mechanism was transparent in the sense that each school had an equal opportunity to be selected. The rationale for the programme was to use the free meals in schools to arouse and sustain the interest of pupils, especially girl-child education in the country. (Carvalho, et al., 2011, p. 33.) Today, over 1.8 million school going age children in 9,800 schools throughout the country in both public and private schools are fed with hot nutritional daily meal in Chile. The nutritional needs of the kids have been improved to almost one hundred percent (100%) whereas malnutrition has been reduced drastically. Also, the participation rate among children in school is almost 99.9% and children who could not go to school due to poverty are now graduating from universities as a result of the free lunch. (Winch, 1999, pp. 12-14.)

### **2.1.2 European school lunches**

Almost all the European nations have had the school feeding programme or the school lunch at least at some stage to facilitate teaching and learning process. The programme has been practiced for centuries in countries like the United Kingdom (UK), France, Holland, Germany, Norway, Finland and many more. (Gunderson, 2013, pp. 12-23; Davies, 2005, pp. 8-9; FNBE, 2008, pp. 3-6.)

Germany began the free comprehensive school lunch in 1790 in Munich. In France, the programme started in 1865 by the Society of Pupils' Kitchen in Public Schools. In Holland the royal decree was enacted in 1900 to get all the municipalities to provide food to all students and pupils to improve learning. (Gunderson, 2013, pp. 12-23). According to Davies (2005, pp. 8-9), the United Kingdom school lunch traces its origin to 1879 in Manchester, where the municipality began to provide free a meal to pupils from a poor background and who were badly nourished at school. The Education Act in 1906 empowered all the municipalities in the UK to provide free meals for the pupils to promote welfare the state, and enhanced teaching and learning.

Harper, Mitchell and Wood (2008, pp. 5-10) discuss that in the UK, in March, 2004, the Secretary of State commenced a program to improve the quality of the school meals because of their numerous benefits in teaching and the learning process. As a matter of urgency, 220 million pounds were injected into the programme in 2005-2008. More so, the School Food Trust (SFT) was formed with 15million pounds from Education Department to educate children on the health related issues as well and to expand the programme to the door steps of the pupils. Similarly, in Germany, from July 2003 to 2006 a new policy was introduced on the school meal titled “Slim Kids, Better Meals and more Exercise”. This was to improve the knowledge of parents, children and teachers in regards to healthy nutritional diets and healthy food preparation which, ultimately improved pupils’ performance and well-being. The assessment of the programme has had tremendous impact on natives’ and immigrants’ children in relation to learning in the country.

According to the Finnish National Board of Education (FNBE) (2008, pp. 3-6) Finland was the first nation on the globe to introduce free school meal in all municipalities after the Second World War (1939-1945) to all school pupils and students to enhance learning and teaching as well as to promote the welfare state. The aim was to promote equity, social justice and attendance among school pupils irrespective of their parents’ status in the society and to promote social and economic development. Again, according to the FNBE, the nation had seen the benefit of the free meals at school in relation to the learning and teaching the process in Finland and there had been statutory enactment on the free school meals. Also today the Basic Education Act (628/1998) Section (31) reads as follows: “Pupils attending school must be given a well-organized and supervised balanced meal free of charge in every school day in Finland.” (FNBE, 2008, pp. 3-6.) Also, Reinikainen, (2009, pp. 86-91) explains that the free lunch for children in Finnish schools has contributed immensely towards the successes of the OECD-Pisa surveys in 2000, 2003, 2006 and 2009 on students` performance. The meals have served as a motivation factor for students, teachers and non-teaching staffs in the Finnish educational the community, thereby projecting the image of country through the results to the international world.

### 2.1.3 The school feeding programme in Africa

This section focuses on the school feeding programme in South Africa, Kenya, Angola, and Nigeria. The school feeding programme has been in educational system in Americas and Europe for centuries. However, in Africa the programme has been in education at only for decades, and in other parts it is very recent as an incentive to have children in schools and learn. (E.g. Gunderson, 2013, pp. 12-23; Davies, 2005, pp. 8-9; UNICEF, 2005, p. 1.)

In South Africa the programme has been in education since the apartheid regimes. In 1994 the multi-racial elections which brought the African National Congress (ANC) into office expanded it to cover large areas in the country. The Department of Health in South Africa initiated a nation-wide school feeding program in 1994 under the supervision of the government. The Department of Education was empowered to implement the programme throughout the municipalities in South Africa. The aim of the programme was to enhance children's learning abilities, to foster attendance and punctuality, to decrease inequality, promote equity and improves pupils' health needs. (Buhl, 2007, p. 7.)

Kenya is an East African nation with approximately 39 million inhabitants. The country has maintained political stability after independence despite corruption and an escalated post violence electoral conflict in 2007. The school feeding programme has been in place in Kenyan education since 1980. It was initiated to promote pupils' enrolment, attendance and retention in the northern regions of the country. This was to bridge the North-South divide and minimized the rural-urban migration as well. The target is to cover the entire deprived areas in the countryside in Kenya. (Buhl, 2007, pp. 27-30.)

The World Food Program and the government of Angola have provided free basic food meals to the rural and deprived communities in Angola. The aim of the programme is to promote equity, social well-fare, enrolment, retention, girl-child education, pupils' performance in schools and health needs. (Buhl, 2007, pp. 27-30.)

In Africa the school feeding programme or the school lunch has been a new initiative to some countries on the continent (Tomlinson, 2007, pp. 2-3). In Nigeria the school feeding programme started in 2005. It was initiated to improve the retention, enrolment and attendance rate of pupils in the country especially in the deprived communities. (UNICEF, 2005, p.1.)



#### 2.1.4 Ghana National School Feeding Programme (GNSFP)

The school feeding programme in Ghana was initiated first in the 1950's by the Catholic Mission to supply the three northern regions of Ghana, namely the Upper East, the Upper West and the Northern regions with relief items to encourage enrolment, attendance and retention. WFP (2007, p. 12) states that the Catholic Relief Service (CRS) was the first to initiate the free school meal to pupils in the 1950's. The rationales were to induce pupils into Catholic schools, to enhance the nutritional content and to promote enrolment, attendance and retention. Afoakwa, (2012, pp. 1-3) states that Ghana's School Feeding Programme gained statutory backing in 2005. The Government of Ghana began to pilot the programme in all the ten regions in the country. One school in each of the ten regions was selected to pilot the programme.

In August, 2006 the GNSFP reached about 200 schools nationwide covering 69,000 students in all ten regions and about 138 districts in the country. In March 2007, 975 schools were covered benefiting 408,989 students. Similarly, in December 2008 the children of about 596,501 were fed under the GNSFP. More so, in October 2009 the programme reached approximately 1624 public schools and 656,624 children were fed in all 170 districts in Ghana. Lastly, in 2010, 697416, children in 1741, schools were fed under the same programme in Ghana. (Carvalho, et al., 2011, p. 8.)

In fact, the programme was initiated in fulfilment of the AU-NPAD agreement of all the member states in relation to the UN-Millennium Challenge Goals charter which focuses on universal primary education to pupils in both rural and urban areas, gender equity and the promotion of girl-child education especially in the rural areas in Ghana. (Afoakwa, 2012, pp. 1-3.) According to Hauwere (2008, p. 347), the primary aim of the GNSFP was to provide a free meal to school going pupils to enhance enrolment, attendance and socio-economic development. Abotsi (2013, p. 80) discusses that the Government of Ghana document with the heading "Coordinated Programme of Economic and Social Development Policies" revealed that the demand for basic primary education had improved, for which the free school meal served as one of the causal agents. At the primary level enrolment stands at 95.2% today as against 83.4% in 2008. To address pupils' absenteeism and dropout among Ghanaians, free meals are used as an effective incentive to induce school going pupils to attend school and learn without any food related difficulties, which obstruct learning among children. (Abotsi, 2013, p. 80.) The WFP,

(2007, pp. 1-12) indicates that within the rural areas and some selected urban centres where parents find it difficult to meet the three square meals a day for their children. The programme has been initiated to cushion the families and to enhance the children's schooling. The disadvantaged children and families are the people that benefit most the programme in Ghana. The school feeding is an effective tool to overcome nutritional needs and food deficiencies.

## **2.2 Finance and administration of the GNSFP and leadership in Ghanaian schools**

This phase focuses on the finance and administration of the GNSFP from perspective of the international, national, regional, districts levels and the leadership structure in Ghanaian schools.

### **2.2.1 Finance and administration**

The programme is financed by the Government of Ghana in partnership with the Dutch government and also assisted by the UN-UNHCR, the WHO and the FAO. According to Carvalho et al. (2011, p. 11), Ghana National School Feeding Program is steered from the donor agency the Netherland Government, the Government of Ghana, the Ministry of Finance of Ghana (MOF), the Ministry of Health of Ghana (MOH), the Ministry of Food Agriculture of Ghana (MOFA), Ghana Education Service and the Ministry of Interior at the national level. The ministries give advice on the management, health related issues, food safety and financial control. At the regional levels, the Regional Minister, Regional National School Feeding Coordinators, the Ministry of Agriculture, the Ministry of Health, Ghana Education Service and Ghana Commercial Bank are in charge of the release of the money to the caterers in the regions and the districts. They also have oversight responsibilities in relation to the allocation of the resources, the selection of the schools for the programme and ensuring that the foods served would be of high nutritional standard and quality.

At the district levels, the funds are released to the district assemblies under the supervision of the district chief executive, who is the representative of the government in the district. The assemblies contract the caterers to cook for the pupils in the selected

schools. In regards the selection and approval of the caterers, schools are under the oversight responsibilities of the assemblies and district coordinators. The Ministries of Health and Agriculture are to give technical advice to the assemblies and the cooks within the districts as well as educational officers within the community. (Carvalho et al., 2011, p. 25.)

### **2.2.2 Leadership at educational levels in Ghana**

Ghana Education Service is an institution in Ghana mandated to prepare the curriculum and the textbooks, to recruits teachers, to pays salaries, to appoint and to dismiss. The service is headed by the Director of Education. This position is non-political but sometimes there is political influence. The Director works under a political minister appointed by the political party in government. There is collaboration between the Ministry of Education and Ghana Education Service.

Ghana has ten administrative regions. Each of the districts has regional education office headed by the Regional Director and Deputies. The information from the national level gets to the regional level before it is disseminated to the district and to the schools. Again, at the district level, there are district offices for Ghana Education Services throughout the country. The offices are headed by the district education directors. The recruitment of teachers, posting and transfers are done within the districts. The districts disseminate information from the national and regional levels to the schools. There is centralized educational curriculum from the GES to the schools. (WFP, 2007, pp. 41-56.)

The leadership in the primary schools comprises the headmaster or mistress, the teacher leadership, the Parent Teacher Association the representative (P.T.A), School Management Committee (SMC) the representatives and the students leadership. (WFP, 2007, pp. 41-42.) The headmaster/mistress is the leading mentor who supports the teachers and pupils to accomplish the mission of the school. She or he is someone who has passed through all the teaching ranks before becoming the head of the school. The headmaster leadership is in charge of the admission of pupils into the school, the disbursement of funds for daily purchases, and bears signatory right to the school accounts together with the PTA and SMC chairpersons. The head is in charge of monitoring the school feeding programme with the management team. The head does not handle money but has an oversight responsibility of the programme. He or she monitors the quality

of the food served by the caterers, its nutritional value and gives feedback to the district education office and assembly. (WFP, 2007, pp. 41-42.)

Further, the teacher leadership is vital in all Ghanaian schools from the nursery up to the secondary level or the upper secondary level. The teachers are to guide the students' learning process in schools. In actual sense, they teach pupils in schools. In another development, teachers select one peer to be a member of the School Management Team. That appointed member assists the head in running and monitoring the school feeding programme. He or she assesses the quality of food served, the nutritional value and the health needs under the programme and reports to the head of school for an action to be taken. In addition, the PTA is a group which constitutes basically the parents and teachers. All the parents who have their children in the school are automatic members. They meet regularly to discuss matters affecting the school especially, the academic performance of the pupils, the infrastructure and the teachers' welfare. The PTA has its own chairman, secretary and treasurer elected by the members for a fixed term of office. The leadership outfit of the PTA has the oversight responsibility of the feeding programme in the school. (WFP, 2007, pp. 41-42.)

In addition to this, there is the School Management Committee which is a body formed in the school in accordance with the Ghana Education Act. (WFP, 2007, pp.41-57.) This body is mainly composed of the head of the school, one person appointed or elected from the teaching staff, the student leadership representatives, an elderly community and assemblyman who are the government representative within the electoral area. The SMC plans developmental programmes and project for the school. It has the mandate to monitor and evaluate the quality of food served to the pupils, nutritional components and the environment where the food is cooked. It reports its findings to the district assembly and the educational office for necessary action to be taken.

Lastly, there is a student leadership in both selected schools. Students are made to elect their leaders at early age in all Ghanaian schools. The leadership is to assist the teachers to maintain discipline in the school, monitor or supervise the pupils to do their duties and to reports to the teachers. The students' leadership is taken into account in decision making process in the school. They are supposed to report to the teachers the effectiveness of the school feeding programme in terms of nutritional quality and quantity. However, the school leadership does not hold money or contracts but they have

oversight responsibilities of the programme. The leaderships in schools had the mandate to monitor and provide vivid detailed reports to Ghana Education Service (GES) and the district assemblies. The detail include the number of the students who apply to take the meals, the quality and quantity and feeding days in the school for effective record keeping and monitoring mechanisms. (WFP, 2007, pp. 41-42.)

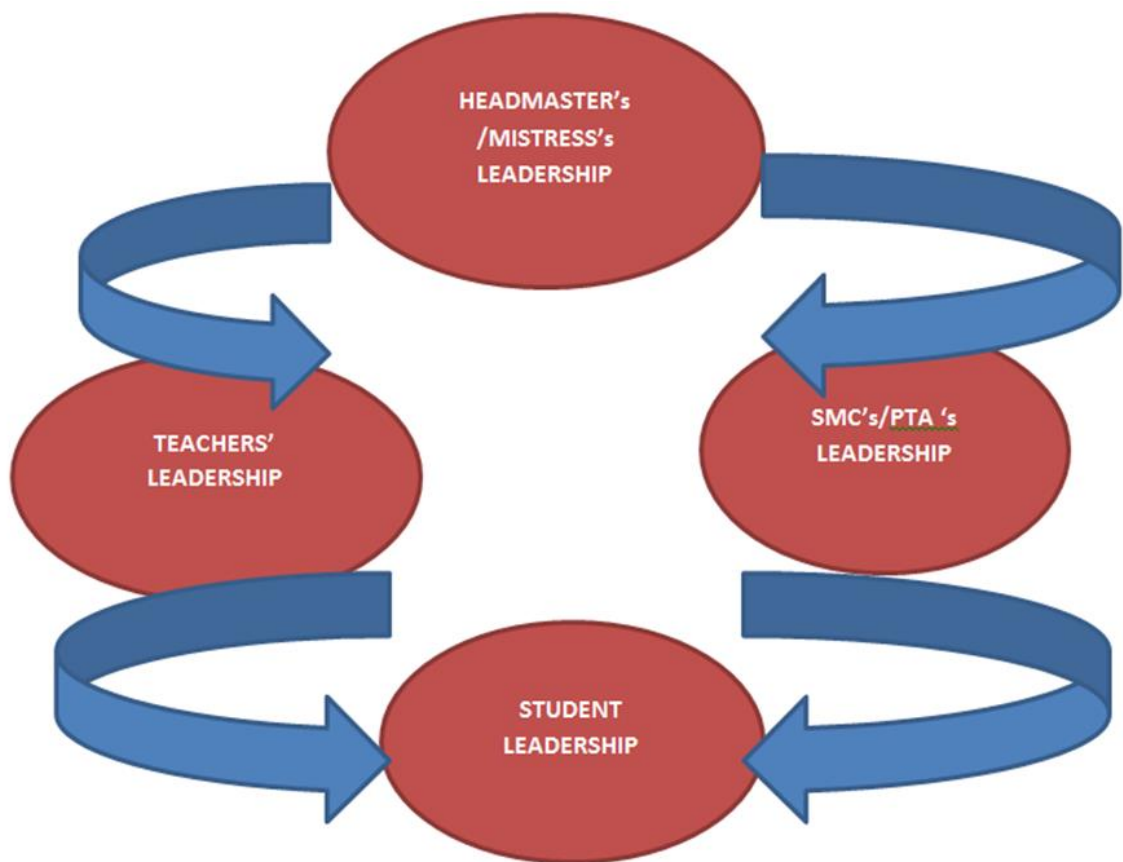


Figure 1 Hierarchy of leadership in the two selected schools (WFP, 2007, pp. 41-42)

### 2.3 Geographical location of the two selected schools



Figure 2 Geographical locations of the two selected schools

The schools are located in the same region but in different districts in Ghana. One is Ayaasi primary school, a village school in the Adansi North district, and the other one is Adumanu primary school in Kumasi, the commercial capital in Ghana.

### **3 THEORETICAL FRAMEWORK**

This section highlights the leadership theories in organizations and the frames that many scholars have agreed on as the impacts of the school feeding programmes and lunches in the world. The concepts will be thoroughly assessed under the following frames: leadership theories in organizations, the impacts of the school feeding programmes and lunches in the world, such as the school feeding and the take home ration, enrolment, attendance and retention, children's health needs, alleviation of short and long term hunger, pupils' performance, psychological improvement and motivation, household savings, and finally job creation.

#### **3.1 On leadership theories in organisations**

Leadership is indispensable in managing and leading institutions in the world. The leadership style varies from one institution to another depending on the governance system of the country, curriculum, educational policy, the ethical climate and culture. According to Yukl (2002, pp. 2-3), leadership is "the process of influencing the activities of an organized group toward a goal achievement." He discusses that leadership arouses, engages, guides and satisfies the motives of the followers toward a common goal. According to Weber (1922, pp. 81-86) organizations should have the principle of fixed tenure and the leadership that regulates the conduct of the people by statutory instruments in a given jurisdiction. This promotes efficiency, orderliness, specialization and improves communication in an organization. Weber is known for the theory of bureaucracy.

This hierarchical form of leadership and administration is common in the Ghanaian context, which has a centralized educational system where the leadership is operated

from the top to the bottom. That is the reason why I discussed classical organization theorists such as Weber above and Gulick below.

Gulick (1937, pp. 87-92) states that an organization performs well to the optimum where there is division of labor among the workers. He asserted that human differ in strength, attitude, knowledge and skill, so there is the need to share the tasks according to the ability of the workers. The division of labor in the work place leads to specialization, collaboration and efficiency within the organization, job satisfaction and clients' value for money. Gulick is credited with his famous theory titled POSDCORB, which stands for planning, organizing, staffing, directing, co-coordinating, reporting and budgeting.

There is division of labor in the Ghanaian education system and the top down chain of command. The decision making power is at the levels of hierarchy as a result of bureaucracy which is associated with the red tape. According to Pfeffer, (1981, pp. 1-32) power exists in all decision making related issues in an institutional set up. Most research on power in an organization focuses on the hierarchy and control which is power of the supervisors over the superiors or the boss over the employees. This positional or institutionalized power system according to Pfeffer is important in understanding the social life of an institution and working groups. It defines the limits, communication command and allocation of resources in an organization. There is division of labor in Ghanaian education system but the residual powers are at the centers as a result of bureaucracy which is associated with the red tape.

### **3.2 The impacts of the school feeding programmes and lunches in the world by scholars**

The term school feeding programme and lunches have been used in several ways since the time of old. WFP (2014, p. 1) discusses that an estimated 368 million children from basic and secondary levels worldwide are beneficiaries to the programmes. The stands is the provision of food items, either snacks or meals to school children with the aim to reduce hunger, improve the nutritional needs, thereby enhancing the teaching and learning processes. There are two categories of the school feeding programmes and lunches: They are the 'In-school feeding' and the "Take-home" ration. The In-school feeding is



where children are fed in schools and the Take-home ration is where food items are given to families to ensure regular attendance of the children. The subsequent chapters focus on the impacts of the school feeding programmes and lunches in the world by scholars.

### **3.2.1 Enrolment, attendance and retention of pupils in schools**

Both the developed and developing countries have been using the school feeding programmes and lunches as a mechanism to get children into school. Therefore, the programme has become an instrument in modern times helping hundreds of millions of poor and underprivileged children around the globe to attend schools and learn. The governments around the globe have accepted the programme as an essential tool to foster growth and development. The In-school meals and lunches and Take-home rations act as magnets to attract pupils into classrooms and beyond. (WFP, 2014, p. 1.)

#### *Enrolment*

An enrolment deals with the number of pupils or the students that have the capacity to register their names in schools to receive formal education in a given state. The school feeding programmes and lunches serve as a motivation factor for enrolment especially in the developing world where Ghana is not an exception. According to the World Food Programme (2007, p. 7), the literacy rate in Ghana is about 57.9% with primary school enrolment of 58% from the past up to 2005. There are sharp differences in enrolment throughout the country. The enrolment figures decrease from one region to another especially from the Coast to the three Northern regions. The Greater Accra is the region with the lowest enrolment rate which is 37.7%; Brong-Ahafo is 73.4% and the three Northern regions 40.0% respectively. The introduction of the GNSFP has improved the enrolment rate in all the ten regions in the country. In the year 2005-2009 when the programme began, the enrolment figures have doubled dramatically. The primary school level in the Central Region of Ghana recorded an unprecedented 96.9%. The Western Region 83.1% and the three Northern regions rose up to 67.5%. This performance shows upward movement of the enrolment throughout the country. (WFP, 2007, p. 7.)

According to Sulemana, Ngah and Majid (2013, p. 428), the GNSFP has affected an average yearly enrolment in Zodbeli Ahmadiya primary school in the Northern re-

gion of Ghana between the 2005-2007 academic years. This huge number in enrolment has contributed to an overstretched of situation of classrooms in the school. The classes have been congested due to the programme. The increase was overwhelming so that new classrooms had to be constructed to support the existing ones to accommodate the pre-primary nursery kids. The amount of pupils that a teacher has to handle in a classroom has doubled, and exceeds Ghana Education service's ratio of one teacher to thirty-five pupils. Furthermore, WFP (2007, p. 14) examines the impact of the school meal programme in the three Northern regions of Ghana in relation to girl-child education. It reports that the feeding and the take-home rations have encouraged 85% of girl-children's enrolment, attendance and retention in the three Northern regions of Ghana. This shows that there is a correlation between the programme and the enrolment as well as the attendance and the retention.

In addition, the introduction of the school feeding programmes in South Africa, Kenya and Angola have doubled enrolment in schools. Similarly, Cameroon recorded an increase in enrolment by 313% when the programme was initiated for the first time in the country. (WFP, 2004, p. 2.) Also, in Kenya, to address absenteeism among children in impoverished, arid and poor communities, free meals are offered to children of school going age as an incentive to attract them to classrooms and learn. Within the communities in which the food is scarce, the meals served to relieve them from the short and long term hunger, which has negative repercussions on teaching and learning processes. The WFP has assisted 770,000 school pupils in the semi-arid and arid areas in the North with the food relief items in the country. The provision of the free meals in those areas has corresponded to an increase in enrolment, stability, attendance and children's cognitive development. (Carvalho et. al. 2011, p. 25.)

The World Bank (2012, p. 1) discusses that there is a significant impact of the programme in some selected countries in the world especially, in Liberia and Togo in West Africa. In Liberia the school feeding programme has induced massive enrolment after its introduction. In the same vein, in Togo, it has been expanded to cover over 92 schools because of its tremendous impact on school enrolment.

In Nepal the programme began in 1994 and has increased children's enrolment to 240% in 1998. (WFP, 2010, p. 16.) According to Buhl (2007, pp. 1-40) hunger among school pupils in the third world countries impairs enrolment and attendance. Therefore,

the World Food Programme (2010, p. 16) indicates that the take-home rations as part of the school feeding that girl-child education has increased in Pakistan and Cameroon. In addition, one of the regions in Pakistan recorded 247% in girl-child enrolment between 1992 -1998. The benefactors are children from poor communities and families that are unable to provide daily balanced meals for their children before, during and after school. (Buhl, 2007, pp. 27-30.) The WFP (2004, p. 2) discusses that the feeding programmes and lunches have improved pupils' intake. The WFP, reports that according to UNICEF, 2002, the great number of the school dropout are girls. It supports its statement with statistical information that sixty per cent 60% around the globe of dropouts are girls from poor parental homes, but the school lunches and feeding programmes have encouraged pupils to enrol in schools and promote attendance. More so, globally the programmes have doubled the intakes in schools because pupils' burden for food has been reduced. Mondal and Paul (2012, p. 405) state that the Mid-Day Meal (MDM) programme in Burdwan, in Bengal, in India has had a significant impact on enrolment and school attendance.

McEwan (2013, pp. 132-134) indicates that in Chile, the introduction of the feeding programme and its deworming components have doubled the enrolment from grade one to grade eight. The evidence was collected from the Ministry of Education in Chile between 2001 and 2005. According to him the results show that Chile has attained universal basic enrolment. There is a 10 percentage increase in school pupils' daily enrolment in basic grades from (1-8) as a result of the programme. According to the 2007 WFP (p. 3) in Haiti, the earthquake had made the government and the World Bank intensify the programme which yielded an increase in primary schools enrolment. The benefactors have increased from 75,000 to 210,000 within a year after the disaster. In Nicaragua, the school lunch has been extended to capture about 250,000 pupils in primary schools as a result of enrolment turnout in 2010. (World Bank, 2012, p. 2.) In the a nut shell, this is evidence to the fact that pupils' families believe that their wards could be fed in schools at least one nutritious meal a day. The children have no problem to worry about what to eat in schools in the sense that the burden has been solved by the free feeding programmes and lunches.

*Attendance*

The school feeding programmes and lunches worldwide serve a motivating factor to encourage pupils to attend schools regularly without becoming dropout, especially the disadvantage children in the society (WFP, 2004, p. 2-20). According to Afoakwa (2012, p. 4) the GNSFP has triggered an acute increase in the attendance of pupils in schools throughout the country. At inception of the programme and its operationalization in 2005 and in 2008, there was an increase of attendance between 10 to 40% throughout the country. The increase depends on the regions, the location and occupation of the natives. At Adenta in Accra, Ghana, there was an unprecedented increase of attendance of pupils as a result of the programme, as confirmed by heads of the primary schools in the district? The head masters confirmed that classrooms which were marked to accommodate 40 pupils were now accommodating 70 pupils in the district. (Afoakwa, 2012, p. 4.)

The Finnish Ministry of Education and Culture (2012, p.1) estimated that almost 850,000 pupils and students are enjoying the free meal throughout schools in the country. The free snacks form part of the free lunch in Finnish schools and about 47,000 children are taken in them before, during and after school. The (FMEC) asserts that the free meal and snacks have induced attendance in schools throughout Finland since the burden of what to eat at school has been totally eradicated.

Mhurhu, et al (2010, p. 1) examined the impact of the school breakfast to the pupils and students in New Zealand in relation to attendance, achievement and nutrition. According to them a regularly taken of breakfast helps the immune system to function well especially the children. It enhances the performance of students at school. They find out that the breakfast consumption supports children`s attendance and mental development at early stages. The research was carried out in North Island of New Zealand with sixteen primary schools. The result shows 95% attendance as the breakfast was introduced to the school pupils. They concluded that the school breakfast has significant correlation with attendance, achievement and nutrition in all the selected schools. (Mhurhu et al., 2010, pp. 1-3.)

Rosso (1999, p. 14) found out that in Pakistan the WFP initiates free food items to families from deprived communities whose children attended school at least twenty days a month. This initiative had attracted a 76% increase in enrolment and a 76 to 93% in attendance. In Bhutan, the story is the same. According to the WFP (2006, pp. 63-74)

Niger is the country with the lowest school enrolment and attendance in the world. After the programme in 2007, there was an improvement in enrolment and attendance as compared to the past.

In Mali when the school feeding was introduced to selected public schools between 2006 and 2007 primary school enrolment and attendance rose significantly. Within the same years, attendance rose to 5.9% in public schools in 2006 and 20% in 2007. There is an increase in girl-child education in Mali from 10% in 2006 to 23% in 2007. In 2009, attendance shot up to 90% because of public awareness and the massive education of the citizenry in Mali. (Winch, 2009, p. 9.)

According to Muntenyo (2010, pp. 1-4), in Laos attendance went up to 5.5% per year while enrolment shot up 16% and the school dropout rate declined from 30% to 9% when the programme was introduced. In India an estimated 120 million school going children have benefited from the Mid-Day Meal (MDM) each day. This has improved the attendance in the public schools. (Winch, 2009, pp. 9-14).

Furthermore, as regards Kenya, the WFP of 2010 (p. 3) describes that school feeding has a lot of positive benefits on attendance rates, completion and children furthering their education to next level. The enrolment and attendance rates were higher in Kenya when the meals were given to children particularly girl-children. Also, there were a greater number of children who graduated from the basic level to go to colleges in Kenya than before. The SFP and take-home rations however do not reverse the bad trend in educational outcomes. There is a massive attraction rate of schooling for girls in rural areas before the puberty but in arid and pastoralist zones in Kenya, most children do not finish primary schools and among those who do a low number of them move on to colleges. However, the school feeding and the take-home ration have salvaged part of this problem in Kenya thanks to adequate meals.

The school feeding and lunches have a remarkable impact on the attendance of the pupils in the world. The programmes give pupils hope and guarantee them food to eat at school so that they need not think about what to eat. The free food serves as a motivation to children and in the long run encourages their attendance and retention in schools. It is evident that when the programmes were introduced in Mali, Kenya, Chile, Laos, India, and Bhutan for the first time, they increased the attendance rate in those countries.

### *Retention*

Getting school pupils to enrol and attend classes is one thing and sustaining them in the classrooms for teaching and learning processes for long to achieve the cognitive, affective and psychomotor skills is another phase on educational ladder.

Hendrix (2012, pp. 1-4) argues that the food insecurity can be one of the sources of grievances that encourages the children's involvement in conflict. The stable environment can be assured when there is available food for the people thereby improving food security, reducing tension and contributing to a more stable atmosphere. Therefore, governments, international organizations, non-governmental organizations are becoming more concerned about the programme thereby providing cash and food items in support. Adamu-Issah, Elden, Forson and Schrofer (2007, pp. 4-5) state that the GNSFP has attracted pupils' attention to classrooms and has sustained them. The three Northern regions in Ghana have witnessed unprecedented pupils' retention in classrooms especially, the girl-children from the inception of the programme.

Rosso (1999, p. 7) states that in Nepal, the probability of attending school was 5% for children with nutritional challenges against 27% for pupils with a normal nutritional status. In Ghana, better nourished children entered into schools and completed within the stipulated years as compare to malnourished children. (WFP, 2007, p. 27.) This attests to the fact that good practices of school feeding programmes and lunches and nutritional components improve long term sustainability of the attendance of pupils and enhances the teaching and learning processes. The WFP examines that retention was 10% in Ghana during the piloting of the GNSFP, throughout the country and after the inception of the program in 2005, the retention rate among doubled. (WFP, 2007, p. 17.)

### **3.2.2 Children's health needs: food supplements, deworming, HIV/AIDS**

According to Langer (2011, p. 3) the school feeding programme has an impact in children's psychological and cognitive development. For example, the problem of the loss of weight, illness and height among children have been improved in Kenya during the introduction of the school feeding in public school. The deworming component supports pupils' health in relation to retention, attendance and children's output. The malnutrition among children in the school going age includes iron and iodine deficiencies.

The learning and cognitive development of school pupils are affected by the nutritional deficiencies making pupils inactive, inattentive and less concentrated on the teaching and learning processes.. (Rosso, 1999, p. 8.) The fortified foods served in schools are important means to solve targeted nutritional deficiencies like Vitamin A and iodine which go a long way to enrich pupils' cognitive capacity and enhance their performance (WFP, 2004, p. 2).

#### *Food supplements*

The WFP discusses that the fortified diet for the school pupils under GNSFP contained 150 grams of fortified corn-soy, 3 grams of iodized salt and 10 grams of palm oil per head to support their nutritional body requirement for growth and development (WFP, 2007, p.15). According to Rosso, in Cape Town in South Africa, meals fortified with iron and vitamins were given to 350 schools in low income and deprived areas, and after a couple of weeks of the exercise, there was a significant improvement of the iron needs of the children reducing from 49% to 28% with pupils between 6 to 7 of age from 31% to 21% with 8 to 12 year old pupils. (Rosso 1999, p. 8.)

In addition, the treatment of malaria, micro nutrient fortification among the children in Kenya who has yielded positive results in enrolment, attendance and cognitive development which go a long to enhance performance. In Kenya, to address absenteeism among children in impoverished, arid and the poor communities, the free foods are given to children of school going age as an incentive to attract them to classrooms and learn. Within the communities in which food is scarce, the free daily meals relieve them from short term and long term hunger, which had a negative repercussion on teaching and learning. The benefactors are children from poor communities and families that are unable to provide daily balanced meals for their children. (Langinger, 2011, p. 3-10.)

#### *Deworming*

The school feeding and deworming related programmes can help improve the pupils' learning outcomes and health related diseases (Kremer & Miguel, 1999, p.1). Levy, (2012, p. 2) explains that the school-based deworming is the process whereby school children are provided with free deworming drugs to control parasitic worms. In his estimation, over 600 million school age pupils in the world are infected annually and are at risk from the parasitic worms. The mental and physical developments of children are

harmed by the parasitic worms, which causes malnutrition, anaemia and low concentration in the classrooms.

Kremer and Miguel (1999, p.1) argue that school-based deworming is an important tool to improve pupils' attendance, retention and participation in the classrooms and outside the classrooms. The introduction of the deworming segment in the school feeding programme and lunches in the world have improved health related needs of the children. In Ethiopia, 0.38 million pupils have been reached, 0.27 million in the Gambia, 17,04 million in Bihar, India and 2.06 million in Andhra Pradesh in India. The trend shows a significant improvement in attendance, retention and participation of the school pupils in these countries.

In Kenya, yearly deworming of the school going children has been implemented alongside the feeding programme which has improved the health status of the children in the sense that the number of pupils affected with all forms of worms has been reduced after the induction of the deworm vaccines to the kids (Langinger, 2011, p. 3). The deworming component which aims to improve pupils' health and performance in the run arouses and sustains children's interest in school. The healthy body and sound mind enhance learning. The parasitic worms can make children behave abnormal because of anaemia and its related diseases. (Levy, 2012, pp. 2-12.)

#### *HIV/AIDS*

The school feeding programmes and lunches are crucial intervention in reducing HIV/AIDS cases among pupils in the world especially the developing nations and the food insecure regions (World Bank, 2013, p. 2). The take-home rations whereby pupils are given food items to eat at home and school lunches are interventions that assist the orphaned children to get the needed education in order to realise their fundamental human rights (Afoakwa, 2012, pp. 1-3; World Bank, 2013, p. 2.) According to the WFP (2004, p. 5) HIV/AIDS affected communities need a lot of food items because orphans that the pandemic breeds have to enjoy their fundamental human rights. The affected homes sometimes pull children from schools to work and support the families. In communities with absolute poverty orphans often cannot attend formal school regularly. The attendance, retention and performance are affected because of low concentration among the children.



According to the World Bank (2013, p. 1) the school feeding and health education are vital in primary education among school children in the middle and low income countries in the world. The World Bank, donor partners and non-governmental organizations have been spending much money in HIV/AIDS prone areas in the world to educate people and train volunteers for counselling and guidance. More so, the UNAIDS, (2011, p. 1) estimated that 2.5 million people have been infected with the HIV in 2011 as a result of casual sex and other sex related issues. It states that those infected persons are likely to fade out from the earth in no time. Therefore, there is the need for education for the victims, families and children. The organization is using the school feeding programmes and lunches as a tool to educate children at schools, about the causes of the disease, its effects and control measures. The UNAIDS has spent a lot of money in training teachers and volunteers to fight against the disease where the feeding programmes and lunches have been the vehicle to spread the message.

Jukes, Simmons and Bundy (2008, pp. 43-53) report that the feeding programme in education in Southern Africa has played a crucial role in reducing the spread of the HIV-AIDS disease among the school pupils, especially the girl-child. According to them, the programme serves as a motivation to keep the girls in schools. The ability keep the girls in schools reduces their risk of HIV infection. They were of the view that in Southern Africa, the SFP has helped reduce HIV-AIDS vulnerability among girls because of the hours they spend in schools and the availability of food. The education and sensitisation programmes in the SFP have reduced the stigma on HIV-AIDS patients and their orphans in Southern Africa. (Jukes et al., 2008, pp. 43-53.) The children have something to rely on at school that is the free school meals which helps, to reduce the commercial sex rate and unnecessary errands, which can lead to rape and infection by the HIV-virus among the children. (WFP, 2004, p. 5-24).

### **3.2.3 Pupils' psychological improvement**

The school feeding programme serves as a platform to shape the minds of the pupils towards teaching and learning processes. The sound body corresponds to the sound mind in the sense that the organs and the body operate in tandem. The availability of a hot nutritional meal a day at school for pupils and the take home ration encourage chil-

dren to learn without thinking about what to eat. This supports the pupils' cognitive development. (World Bank, 2012, pp. 1-4.)

The World Food Programme, (2004, p. 3) presents that hunger and being out of school are major two factors that can bring about childhood depression. The school feeding programme has been a tool in minimizing children's early psychological depression in that it enables poor children to go to school to learn and have at least one nutritious meal a day. This reduces the children's psychological battle in the youthful stage and fosters regular attendance and retention. The school lunch addresses the depression among the children because the burden of determining what to eat at school and home is no more.

### **3.2.4 Improvement in pupils' performance**

The total development of pupils' well-being is the prime concern of every government, parents and the states at large. Most countries in the world use several means to get the citizenry to be well informed and contribute to the national development. The school feeding programmes, the school lunches or snacks are used by several countries to achieve these universal goals for education. In other to realise this vision, pupils' output in schools and outside schools must be put into consideration. (World Bank, 2012, pp. 1-4.)

According to Aldennan, Buttenheim and Friedman (2011, p. 2) the Millennium Development Goals phase two sought to increase enrolment, attendance and retention through its several policies put in place to realise this vision ranging from improving teacher quality and infrastructure development. The school feeding programme is the target to foster universal basic education to all children in the world. The target also encompasses the improvement of pupils' out-put of work in the classrooms and outside the classrooms to enhance rapid social-economic development.

Furthermore, Munyiri, (2010, pp. 11-12) asserted that enrolment and attendance have increased in Kenya, Kikuyu district dramatically in comparable to schools without SFP. She added that children looked better and healthy in schools with the program than those without from her findings in the district. The performance of the schools with SFP stood tall against those schools without the program. This was seen when the test scores of the pupils in schools with SFP and those without were compared at the end of the

year within the district. She concluded that there was a relationship between the SFP and learning outcomes in the district. In spite of this, she was of the view that children attending school regularly in the district fosters their cognitive development and goes a long way to improve their performances. The Chilean School Feeding according to McEwan, (2012, p. 124) has impacted the pupils' and students' performance since its inception almost a century ago. This was seen in the academic scores of the selected schools in 2011- 2012 academic year in the country.

Also, it is in evidence that some pupils from poor families or the disadvantage children around the world go to school with an empty stomach. Giving them free meals a day, especially the breakfast and take home ration play a vital role in ensuring the active participation and performance in schools. The various studies conducted by WFP in Benin, Jamaica and North America that the SFP has helped the pupils to concentrate at school and perfect their academic performance. (WFP, 2004, p. 2.)

Rosso, (1999, p. 8) stated that in Cape Town, South Africa, the SFP and its fortified meal has improved attendance and performance based on the nutritional content of the meal which has the potency to improve pupils' brain for the learning process. In three Northern regions of Ghana, Adamu-Issah et al. (2007, pp. 4-5) examined that the performance of the pupils had improved when the SFP was initiated in 2007. It had reduced drop-out rate among pupils especially the girl-children. Muntenyo (2010, pp. 1-4) discusses that an estimated 120 million pupils were beneficiaries to the SFP in India. The daily diet for the pupils' at school has enriched their performance in the country. The deworming segment of the programme in India has reduced the pupils' burden of worms which obstruct cognitive development, and has improved pupils' achievements.

In Mali, Winch (2009, p. 9) recounts that the SFP has increased pupils' performance from 10% in 2006 to 23% in 2007. The World Food Programme (2006, pp. 63-74) enumerated that in Niger, the programme has induced attendance and improved pupils' out-put of work since its introduction in 2007. The arid regions in Niger have witness tremendous attendance and positive outcomes. The main aim of the programme has been achieved in Niger, Ghana, India, and New Zealand in relation to pupils' output of work and performance. In Pakistan, the initiative has increased attendance and performance in schools and health needs of the children (Rosso, 1999, p. 14). According to Mhurhu et al. (2010, pp. 1-3) the New Zealand school breakfast has a significant impact

on the children's performance because of the fortified grains which enrich mental development.

In another development, Sinko states that the successes of the Finnish Education system at the world surveys are attributed to multiplicity of factors whereby the free lunch in Finnish schools is not an exception. In 1991 Finland was rated the best country in the world in a study about high the reading literacy. In 1998, OECD-survey ranked Finland the best country adult literacy in the world and 2003 respectively. In addition, in 2003, 2006 and 2009 saw Finland ranked ahead in the world in terms of reading skills, mathematical skills and sciences in the PISA conducted by the OECD. These academic achievements are attributed to high quality professional teachers, well-equipped libraries, and the use of mother tongue as a medium of instruction, strong support systems, teachers' autonomy and free nutritional meal provided to pupils to facilitate the learning and pupils' cognitive development. (Sinko, 2012, pp. 2-12.) The high quality nutritional meal for Finnish pupils and students is among the factors that have contributed immensely to Finnish successes in education globally over the years. This affirms that the free meal has massive impact on the performance and achievements of pupils in the world.

More so, the WFP (2010, pp.7-8) reveals that the Kenyan school feeding programme has seen successes in children's performance since its establishment. The WFP discusses that attendance, completion rates and examination marks as well as continuation rate of the children in Kenyan schools where the meals were served had been improved dramatically within a short period of the programme. Those schools with the free school meals had witnessed high enrolment and attendance rates, the completion rates of girls had improved, and also, statically children in these schools where the meals were offered daily scored higher marks in the Kenyan Completion Preparatory Examination (KCPE). The children in the pastoralist communities and semi-arid arid areas were able to complete their primary education since the introduction of the programme. (WFP, 2010, pp.7-8.)

### **3.2.5 Long term household security**

According to Afoakwa, (2012, pp. 1-3.) the locally produced food stuffs are used to prepare hot nutritional meals for the school children in areas where there is famine. The

long term objective is to reduce poverty and increase food security as well as a nutritional diet among children without any cost in schooling. The amount of money spent by parents in children's schooling and buying of food sometimes burdens the parents. This leads to dropping out, absenteeism and lateness among children in school. However, the school feeding in place enables children to get a free meal in school. It aids the parents to save some part of the money spend on food. The money could be used to purchase other educational materials like uniforms, books and bags.

According to the WFP (2004, pp. 3-4) people in the marginalised communities spend 65-70% of their income on food. Such families depend on labour and income provided by children through commercial activities like hawking and selling for a living. Therefore, poor households do not send their children to schools. The food deficit areas are targeted with school feeding and take home rations to address the problem. The fact that children will be fed at school and take home rations are available for the families motivates many poor homes to send their children to schools. The parents store the food, manage and prepare in the households for the consumption of the entire family especially, where the take home ration is given. This improves the family savings and reduces the spending on food. The accumulated money through savings can be used for other purposes towards the child's schooling. (Afoakwa, 2012, p. 3).

### **3.2.6 Alleviation of short and long term hunger**

Children from the poor homes are likely to go to school without food and if they do, they are less likely to learn. Hunger and poverty have direct a link with educational performance of the children. The income level of the county has a link with the educational performance in relation to enrolment and attendance. About 20% of the poorest children and 50% of middle income children complete basic schools while all the children from well-to-do families do complete. (WFP, 2004, pp. 4-8.) The school feeding programme aids to reduce short and long term hunger which can cause absenteeism, low performance and finally school drop-out among children. According to Rosso (1999, pp. 6-7) there are a number of hungry children in the world who go to school without food or a meal. There are a lot of factors that account for this phenomenon: The long distance children have to travel to school, inadequate time and resources to provide enough food

to children before, during and after the contact hours are clear evidence about what makes children hungry.

In fact in Peru, there was a survey to determine the school breakfast and its impact on cognitive development. There were 23 malnourished and 29 well-nourished children. It was found out that children with a sharp brain who scored higher marks were those fed with nutritionally fortified meals. On the one hand, in United States of America, similar research was carried out to find the same impact of the school meals in relation to pupils' output of work. It came out that those children who benefited from the free, nutritionally fortified meals scored higher marks than those without. On the other hand, also in Jamaica attendance and arithmetic scores increased as a result of the school breakfast. (Rosso, 1999, p. 6.)

It is estimated that about 300 million children attend schools without food world-wide. Thus, meals provided to hungry pupils reduce the short term hunger and contribute to meeting the nutritional needs of the children. (WFP, 2004, p 2.) Again, the short and long term hunger can affect children and how they perform at school. Good nutritional meals and the health level of the child influence the learning process. Children who lack some levels of food and nutrients in their meals such as iodine, protein and iron do not have potency to concentrate at school compared to well-fed or nourished children. Hunger among children diminishes their mental development, thereby reducing their ability to think, react and participate in the learning process. The school meal has been a tool to mitigate short and long term hunger at school and the take-home ration supports the sustainability and availability of food for children in school and after school. (Rosso, 1999, pp. 4- 6.)

### **3.2.7 Job creation**

The SFP in the world gives jobs to people that produce the food stuffs for preparation of the diet to the children in schools. The local farmers and matrons for various SFPs get an income from the sale of their produce such as cereals, grains, tubers, vegetables and services rendered in the preparation of the meals. The caterers of the school also get an income from the services they render in preparation of the food. (Afoakwa, 2012, pp. 1-3.) According to WFP (2004, p. 3), in developing countries there is low attention to the role played by the private sector in education. However, in advanced countries it is the

opposite. School feeding assists the creation of job opportunities for skilled and semi-skilled workers. Japan, Brazil, Chile, South Korea and the United States where the programme have been practiced for decades had witnessed massive an impact on the creation of jobs for local farmers, cooks and caterers. This has contributed to the rise of the Gross Domestic Product (GDP) and Per Capita Income (PCI) as well as the creation of a larger market for those countries. (WFP, 2004, p. 3.)

### **3.2.8 Reduction of the cost of pupils' schooling**

McEwan (2013, pp. 132-139) recounts that the Chileans' school lunch had improved the family savings of the low and middle income households. The WFP (2010, pp. 1-2) reports that school meals in Kenya had multiple benefits to children and parents. In its estimation, the introduction of the programme had reduced parents' food purchase, thereby promoting direct savings between 4%-9% of the annual income level of the beneficiary families. In addition, when children complete school, and have any gainful jobs, they can help the households they came from within the community. In addition to this, parents leave their children in schools for long hours and may use the available time for income saving activities in the community.

Similarly, Mondal and Paul (2012, pp. 405-409) affirm that the introduction of India's feeding programme had had massive impacts on household savings in Burdwan community in Bengal during the early stages of implementation. When it comes to Ghana, according to Afoakwa (2012, pp. 3- 4) families savings have been improved in the communities where the school feeding programme has been implemented because the amount parents have to spend on the children's feeding has decreased during the introduction of GNSFP.

The diagramme below represents the frames of the literatures reviewed during the entire study process and was used as a point of reference for the data collection, analysis, findings, and the discussion and conclusion stages.

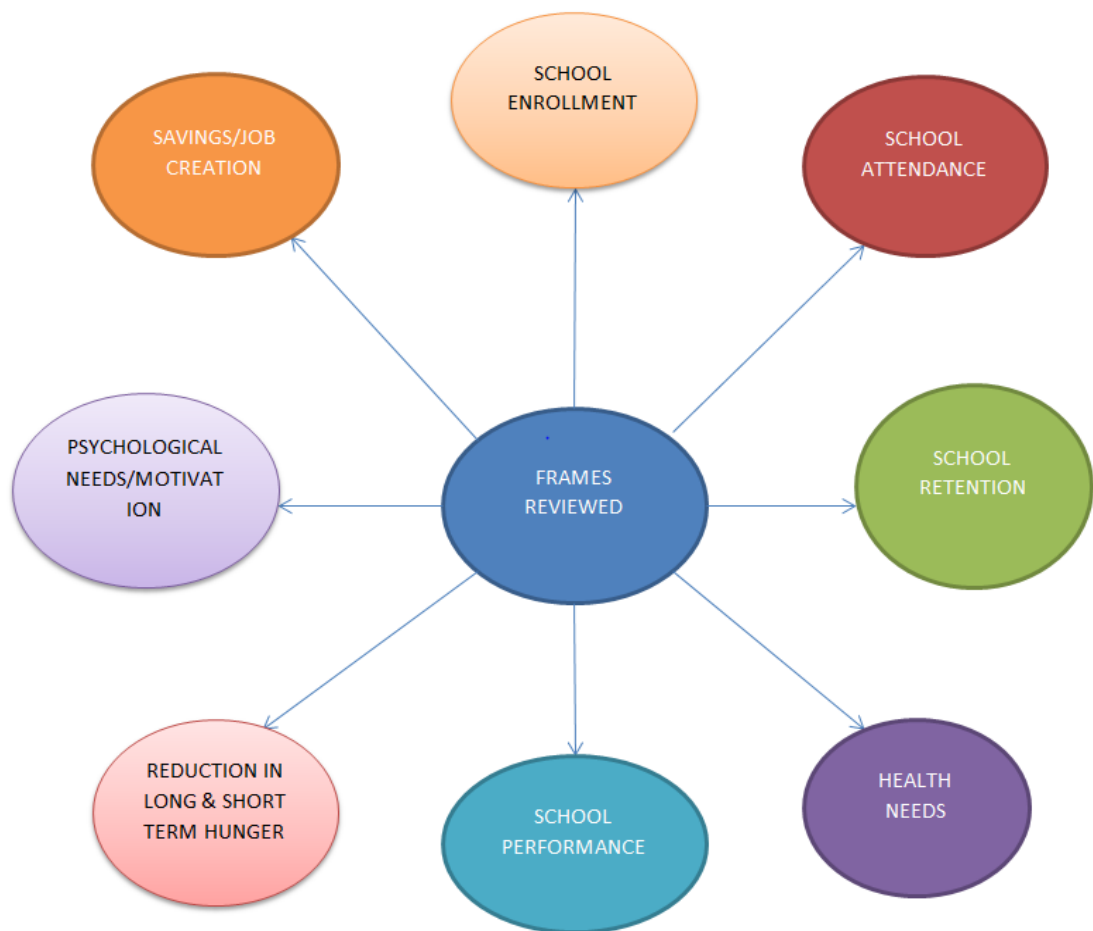


Figure 2 Frames reviewed



## **4 RESEARCH METHODOLOGY**

This section discusses the aim of the study and the research questions, qualitative research and its rationale, the case study approach, the data collection method and finally the data analysis process.

### **4.1 Aim of the study and research questions**

The aim of the research is to find out the school leadership views on the impact of the GNSFP: With a case study of Adumanu M/A Primary School in Kumasi metropolis and Ayaasi D/A School at Fomena, Adansi North district in Ashanti Region of Ghana. (See figure 2 in chapter 2 above for the location of the districts. The main research question is, “What are the school leadership views on the impact of the National School Feeding Programme in Ghana?” The sub questions are:

1. What is the importance of the school feeding programme on enrolment, attendance and retention among the children?
2. How has the school feeding programme affected the health needs, performance, psychological and motivational needs of the children?
3. How has the school feeding programme affected the family income, job creation and the hunger alleviation?

## 4.2 Qualitative research and its rationale

There are three dominant research methods depending on what the researcher wants to use such as the qualitative, quantitative and mixed methods. Researchers make different assumptions about scientific knowledge and make use of several means to discover. In scientific research an attempt to find social realities results in two labels such as the positivist and post positivist research. The positivist researcher searches social reality of knowledge by collecting numeral data on observable behaviours of the selected sample and again puts the data to statistical analysis. This method is often called the quantitative research model. However, the post positivist model or qualitative method uses interpretations from individuals to come out with social reality. The verbal data collected is developed through an intensive study of cases before subjecting the data to analytic induction. (Gall, Gall, & Borg, 2003, pp. 23-25.) The standard aim in the quantitative research is normally designed and achieved by sampling methods. The sampling makes the researcher feel confident about the representatives of the sample. The degree of representativeness can be empirically verifiable and, thereby gives room for the researcher to make inferences about the whole population. The researcher qualifies the data and generalized results from a selected population through careful sampling of interest to measure the incidence of various views and participants' opinions. The selected sample usually involves a large number of cases representing the population. The use of questionnaires and telephone interviews are features of quantitative data collection and statistical data are usually used in the form of tabulations, graphs and maps. The findings are conclusive in nature and predict and make use of generalization. (Silverman, 2005, pp. 126-127.)

In the same attempt to ascertain social reality, the qualitative researcher uses participants to construct social reality. The researcher seeks to find the realities through continuously constructed local situations. The qualitative research makes use of relationships among social problems thereby producing non-generalizable results as oppose to the mechanistic perspective. Generalizable sample procedures are unavailable in the qualitative research because of the concepts, variables and the case it seeks to investigate. On the other hand, qualitative research method was carefully selected over quantitative because of its usability to validate themes and relationships at the case level. In

the same vein, the qualitative research acts in a discovery but not in a confirmatory role in academic research work. It provides an understanding of the underlying phenomenon and motives and thereby provides insight into the setting of the problem. The nature of qualitative data to uncover prevalent trends, thought and opinion usually in a small number of the cases selected to satisfy the given data needs are benchmarks of the qualitative model. (Gall, Gall, & Borg, 2003, pp. 23-25).

According to Creswell (2007, pp. 36-46) qualitative research puts the observer to mirror things in the world. It therefore focuses on interpretive, material practices “that make the earth that we live in visible”. The visibility of the world transforms the globe by tuning into series of represented field notes, interviews, conversation, photographs, recordings and memos. The qualitative researcher uses an interpretive, naturalistic approach to mirror the realities in the world. The researcher studies phenomenon in the natural setting attempting to make sense of them. (Creswell, 2007, pp. 36-46.)

Again, Blainie (2005, pp. 288-251) holds the view that there are two dominant research methods in an academic the research domain, the qualitative and quantitative methods. In his view, the qualitative research method consists of an investigation which seeks to answer questions, collect evidence and produce results for a particular phenomenon for the betterment of the society. It is effective in obtaining information in relation to what is culturally specific such as opinions, behaviours, social context, and the values of a group or an individual over a given period of time.

This study made use of the qualitative case study method to gain a nuanced and insightful conceptualization of the school leadership views on the impact of the National school feeding programme in Ghana. The study laid emphasis on both positive and negative impacts of the programme in relation to enrolment, attendance, retention, health needs of the children, psychological and motivational needs, children’s school performance, children’s nutritional needs, family savings and job creation.

The qualitative research method was adopted on the basis of the exploratory nature of the research topic. Again, the rationale of the study, the nature of the research questions, data collection techniques were put into consideration by the researcher before selecting the qualitative method as a vessel to ascertain facts about the case. Silverman (2005, pp. 1-10) discusses that the research topic will dictate the kind of methodology to use to underpin the work and the method to use in order to collect data. Gall,

Gall, and Borg (2003, pp. 10-25) discuss that if we wish to understand meanings, look at, describe and understand experience, beliefs and values, the qualitative method is the best for such situations, and ultimately, the topic under study calls for the method to use.

### **4.3 Case study approach**

The qualitative case study seeks to find out detailed a description of a phenomenon in order to ascertain social realities by collecting data through multiple sources of information such as interviews, observation, documents and audio-visual materials (Creswell , 2007, p. 92). In the same vein, the basic idea in the case or a small number of cases which will be studied in detailed by the researcher using whatever methods seem fit to come out with social reality with the aim to develop as full and understanding of the case as possible. The researcher employs multifunctional sources of techniques to arrive at the data information which reflects the realities of the society. (Silverman, 2005, pp. 126-127.)

The multiple case study design was used find out the school leadership views on the impact of the GNSFP. Yin, (2003, pp. 55-56) posits that multiple case study includes more than single case. I used two schools because the multiple case study design allows a lot of details to be collected which would not be possible in the single case. It gives room for the researcher to examine whether the findings support the theoretical framework. The two schools were selected based on careful consideration between thesis advisor and myself. I selected the schools because this will give me the opportunity to know the research phenomenon in the broader perspective. I selected one school from the rural area in Ghana and other in urban centre. I did this with an intention to get a wider picture of the School Feeding Program and its impact from the school leadership representatives of the country.

I selected the case on the basis that I as a researcher and one time primary school teacher had heard and read several views and opinions held by governmental agencies, pupils, students, parents, schools' leadership and farmers about the several benefits of the free meals at school in relation to children participation, enrolment, attendance and performance. And I as a researcher wished to find out the school leadership perception

on the impact of the GNSFP and the social reality behind that perception. Upon several discussions with my thesis advisor, we came out with the research design. The two schools were selected upon a series of consultations between the headmistress and masters within the two schools. There were several visits before they agreed for me to use their schools to carry out the research work. The schools are located in different districts in Ghana but both are in the same region. One is in the Adansi North district that is the village primary school and the other is in Kumasi, the commercial capital of Ghana. (See figure 2. for the location of the schools above)

#### **4.4 Data collection methods**

Creswell (2007, pp. 117-118) explains that data collection gives one more opportunity for evaluating research within an inquiry process. The researcher aims at gathering good information that can answer the research questions or the phenomenon under study. According to Gall, Gall and Borg (2003, pp. 222-223) questionnaires and interviews are often used in an academic research to collect data on a research phenomenon in order to find the social realities in the society. Some behaviour are not directly observable such as experiences, opinions, values and likes, so it is advisable to go with interview questions in order to get the participants to air the views on the phenomenon. An interview consists of oral questions asked by the interviewer and oral responses by the research participants while questionnaire are documents that ask the same questions from all the participants, and both require the documentations of the respondents' responses in either a recorded or typed or written form. (Gall, Gall & Borg, 2003, pp. 222-223.)

I chose interviews over questionnaires because of the adaptability. Throughout the interview section, the researcher can follow the interviewees' answers to obtain more information and to clarify the statements. Also, rapport and mutual trust can be built in between the researcher and the respondents during the interview segments in order to capture a credible social reality of the phenomenon. Sometimes the interviewees may feel hesitant to give the research the needed information but when the rapport and trust are created between the two, they make it possible for the respondents to share the information to the researcher. (Gall, Gall & Borg, 2003, pp. 222-223.)

#### **4.4.1 Selection of the interview participants**

This section focuses on how access was gained and the selection of the participants for the research interviews in the two selected schools was made. Several meetings and discussions that took place between the administration and the researcher in both schools are explained in detail under this chapter, and how the interviewees were selected.

Gaining access to the site and individuals requires several steps. In order to gain access to the site for credible and meaningful information regardless of the approach to inquiry, permission ought to be sought from administration and informants. It involves a detailed proposal that clearly explains the procedure in the task ahead for their acceptance. (Creswell, 2007, p. 127.) In another development, upon the visits to the two selected schools, my mission to the school was made known to the administration. It was not strange to the leadership because I made a series of contacts through e-mails and telephone calls immediately after I made up my mind to carry out the research. The letter of acknowledgement issued from the University of Jyväskylä, Institute of Educational Leadership was shown to the heads of the two schools and copies were made available for them. I explained my mission in the school and finally sought permission from the authorities to carry out the research in the schools.

According to Creswell (2007, p. 127), the consent form gives details of the modalities for participating in the interview such as the rights of the participants to voluntarily withdraw from the study at any time, the purpose of the study and process to be used in retrieving the data, confidentiality of the respondents' comments, expected benefits for the interviewees, and consequences involved. I briefed the administration about the purpose of the study, the reasons for the selection of the schools, the procedure for the interviews, time limits, benefits and limitations for being selected as an interviewee. Finally, the consent forms were given to the participants to read, agree or disagree and to sign to reject.

#### **4.4.2 Sample strategy for selecting the participants**

In qualitative research work, sampling is needed and used for purposeful concepts. The researcher selects the site and participants in the way they can have an informed understanding of the research phenomenon under study. Discussions need to be made about

who should be sampled, what form the sample will be and the number of participants. Conceptualization is derived from what should be sampled and who should be. (Creswell, 2007, pp. 126.) Therefore, random sampling adds credibility to the sample when a potential purposeful sample is too large (Silverman, 2011, pp. 161-165).

On the second visit to Ayaasi Primary School on 14/11/2013, the administration agreed to my request to use the school for the data collection process. Similarly, at Adumanu M/A Primary School in Kumasi, on the second visit on 16/12/2013, the administration agreed on my request. The head teacher of Ayaasi scheduled the actual interview on the next day, Friday, 15/11/2013 at exactly 9a.m GMT. During the day, I reported at the premises of the school at 7: 30 a.m. The head of the school arrived at 8:00. He gathered all the participants in his office and introduced me once again to the members present. The Parents Teacher Association executives were all present, as well as the School Management Committee executives, the teachers, the student leadership representatives and the head teacher/principal and his assistant were present.

As I indicated earlier, on my first visit to Ayaasi Primary School I described the form in which the sampling would take place and the number of the participants needed for the interview, and I pulled out pieces of papers numbered one to eight. I told the teacher`s leadership present that each one should take one numbered paper and those that would pick numbered one (1), two (2) and three (3) would be accepted to take part in the interview process. I told them that all had an equal chance to be selected. I got my participants through this sampling method. I used the same method to get three (3) participants from the students` leadership, three (3) from the (PTA) executives and three (3) from the SMC. However, on the selection of the principal leadership, I gave prerogative to the school administration and they came out with two individuals namely, the head master and his assistant.

At Adumanu Primary School the interview took place on 17/12/2013 at 9a.m. The same sampling tool was used to select the participants for the interview. I gave a dispensation to the school administration to select persons to represent the head leadership for the interview. They came out with two names comprising the headmistress and her vice head. I used this method because there were only two persons occupying such headship positions in each school which was the intended per this group.

### **4.4.3 Focus group interview**

Qualitative focus group interview was used to collect the data. Silverman (2011, pp. 161- 165) defines the focus group interview as a way of collecting qualitative data which usually involves a small group of people who bear some commonalities or share a particular characteristic. According to Blaikies, case study focuses on the social unit, real participants, and a social group of people as a whole. It keeps together individuals as a unit, those characteristics which are important to the scientific research phenomenon being investigated. The approach encompasses the membership of the unit which may be a family, members in a school, students, a person, and a social group, ethnic and cultural groups in a particular community. (Blaikies, 2005, p. 215.)

The numbers of the participants in the focus group interviews in both schools was twenty-eight. There were three (3) from student leadership, teachers' leadership, PTA, SMC units and two from the principal's leadership unit making in total fourteen informants in each school. Silverman (2011, pp. 161-165) explains that the focus group interview helps the participant and the researcher to have an informal discussion, thereby directing the respondents around a particular topic or a set of issues. The group members have the edge to interact freely with each other to help the discourse of the interview. More so, the focus group interview reduces tiredness among the participants during the interview process.

The focus group project can constitute a single group of respondents meeting on a single occasion or it can involve many groups with single or repeated meetings. It can involve as few as two as in the case of the selection of the heads in both schools and as many as a dozen. The participants may be pre-existing groups of people, members of family, club and work teams or they may be put together purposely for the research as representatives of a particular population. (Wilkinson, 2004, pp. 177-178.) In this research, the focus group interview participants were representatives of the school leadership units.

### **4.4.4 Interview process**

The staff common rooms in both schools were used to carry out the interviews because of its convenience and quietness during the periods. While other teachers were teaching



in their respective classes, the participants were called in their respective groups for the interviews. This was done in order not to affect the contact hours of the children.

A day before the interviews, I designed the interview protocol which had an adequate space for me to write responses to the interviewees' comments. I refined the interview questions and procedure through pilot texting. I carried a field notebook to record the key points in the respondents' comments. According to Creswell, pilot texting is meaningful because it refines and develops the instruments, assesses the degree of observer bias, frames and reframes, checks the background and the research procedure. The interview protocol enables a person to take notes during the interview about the responses of the interviewees. It aids the researcher to organise his thoughts about the responses. (Creswell, 2007, p. 133.)

During the interview, the information about the rights of the participants to ensure the research ethics was read once again. The consent forms were collected and were told that they had the right to pull out although they had signed to take part in the course of the interview. I used open ended questions which allow the researcher to pose further probing questions. The interviews were audiotaped or recorded one after the other. The maximum time spent on one group was forty-five (45) minutes and the least were thirty-one (31) minutes. I finally wrote an official letter of acknowledgement to thank the two schools and promised them with soft copies of my thesis after the evaluation of the thesis by University of Jyväskylä, Institute of Educational Leadership, Finland. According to Creswell, the audiotaped interviews must be transcribed after the session to avoid damages to the tape. (Creswell, 2007, p. 130.) I transcribed the audiotaped interviews received from the respondents in both schools into text when I came back home from the interviews.

#### **4.4.5 Data analysis process**

Silverman, (2011, pp. 213-214) discusses that there are three main methods in analysing focus group data in qualitative research. They are qualitative content analysis, the thematic and constructive method. Researchers use the convenient data analysis which fits the data collection method and the knowledge one has in one's usage. Creswell, (2007, p. 148) states that data analysis in qualitative research consists of preparing and organising the data (text data as in transcript for analysis). The data are then deduced into

themes through the process of coding and condensing the codes to thereby representing the data in the discussion.

Content analysis is based on the examination of the research data for recurrent instances of the same kind. The instances are then systematically identified across the data set and grouped together by means of coding systems, deciding the unit of analysis through the coding systems. The codes are systematically applied across the transcript. In defining content analysis in research work, Bos and Tarnai, (1999, pp. 569-671) explain that several names had been used by researchers in describing content analysis, such as systematic content analysis, field meaning analysis, structural analysis and many others but whatever the case may be or terminology used, content analysis is a means to analyse text.

I adopted the thematic analysis approach. Thematic analysis according to Hsieh and Shannon (2005, pp. 227-279) has been used in social sciences for years and is now gaining roots in the health related fields. To be an ethical researcher, the text analysis using thematic analysis, the relationships, themes, language and communication must be carefully put into consideration. (Creswell, 2007, pp. 147-156.) According to Attride-Steerling (2011, pp. 389-390) thematic analysis systematises the extraction of the lowest order premise of evidence in a text, that is to say the basic themes. The themes help in breaking the text to form networks starting from the basic themes through the development of the larger themes or global themes. Again, the process of deriving themes from textual data with these same representational tools is well established. The thematic analysis tries to find out participants' lives through what they say within the focus group. (Silverman, 2004, pp. 96-125; Silverman, 2011, pp. 213-214.)

Thematic analysis is suitable for descriptive purposes, classification or allocation of exploratory pilot studies aimed at helping to come out with the initial hypothesis if there is one, and individual case. Furthermore, thematic codes and thematic networking analysis allow the research findings to emerge from the dominant themes inherent in the interviews without restrains from the structural methodology (Creswell, 2007, pp. 148-157.) The results of case studies are always open to the charge of being random and non-verifiable. The case study lacks generalisation, and deals with social reality and uses several methods to ascertain social reality. (Bos & Tarnai, 1999, pp. 569-671.) Also, reliability is a big concern with thematic analysis because a lot of interpretation is

needed in explaining the data items, but a thematic analysis is useful in capturing the meanings within very complex textual data (Lacey & Luff, 2001, pp. 6-20). On the other hand, Lee (2013, pp. 10-12) discusses that thematic analysis as in grounded theory involves adequate commitment of the researcher and the interpretation. The analysis is above a mere counting of the explicit words but more into implicit and explicit ideas within the qualitative data that emerge in themes. I adopted the thematic qualitative analysis approach to analyse the field data.. (Corbin & Strauss, 2008. pp. 12-14.)

The analysis was conducted during and after the data collection stages. During the interview, the respondents' actions, attitudes, meanings and interactions were analysed (Bos & Tarnai, 1999, pp. 659-671). According to Rabiee (2004, pp. 655-660) preliminary analysis begins from here where the respondents' actions, feelings and attitudes are compared with the jotted notes and finally the verbatim transcribed qualitative data. Some portion of the qualitative data was transcribed from Twi a Ghanaian language into English because some participants said they preferred using the local dialect to the English language during the focus group interview. According to Tracy (2010, pp. 146-147) the respondents' rights, ethic of care, privacy and confidentiality must be respected and protected. With this in mind, I translated what was actually said and avoided initial assumptions. Others were also interviewed in the English Language as requested by the participants. The audiotaped data were transcribed into English. After the verbatim transcription, I verified the respondents' answers to be sure if all the questions were answered during the interview sections. This helps in determining whether the responses were within the frame of the questions. (Creswell, 2007, pp. 147-156.) Lacey and Luff, (2001, pp. 6-116) opine that the familiarisation with the data is very crucial at this stage of the data analysis to avoid omitting some words or sentences on the audiotaped data. I listened to the tape again and over again to avoid omitting any word or a sentence in the collected data. I read over the interview questions in order to focus on the needs of the research and to avoid digression. (Ruggunan, 2013, pp. 2-12.)

I organised and prepared the transcribed data first by reading it thoroughly to identify patterns of meanings across the data set. (Braun & Clarke, 2006, pp. 26-30). According to Ruggunan, (2013, pp. 1-12) patterns are identified through a vigorous process of the data familiarisation. I indexed the entire data. (See Appendix 6.) I applied short verbal descriptions to the data. The familiarisation came up with some commonly

recurrent minimal order premises, which relate to my research questions and meaningful concepts from the research literature. The concepts in the literature review were also put side by side during the familiarization with the data. The key sub-concepts were identified during the integrating of the substantial sets of the coding. (Braun & Clarke, 2006, pp. 26-30.) I used the Microsoft word comment tool to highlight the emerged concepts and codes from the context in the margins of each page. Ten (10) concepts emerged from the data. I identified their relationships and their relevance for preliminary patterns. (Corbin & Strauss, 2008, pp. 12-14.)

The identified headings provided the wider focus and meaningful concepts and connections to the various codes. (Creswell, 2007, pp. 147-156.) Again, the ideas of all the respondents were put together with the help of the Microsoft Office Word platform which has the copy, cut and paste tool. I then reduced the voluminous pages of the data into a few general thoughts of the ideas bearing in mind the interviewees' ideas and tone. I sorted the main ideas highlighted under the sub-themes through the cut and paste platform of the Microsoft Office. I identified a limited number of sub-themes which reflected the textual data. Categorisation and aggregation were used to establish the sub-themes and then reduced to the main themes. The main themes were derived and different colours were used to code them. The themes came about as they emerged from an examination of the research data for recurrent instances of the same kind. (Attride-Sterling, 2011, pp. 389-390.)

## **5 RESULTS AND DISCUSSION**

This chapter presents the data analysis and interconnectivities between the findings and the reviewed literature to establish the common relationships and the revelations for a broader understanding to the readers. The themes derived from the thematic analysis which correspond to the literature frame work were as follows: 1. enrolment, attendance and retention, 2. absenteeism and hunger alleviations, 3. children's health needs, 4. psychological needs, motivational improvement and performance, 5. household savings and job creation. There were also three other findings that emerged from the data.

### **5.1 Enrolment, attendance and retention**

The World Bank (2012, pp. 1-4) discusses that more than 66 million children at school going age attend schools with an empty stomach in many countries around the globe thereby leaving fewer girls attending school than boys. The school feeding programme and lunches have been a vehicle to increase school enrolment, minimising absenteeism, attendance and retention (Sulemana, Ngah & Majid, 2013, p. 8).

#### **5.1.1 School enrolment**

The school feeding programme and enrolment are in tandem. From the interviews conducted with the headmistress/master, the PTA, the SMC, the teachers and the students' leaderships in both Ayaasi D/A and Adumanu M/A Primary schools emerged that the GNSFP has increased enrolment. When asked how the school feeding programme has affected enrolment at Ayaasi Primary School? The headmaster in responded:

The school feeding programme has increased enrolment in my school. In my estimate, enrolment of the school has doubled from 2007 up to date.

Also the assistance headmaster described it as:

I came to this school three years ago but enrolment figures keep on increasing day in and day out in the school.

Similarly, at Adumanu Primary School the story was not different. When the same question was asked, the headmistress said:

The school feeding programme is a policy introduced by a political party called New Patriotic Party (NPP) in Ghana to enrol children where parents cannot afford children's feeding. I have been in the service for 37 years and when I was transferred to this school in 2008, it was not introduced yet. Parents withdrew their children to schools with school feeding but when the feeding was introduced in my school three years ago by National Democratic Congress government, all the children came back. In fact the school itself was having huge enrolment before the school feeding but when it was introduced, enrolment rose up.

The leaderships in both schools were of the view that the school feeding programme had doubled or quadrupled enrolment in their schools during the introduction of the GNSFP.

The findings on enrolment in the two selected schools according to the leaderships are consistent with the literature reviewed on enrolment. According to the WFP (2010, p. 16) enrolment doubled in Nepal's schools within a period of four years to 240% in 1998. Again, in Kenya and Angola in Africa, the introduction of the school feeding programme led to an increase in enrolment according to Buhl (2007, pp. 1-40). This supports the fact that the school feeding programmes have a positive impact on school enrolment.

### **5.1.2 School attendance**

From the interviews with the headmaster/mistress group at Ayaasi Primary School, the SMC leadership in both schools and the headmistress and assistance principals of Adumanu primary school, it emerged that the enrolment figures in both schools had increased because of the school feeding programme. On the question of how has the school feeding programme affected the attendance of the pupils in the school, the teacher's group at Ayasi Primary School reiterated that:

Yes, attendance has increased because the pupils have confidence that they will be fed at school so instead of going to farm to work without food or little food, they rather preferred being in school and fed.

Again, the headmistress and assistance principal of Adumanu during the focus group interview opined that: I think attendance had doubled. On the other hand, on the same question at Adumanu primary school, one respondent in the teacher's group reiterated:

In fact not hundred percent (100%) but has improved attendance. In fact, in our community here the people are deprived because it consisted of the northern people but because of disciplinary actions and school feeding has affected attendance.

It emerged in the focus group interview that discipline action such as caning and other physical punishment have encouraged pupils' attendance in both schools.

Next, at Ayasi Primary School, the Head and teacher groups interviewed explained:

Motivation, dedication, professional hard work formed part of the factors which had encouraged huge attendance of the pupils in the school".

Again, it was evident in the interview that not all the schools within the communities have the programme, so schools with the feeding have more children's attendance than those without. According to the Headmaster at Ayaasi Primary School, children know that when they leave this school they cannot get the feeding so they don't stop or runaway.

According to Rosso (1999, p. 15) in Pakistan the WFP provided a take home ration of one or two tins of oil to families whose girls attended school for 20 days a month. In participating schools the enrolment increased by 76% compared to 14% in the province. In the case of Finland after the Second World War, the free meals legislation was enacted and institutionalised in all the municipalities to provide free meals to school going children who had been affected by the war. This attracted the number of children's attendance in all the municipalities after the war. (FNBE, 2008, p. 3-6.) In the Northern Island of New Zealand, when the school breakfast was introduced in sixteen primary schools, attendance reached 95% (Mhurhu, et al., pp. 1-3). From the literature review, one can say that the school feeding has a tendency to improve school attendance. Some of the leaders interviewed in the two selected schools agreed that the school feeding programme had doubled attendance in their schools, which is consistent with the literature reviewed.

### 5.1.3 School retention

School retention was analysed to see if the School Feeding Programme had an impact on the school performance. In fact, the study found out that there was an evidence of significant impacts between the Ghana National School Feeding Programme (GNSFP) and the retention rate among pupils at the two selected schools.

First, the results of this study revealed that the programme has maintained a huge number of enrolments in the two schools. According to the headmaster group, the teacher group and the SMC at Ayaasi Primary School, there is a connection between the GNSFP and the retention rate:

Well retention of the children is encouraging because children graduating from one class to another are encouraging in this school.

I think retention rate is high because the school feeding has made children to remain in the class till we close.

The non-availability of the programme to all schools within the community has helped the retention rate in the two selected schools. The head group at Adumanu Primary School, the SMC, the PTA and the student group described that not all the schools in the community had the programme, so when a child is enrolled in a school with the feeding programme; it is very difficult for him or her to drop out from that school. According to the head group at Adumanu Primary School,

Adumanu Primary School is a choice for pupils because not all the schools in the community had the programme so when one left the school to another where the meals were not served, it is going to affect him or her so when they come here, they graduate to enjoy the meal till he or she finishes.

On the other hand, the WFP states that the retention rate was 10% in Ghana during the piloting phase of the programme in 2005 and now has doubled. (WFP, 2007, p. 17). Adamu-Issah et al. (2007, pp. 4-5) discuss that the School Feeding in the three Northern regions of Ghana has attracted pupils' into the classrooms. Similarly, Rosso (1999, p. 7) stated that the School Feeding Programme in Nepal had attracted a 27% retention rate at the initial stage of the programme in the country. Similarly, at Ayaasi and Adumanu Primary Schools, some of the leaders reiterated that the programme had doubled the retention as well as induced the pupils' commitment to remain in the classroom and learn. This ascension is consistent with the literature reviewed. Contrary to this, the



headmaster and teacher groups at Adumanu Primary School replied that retention in their school had been achieved due to multiple factors. These are discussed at the end of this chapter five.

#### **5.1.4 Negative effect on enrolment, attendance and retention**

The leadership groups in both schools during the focus group interviews complained about the huge number of the pupils in the classrooms due to the programme. It emerged that the number of the enrolment and the attendance had negative impacts like accommodation challenges, overcrowding, furniture, teaching and marking of the children's exercises, supervision and ineffective classroom control. They made recommendations that the government should provide the schools with adequate classrooms and furniture to significantly enhance the teaching and learning process. The headmaster group at Adumanu Primary School and the SMC at Ayaasi Primary School replied:

Yes, we are lacking infrastructure and school buildings. The largest class is eighty-five and the lowest is forty-five.

Oh yes, there a lot of such negatives. For instance, huge numbers of students in the classrooms have caused poor supervision on the part of the teachers, accommodation and furniture problems, marking and extra curriculum activities.

For example, teachers do not take extra curricula activities such as trips, physical education practical on the field serious because of the numbers per a teacher to a class.

## **5.2 Absenteeism and hunger alleviation among children**

Rosso (1999, pp. 6-8) discusses that the long and short term hunger can cause the school absenteeism, a low performance and the drop-out rate among the school pupils in the world. The school feeding programme and lunches target short and long term hunger that affects learning disabilities among children.

### **5.2.1 Absenteeism**

Most of the leadership groups in the schools opined that the GNSFP had reduced the absenteeism rate among the pupils. The study reveals that the programme had made children remain in the classrooms till closing as well as a reduction of absenteeism. According to the leadership groups at Adumanu replied:

Children know that when they leave this school they cannot get the feeding so they don't stop or run away but only children that they stop were those staying with other people. Apart from this, they are very regular.

At Ayaasi Primary School, the head group confirmed that the absenteeism rate among the children in the school had decreased drastically. The result shows that the school feeding programme had an impact to reduce the absenteeism rate among the school children.

### **5.2.2 Hunger alleviation**

The free school meals for the children around the globe has a positive impact in the reduction of the long and the short term hunger among the pupils to concentrate in the classrooms on the learning process. The children that attend schools without food are approximately 300 million annually in the world according to the WFP (2004, pp. 2-6) . In the focus group discussions in the two selected schools, all the leaders reiterated that because of the GNSFP in their schools, hunger in both long and short terms has been minimised since the introduction of the programme. The student leadership group at Adumanu Primary School said:

Hunger that affects us is no more because we eat every day.

This was confirmed by the teacher leadership group at Ayaasi Primary School:

Hunger has been eradicated because of the school feeding programme in the school.

From the interviews conducted, it was evident that the school feeding programme had minimised or eradicated long and short term hunger among the children in both schools according to the leadership groups. This supports the WFP (2004, pp. 2-6) statement that the school feeding programme is a tool to fight against long and short term hunger in schools that hinders the teaching and learning process. This finding in both schools is consistent with what Rosso (1999, pp. 4-6) discusses at the early stages of the literature.

## **5.3 Children's health needs**

A meal in school with its effects on the enrolment, attendance and retention and the eradication of hunger has also an impact on the children's sexual health and nutrition

status. Learning in school is an alternative to idle life outside of school and getting drawn into social vices as some of the informants described.

### 5.3.1 GNSFP and HIV/AIDS reduction

On the issue of the GNSFP in relation to the reduction of the HIV/AIDS infection rate among the school children in both schools, the leaderships groups had divergent views. According to the headmistress at Adumanu Primary School, and a member in the teacher group at Ayaasi Primary School confirmed that,

Maybe their vision may be right. Sometimes these children put off their uniforms. Some parents do not give their children money in this community where we have wee smokers; they can lure them to have sex with. I think if they have food to eat, they will not think about sex.

HIV-AIDS reduction or infection, the feed has potency to reduced HIV infection among the children in the school and the community at large. For example, instead of the children roaming in the community to hawk or being idle, the tendency for engaging in social vices such as drug abuse, rape, commercial sex activity and many more is great. So with school feeding in schools, it will serve as an incentive to motivate the children to school and in the long run minimize those vices.

However, some of the leadership groups in both schools disagreed with the notion that the school feeding programme had a long and short term impact on the HIV/AIDS infection rate among children. One of the respondents in the teacher group at Ayaasi and another at Adumau said,

No, the school feeding programme had no influence with HIV-AIDS infection or reduction among the children in the school and community at large.

That to me, I think HIV and school feeding has no link, I think if food is given to the children, they will still go to other people for money. I think those of the children here are minor to think of that.

Notwithstanding this, it was evident that the majority of the school leadership groups explained that the school feeding programme had a positive impact in both the long and short term reduction in the HIV pandemic rate among the children. According to Jukes, Simmons and Bundy (2008, pp. 43-53), the South African School Feeding Programme and sex education had supported the reduction of the HIV-AIDS infection rate among the school children in the country, especially the girl children. In addition, the programme had reduced the HIV/AIDS vulnerability rate among the children because of the long hours they spent in the classrooms with enough food to rely on before, during

and after each learning process. The findings are consistent with the WFP, 2004, (pp. 5-10) on the school feeding programme and HIV-AIDS reduction. UNAIDS (2011, pp. 1-4) reports that the school feeding programme and lunches had a potency to minimise the HIV/AIDS virus infection rate among the school children. Although a section of the leadership groups described that the school feeding programme had no effect on the HIV reduction in both schools, however, the majority of the leadership groups described that the programme had a vital role to play in the HIV/AIDS reduction rate among the children in the sense that the children were no longer thinking about what to eat at school, which can lead them into commercial sex and other social vices in order to satisfy their hunger.

### **5.3.2 Nutritional needs**

Most of the leadership groups in the schools opined that the GNSFP had improved the nutritional needs of the children. The study reveals that the in-school meals and take home rations had made the children remain in the classrooms and also had the energy to concentrate for long hours in the classroom for learning. The headmaster group at Ayaasi Primary School replied,

I think when the children are well fed with balance nutritional meal, it repairs their worn out tissues and eventually improves children's performance at school.

Almost all the leadership groups stated that the school feeding programme had a potency to improve children's nutritional requirement and had made so in their schools. The findings on the nutritional needs were consistent with those of Rosso (1999, p. 2), Langer (2011, p. 3) and Levy (2012, p. 2) earlier in the literature.

### **5.3.3 Iodine, deworming drugs and vitamin supplements**

The headmaster at Ayaasi Primary School and the assistant principal responded,

Ghana National School Feeding Programme does not provide vitamins and iodine to children as nutritional supplements in order to support children's nutritional needs. The programme has no deworming segment in this school.

I have not seen a day where such food supplements have been given to pupils in this school.

Though no food supplements are distributed by the GNSFP, the respondents addressed the belief that the supplements would be beneficial for the children's health needs. According to the literature, the feeding programmes in South Africa, Kenya and Angola include the nutritional supplements to support the children's health needs. (WFP, 2007, pp. 41-42; Rosso 1999, p. 2; Langinger 2011, p. 3). This is in sharp contrast with what the leadership groups in both schools recounted on the GNSFP.

## **5.4 Psychological needs, motivation and children's performance**

The nutritional supplements such as the iodine, the vitamins and the deworming drugs address the psychological needs and improve the well-being as well as the motivation and the cognitive development of the children. These are key concepts used by many researchers to assess the impact of the school feeding programme. In all the interviews, the themes psychological needs, motivation and school performance emerged as dominant and concurrent.

### **5.4.1 Psychological needs**

The leadership groups in both schools affirmed that the GNSFP had an effect on the children's and teachers' psychological needs, which facilitates the teaching and learning process. The head teacher at Adumanu Primary School replied that the GNSFP had improved the children's cognitive development, and the assistant principal added that they focused their minds towards the teaching and learning process.

The leadership groups also identified that the school feeding programme had helped the children to relax for psychological improvement. A member of the PTA group at Ayaasi said that the programme had a long impact on the children, when they ate, they could now relax. This shows that the school feeding programme had a capacity to improve children's minds for the teaching and learning process in the schools.

Finally, the entire leadership confirmed that the GNSFP had a positive impact in preparing the minds of the children and the teachers as well as all the beneficiaries to the programme towards the teaching and the learning processes. This findings on the psychological needs among the children and all the beneficiaries of the programme are consistent with the World Bank (2012, pp. 1-4) report on the global school feeding pro-

gramme assessment. It stated that the school feeding programmes and lunches had improved the psychological needs of the children in the beneficiary countries throughout the world. The WFP (2004, p. 3) stated that the depression among the children in schools had been reduced with the school feeding programme as a psychological tool for an effective teaching and learning. In accordance with the WFP 2004 report, the leadership groups of this study identified that the food had helped the children to relax without having to think about what to eat.

#### **5.4.2 Motivational needs**

The school feeding programme had impacted positively on the children`s motivational needs according to the school leaderships groups. They described that the GNSFP had motivated the children to stay in the classrooms, to focus on the teaching and learning processes as well as fostering the cognitive development. To give an example by a student group member at Adumanu and the assistant prefect of the students at Ayaasi:

The food gives us motivation to learn well.  
The day that the meal was not cooked, we had low motivation and cannot concentrate.

Like the headmistress at Adumanu Primary School described, when the food is coming, you see how the children are happy and jubilate. It was evident in the interviews that the programme had significance effects on the children`s motivation and that it encourages the children to be happy about the teaching and learning processes and development in schools.

Similarly, the food does not only give the motivation to the children but the teachers, the non-teaching staffs and the head teachers in both the schools. In addition, two members in the teacher group at Ayaasi Primary School stated:

At least, it motivates for the teaching. When the food is around, you can eat without incurring delays to teaching and learning.

Again, the teacher groups mentioned that the school feeding programme had the tendency to motivate them to teach beyond the instructional period and extra curriculum activities at the initial stages of the programme, and the lunch hour enabled them to eat without incurring delays to the teaching and learning.

Almost all the leadership groups during the interview confirmed that the programme had had a massive impact on children's and leadership group's motivation to enhance the quality teaching and learning. McEwan (2012, p. 124) reported that the school feeding programme in Chile had motivated children to enrol in schools for teaching and learning. In the same vein, the WFP (2004, p. 2) stated that in Benin and Jamaica the school feeding programmes had motivated teachers to do their best in the classroom as well as the children thereby satisfying their motivational needs. Also, according to Rosso (1999, p. 8) the story is not different in Cape Town; the free school meal programme had motivated many children to enrol in schools for teaching and learning. The findings of the WFP (2004), Rosso (1999) and McEwan (2012) are consistent with what the leadership groups in both Adumanu and Ayaasi primary schools reiterated on the motivational needs.

#### **5.4.3 Children`s performance**

The GNSFP had impacted the academic performance of the children in the two selected schools. From the interviews with the leaders, it emerged that the performance of the schools and the output of work of the children had been improved during the introduction of the GNSFP. The school prefect (student leader) at Ayaasi Primary School described that the food gave them confidence to answer questions, and another group member said that the meals had improved their learning ability because they no longer thought about what to eat.

On the one hand the SMC at Adumanu Primary remarked: I think the performance of the school is also a factor because the school is ranked high in the community. The head groups in both schools stated that sometimes they ate the meals and had helped them to carry out their duties professionally and improved their performance. According to the assistant headmaster at Ayaasi Primary School, they all enjoyed the meals in order to execute their job professionally, and the head described that the graduating rate had improved due to the good performance of the children.

According to the school leadership groups in both schools, about ninety per cent of the respondents pointed out that the programme had improved the output of work of the children. Similar effects were reported by the literature: Winch (2009, p. 9) states that in Mali, the school feeding programme had increased the performance of the bene-

ficiary schools and children. According to the WFP (2006, pp. 63-74), the Niger feeding programme had improved children's performance up to 20-30% in between the 2007 and 2009 academic years during the initial stage of the programme. Mhurhu, et al. (2010, pp. 1-3) stated that in New Zealand, hundreds of beneficiary children of the programme had their performance improved in schools with the programme than those without the free meal lunch.

In a nutshell, the findings on the GNSFP in relation to children's performance are consistent with what Winch (2009), the WFP (2006) and Mhurhu et al (2010) earlier found in Mali, New Zealand and Pakistan. The leadership groups in both schools confirmed that the GNSFP had had a positive impact on the children's performance and output of work in the schools.

## **5.5 Household savings and job creation**

The school feeding programme had a positive improvement on the families' savings and job creation, especially the use of the local food stuffs in preparation of the meals for the children in the schools which is termed as the "local content" according to the PTA, the SMC, and the teacher leadership groups in both the schools. (Issah-et al., 2007, pp. 4-12).

### **5.5.1 Household savings**

The informants described that the GNSFP had improved the parents' and the children's guardian savings in the community. The SMC, the PTA, the teacher and the head groups in both schools remarked that children's parents could save money when the feeding was in place. A member in the SMC group of Ayaasi Primary School replied:

With school feeding programme, parents do not give money to the children. Parents know that their children will eat at school so they do not give them pocket money to school.

Similarly, at Adumanu Primary School the headmistress and the assistant principal had this to say:



Parent's savings yes is true. Maybe when the child is coming to school, he may be given money in the morning and afternoon, and parents can keep the afternoon's money and save because of the food.

This outcome was reiterated by all the leadership groups, which stated that the GNSFP had improved incomes of families through household savings.

The leadership groups reiterated that the teachers, the headship and all members within the school community who took the meals free of charge had the possibility to save the same amount of money as the children's families. According to a member in the teacher group at Adumanu primary school said,

As for me sometimes, I buy small plantains and add up in that sense I can save some money and also other member in the group described that instead of using five (5) cedi a day, I can use two (2) cedi and save the remaining.

This confirms that the GNSFP had helped the school leadership to save some form of money because of the free meals served in their schools. The leaders were of the view that they spent less on food and saved a part of their salaries for other purposes.

The WFP (2004, pp. 3-23) stated that in Benin, Jamaica and North America school feeding programmes and lunches had impacted families' income through savings during the introduction and the implementation stages. Muntenyo (2010, pp. 1-10) states that in India, millions of households had benefited from the school feeding programme and had affected households' savings. Issah et al. (2007, pp. 4-12) discovered that the school feeding programme in the three Northern regions of Ghana had improved family savings and had thereby increased enrolment, attendance and retention. Rosso (1999, pp. 3-8) reported that in Cape Town, South Africa, the introduction of the school feeding programme had reduced the burden of families on what the children would eat in the school and at home, and thereby improved household savings.

In conclusion, the leaders in both the schools confirmed that the GNSFP had improved the parents' savings because some parents did not give children money to buy food in school since the introduction of the free meals. Interestingly, it emerged from the interview that some parents had reduced the money given to children for food thinking that they would be fed at school. This had improved the families' income level in the community. The findings are consistent with what Rosso (1999), the WFP (2004), Issah et al. (2007) and Muntenyo (2010) found out in Benin, India, Ghana and Cape Town in South Africa.

### **5.5.2 Job creation**

The PTA, the SMC, the student leadership, the teacher and the headmaster groups in both the schools pointed out that the GNSFP had created jobs for the people in the community, especially the local farmers, the caterers and labourers. Therefore, the headmistress at Adumanu Primary School said, in fact, since the food was prepared in her house, she thought it was from the local community and the assistant principal supported it by saying that the brown rice used was from the local community.

The SMC chairman and a group member at Ayaasi Primary School said they did not know much about this but the woman who brought the food was from the community. By and large, the leadership groups in both the schools confirmed that the GNSFP had created jobs for the people in the community and beyond.

## **5.6 Quality and quantity of the meals**

All the leadership groups in the two schools identified that the quality and quantity of the food was poor as compared to the early years when the programme began in 2005. The student groups in both the schools repeated that the food was rice-rice which meant that rice meals dominated in all the meals and the assistant prefect at Adumanu described it saying that the food was one way. This shows that the caterer cooked the same type of meal repeatedly as described by the student leadership.

At Ayaasi Primary School, upon probing further to find out the meaning of the saying ‘the food is rice-rice’; they explained that the rice meal was dominant in the programme in their school. More so, a member in the teacher leadership group at Ayaasi confirmed that the quality and the quantity of the meals were very low in those days. Another teacher member supported this by saying that the teachers did not eat the food due to its low quality nowadays. Clearly, the quantity and quality of the food supply to children and teachers by the caterers had gone down in recent years as compared to the early stages of the programme.

## 5.7 Findings absent in the reviewed literature

There were new findings which were not mentioned in the literature reviewed. Firstly, some leadership groups presented that the *disciplinary measures* carried out by the teachers, as well as *teachers' dedication and professionalism* were factors that had motivated the huge children's attendance in schools. These came about when the headmistress at Adumanu Primary School replied:

In fact, in our community here the people are deprived because it consisted of the northern people but because of disciplinary actions and school feeding has affected attendance.

And the head master and the teachers' group at Ayaasi Primary School also added that:

Motivation, dedication, professional hard work formed part of the factors which had encouraged huge attendance of the pupils in the school".

The data also revealed absenteeism *due to child labour*: The children that dropped out from schooling at Adumanu Primary School were those staying with other people as house helps in the community according to the headmistress of the school. Finally, *the school leadership groups took the meals under the GNSFP free of charge*, which had an impact on their savings in both the schools. This was confirmed by the teacher group at Ayaasi Primary School in this manner:

that the teachers, the headship and all members within the school community who took the meals free of charge had the possibility to save the same amount of money as the children's families

The findings above can be a new discovery because they are inconsistent with the theoretical framework of the reviewed literature.

## **6 SUMMARY OF FINDINGS**

The almost all the leadership groups interviewed confirmed that the GNSFP is a necessary tool and had a positive impact in promoting children`s school enrolment, the attendance and the retention. The enrolment, the attendance and the retention figures had doubled or quadrupled in schools due to the programme. However, there were huge challenges which accompanied the enrolment, the attendance and the retention in both schools such as accommodation problem, overcrowding, furniture, poor supervision and marking, an ineffective class control as well as the quality teaching and learning.

The study revealed that the absenteeism rates and hunger that affect the children in the two schools had improved due to the programme. Regarding the health of the children, the study found out that the children`s nutritional needs had improved. Also, the respondents confirmed that the programme had a long and short term effect in minimising the HIV/AIDS pandemic among children of the school going age. However, the GNSFP had no food supplements in supporting the children`s nutritional needs such as iodine, the deworming drugs and vitamins as in the case of South Africa and Kenya in the reviewed literature.

The psychological and motivational needs of both the children and the school leadership groups had been responded to by the GNSFP. The same goes for the academic and the ranking performances of these schools. Because the children and the school leaders ate in the schools, the savings habit of the children`s parents and the school leaders had developed and improved. The GNSFP had also created employment opportunities, especially with the use of the foodstuffs from the local farmers and the caterers in the districts. On the other hand, the quality and quantity of the meals produced by the

caterers in both schools were of low standard as compared to the initial stage of the programme in 2005 as was confirmed by all the interviewees.

Finally, there were three findings, which were not previously mentioned in the reviewed literature. First, the attendance of the school children was encouraged by disciplinary measures, teachers' dedication and professionalism. Second, the absenteeism rate of the children was caused by child labour. Lastly, the school leadership took the meals under the GNSFP free of charge in the schools.

## **7 CONCLUSION AND RECOMMENDATIONS**

This section throws more light on the conclusion, validity, reliability and limitations of the study, ethical considerations, significance of the study and recommendations for further studies for future sustainability of the programme.

### **7.1 Conclusion**

The findings of this piece of work are hopefully of importance to the future sustainability of the GNSFP. The study highlights the school feeding practices that had motivated the children's school enrolment, attendance, retention and performance as well as the responses to the psychological and motivational needs. The outcomes also bring new knowledge which might support to improve the programme by informing the donor partners, the governments, the school leaders, scholars and international organizations about the benefits of the programme in relation to the teaching and learning processes and the realisation of the MDGs. Furthermore, they would assist the above mentioned institutions and stakeholders to plan, formulate, organise and re-evaluate the feeding programmes and the lunches in order to achieve the primary aims and objectives. Additionally, the findings would enable the school leaders to move away from physical punishment as a means to encourage children's attendance and to learn new feeding practices such as giving the children rewards, food supplements, deworming drugs and iodine which the GNSFP lacks.

I recommend further discussions on the vital areas such as an active involvement of the school leadership under the GNSFP because today the school leadership voices are not much heard as a result of the top-down management of the Ghanaian educational

system. There are also other challenges that need to be addressed, such as accommodation, the issue of child labour as a cause of absenteeism, physical punishment as a means to induce attendance, teaching and learning quality, institutional kitchens, furniture, funding, the quality and quantity of the meals and iodine and vitamin supplements since they might have significant influence on the programme.

Again, I also recommend a closer look into the importance of the local farmers, local foodstuffs, selection of schools and matrons in running the programme. Finally, the government, the donor partners, Non-Governmental Organizations should look into how to expand the programme to cover all public schools throughout the country and the private as well to ensure long term sustainability of the programme as in the case of Finland and Chile.

## **7.2 Validity, reliability and limitations**

Credibility and objectivity of a research is at stake when the issues of reliability and validity come into play in research. The terms reliability and validity as used in qualitative research provide the platform for testing the originality and authenticity of a qualitative study. (Golafshani, 2003, pp. 597-599.) To ensure validity of this piece of study, an open-ended interviews approach was used in order to ascertain facts of the case. Alasuutari discusses that an open ended question as described by scholars as a factist approach finds the reality of the situation in its natural setting. This gave me the opportunity to avoid ambiguous questions which could distort facts and realities on the ground as well as which could create mental boredom. (Alasuutari, 1995, pp. 47-50.)

This piece of work is valid and reliable because, in order to obtain information from the right people who are knowledgeable in the field of education, I travelled from Finland to Ghana to interview the respondents most of whom had an experience not less than three years in the service. I considered the information given by the respondents as valid and authentic in the sense that the questions were not disclosed to them before the start of the interview and there were no rehearsals prior to the interviews, and the pro-

fessional competencies and experiences of the respondents were high. (Golafshani, 2003, pp. 597-599.)

In addition, to ensure the reliability and validity of the data, in-depth discussions with probing questions were used to unravel the real facts underlying. Every interview was recorded to improve the reliability and authenticity of the data. The recorded interviews served as a reminder and backup and I made a detailed analysis of the data and avoided assumptions and pre-misconceptions before, during and after the interview and analysis processes. (Maxwell, 1992, pp. 282-284.) The indexing, categorization, sub-themes and the main themes were allowed to emerge from the dominant themes inherent in the interviews without restraints from a structural methodology without any form of manipulation (Cresswell, 2007, pp. 147-156).

Thorough analysis of the data was carried out to determine the interconnectivities between the findings and the literature reviewed to establish common relationships and revelations for broader understanding. The follow up questions had been made to determine the meanings from the respondents' responses and to check whether the interview questions are line during the analysis. This is in line with what Creswell describes about the thematic analysis (Creswell, 2007, pp. 147-156).

There were five limitations inherent in this piece of research work before, during and after the focus group interview in both two the schools. Some of the limitations were related to the leadership groups under study. First, the sample consisted of the school leadership groups from Adansi North District (Ayaasi Primary School), which is a rural school, and Adumanu Primary School in Kumasi metropolis. Looking at the small sample size of the informants, this study cannot tell the whole story of the GNSFP throughout the country. However, the two schools were selected in the same region although from different districts in the country to see if the rural urban divide has an effect in the implementation of the programme. Thirdly, at initial stage, it was very difficult to get the participants to endorse the consent forms because of the reason best known to them. With an explanation that the interviews would be kept in secret and confidential and would not be revealed to any other party without their consent, they began to show initiatives. Fourthly, the leadership groups were not comfortable to have the interview in groups with colleagues and preferred individual interviews. Lastly, some members within the group always reiterated that she or he agreed with members within the group



without making any different inputs on the question asked but the probing questions asked to clarify issues made some of them speak.

### **7.3 Ethical considerations**

Ethical issues are essential in any serious academic research work. The rights of the respondents before, during and after the data collection must be respected and protected. Also, during the data analysis and presenting the findings, the same has to be done so as to make the study more credible, valid and reliable. (Cresswell, 1998, pp. 132-133.)

August and Tuten (2008, pp. 83-85) discuss that a qualitative researcher faces ethical challenges as to how to separate himself from personal biases in the field of the study. They recommend that as much as possible, the researcher must protect the privacy and maintain the confidentiality of the respondents throughout the entire stages of the study. Tracy (2010, pp. 146-147) opines that the self-reflexivity and multimodality of the ethical research must be given an attention. The rightness or the wrongness of the actions of the researcher to the people he studies must be taken into consideration. Ethics of care, mutual respect, confidentiality, privacy, dignity and connectedness between the researcher and the researched must be safeguarded before, during and after the study. Prior to the qualitative data collection process in the two selected schools, I sought permission from the respondents by giving them letters of consent explaining the topic, the purpose of the study, the rights and the mode of the interview in order to respect their privacy as, the ethical researcher does. I discussed with the respondents that they had the right to pull out before, during and after the interviews and the data collected would not be released to any other party without their permission and authorisations.

During the data analysis stage, the verbatim voices of the respondents were transcribed and I focused on the constructs of the respondents that existed in the data. The respondents agreed for the researcher to include their schools' names in the study by issuing the researcher letters of acceptance. (See appendix 3 for copies.) (Tracy, 2010, pp. 146-147.) Finally, I used scholarly works and ideas to report the findings and discussions rather than my own ideas. By doing so, references, quotations, citations of scholarly ideas were acknowledged to avoid an academic dishonesty or the plagiarism. (August & Tuten, 2008, pp. 83-85.)

## **7.4 Significance of the study**

The study is of relevance to the children in schools and outside schools, the school leadership, the policy makers, the non-governmental organizations, the community and the world at large. The school feeding as a tool to promote the school enrolment, attendance and retention has a potential snowballing long and short term effect for children's educational development as well as universal education for all declared by UNESCO in Dakar 2000 (WFP, 2007, pp. 4-20).

The study has the potentials to exhibit how much the Ghana National School Feeding Programme has improved students' school enrolment, attendance and retention and where necessary the challenges faced by the programme. This may serve as guide to policy-makers, non-governmental organizations, international donor partners, caterers and school leadership to get the clear picture of the programme so as to elucidate the benefits as well as where amendments are necessary for the betterment of the society and the world at large.

The schools, the society and the world at large might gain from the study as it might help mirroring the good practices such as the deworming segment in the programme, iodine supplements, and the take home-ration, the school snack and lunch which have a long and short term effect on students' enrolment, attendance and retention, motivation, performance. The study may have an effect on the reduction of HIV/AIDS infectious rate among children for them to be safe and healthy youths who are the future generation.

## **7.5 Recommendations for further research**

In view of the outcomes on the vital areas of this study, it might be good to carry out further research on the other regions of the country to determine the same impact of the GNSFP on the children's school enrolment, attendance and retention. This national study will be rich and might give more insight into the GNSFP in a wider scope throughout the country.

The study also recommends a further discussion on disciplinary measure as a means to encourage the children's school attendance and the issue of child labour since much were not covered in the study.

In addition, further study might be carried out to find why the GNSFP lacks food supplements, iodine and the deworming drugs in support of the children's nutritional needs as other feeding programmes and lunches do. This information will render more insight into the programme.

Finally, the study recommends a further research on the local farmers and the use of the local foodstuffs in preparation of the meals because some of the respondents were not certain whether the GNSFP used the food produce in the community.

## REFERENCES

- Abotsi, A. K. (2013). Expectations of School Feeding Program: Impacts on School Enrolment, Attendance and Performance in Elementary Ghana Schools. *British Journal of Education & Behavioural Science*, Vol. 3(1): 76-92, 2013.
- Adamu-Issah, M., Elden, L., Forson, M., & Schrofer, T. (2007). Achieving Universal Primary Education in Ghana by 2015: A reality or dream? In DIVISION OF POLICY AND PLANNING JUNE 2007. UNICEF. doi: [www.unicef.org/policyanalysis](http://www.unicef.org/policyanalysis)
- Afoakwa, E. O. (2012). Home Grown School Feeding Programme – The Ghanaian Model as Icon for Africa: University of Ghana, Accra, pp. 1-5. Retrieved from <http://www.gcnf.org/library/Ghana-School-Feeding-Programme-Overview-and-Progress.pdf>
- Alasuutari, P. (1995). *Researching Culture, Qualitative Method and Cultural Studies*. London: SAGE Publications  
[http://books.google.fi/books?id=cN0gMqjUZ80C&printsec=frontcover&hl=fi&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](http://books.google.fi/books?id=cN0gMqjUZ80C&printsec=frontcover&hl=fi&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
- Aldennan, H., Bутtenheim, A., & Friedman, J. (2011). Impact Evaluation of School Feeding Programs in Laos PDR (5518). Retrieved from World Bank website: [http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2011/01/03/000158349\\_20110103114657/Rendered/PDF/WPS5518.pdf](http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2011/01/03/000158349_20110103114657/Rendered/PDF/WPS5518.pdf)
- Attride-Steeling J. (2011). Thematic networks: an analytic tool for qualitative research: Commission for Health improvement, England. Vol. 1(3) 385-405/1468-7941.
- August, R. A. & Tuten, T. L. (2008). Integrity in Qualitative Research: Preparing Ourselves, Preparing Our Students. *Teaching & Learning*. Vol. 22, No. 2. [http://tracytuten.com/wp-content/uploads/2012/04/August-Tuten\\_TL\\_2008.pdf](http://tracytuten.com/wp-content/uploads/2012/04/August-Tuten_TL_2008.pdf)
- Blaikie, N. (2005). *Designing Social Research: The Logic of Anticipation*. Cambridge, United Kingdom: Polity Press

- Bos, W. & Tarnai, C. (1999). Content analysis in empirical social research. *International Journal for Educational Research*: Vol. 31 (1999) 659-671.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*. No. 3(2). ISSN: 1478-0887. [http://eprints.uwe.ac.uk/11735/2/thematic\\_analysis\\_revised....html](http://eprints.uwe.ac.uk/11735/2/thematic_analysis_revised....html)
- Buhl, A. (2007). Meeting Nutritional Needs through School Feeding: A snapshot of four African Nations. Global Child Nutrition Foundation; University of Washington, School of Public Health, Retrieved from <http://www.gcnf.org/library/Meeting-Nutritional-Needs-Through-School-Feeding.pdf>
- Carvalho, F. D., Dom, B. S., Fiadzigbey, M. M., Filer, S. K., Kpekena, C. L., Lombandi, D., Lopez, D., & Nantwi, V. O., Ramachandran, A., Yosuke, T. & Tanabe, Y. (2011). Ghana school feeding program: Re-tooling for a sustainable future: retrieved from <http://www.sign-schoolfeeding.org/dynamic/downloads>
- Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research; Techniques and Procedures for Developing Grounded Theory*. Los Angeles. SAGE Publications.
- Creswell, J. W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions* (2<sup>nd</sup> Ed). Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W. (2007). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*: Thousand Oaks, CA, USA: SAGE Publications.
- Davies, S. (2005). School Meals, Markets and Quality, pp. 4-9. Retrieved from <http://www.unison.org.uk/acrobat/B1985.pdf>
- FNBE, (2008). School Meals in Finland, Investment in Learning: Retrieved from [http://www.oph.fi/download/47657\\_school\\_meals\\_in\\_finland.pdf](http://www.oph.fi/download/47657_school_meals_in_finland.pdf)
- Gall, M. D., Gall, J. P., Borg, W. R. (2003). *Educational Research: An Introduction*. USA, Library of Congress Publication.
- Golafshani, N. (2003). Understanding Reliability Validity in Qualitative Research. The Qualitative Report: Canada, University of Toronto. Vol. 8, No. 4. <http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>

- Gulick, L. (1937). Notes on the Theory of Organization: In Shafritz, J. M. & Ott, J. S. (Eds). Classics of Organization Theory. Belmont Wadsworth: California.
- Gunderson, G. W. USDA, (2013). The National School Lunch Program; Background and Development. (*FNS 63 - Food and Nutrition Service*). Retrieved from website: <http://www.cde.state.co.us/cdenutritran/download/pdf/SEC26.pdf>
- Harper, C., Mitchell, C., & Wood, L. (2008). The Provision of School Food in 18 Countries. School Food in 18 Countries, Retrieved from [http://www.childrensfoodtrust.org.uk/assets/research-reports/school\\_food\\_in18countries.pdf](http://www.childrensfoodtrust.org.uk/assets/research-reports/school_food_in18countries.pdf)
- Hauwere, K. D. (2008). The Ghana School Feeding Program; A Practical Exploration of the 'Behind the Façade' Approach. pp. 249-358. Retrieved from [http://m.snvworld.org/sites/www.snvworld.org/files/publications/4.\\_ghana\\_school\\_feeding\\_programme.\\_a\\_practical\\_exploration\\_of\\_the\\_behind\\_the\\_facade\\_approach-karen\\_de\\_hauwere.pdf](http://m.snvworld.org/sites/www.snvworld.org/files/publications/4._ghana_school_feeding_programme._a_practical_exploration_of_the_behind_the_facade_approach-karen_de_hauwere.pdf)
- Hendrix, C. (2012). Food insecurity and conflict dynamics-Causal linkage and Complex feedbacks. Retrieved from: [http://www.fao.org/fileadmin/templates/cfs\\_high\\_level\\_forum/documents/FI-ConflictDynamics-Hendrix\\_Cullen.pdf](http://www.fao.org/fileadmin/templates/cfs_high_level_forum/documents/FI-ConflictDynamics-Hendrix_Cullen.pdf)
- Hsieh, H. F & Shannon, S.E. (2005). Three Approaches in Qualitative Analysis, Qualitative Health Research: Vol. 15, no: 9, November, 2009: 101177/1049732305276687. <http://www.equinetafrica.org/bibl/docs/DIS46nutTOMLINSON.pdf>
- Jukes, M., Simmons, S., & Bundy, D. (2008). Education and vulnerability: the role of schools in protecting young women and girls from HIV in Southern Africa. Copyright © Lippincott Williams & Wilkins. Vol. 22(Supple. 4), 43-53. Retrieved from [http://hgsf-global.org/en/bank/downloads/doc\\_details/212-education-and-vulnerability-the-role-of-schools-in-protecting-young-women-and-girls-from-hiv-in-sou](http://hgsf-global.org/en/bank/downloads/doc_details/212-education-and-vulnerability-the-role-of-schools-in-protecting-young-women-and-girls-from-hiv-in-sou)
- Kremer, M., & Miguel, E. (2009). School-Based Deworming. J-PAL: Translating Research into Action, Retrieved from <http://www.povertyactionlab.org/scale-ups/school-based-deworming>

- Lacey, A. & Luff, D. (2001). Trends Focus for Research and Development in Primary Health Care: Qualitative Data Analysis. [http://research.familymed.ubc.ca/files/2012/03/Trent\\_University\\_Qualitative\\_Analysis7800.pdf](http://research.familymed.ubc.ca/files/2012/03/Trent_University_Qualitative_Analysis7800.pdf)
- Langering, N. (2011). School Feeding Programme in Kenya: Transition to a Home-grown Approach: Stanford Journal of International Relations, XIII/No. 1. 33 Retrieved from <https://www.stanford.edu/group/sjir/13-1/kenya.pdf>
- Lee, B. (2013). Applied Thematic Analysis: Defining Qualitative Research; SAGE publications. Retrieved from [http://www.sagepub.com/upm-data/44134\\_1.pdf](http://www.sagepub.com/upm-data/44134_1.pdf)
- Levy, K. (2012). Scaling Up Research Results: School - Based Deworming in Kenya and Beyond. Retrieved from <http://blogs.lscrttest.com/easst/files/2012/06/Levy-Scaling-Up-Research-Results-Deworming.pdf>
- Mader, J. (2013, 01 04). Pass the Carrots, pass on the Chips: America's obsession with school lunches. Retrieved from [http://hechingerreport.org/content/pass-the-carrots-pass-on-the-chips-americas-obsession-with-school-lunches\\_10748/](http://hechingerreport.org/content/pass-the-carrots-pass-on-the-chips-americas-obsession-with-school-lunches_10748/)
- Maxwell, J. A. (1992). Understanding and Validity in Qualitative Research. Harvard Graduate School of Educational Review: Vol. 62: No. 3.
- McEwan, P. J. (2012). The Impact of Chile's School Feeding Program on Educational Outcomes. Economics of Education Review: vol.32 (2013), pp. 122-139. Retrieved from <http://www.wellesley.edu/Economics/mcewan/PDF/meals.pdf>
- Mhurhu, C. N., Turley, M., Gorton, D., Jiang, Y., Michie, J., Maddison, R., & Hattie, J. (2010). Effects of a Free School Breakfast Programme on School Attendance, Achievement, Psychosocial Function, and Nutrition: a stepped wedge cluster randomised trial. Australian New Zealand Clinical Trials Registry (ANZCTR) - ACTRN12609000854235, Vol. 10(PMC 3009648), 1-4. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3009648/>

- Ministry of Education and Culture. (2012). School meals in Finland. Retrieved from MEC website: <http://www.minedu.fi/>
- Mondal, N. K. & Paul, P. K. (2012). Impact of Mid-Day Meal Program on Academic Performance of Students: Evidence from few upper primary schools of Burdwan District in West Bengal, India. *International Journal of Research in Social Sciences*, 2(3), 339-403: ISSN: 2249-2496. <http://www.minedu.fi/OPM/Verkkouutiset/2012/04/schoolmeals.html?lang=en>
- Muntenyo, J. (2010). Achieving Universal Primary Education and Reducing Hunger through School Feeding Program. Retrieved from <http://www.brookings.edu/research/opinions/2010/09/20-education-mdg-muntenyo>
- Munyiri, L. M. (2010). The Impact of School Feeding Programme on Performance of pre-school children in Kikuyu District – Central Province. Retrieved from [http://ect.uonbi.ac.ke/sites/default/files/cees/education/ect/Thesis-24th august.pdf](http://ect.uonbi.ac.ke/sites/default/files/cees/education/ect/Thesis-24th%20august.pdf)
- Pfeffer, J. (1981). *Power in Organizations*: United States of America, Library of Congress.
- Rabiee, F. (2004). Focus-group interview and data analysis. *Proceeding of the Nutrition Society; School of Health and Policy Studies; University of Central England*. Vol. 63, 655-660. Doi: 101079/PNS2004399.
- Reinikainen, P. (2009). Finnish Students Success in Pisa Survey: Finnish Institute for Educational Research: University of Jyväskylä, Finland. [http://www.ptde.org/file.php/1/Archiwum/XV\\_KDE/pojedyncze/reinikainen.pdf](http://www.ptde.org/file.php/1/Archiwum/XV_KDE/pojedyncze/reinikainen.pdf)
- Rosso, J. M. D. (1999). School Feeding Programs: Improving effectiveness and increasing the benefit to education: A guide for program managers. PARTNERSHIP FOR CHILD DEVELOPMENT, Retrieved from <http://www.schoolsandhealth.org/Documents/Improving%20effectiveness%20and%20increasing%20the%20benefit%20to%20education%20-DelRosso-June99.pdf#page=1&zoom=auto,0,681>



- Ruggunan, S. (2013). Introduction to Qualitative Analysis and Writing up your analysis: Discipline of Human Resources Management. Retrieved from: [http://smitg.ukzn.ac.za/Libraries/General\\_Docs/Introduction-to-Qualitative-Analysis.sflb.ashx](http://smitg.ukzn.ac.za/Libraries/General_Docs/Introduction-to-Qualitative-Analysis.sflb.ashx)
- Silverman, D. (2004). *Qualitative Research; Theory, Method and Practice*: Thousand Oaks, London: SEGE Publications.
- Silverman, D. (2005). *Doing Qualitative Research*: London, Thousand Oaks: SAGE Publications.
- Silverman, D. (2011). *Interpreting Qualitative Data: A Guide to the Principles of Qualitative Research*; London: SAGE Publications.
- Sinko, P. (2012). Main factors behind the good Pisa reading results in Finland: Finnish National Board of Education. IFLA, Helsinki. <http://www.ifla.org/files/assets/school-libraries-resource-centers/conferences/2012/finnish-pisa-results-2012.pdf>
- Sulemana, M. Ngah, I. & Majid, M. R. (2013). The challenges and prospects of the school feeding program in Northern Ghana, *Development in Practice*. Vol: 23: 3, 422-432.
- Tomlinson, M. (2007). *School Feeding in East and Southern Africa: Improving Food*
- Tracy, S.T. (2010). *Qualitative Quality: Eight "Big Tent" Criteria for Excellence* Qualitative Research, Sage, And DoI: 10.117/1077800410383121. Retrieved from <http://qix.sagepub.com/content/16/10/837>
- UNAIDS. (2013). About UNAIDS. Retrieved from <http://www.unaids.org/en/AboutUNAIDS>
- UNGA, (2000). Resolution adopted by the General Assambley: A/RES/55/2. Retrieved from <http://www.un.org/millennium/declaration/ares552e.pdf>
- UNICEF, (2005). UNICEF-Supported School Launches Feeding Program in Nigeria Retrieved from UNICEF website: [http://www.unicef.org/media/media\\_28398.html](http://www.unicef.org/media/media_28398.html)
- Vaisnoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. 2013 Wiley Publishing Asia P, 15(398–405), Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/nhs.12048/pdf>

- website: [http://www.oph.fi/download/47657\\_school\\_meals\\_in\\_finland.pdf](http://www.oph.fi/download/47657_school_meals_in_finland.pdf)
- Weber, M. (1922). Bureaucracy: In Shafritz, J. M. & Ott, J. S. (Eds). Classics of Organization Theory: Wadsworth, Belmont California.
- WFP, (2004). School Feeding Programs: Why they should be scaled up now. Retrieved from website: [http://www.unep.org/training/programmes/Instructor\\_Version/Part\\_2/Activities/Dimensions\\_of\\_Human\\_Well-Being/Education/Strategies/School\\_Feeding\\_Program.pdf](http://www.unep.org/training/programmes/Instructor_Version/Part_2/Activities/Dimensions_of_Human_Well-Being/Education/Strategies/School_Feeding_Program.pdf)
- WFP, (2006). Annual Report 2006. Retrieved from: [http://www.wfp.org/sites/default/files/wfp\\_AR06\\_lowres.pdf](http://www.wfp.org/sites/default/files/wfp_AR06_lowres.pdf)
- WFP, (2007). Ghana Home-Grown School Feeding field case study: Home-Grown School Feeding Project. Retrieved from <http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp207421.pdf>
- WFP, (2010). Impact Evaluation of WFP school feeding program in Kenya (1999 - 2008): A mixed - methods approach. Retrieved from website: <http://home.wfp.org/stellent/groups/public/documents/reports/wfp219433.pdf>
- WFP, (2014). Fighting Hunger Worldwide: Meals. Retrieved from: <https://www.wfp.org/school-meals>
- Wiesmann, D. (2006). A Global Hunger Index: Measurement Concept, Ranking of Countries and Trends. *IFPRI, Food Consumption and Nutrition Division*. No. 212. Retrieved from: <http://www.ifpri.org/sites/default/files/publications/fcndp212.pdf>
- Wilkinson, S. (2004). *Focus Group Research*: In D. Silverman (Ed), Qualitative research: Theory, Method and Practice. London: SAGE Publications.
- Winch, R. (2009). International Approaches to School Feeding: Country experiences from Mali, Chile, and India. Retrieved from Rachel Winch: Mickey Leland International Hunger Fellow Global Child Nutrition Foundation website:

[http://foodaid.org/news/wpcontent/uploads/2011/01/Rachel\\_Winch\\_Internationa](http://foodaid.org/news/wpcontent/uploads/2011/01/Rachel_Winch_Internationa)

World Bank, (2012). Scaling Up School Feeding: Keeping children in school while improving their learning and health. Retrieved from website: <http://siteresources.worldbank.org/EDUCATION/Resources/278200-1334777272566/Results2012-SB-HDN-Update-SchoolFeeding.pdf>

World Bank. (2013). Education Human Development Network. Retrieved from The World Bank Group website: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20756094~menuPK:613702~pagePK:148956~piPK:216618~theSitePK:282386~isCURL:Y,00.htm>

Yin, Y. K. (2013). *Case Study Research: Design and Methods*. Third Edition: Thousand Oaks, CA. Sage Publications.

Yukl, G. (2002). *Leadership in Organizations: Fifth Edition*, State University of New York at Albany, United States of America.

## APPENDICES

### Appendix1. Letter of acknowledgement

Ref.: Mr. Baafi Darko's research permit request

#### LETTER OF ACKNOWLEDGEMENT

This is to certify that Baafi Darko is a full time student in our Master's Degree Programme of Educational Leadership as of autumn 2012 and has completed all the studies as required, cumulatively circa 60 ECTS by the end of spring term 2013.

Baafi Dark is planning to write his Master's thesis on the topic "The School Leadership Perspective on the Impact of the National School Feeding Program in Ghana", for which purpose he is contacting you to gain access to research data in your institution.


The research topic is fully acknowledged by our institution and the thesis is part of the Master's Degree Programme.

  
Jukka Alava  
Director

Tel. +358-40-7380134  
Email: [jukka.alava@jyu.fi](mailto:jukka.alava@jyu.fi)



-----  
The permit to pursue data collection for the master's thesis has been given by the 1<sup>st</sup> and 2<sup>nd</sup> advisors of the thesis on June 19, 2013

  
.....  
Signed by 1<sup>st</sup> advisor

  
.....  
Signed by 2<sup>nd</sup> advisor

## Appendix 2 Research permit request

Date: June 19, 2013

### RESEARCH PERMIT REQUEST

The Officer in Charge,

The Research Division,

Kwame Nkrumah University of Science

& Technology, Kumasi.

I am a student in the Master's Degree Programme in Educational Leadership, where I am writing my Master's thesis on the topic "**The Leadership Perspective on the Impact of the National School Feeding Program in Ghana**".

The purpose of the study is to explore/find out the school leadership perspective on the impact of the National School Feeding Program in Ghana

I am requesting for your kind permission to collect the research data in your institution at the time of your convenience. The research data to be collected would consist of focus group interviews.

The data is collected and used for research purposes only and will be dealt with anonymously.

Please contact director Jukka Alava of the Institute of Educational Leadership in the University of Jyväskylä (tel. +358-40-7380134, email: [jukka.alava@jyu.fi](mailto:jukka.alava@jyu.fi)), if in need for additional information.

Your name: Baafi Darko

Address: Roninmaki 6N15B, 40500 Jyvaskyla,  
Finland

Tel; 358-468852176.

Email: [dabaafi@student.jyu.fi](mailto:dabaafi@student.jyu.fi)

**Appendix 3 The Consent letters to include the schools names in the research work**

ADUMANU M/A PRIM & KG

P. O. BOX KS 10254

KUMASI

14<sup>TH</sup> FEBRUARY, 2014

THE DIRECTOR,  
UNIVERSITY OF JYVSAYLA  
INSTITUTE OF EDUCATIONAL LEADERSHIP  
FINLAND.

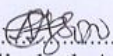
Dear Sir,

ACCEPTANCE FOR RESEARCHER TO INCLUDE ADUMANU M/A  
PRIMARY AND KG IN HIS RESEARCH WORK

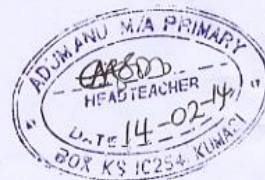
The stakeholders and staff of the above mentioned school has agreed that Mr Darko Baafi should include the school in his research programme.

Thank you.

Yours faithfully,

  
Elizabeth Agbolosu

(Headteacher)



**Appendix 4**

AYAASI PRIMARY SCHOOL  
P.O. BOX 50  
FOMENA  
ADANSI – NORTH DISTRICT  
GHANA – W/AFRICA  
17<sup>TH</sup> MAY, 2014

THE DIRECTOR  
INSTITUTE OF EDUCATIONAL  
LEADERSHIP,  
UNIVERSITY OF JYVASKLA,  
FINLAND.

**TO WHOM IT MAY CONCERN**

This is to certify that the above named school and the authorities have agreed for the researcher to use the name of the school in his study.

Thank you.

Yours faithfully,

AYAASI PRIMARY SCHOOL  
P. O. BOX : 50  
ADANSI - FOMENA

.....  
(JOHN OSEI BONSU)

## Appendix 5

### Example of interview questions

#### Interview questions for the school leaderships in the two selected schools

Topic: The school Leadership Perspective on the Impact of the National School Feeding Program in Ghana: A case study of Ayaasi and Adumanu primary schools.

- 1) How does school feeding program affects school's enrolment, attendance and retention?
  - a)  Having worked for years, tell me how the SFP affect school's enrolment and attendance in your school?
  - b)  Could you tell me something about retention?
  - c)  Is there any negative effect on the enrolment, attendance and retention?
  
- 2) How does school feeding affects hunger reduction and health needs?
  - a)  Many argue that school feeding program has effect on hunger reduction among pupils in schools. How do you see it?
  - b)  Do you think the program has effect on HIV reduction?
  - c)  How have iron, vitamins and iodine affect the performance of the children in your school?
  
- 3) How does school feeding affects pupils 'psychological needs, motivation and performance?
  - a)  Could you tell me how the program affects pupils' psychological needs in the classroom?
  - b)  What about pupils' motivation and performance?
  - c)  What about motivation on the part of the teacher leadership?
  - d)  Could you tell me something about the quality and quantity of the food?
  
- 4) How does the school feeding program affect family savings and job creation?



## Appendix 6

### Example of the data analysis

1. How does school feeding program affects school's enrolment, attendance and retention?

a) Having worked for years, tell me how the SFP affect school's enrolment and attendance in your school? 95.

The school feeding is a policy introduced by the central government in 2005 with the aim to feed school children in remote and arid regions of Ghana to enhance enrolment, attendance and teaching and learning process and to encourage girl-child education in the deprived communities in the country. Enrolment figures of the school had increased since the introduction of the free meal to children by the Government of Ghana in partnership with World Bank and UNISCO. I have been in the school for almost a decade since the introduction of the program and before the program. I can attest that the program had moved parents to enroll their children in the school than before. Again, attendance figures of pupils have improved. Number of names in the various class registers had doubled over the years as a result of the program. Retention rate is high. SF program have made children to remain in school till closing time. 139. To me the school feeding was engineered by New Patriotic Party, a political party used to be in government then but now they are the main opposition party. I have been here for five years now and I think so because when we were here initially, when the program was introduced so many people came here because the community is deprived. Most of them are coming because of the food. Yes, day in and day out people are coming in for enrolment. Looking at enrolment before, it seems we have increased during the time the program began.

Comment [A1]: Enrolment and attendance

b) Could you tell me something about retention? 136.

The graduating rate of the students to next level is very high in the school. In addition, absenteeism rate among the children in the school had decreased drastically. I suggest that the program should be extended to the Junior High Schools and if possible, the senior high because the numbers decreased as the children move to the Junior Secondary where the free meals are not served. 142. For the retention, I think most of the children here are leaving with people so when they misbehave or a little thing they are sacked and taken to another place. For retention, I will not say school feeding has supported it. Most of the students stay within and graduated to the next level. [The school feed has encouraged girl child in the school].

Comment [A2]: Retention

c) Is there any negative effect on the enrolment, attendance and retention? 158.

Yes, there is contributed overcrowding, ineffective teaching and monitoring, poor supervision of the children's output of work and marking in the classrooms. 116. Oh yes, there a lot of such negatives. For instance, huge numbers of students in the classrooms have caused poor supervision on the part of the teachers, accommodation and furniture problems, marking and extra curriculum activities. For example, teachers do not take extra curricula activities such trips, physical education practical on the field serious because of the numbers per a teacher to a class. 65. Yes, well enrolment numbers, attendance have posed challenges on teaching and learning. The numbers have made teaching and learning difficult. Classroom which must have forty (40) students is now accommodating eight (80) children. 66. This situation makes movement of the teachers to monitor children's work very cumbersome in the classroom due to overcrowding. 67. Huge numbers have affected facilities such chairs and tables in the classroom. The children are forced to sit in twos in the classroom. 68. The seating arrangement had some of the children to have writing deficiency and postural defect. 69. In addition, marking of children exercises has been affected by the huge numbers of the students. Sometimes, the feeding does not come on time and it affects the instructional and

contact hours and two, you have to check that children have washed their hands before eaten. It has affected our books, furniture and exercises. (The current enrolment is 60 in a class and I have 64. )

**Comment [A3]:** Negative effect on enrolment, attendance and retention

2. How does school feeding affects hunger reduction and health needs?

d) Many argue that school feeding program has effect on hunger reduction among pupils in schools. How do you see it? 135. Yes the meal reduces the short and long term hunger in schools Hunger has been eradicated because of the food. That one I believe it has long way, when they eat they can now relax. I think the protein build their cognitive system. I think if someone is hungry and you are a teacher he can concentrate so when the food is there it helps and serve as psychological means for the students.)

**Comment [A4]:** Hunger reduction

3. Do you think the program has effect on HIV reduction? 37. No, I don't think so; the feeding Program has nothing to do with HIV infection and reduction within the school and community at large. 38. I agree that when the children eat at school, they will not go gift from other people which can lead them into an unprotected sex. I support that it can reduce HIV-among children. 94. HIV-AIDS reduction or infection, the feed has potency to reduced HIV infection among the children in the school and the community at large. For example, instead of the children roaming in the community to hawk or being idle, the tendency for engaging in social vices such as drug abuse, rape, commercial sex activity and many more is great, with school feeding program, it will serve as an incentive to motivate the children to school and in the long run minimize those vices. 177. Maybe their vision may be right. Sometimes these children put off their uniforms. Some parents do not give their children money in this community where we have wee smokers they can lure them to have sex with them. I think if they have food to eat they will not think about sex.)

**Comment [A5]:** HIV Reduction

e) How have iron, vitamins and iodine affect the performance of the children in your school? 126. What? Deworming, iodine and vitamins supply on the part of the SF program,

iodine, vitamins and deworming segment are not part of the program. 127. We have not seen any day in the school where food supplement has been added into pupil's meals here. 93. To me I can say the program has no deworming such if it has I have not seen component which targeted worms' infection within children. The worms in children affect their cognitive development in learning process. The program has deworming segment which controls ring worm, round worm infection among students at initial stage when it was introduced but now there is no such program. Ministry of Health does the vaccination in schools every year.

4. How does school feeding affects pupils' psychological needs, motivation and performance?  
f) Could you tell me how the program affects pupils' psychological needs in the classroom?

154. As for me sometimes I buy small plantains and add in that in the sense that you can save some money. Instead of using 5 cedi a day I can use 2 cedi and save the remaining. 155. At least it psyches for the teaching and when the food is around you can eat without incurring delays to the teaching and learning. 145. That one I believe it has long way, when they eat they can now relax. 146. I think the protein build their cognitive system. I think if someone is hungry and you are a teacher he can concentrate so when the food is there it

helps and serve as psychological means for the students. 74. The meal takes stress and mental boredom among the pupils in the classroom. 44. The SF motivates the teachers, heads in the school. 45. The teachers are fed with the diet prepared by the program to the students. 46. The meals help to motivate the teachers to teach well, 47. Enrich their cognitive development 48. And satisfy their hunger.

Comment [A6]: Psychological needs

g) What about pupils' motivation and performance?

80. The food encouraged the us to work well and better the children's performance. 96. Alright, okay, yes SF improves cognitive development especially a balance meal, food supplement and deworming which go a long way to improve children's memory. This enhances the performance of the student at school. Example there is a saying that a healthy body is a healthy mind. 117. I think performance of the school is also a factor because the school is considered and ranked high in the community. SF program serves as motivation to teachers, pupils, heads and non-teaching staff in the school. 131. This improves their cognitive development and psyches their mind towards the teaching and learning process at school. 204. Yea, the program well has tools to improve children performance at school. So long as pupils would be fed with one nutritional meal at school a day. 205. It motivates them to study very well without thinking about what to eat after the learning process. 206. This improves their cognitive development and psyches their mind towards the teaching and learning process at school. 225. If can say, our results is one of the best the community so I think the school feeding to some extent has effect on children performance. 226. Well I can say children's performance have been well looking at our results and rankings in the district. I agree with you and 227. Hard work from the teachers is part.

Comment [A7]: Performance

h) What about motivation on the part of the teacher leadership?

184. Oh yes, it has motivated them. Some of them do enjoy them.

Comment [A8]: Motivation and Performance

185. The fact that children run home for food has stopped and with the feeding teachers starts teaching on time. 161. Okay, food gives us energy to learn. 162. It helps us to improve our performance at school. 163. Psyches mind towards the teaching and learning process in the school. 164. The food gives us motivation and our teachers teach well in the school. 165. When the teachers are fed with the food, they have extra energy to guide the learning process in the classrooms. 66. The day the meal was not cooked; we have low motivation and can concentrate. The teachers also have low motivation and energy to teach in the school. 167. You can notice it from the faces of the teachers in the classroom but when they had eaten, they put out their best in guiding us to understand. 154. As for me sometimes I buy small plantains and add in that in the sense that you can save some money. Instead of using 5 cedi a day I can use 2 cedi and save the remaining. 155. At least it psyches for the teaching and when the food is around you can eat without incurring delays to the teaching and learning.

Comment [A9]: Motivation

i) Could you tell me something about the quality and quantity of the food?

198. Hahahahahahaha, is the quality that you want to know, I can tell you that the quality and quantity of the meals are low. The food is rice, rice every day and it is one way. 199. There are

at times caterer did not cook for the children. 200. We ask she said she has no funds or delay of funds from the central government. I can tell you plane that this has effects on teaching and learning processes within the school. 149. I will not say much about quality because it depend amount of money the government gives to them. Some of the food you can't really say, other time it is average. The challenge is that we don't know the money the government give to them. The quality is very low and the nutritional content is okay. I will say sometimes the caterer cooks the same type of food. 178. Yes if the school feeding has been well organized as it was started right even the quality and quantity does not serve its purpose. One day I consulted the woman she said they are paid 40 pesewas to a child. The quality of the food is small and sometimes the quantity too. Non-preparation of the food was rampant when they began the program. The caterer has to borrow and was not given again. We reported and were sacked. A day that the food was not served was a blow to the teachers. When the food is coming you see how the children happy and jubilate. I don't eat outside because of my health. Sometimes, if you look at the food you would not lie to taste. Sometimes rice can be three times a week. 81. You talk about quality, meal has low quality and quantity nowadays. 82. We teachers do not eat the food nowadays due to its low quality. It has badly new on, learning process because sometimes, teachers have to travel a long distance in search of palatable dish to buy. 171. When the food is not cooked we cannot concentrate in the classroom because our parents knew that would be fed so no provision is made in support of the absent of the meal. 235. The meals have low quality and quantity when you even look at the meal it will not pleasant to the eye. 236. The children eat more rice than any other food in the program. 237. There no meat or milk for the children. They prepare the food like that for the children. 235. The meals have low quality and quantity when you even look at the meal it will not pleasant to the eye. 236. The children eat more rice than any other food in the program. 237. There no meat or milk for the children. They prepare the food like that for the children.

Comment [A10]: Quality of the meals

##### 5. How does the school feeding program affect family savings and job creation?

##### 5. How does the school feeding program affect family savings and job creation?

##### j) From your experience in the school, how does the program affect family savings to you?

183. Parents' savings yes is true, because maybe when the child is coming to school, he may be given money in the morning, afternoon and parents can keep the afternoon money and saved because of the food. No in the sense that parents in the school do not have money that is why they are pushing their children to the school. Yes instead of given the person one cedi, you can give the person 50 pesewas. In my class most of them are given 50 pesewas and 20 pesewas. The food help because I remember the place where my brother is teaching, when the feeding was taken away all children have stop schooling. What about job creation 128. But the introduction of the feeding in the school helps to improve families' incomes through saving. For instance, instead of the parents to give their children money to come to school daily to spend on food, they have stopped since the introduction of the free meal at school to the children. In spite of this, they rather keep the money which they should have been spent on food as savings in the family. 169. The school feeding program has helped improved household income level through savings. Parents know we will be served with the food so some parents do not give money to their children for food knowing that they will be fed. Some also give them half of the amount with confidence that they would be fed at school. The reduction

of the amount parents spend on food enabled parents to get extra income to save at home for other purposes such as buying school uniforms, pens and pencil, shoes and bags for the pupils to school. 238. Well, I am a parent and when the program began it was good but now the food is not good any more. Every day, I give money to my children for food. 239. I have advised them not to eat in the school. When the program stated I saved some money myself because I have three children and they are in primary four and six now. 240. They go to school without money and the food was better and the quantity was good. 169. The school feeding program has helped improved household income level through savings. Parents know we will be served with the food so some parents do not give money to their children for food knowing that they will be fed. Some also give them half of the amount with confidence that they would be fed at school. The reduction of the amount parents spend on food enabled parents to get extra income to save at home for other purposes such as buying school uniforms, pens and pencil, shoes and bags for the pupils to school. 150. I will say yes and no. Yes in the sense that parents have lessor responsibilities because of the feeding. 151. No in the sense that parents in the school do not have money that is why they are pushing their children to the school. Yes instead of given the person one cedi, you can give the person 50 pesewas. In my class most of them are given 50 pesewas and 20 pesewas. The food help because I remember the place where my brother is teaching, when the feeding was taken away all children have stop schooling. 42. With school feeding, parents do not give money to children because they know that students will eat at school so they saved money for other purposes such as buying school uniforms, books and bags for the kids when SF is in place.

43. This improved food security in various households.

Comment [A11]: Family Savings

k) How does the school feeding program affect job creation in the community?

191. In fact, since the food is prepared in her house, I think the food is from the local community. (The brown rice is from the local community I think so.)

Comment [A12]: Job creation

l) Is there any effect about school leadership not having direct access to the program?

l) Is there any effect about school leadership not having direct access to the program?

178. Yes if the school feeding has been well organized as it was started right even the quality and quantity does not serve its purpose. One day I consulted the woman she said they are paid 40 pesewas to a child. The quality of the food is small and sometimes the quantity too. Non-preparation of the food was rampant when they began the program. The caterer has to borrow and was not given again. We reported and were sacked. A day that the food was not served was a blow to the teachers. When the food is coming you see how the children happy and jubilate. I don't eat outside because of my health. Sometimes, if you look at the food you would not lie to taste. Sometimes rice can be three times a week. 148. Okay, I think that must be a good point because when we have canteen at the nursery you could see the ingredients in preparation of the meal. If they are given to the teachers to run, they may see the ingredients for the children. Political factors have affected the program. Changes in government must go with the caterers. 108. No no we do not know modalities for the school feeding in the school. The contracts were issued to the caterers at the District Assembly. We are not involved... 109 When the caterer refused to cook, no explanations were given because when contacted, they were told by the caterer that we should go to the assembly for explanations. ]

Comment [A13]: Negative effect