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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

***THE RELATIONSHIP BETWEEN SCHOOL FEEDING PROGRAM
AND ACADAMIC ACHIEVEMENT OF STUDENTS: THE CASE
OF SELECTED PRIMARY SCHOOL OF GULELE SUB CITY.***

BY: SINIDU MENGISTU

JUNE, 2023G.C

ADDIS ABABA, ETHIOPI

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ACHIEVEMENT OF STUDENTS: THE CASE OF SELECTED PRIMARY
SCHOOL OF GULELE SUB CITY.**

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***A Thesis Submitted to the Department of Educational Planning and
Management, Addis Ababa University, in Partial Fulfillment of the
Requirements for the Masters of School Leadership***

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LIST OF ABBREVIATIONS AND ACRONYMS

CAADP	Comprehensive African Agricultural Development Program
ESDPIV	Education Sector Development Program's
FDRE	Federal Democratic Republic of Ethiopia
GTP	Growth and Transformation Plan
MDGs	Millennium Development Goals
MOE	Ministry of Education
NPAD	New Partnership for Africa Development
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PRSP	Poverty Reduction Strategy Program
SDPRP	Development and Poverty Reduction Program
UN-MDG	United Nations Millennium Development Goal
WFP	World Food Program
A.Y.	Academic Year

ABSTRACT

The main objective of this study was to analyze the relationship between student academic achievement and school feeding in the context of a sample of primary schools in the Gulele Sub-city, particularly Dilbetigle, Addis Tesfa, Jerusalem, Addis Ababa Number One, and Kelem Amba primary schools. This study used a correlation research design was used in this study. The research objective was achieved through the use of both quantitative and qualitative approaches. The instruments used to acquire the data were questionnaires, interviews, focus group discussion, and document analysis. This research involves 162 students, 68 teachers, 26 parents and 5 principals. Simple random sampling technique was utilized for sample selection. Both descriptive and inferential statistical techniques were applied in analyzing the collected data by using SPSS 26 software package. This research finding indicated positive correlation between school feeding and students' academic achievement. The results of the study also revealed that students' involvement increased, their absence from classroom decreased, and they became more attentive to their lessons and completed all of the classwork and homework assignments given to them by their teachers. Then, in addition to addressing immediate hunger, the researcher recommended that Sub city education offices and primary schools take into account school feeding as one of the tools to improve students' achievement. The school principals, teachers and other stakeholders need to work hard on enhancing the knowledge and abilities of students in order to raise their academic achievement.

Key words: Achievement, Feeding, Student, Relationship

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CHAPTER 1

1.1 INTRODUCTION

This chapter deals with the background of the study, statement of the problem, research questions, significance of the study, delimitation of the study, limitations of the study, organization of the study and. definition of key words.

1.2 Background of the Study

School feeding is the distribution of meals to children through schools. It is an essential component of human physical and mental development. Children require a consistent food supply to support their metabolic needs for body growth and brain development (Akanbi, 2013). Prioritizing the school nutrition program is critical in minimizing short-term hunger, improving learner cognitive performance, and improving the learning environment (Lawson, 2012).

According to Oyefade (2014), different countries use one or both of the feeding modalities to achieve distinct goals. They can, however, be divided into two categories: in-school meals and take-home rations, which provide food to families if their children attend school.

In-school meals have traditionally been the most popular type of school food intervention. School feeding can be divided into two types: programs that provide meals and programs that provide high-energy biscuits or snacks in order to increase school enrollment, retention rates, and close gender and social inequities (Akanbi, 2013). According to Uduku (2011), there are "indications of a considerable shift in thinking regarding school feeding, with many components of this new thinking being vigorously promoted under the heading of "home grown school feeds."

Every year, the World Food Program gives food to millions of schoolchildren around the world as an incentive to get them to go to school and stay there. The initiative focuses on communities with the lowest enrolment rates and the greatest potential for improving children's educational skills (WFP, 1999).

WFP began a global effort in 2001 to increase access to education for millions of children around the world. By that time, there were 66 million hungry schoolchildren in the world (World Food

Program, 2001) School lunches, according to Ahmed (2004), enhanced students' attendance at school. In comparison to their counterparts in schools where no feeding programs were offered, Ahmed discovered that school feeding raised enrolment, lowered dropout rate, increased attendance, and enhanced performance in participating to schools.

School feeding programs are important initiatives that have been implemented in many developed and developing nations around the world to combat poverty, increase school enrollment, and improve student performance. Almost 60 million children in poor nations go to school hungry every day, with Africa accounting for almost 40% of them.

As a result, providing school meals is critical in terms of nourishing youngsters. Parents are encouraged to send their children to school rather than keep them at home to work or look after siblings (Akanbi, 2013).

The introduction of school feeding can be traced back to the Millennium Development Goals (MDGs) initiative and subsequent African leaders' conferences aimed at addressing issues such as peace, security, good economic, political, and corporate governance, and making the continent an appealing destination for foreign investment.

The 'New Partnership for African Development,' according to the blueprint, is a pledge by African leaders, based on a common vision and a firm and shared conviction, to eradicate poverty and put their countries on a path of sustainable growth and development while also participating actively in the global economy and politics.

Among other initiatives, the 'Comprehensive African Agriculture Development Program' and the 'Millennium Hunger Task Force' were created to link school meals to agricultural development through the purchase and usage of locally produced food (Bundy et al, 2009).

The scenario created a bleak picture that necessitated regional and national governmental involvement. The Millennium Development Goals (MDGs) of the United Nations and the Comprehensive African Agricultural Development Program (CAADP) Pillar-3 of the New Partnership for Africa Development (NEPAD) Program formulated policies for universal primary education, food security, and hunger reduction among Africa's poor and vulnerable pupils.

The United Nations Millennium Development Goal (UN-MDG) aims to achieve universal primary education, with the goal of guaranteeing that all children, both boys and girls, finish a full course of primary schooling. With 415 primary schools and more over 300,000 students, formal education is the cornerstone of Ethiopia's human development (MOE, 2019).

Furthermore, socioeconomic backgrounds have had a role in minimizing disparities in educational outcomes, which are the accomplishments and advantages expected as a result of policy execution. Recent events have rekindled stakeholders' interest in educational outcomes through the introduction of the Ethiopian School Feeding Program intervention in 2019 to stem the tide of poor academic performance among vulnerable children in food insecure areas, in order to stem the tide of poor academic performance among vulnerable children in food insecure areas.

The school feeding program encourages students to attend class on a regular basis and to maintain mental and physical health. Roman Tesfaye, Former Ethiopian first lady between September 2012 and February 2018, pays special attention to the education and nutrition of children. Having grown up in the countryside, she discovered at an early age that education is an effective way to break the cycle of poverty.

After reading a report of the Addis Ababa Education Bureau in 2014 showing that thousands of children were about to drop out of school because of malnutrition, Roman sprang into action immediately. Throughout 2018, Mayor of Addis Ababa Takele Uma officially inaugurated the lunch program in October as part of the city's efforts to prevent children from dropping out of state-run institutions (Mulat, 2020).

Provision of school feeding program at school will boost cognitive abilities of students and eases school drop outs. Previously the school feeding program was provided only for identified needy students this was affecting the psychology of the needy ones,” but the current school meal offers to all pre and primary school students. School feeding is a program that feeds pupils from low-income households at school. School feeding programs, according to the Ministry of Education (2012), are a social safety net instrument that targets children in program regularly food insecure areas and protects them from the worst consequences of household food insecurity while also contributing to better learning and educational outcomes as well as better nutrition.

The program is one of the education sector development program's (ESDPIV) mechanisms or crosscutting programs, as well as the School health and nutrition program. Similarly, the Ministry of Education (2015) stated that school feeding programs are important to access general education by establishing child health and nutrition programs, primarily feeding in food insecure contexts, supplying educational materials, school feeding, and financial support for children from low-income families, and the program has so far been implemented at primary schools and will continue to secondary education.

In the development, distribution, and use of educational support inputs, the Ministry of Education encourages this as well, paying specific attention to women and students who have not had access to education (Federal Democratic Republic of Ethiopia, 1994).

As a result, the ministry of education, health, child and women affairs, and agriculture collaborated to create this initiative in Ethiopia. Furthermore, the initiative provides fresh traditional foods to over 20,000 school pupils in Addis Ababa, which are more diverse than the standard school feeding program, which is mostly provided by the World Food Program (Abiy, 2017).

Furthermore, the Ministry of Education (2012) established goals such as improving educational quality by ensuring the development of child-friendly school environments, promoting joint planning, design, and implementation of sustainable and high-quality health and nutrition interventions across the education sector, improving a right to quality and access to education for vulnerable groups, and school feeding programs aimed at educational achievement. There are already a variety of humanitarian and foundation programs in place to give school meals to pupils from low-income families.

Accordingly, to investigate the relationship between school feeding and academic achievement in this area is the core point for this research and this research result come with the fact of the relationship between schools feeding and academic achievement.

1.3 Statement of the Problem

School Feeding Program is one of the components of education sector development program (ESDPIV) and School health and nutrition strategy that is implemented by the Ministry of Education in collaboration with Ministry of Health. The objective of this study was to see the

relationship between school feeding and academic achievement. As a result it helps to minimize school absence rates and create good psychological makeup for learning. Furthermore, it helps to create child-friendly school environments, readiness to learn, attendance, concentration or classroom ethics and initiation to continue their education to the higher level.

School Feeding Program have positive relationships with academic achievement of student; the program had contribution to develop both negative and positive psychological makeup of students; the implementation process also was both appropriate and inappropriate and the program contributed positively to the target of decreasing dropouts (Mulat, 2020).

Documentary evidences globally have reported educational outcomes with the school feeding program intervention. The variables of interests are enrolments, absenteeism, dropout rate and academic performance. Adelman et al. (2008) have showed that in terms of performance, diet and nutrition play a critical role in the physical and intellectual development of pupils, this study was premised on the assumption that school feeding program would lead to improved academic achievement.

Vermeersch (2003) showed a 30 per cent higher participation of children due to the effects of subsidized school meals, which also led to higher test scores. Furthermore, Kamlongera (2009) found that schools with feeding program had higher enrolment, improved student's performance in class, a gender ratio of more than one in favor of girls, reduced absenteeism and parents encouraged to send their children schools under the same circumstances.

After and before implementation of policies, programs and strategies evaluative research is mandatory to continue, amend or terminate the program. This research is also target to assess the program that was implemented several times in Ethiopia particularly in Addis Ababa. Ministry of Education (2018) also stated that, regardless of the different efforts made, increased participation in primary education was not accompanied by quality learning outcomes. Even, graduates of primary education lack competence which requires integration of knowledge, skills and the necessary values. According to the study, majority of the primary school students tend to have little motivation, interest and commitment in their education. Students did not possess adequate literacy, numeracy and skills required to continue their secondary education and absenteeism, inadequate student support system and heavy child labor are still common problems that affect

quality of the education. Thus, the school feeding program contributes to the student's learning outcome and due to limited work of research in the area the researcher intends to work on it.

The following are some of the issues that the researcher considered. The researcher is trying to prove that the launch of this feeding program was motivated by the learning curve of the students. Second, she chose this topic with a view to studying the relationship between academic achievement and school feeding. The researcher also motivated to conduct this study with the aim of filling in the gaps in the limited research of the sector.

1.4 OBJECTIVES OF THE STUDY

1.4.1 GENERAL OBJECTIVE

The general objective of this study is to investigate the relationship between school feeding and academic achievement of students in the case of selected primary school in gulele sub city.

1.4.2 SPECIFIC OBJECTIVES ARE:

1. To identify the current practice of school feeding program in primary schools;
2. To describe the relationship between school feeding and academic achievement of students;
3. To assess the impact of the relationship between school feeding and Academic achievement of primary school students in Gullele Sub-City.

1.5 BASIC RESEARCH QUESTION

1. What is current practice of school feeding program in the sub city?
2. What is the relationship between School feeding and Academic achievement of students?
3. What is the impact of school feeding on students' academic achievement in primary school students?

1.6 Significance of the Study

This study will be contribution to the parents, teachers, policymakers, students and researchers for a better understanding of the current status of the relationship between School feeding and Academic achievement of students in the case of selected primary school. The study suggests possible remedies for the current status of students' academic achievement and relates to school feeding program and in Addis Ababa Gulele sub city selected primary schools. It also initiates

the stakeholders of education, in particular, to take appropriate measures to improve achieve academic. Student feeding is a function of the student body, enabling students to stay in school and focus on their learning. Based on this, one of the tools used by stakeholders to implement the education for all program is to make the student successful. The importance of this study is that after the primary school students have benefited from the school feeding program. In addition, teachers, school leaders, and professionals in the education sector will be able to improve their teaching and learning strategies based on the impact of the nutrition program.

1.7 Scope of the Study

The study investigates the relationship between school feeding and Academic achievement of students in the case of selected primary school. Jerusalem kindergarten and primary school, Addiss Tesfa kindergarten and primary school, KelamAmeba primary school, Addiss Abeba number one primary school and Dilbietgel kindergarten and primary school were studied. The study examines how much student achievement over the past three years has improved due to the school feeding program implementation to investigate the issue. Outside of the above-mentioned school, no other elementary or high schools are included in this study. Excluded from this study are government high schools and private schools that do not include a school feeding program.

1.8 Limitation of the Study

This study was conducted only on five primary schools in Gulele Sub-City. It is suggested that, a similar study be conducted in large population and more primary schools in different settings in Addis Ababa where SFPs is implemented so as to determine whether or not the SFPs had enhanced school enrolment, attendance and academic performance.

The study was faced with several limitations such as travelling costs, inaccessibility of some of data in the district and schools, time shortage in carrying out the study and lack of reliable transportation facilities during data collection.

Another limitation is that it was difficult to get some data from teachers and parents due to the lack of willingness and absenteeism of the appropriate persons as well as reluctance of some respondents to disclose accurate information. Despite of these limitations, the researcher was not affected from collecting the required information.

1.9 Organization of the Study

The study comprises of five chapters. The first chapter presents an introduction to the study. The second chapter focuses on the review of the related literature. The third chapter treats the research design and methodology whereas the fourth chapter asserts data presentation, analysis, and interpretation of the major findings. The last chapter provides a summary of findings, conclusions reached, and recommendations made based on conclusions drawn from the analyzed data.

1.10 Definition of key Words

Academic achievement: - refers to the students' actual academic performance which is indexed by the overall average scores on their class roster. In this research, academic achievement and average score are used interchangeably. Academic achievement is measured by the child's annual Average score = the sum of all subjects annual average/ the number of all subjects taken in specified A.Y.

School feeding program: - is a specific school-based health service, which can be part of a Addis Ababa City Administration broader school health program, and often a large amount of resources are invested in a school feeding program. That provide both educational and health benefits to the students, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household level. Beyond improvements in access to food, school feeding programs also have a positive impact on nutritional and educational status.

CHAPTER 2

2.1 REVIEW OF RELATED LITERATURE

2.1.1 Theoretical Framework

2.1.1.1 Overview Academic Achievement and School Feeding Program

The World Bank defines school feeding programs as "targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security status (The World Bank and World Food Program, 2012)."

According to Adelman et al. (2008), diet and nutrition play a key role in the physical and intellectual development of students. This study was based on the hypothesis that a school feeding program would improve educational results, particularly academic performance. Poverty reduction, improved nutritional and health status, food security, and enhanced academic achievement are all examples of educational benefits. Documentary evidence from around the world has shown that the school food program intervention has improved educational outcomes. Socioeconomic, enrolments, absenteeism, dropout rate, and academic performance are the variables of interest.

Beyond improvements in access to food, school feeding programs also have a positive impact on nutritional status, gender equity, and educational status, each of which contributes to improving overall levels of country and human development (The World Bank and World Food Program, 2012).

While school meals are provided by the governments of most high and middle-income countries around the globe, the children who may benefit most from school feeding programs are in low-income countries that do not have government-provided school meals. School feeding in low-income countries often starts through funding by international organizations such as the United Nations World Food Programme or the World Bank or national governments through programs such as the McGovern-Dole International Food for Education and Child Nutrition Program. However, some governments have first started school-feeding programs and then requested the help of these organizations and programs. Additionally, many countries have "graduated" from

their dependency on foreign assistance by reshaping their school feeding programs to be country-led and self-supported (World Food Programme., 2009).

According to the United Nations World Food Programme, 66 million primary school age children go hungry every day, with 23 million hungry children in Africa alone (World Food Programme, 2009). Furthermore, 80% of these 66 million children are concentrated within just 20 countries. Additionally, 75 million school-age children (55% of them girls) do not attend school, with 47% of them living in sub-Saharan Africa (The World Bank, 2013). Thus, the need to reduce hunger while increasing school enrollment in these children is evident, and school feeding programs have been developed to target this multifaceted problem.

Vermeersch (2003) showed a 30 per cent higher participation of children due to the effects of funded school meals, which also led to higher test scores. Kamlongera (2009) found that schools with feeding program in Malawi had higher enrolment, improved student's performance in class, a gender ratio of more than one in favor of girls, reduced absenteeism and parents encouraged to send their children than non-participating schools under the same circumstances. Etsy et al., (2009) reported that basic enrolment rate increased from 87-94 per cent between 2003 and 2006, while the completion rate stood at 85 per cent due to the School Feeding Program. Rolleston et al., (2010) reported that Ghana is at the verge of achieving access to Universal Primary Education by 2015 due to exponential growth in enrolment figures backed by robust economic growth and increases in budgetary allocation in support of primary education. Ravallion (2011) observed that randomized control trials are sometimes used to estimate the aggregate benefit from some policy or programs. Stephanie (2012) posited that pupil's family and community background counts because the position of the child in relation to other siblings in the household may affect the schooling decision. On the part of the community, partnering schools to offer a wide range of services including safe and positive opportunities from which to choose can enhance students' achievement and well-being; and assist families as well (Sanders, 2003).

According to Cousin & Kim (2016), school feeding is providing food to children in schools. There are two main modalities of school feeding program. The first is in school feeding that means, children are fed in school and the second take-home rations (families are given food if their children attend school). In-school feeding also can, in turn, divided into two common categories (1) programs that provide meals and (2) programs that provide high energy biscuits or

snacks additionally, school feeding programs cover pre-primary, primary and secondary school children in many countries. Therefore, the program was intentional to support students in achieving their time.

WFP and other development partner have reported that, over the past few years, an increase in countries' demand for and interest in school feeding. However, how many countries are actually implementing programs? Are there programs in countries of all income groups or only in some? Are these large national investments or small donor-driven programs? These are some of the questions of WFP and its partners have aimed to answer over the past three years. Within in these intentions, countries design and implement school feeding program as of national school nutrition and health strategy. The modality of delivering the service and effective implementation of it has gaps accordingly the concern of governments of a country. Moreover, the key purpose of schools is to provide education. Achieving this purpose mattered by different factors therefore to support the achievement of this purpose different programs were designed. Of this, school-feeding program is the one. Studies put the views that school feeding brings more children into school one particularly important issue to include in overall planning is to ensure that education provision is able to respond in quality and quantity to the increased education demand resulting from school feeding programs. This is a lesson learned by many countries through their experience of abolishing school fees and other financial barriers to education, and then having to respond to increased demand after the fact like (Kattan 2006 cited in Bundy et al, (2009). Hence, quality education is not only enhancing students' academic performance rather it is the issue of widening horizon of students in different perspective. And it passes through input, process and output processes. Therefore, school feeding program is formulated, designed and implemented for encouraging access and quality of education by providing healthy nutrition. Education and health. School feeding program is a social safety net instrument that targets children in program chronically food insecure areas and protects them against the worst consequences of household food insecurity and contributes to better learning and educational outcomes as well as to better nutrition (Ministry of Education, 2012). As world food program (2013) study, the management of school feeding program managed by the government either alone or with the support of WFP or other development partners.

2.1.1.2 Stages of School Feeding

According to the International Food Policy Research Institute, there are five stages of school feeding. The first stage includes school feeding programs that rely mostly on external funding and implementation, while the last stage includes school feeding programs that rely mostly on internal government funding and implementation (Donald, 2009). Countries that are within the first stage include Afghanistan and Sudan, where country governments are unable to lead school feeding programs. Countries that are within the fifth stage include Chile and India, which have functional, country-led school feeding programs. For example, the Government of Chile has provided a school feeding program for over 40 years through the La Junta Nacional de Auxilio Escolar y Becas (National Board of School Assistance and Scholarships) through a public-private partnership (Winch, Rachel, 2011). This program involves technology that allows food to be centrally mass-produced and then distributed across the country. Additionally, the Government of India has supported school feeding programs since 2001, when the country recognized Indians' Constitutional Right to Food (Winch, Rachel, 2011). Countries that are in the middle of the stages, such as Kenya and Ecuador may have some but not all of the governmental policies, financial capacities, or institutional capacities to operate school feeding programs without external funding or implementation.

2.2 Psychological Challenges in Teaching

According to different practitioners, creating physical and psychological environment in the school is important to bring quality education through attracting students. Every joy of teaching has a possible frustration related to challenges. You wish to make a positive difference in students' lives, but you also have trouble reaching individuals. A student seems not to learn much, or to be unmotivated, or unfriendly or whatever (Seifert & Sutton, 2009). Moreover, UNICEF (2000), good health and nutrition needed for learning. Physically and psychosocially healthy children learn well. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience.

Similarly, adequate nutrition is critical for normal brain development and prevention of infection, disease and injury prior to school enrolment are also critical to the early development of a quality learner. Furthermore according to Ministry of Education (1999), socio cultural impediments like

child rearing can affect school participation and class room interaction of students similarly, the rate of repetition and dropout for children's of poor families are obviously high mainly for economic and cultural impediments. The implication is that all these children's do have special needs to be met. As World Bank study (2013), during pregnancy and infancy causes most harm to the long-term learning capacity of individuals through its irreversible damage to the brain structure and size caused by low birth weight, growth faltering, and micronutrient deficiencies, its impact on school-going children also deserves attention. Hunger affects school going children's ability to make use of opportunities to learn, which likely reduces the gains realized from education investments.

2.3 School Feeding Policy Implementation in Ethiopia: a Focus on Addis

Ababa

School feeding in Ethiopia began in 1994, targeting food insecure areas and by providing one hot meal composed of corn soya blend, vegetable oil, and salt. The intervention later added a take home ration for girls in the pastoralist area. Until the introduction of the Home-Grown School Feeding in 2012, world food program Ethiopia has been implementing the school feeding program through the traditional method of providing porridge made from CSB mostly secured from the in kind donation (World Food Programme, 2019). According to the 2011 household income, consumption, and expenditure survey (HICES), the proportion of poor people poverty head count index of Ethiopia was estimated to be 29.6% in 2011. In 2011, while the proportion of the population below the poverty line stood at 30.4% in rural areas, it is estimated to be 25.7% in urban areas (Ministry of labor and social affairs, 2012).

World Food Programme has been the largest provider of school feeding in the country until 2014, when some actors including the Government started to emerge in the provision of school feeding. Currently, World food programme's support to school feeding in the country strategic plan contributes to Refugee and crisis-affected populations in targeted areas are able to meet their basic food and nutrition needs throughout the year, strategic outcome and vulnerable and food-insecure populations are able to meet their essential food needs and establish climate resilient livelihoods Under strategic outcome one, WFP is planning to reach about 450,000 pre-primary and primary school children in drought and conflict-affected areas including in the refugee camps (World Food Programme, 2019).

Ethiopia has created a paradigm shift on the government approach to school feeding. During the 2015/16 drought in Ethiopia, the Government adopted the model and spent over USD 50 million to provide emergency school meals for 2.8 million children in 6,742 pre and primary schools by procuring from smallholder farmers. The government program uses both caterers and local procurement from smallholder farmers. WFP's investment in HGSF aimed to create an enabling environment for the government planned and managed school feeding program linked to smallholder farmers. The long-term goal was to strengthen the sustainability of the school feeding program through the design and implementation of cost-effective home grown school feeding managed by the government, which improves smallholder's income by creating structured market demand (World food programme, 2019).

The school feeding cost-benefit analysis for Ethiopia revealed that for every dollar invested on a child the return on investment is US\$ 7.2 in the HGSF linked with smallholder farmers as compared to US\$3.1 for in-kind. Other newly emerging organizations in the school feeding area in the country are adopting the WFP procurement model of buying from smallholder farmers. WFP used a tool called Children in Local Development (CLD). It is a Community-led participatory planning approach that aimed to transform the school to the local development center in their community (World Food Programme, 2019).

It is intended as a tool to bring together school children, their environment and their community; starting in their school and gradually moving into their homes and surroundings WFP work with FAO on Policy Support on Public Food Procurement for Government-led Home-Grown School Feeding initiatives is expected to yield good practices on the accessibility of public food purchases to different social and economic groups, aiming at an improved national and regional food procurement initiatives from smallholders (World Food Programme, 2019).

As the ministries, to alleviate or decrease the level of poverty, government of Ethiopia has developed several policies, plans and strategies with a view to progressively fulfill constitutional rights of citizen. Like first generation Poverty Reduction Strategy Program (PRSP) and the Development and Poverty Reduction Program (SDPRP), government implemented the Plan for Accelerated and Sustained Development to End Poverty (PASDEP) conceived as the medium-term- plan to attain the Millennium Development Goals (MDGs). The Growth and Transformation Plan (GTP) continues the PASDEP strategy of reducing poverty through

economic growth in all areas of the economy. School feeding is reflected in several policies and programs in the country, and the level of awareness about the benefit of the program me is highly improved which is an opportunity to scale up. The critical support required for Ethiopia to scale up the Program me is the resource and resource mobilization strategy (World Food Programme, 2019).

The themes of the Growth and Transformation Plan (GTP) are the foundation on which the social protection policy rests. Implementing the GTP depends on sector policies, strategies, and programs to improved social protection actions on the most vulnerable members of society. In addition, the Ethiopian State has a constitutional and legal framework that requires a National Social Protection Policy to reinforce actions necessary to fulfill constitutional requirements. Article 41/5 of the FDRE Constitution states that the State shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and men tally disabled, the aged, and to children who are left without parents or guardian and article 90 also describes that, the states ‘to the extent the country’s resources permit, policies shall aim to provide all Ethiopians access to public health and education, clean water, housing, food and social security (FDRE, 1995). The program uses a mixed model either in-kind food or local procurement depending on the availability of cash. While under strategic outcome two the Program is planning to reach 200,000 students through in-kind food complemented through local procurement and another 140,000 students through a cash-based transfer for local procurement from smallholder farmers. In addition to WFP intervention, a total of 578,000 students (264,000 HGSAF and 304,000 Emergency school feeding) are benefiting from school feeding through the regional bureau of Education funding (World food programme, 2019).

2.4 Empirical Studies on Educational Function of SFP

Studying SFP is an interest of different natural and social science disciplines. The studies focus areas are effectiveness for education and health, its new approaches, food security, agriculture development etc. Some of the fields which studied the topic are Psychology (Ermias, 2015), Economics (Grillenberger, Neumann, Murphy, Bwibo, Veer, Hautvast & West, 2003), Nutrition (Hanushek, 1986), Development studies (Dheressa, 2011), Public health (Asmamaw, 2014), Policy study (Hinrichs, 2010; Sagenge, 2014) and Education (Mwavula, 2014). FFE is not a substitute for a well-organized education system and teacher performance. However, there is

extensive evidence that FFE can complement a good education program (Alderman and Bundy, 2012).

School feeding programs can thus be a powerful instrument for achieving many multi sector benefits such as education, gender equality, food security, nutrition and health, poverty reduction and agricultural development.

The recent food, fuel and financial crises have highlighted the importance of school feeding programs both as a social safety net for children living in poverty and food insecurity and as a tool for stimulating local agricultural production and economic opportunities in rural communities (Lawson, 2012). The paper which reviewed two studies that evaluated the school feeding program in Jamaica has shown that the omission of breakfast affected a decline in performance on the verbal fluency and coding tests for the previously severely malnourished children (Simeon, 1998). The SFP's has also statistical significant negative impact on dropout.

The study by Alderman & Bundy (2012) has found out that the results of the estimated probit regression indicated the participation in SFP reduces the probability of dropping out of school by 7.5 percent. The SFP particularly, Take Home Ration (THR) intervention had a positive contribution to the life worlds of the intervened in four regions of Ethiopia. However, Honing (2016) recommended adaptations should be made to improve the contribution and to bring coordinating function. Thus, water provision and other school based nutrition interventions such as de worming, micronutrient supplements (if needed) and nutrition and health education should be incorporated into the intervention.

The take-home rations which targeted girls who attend school with regularity, in-school meals or snacks to reduce short-term hunger and associated cognitive impediments and food-for-work targeted to teachers or parents engaged in activities improve schooling outcomes (Levinger, 2005).

Hinrichs (2010) also emphasized the contribution of SFP for education compared with its health benefits. According to his study, participation in the program as a child appears to have few long-run effects on health, but the effects on educational attainment are sizable. The educational and health outcomes of SFP differ across grade levels. He also found that participation in grades seven through twelve has a stronger effect on educational attainment than participating in the

earlier grades does, whereas there is some evidence suggesting that participation in earlier grades is more important for the health outcomes. In contrast to the upper literatures which advocate the effectiveness of SFP, some studies have found ineffectiveness of the program. The evidence from a randomized trial in rural Burkina Faso has shown that school feeding programs in this specific context of agricultural households without an active labor market can increase enrollment, but may fail to improve attendance and academic performance for a larger number of children (Kazianga et al., 2009).

2.4.1 School Feeding Program and Academic achievement.

The SFP has a statistically significant positive impact on learning, as measured by achievement test scores. The participation in SF program increases test scores by 15.7 percent points (Ahmed, 2004). The study by Chepkwony, Kariuki & Kosgei (2013) also suggested that the schools with SFP had the highest academic performance compared to those without SFP. Afridi, Barooah & Somanathan (2013), find out that the provision of school meals improved the class room concentration and effort of students in grade 7.

The findings also suggest that school quality influences the extent to which school meals improve effort levels. Students in schools that had higher average scores in curriculum related tests gained significantly more from the extension of the meal program.

Few studies address some of the potentially adverse impacts of SFPs on academic performances. Intuitively, the positive impacts on academic performances would require that the learning environment remains constant or improves when enrollment increases. One can, however, anticipate several changes in the learning environment following the introduction of SFPs.

First, if teachers allocate some of their time to administering the programs, the actual teaching time could decrease.

Second, classrooms could become overcrowded since enrollment is likely to increase. In this case the teacher may become less efficient. Schools may find themselves lacking other inputs (e.g. books, notebooks) which could effectively reduce academic performances.

Moreover, the additional incentives of the program will bring in students whose parents previously assessed the benefits of schooling as lower than the costs; at the margin, these students can be expected to be less able to gain from schooling (Kazianga et al., 2009).

2.4.2 School Feeding Program and Attendance.

Based on the results from unannounced attendance data, Alderman and Bundy identified the positive impacts of school meal on morning and afternoon attendance (Alderman and Bundy, 2012). Similarly, Jacoby & Cueto (1996) stated that a school breakfast increased attendance rates of fourth and fifth-grade students by (0.58) percentage points in the treatment schools whereas the attendance score decreased in control schools by (2.92) percentage points.

The evaluative research was conducted in Huaraz, Peru and it took place 30 days after the start of the breakfast program. Hinrichs (2010) finding also suggested that subsidized lunches induced children to attend school.

Other studies have also showed that SFP has a statistically significant positive impact on class attendance of participating pupils (Ahmed, 2004; Sarah, Adelman, Gilligan & Lehrer, 2008). Literatures also discussed about covariates which negatively influence attendance. From these variables, illness is the major problem that hinders attendance.

Asmamaw (2014) states that mild to severe sicknesses that often relates to poverty and inadequate nutrition negatively affects children's attendance and it was also a cause of drop-outs. Studies also show that school age children with severe hunger have significantly higher chronic illness rates than those with moderate or no hunger. Weinreb, Wehler, Perloff & Scott (2002) have shown that severe poverty has negative effects on children's health. When poor children are sick, they will stay at home for extended period of time without seeing a medical practitioner. The effect of SFP on attendance may differ in age groups. Alderman, Lehrer & Gilligan (2012) find no significant impact of SFP and THR on average morning attendance of children aged [6–13]. However, there are positive and statistically significant impacts of both the SFP and programs on the morning attendance of older children, aged [10–17], ranging from [8 –12] percentage points. On the other hand, although SFPs increase the benefits of school participation, they could actually reduce household income due to reduced child labor supply which thus lowers household food availability thereby posing negative impact on current nutrition and

health. The increased school participation due to SFPs could also lead to crowded classes and hence negatively affects learning unless school capacity is increased accordingly (Dheressa, 2011)

2.4.3 School Feeding Program and Attention.

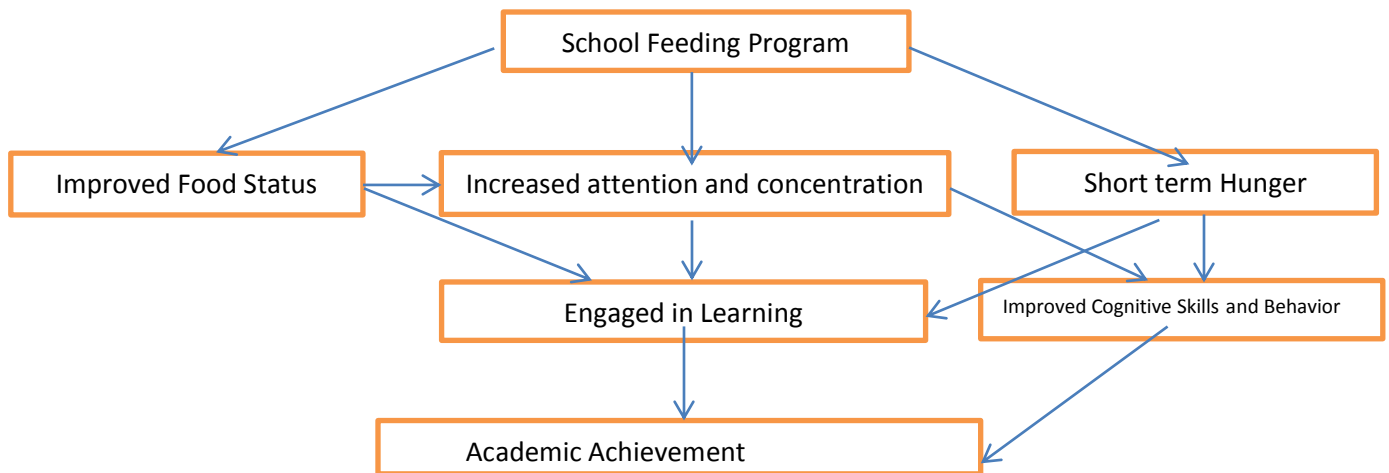
A hungry child cannot concentrate or perform and is unlikely to stay in school. School feeding programs have proven effective in encouraging enrolment, increasing attention spans and improving school attendance.

School feeding programs are powerful tools for alleviating day-to day hunger pains. It is suggested that giving children a daily breakfast at school may improve their scholastic achievement. When the time spent in school is increased, certain cognitive functions and attention to tasks are improved (Grantham-McGregor, Chang & Walker, 1998). Afridi et al. (2013) also proved the positive effect of SFP on classroom concentration in their study entitled “School Meals and Classroom Effort”.

Another study stated that girls who are better nourished are more attentive and involved during class, and well-nourished boys exhibit improved classroom behavior and activity levels (Bundy et al., 2006). Similarly, Mahoney, Taylor, Kanarek & Samuel (2005) has discussed the effects of breakfast on cognitive performance that shows the standard main effect of task duration in dependent measures, particularly visual attention and auditory attention.

Performance on most measures is enhanced by breakfast consumption and that the composition of breakfast can also influence children’s cognitive performance like the measure of auditory attention. Stuijvenberg, Kvalsvig, Faber, Kruge, Diane, Kenoyer & Benadé (1999) has also found a significant between-group treatment effect ($P < 0.05$) in cognitive function with the digit span forward task (short-term memory). All these findings emphasized the effect of SFP on attention.

2.5 Conceptual Framework of the study



Source: Adopted from Grantham et al., (1998) and Jacoby et al., (1998)

Figure 2-1 Conceptual Framework of the study

The potential goal of targeting children through food for education (FFE) program was to increase their educational achievements and to improve their potential future productivity and earnings. However, improvement in educational achievement due to serving food in SFP was thought to occur through three pathways, as demonstrated in Figure 2.5.

First, SFP program increases pupils' enrolment and attendance by lowering the opportunity costs of attending school and providing school incentives to engage in formal education. This led to more time spent in school and more time spent towards learning.

The second was through the alleviation of short-term hunger, which improved children cognitive functioning and attention span.

The third path was through the improved nutritional status of children by providing them calories and nutrients in addition to their regular diet. This school feeding program improved food status, enrolment and attendance short term hunger alleviated engaged in learning improved cognitive skills and behavior educational achievement led to better health and better resistance to infectious diseases and illnesses that would keep children away from attending school (Bultenheim et al., 2011). Thus, better nutrition indirectly improved educational achievement of increasing school attendance of children.

CHAPTER 3

3.1 RESEARCH DESIGN AND METHODOLOGY

3.2 Introduction

This chapter presents the research methodology that was being employed in this study. It spells out the techniques and methods of sampling, data collection, processing and methods of analysis and the limitation of the study. Thus it included research design, area of the study, study population, sampling procedure, data collection and instruments.

According to Kothari (2004), research methodology as a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically Crotty (1998:3) on the other hand defines research methodology as a strategy, a plan of action, a process or a design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes. Camarinha (2009) defines methodology as the study of methods involved in some field, in an endeavor or in problem solving or a systematic method coded in a series of steps taken to complete a certain task or to reach a certain objective.

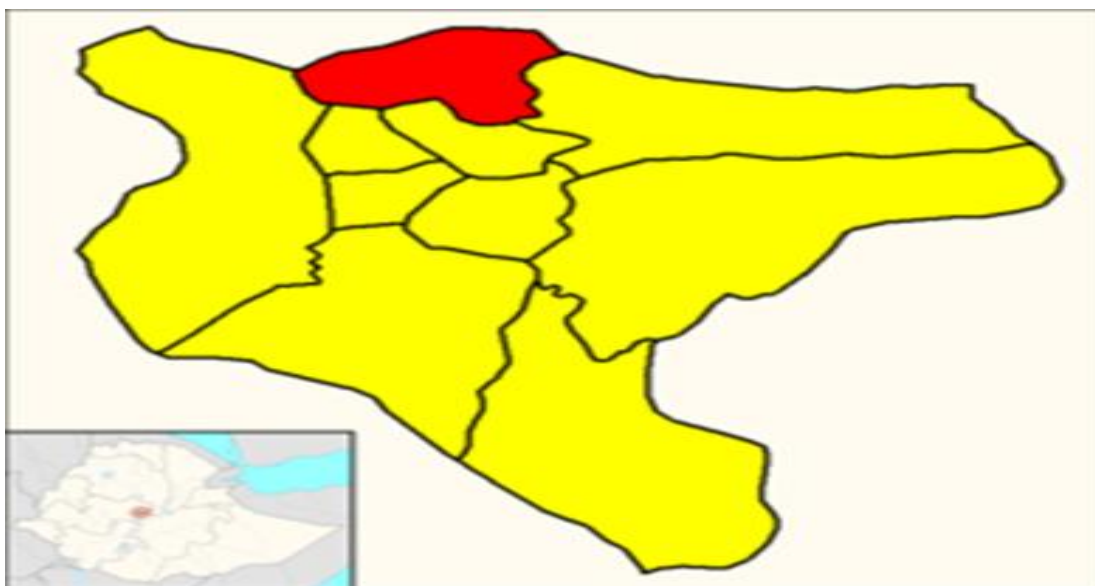
3.3 Research Design

This research has been assessed the relationship between school feeding and academic achievement, it is important to get relevant and reliable information. To get relevant and reliable information, the techniques and methodologies play a very important role. Since of the relatively big sample size and because the researcher will select a large sample size that represents the population, the survey employed for this study. This method describes the relationship between school feeding program and student academic achievement. Under this correlation research design, the researcher was concerned to investigate the extent to which the school feeding program for student academic achievement. Therefore, the qualitative and quantitative design will be use. Qualitative research has been used to discover the relationships at the case level while quantitative research has been used validate those themes and relationships in samples and populations.

3.4 Description of Study Site

The study site of this research is the cities of Addis Ababa City Administration. Addis Ababa is located in the central highlands of Ethiopia between 8048' and 906' North latitudes and 38038' and 38054' East longitudes. It is situated at the western margin of the Great East African Rift valley. The land area of Addis Ababa is 540 km² and surrounded by Shegger City, Sululta Woreda in the north, Akaki Woreda in the South, Wolmera, and Bereh-Aleltu Woreda in the East, and Alemgena Woreda in the West. Administratively, Addis Ababa City is divided into 11 sub-cities and 116 Woredas. It is Ethiopia's capital city and the business, administrative, cultural, and recreational hub of the country as well as the political capital of Africa. Addis Ababa has an average altitude of 2650 meters above sea level. According to the 2007 Census shows that the population of Addis Ababa was 2,739,551 out of which 1,434,164 (52%) are females and the remaining 1,305,387 (48%) are males. Addis Ababa is the center and critical city of the country for the economy and labor market.

Gulele in the Ethiopia capital is one of the eleven sub-cities of Addis Ababa. As of 2011, the population was 284,865.. It is located near the Mount Entoto and Entoto Natural Park. It borders with the districts of KolfeKeranio, Addis Ketema, Arada and Yeka.. There are 23 governmental primary schools. There are 59,178 students enrolled in Gulele sub-city from KG to primary school. Students from Jerusalem Kindergarten and Primary School, Addiss Tesfa Kindergarten and Primary School, KelamAmba Primary School, Addis Abeba No1 Primary School and Dilbietgel Kindergarten and primary school were selected for this study. The schools are selected by simple random sampling method and the students are selected according to the method. As a result, there are 1498 boys and 1728 girls' students in selected schools. Some of these students are excluded from the study because they want to eat on their own.



Sources of Data Wikipedia

Figure 3-1 Addis Ababa Gulele Sub-City

In conducting this research, the data was obtained from selected primary school of Gulele sub-city. Both primary and secondary data has been used for the study. Primary data has been obtained from the instrument developed to elicit data from respondents while secondary data from primary school of Gulele sub-city and Education Service.

3.4.1 Primary Sources

The primary sources of data for this study was collect from schools leaders, teachers, students, and parents respectively.

3.4.2 Secondary Sources

For this assessment, data from students' Roster such as absentee control, student academic score analysis, and follow-up papers, will be collected, and students' Academic Achievement files has been used as secondary data.

3.5 Population, Sample Size, and Sample Techniques

3.5.1 Population

The populations of this study were teachers, beneficiary students, school leaders, parents and This study was conducted in government primary schools located in Gulele Sub-City. Gulele Sub-City feeding programme is selected because it was accessible to the researcher. According

to Arone and Coupe a study population is the entire group of people to which the researcher intends the results of the study to apply (Aron and Coups, 2008). Therefore, there is 23 primary government schools (grade 1-8) in Gulele Sub-Cities. However, to make the study manageable, out of the 23 schools 5 schools were selected, by using the lottery method to pick schools. The Five schools (Jerusalem, AddissTesfa, Dilbtgel, Addiss Abeba number one and KelmeAmba primary school respectively). On a piece of paper, the names of the schools are written, and stuffed, placed on a plate, and mingled. In these governmental primary school of Gulele sub city, there were 59,178 students enrolled from KG to primary school. A total of 270 target population of the study were comprised of 5 principals, 5 vice principals, 68 Teachers, 26 members of PTSA, 171 students were selected as a target sample. Accordingly, 1498 male and 1728 female students were enrolled in the selected schools, of which 365 were excluded due to their unwillingness to school.

3.5.2 Sample Size and Sampling Techniques

Depending on the number of populations' in the selected government primary school, proportional sampling was considered. From each proportion, the researcher selects

\participants with simple random sampling techniques and purposive sampling techniques were employed in this research. Accordingly, all the principals 5 (1 from each sampled school), 30 PTSA(6 parent from each sampled schools), 65 teachers (13 from each school). According to (Dowson, 2006, Israel, (2010) recommendations 5-25% of the population will take as a participant. For those large having large population size researcher will be take 5% of the population as sample. And for those who have a small population size, the researcher will take 25% of the population as a sample. 22% of the selected schools were assigned to each of the selected schools at random. This is how participants were chosen. Therefore, total samples of 270 participants were chosen for the study.

3.6 Data Collection Instruments

3.6.1 Questionnaires

The researcher used questionnaires to collect data from schools students and teachers. A questionnaire is believed a better tool to get a large amount of data from a large number of

respondents in a relatively shorter time with minimum cost. Hence, questionnaires will be prepared in English and Amharic languages and were administered to all participants.

The questionnaire is used to assess how the relationship between school feeding program and academic achievement on the selected primary schools students' academic achievement. Questionnaires will be prepared and distributed for, teachers and students.

Because it is more suitable for large scale surveys as they are quick for respondents to answer and are easy to analyze using statistical techniques, enabling comparisons to be made across groups. It also helps the respondents to choose one option from the given scales that best aligns with their views. In addition to this, open-ended questionnaires were employed to allow expressing their feelings, perceptions, problems, and intentions related to the contributions of school feeding program and primary students' academic achievement to ensure quality education delivery. The questionnaire contains different scales those are demographic characteristics of the respondent students' motivation scale and school feeding practices.

3.6.2 Grade 8th regional exam results Scored 50% and above

In addition to this, the researcher will employ document analysis.

3.6.3 Interview

The interview will be conducted in Amharic to make communication easier. Semi-structured interview will be designed to gather data from school principals of the selected government primary schools of Gulele sub-city. The selection will be the basis of their position to effectively describe the reality in the study area and they could have detailed information about the school feeding programs and academic achievements. The interview guide questions set for respondents have been one part, which were targeted to obtain information related to the basic research questions. Finally, interview notes were taken, transcribed and translated into English.

3.6.4 Focus Group Discussion

Items for focus group discussion was developed by the researcher for obtaining information from parents of those got benefited from school feeding programme. It will take the advantage of collecting variety of shared understanding from these interacting individuals. Focus group discussion will be conducted within parents of those got benefited from school feeding who were taken for focus group discussion because of the reasons that among those selected

sample teachers and students the researcher helps to understand the situation from the facial expression of the participants in addition to questionnaire.

Discussions was planned in order to give more opportunities for the participants to collect detailed and richer information from those who provide information needed for the study.

The sources of items were literature on the area. In order to establish content validity, the items will be examined by the panel of experts and then after making some correction, the discussion items will be delivered to the participants who will involve in the focus group discussions.

3.7 Procedures of Data Collection

To answer the basic research question raised, the researcher goes through a series of data gathering procedures. The expected relevant data has been gathered using questionnaires and document analysis. In doing so, having a letter of authorization from Addis Ababa University College of Education and Behavioral Studies Departments of Educational Planning and Management the researcher directly went to the sample sub-city primary school and leaders of respective director's for consent. After agreeing with the concerned participants, the researcher introduced her objective and purposes. Then the questionnaires have been administered to sample primary school teachers, and students who benefit from the school feeding programme. The participants allowed giving their own answers to each item independently as needed by the researcher. Before the administration of the final version of the questionnaires, the researcher takes a letter to the school administration to get permission. Once the researcher gets the permission from the school administration, the questionnaires had been administered to the participants. Since the sample was drawn from different groups, the administration was carried out on two days. The respondents from the respected departments' were informed of the purpose of the study and they were informed that their answer was kept confidential so they have to fill the questionnaire genuinely. To avoid the biases due to reading and avoid misunderstanding all the instruments and items were supported when the need arises. The participants in this study were participated in volunteer and there is no incentive was offered in exchange for participation.

3.8 Methods of Data Analysis

After the primary and secondary data gathering procedures are completed, the data was presented and analyzed in a way to produce important information that can answer basic questions, ensure

the objectives of the study and also show future implications of the study. The data was used the SPSS version 26. Descriptive data and inferential statistics were used to describe the responses of the participants from the surveys. The data collected will be analyses using frequency count, percentages, mean Pearson Product Moment Correlation and Regression Coefficient. The qualitative data that collected from documents and interview was analyzed by using thematic narrations.

3.9 Ethical Consideration

The researcher first informed participants about the nature of the study and requested their consent to participate. The researcher considered the research values of voluntary participation, anonymity, and protection of respondents from any possible harm that could arise from participating in the study. Thus, the researcher introduced the purpose of the study as a fulfillment of the master's degree program and not for any other hidden agenda by the researcher and requested the respondents to participate in the study voluntarily, and refusal or abstaining from participating was permitted. The researcher also assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings will be used for the intended purposes only.

The researcher also committed to respond the research findings completely and honestly without misleading others about the nature of the findings.

CHAPTER 4

4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of this research was to investigate the relationship between school feeding and academic achievement student: in the case of selected primary school of gulele sub city. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the relation sheep of school feeding program and student academic achievement. It contains two major parts; the first part presents characteristics of respondents. The second part deals the relation sheep between school feeding and academic achievement student: in the case of selected primary school of gulele sub city.

4.1.1 PART ONE: Background of the Respondents

Table 4-1 Respondent Background Students

Respondents' Background	Socio-demographic characteristics	Frequency	Percentage
Sex	Female	101	66.4
	Male	50	32.9
Age	11 years	3	2.0
	12 years	6	3.9
	13 years	39	25.7
	14 years and above	104	68.4
Grade	1	1	0.7
	3	1	0.7
	4	6	3.9
	5	22	14.5
	6	5	3.3
	7	49	32.2
	8	68	44.7

Source: Field survey (2023)

Table 4-2 Respondent Background Teachers

Respondents' Background	Socio-demographic characteristics	Frequency	Percentage
Sex	Female	30	46.2
	Male	31	47.7
Age	21-30	41	63.1
	31-40	15	23.1
	41-50	5	7.7
	51 and above	1	1.5
Educational Level	1 diploma	1	0.7
	BA/BSC/BED	1	0.7
	OTHERS	6	3.9
Work Experience	Less than 5	4	6.2
	6-10	23	35.4
	11-15	21	32.3
	16 years and	13	20.0

Source: Field survey (2023)

Respondent Background

Under Part One, the gender, age, education level ,level you teach and service years of the participants were presented in a quantitative analysis below.

In this study 50(32.9.7%) male and 101(66.4.%) female Students participant were participated. their age range was between 13 years old to 14 and above years old. Regarding to grade level

22(14.5%) from grade 5, 48(32.7%) from grade 7, 68(44.7%) from grade 8 and the rest 14(9.2%) from the other grade. In addition to, the study included 31 male and 30 female teachers. Their age range 41(63.1%) respondents age have been range between 21-30 years old, 15(31.4%) 31-40 years old, 5(7.7%) 41-50 years old and 1(1.5%) above 51 years old. Respondent educational background 20(30.8%) diploma holder, 41(67.7%) first degree holder and 1(1.5%) other level has been participated in the study. In terms of job experience, 4 (6.2%) respondents have worked for 1 to 5 years, 23 (35%) for 6 to 10 years, 21(32.3%) for 11 to 15 years, and the remaining 13(20%) worked for more than 16 years.

4.1.2 PART TWO: STUDENTS' RESPONSE ON THE RELATIONSHIP BETWEEN SCHOOLFEEDING AND ACHADAMIC ACHIVEMENT.

Table 4-3 Five Scale Likert Criterion

N0	Mean Range	Response options
1	1.0 to 1.80	Strongly Disagree
2	1.80 to 2.60	Disagree
3	2.60 to 3.40	Neutral
4	3.40 to 4.20	Agree
5	4.20 to 5.00	Strongly Agree

The participants' positions in this analysis are as follows. Here are five performance scales to measure the current practice of school feeding program as follows in table below:

Table 4-4 Current practice of school feeding program

N	Current practice of school feeding program	1	2	3	4	5	Total	Mean	Standard Deviation
1	In the school Feeding program, students are fed twice a day.	2	3	8	21	118	152	4.6	0.7
2	All the students in the school are benefiting from the school feeding	11	13	37	55	36	152	3.6	1.1
3	All the students in the school are benefiting from the school feeding	3	2	4	9	134	152	4.5	0.7

Result on current practice of school feeding program table

Respondents were asked different questions regarding to current practice of school feeding program selected government primary schools in gulele sub city selected school. Their responses were organized in the following manner.

Table 4.4 illustrated that students are feed twice a day 118(77.6%) of the respondents confirmed that students' feed twice a day. The rest 21(13.8%) the mean score is 4.6 Also the interview and focus group discussion confirmed similar result. All the students in the school are benefiting from the school feeding. 36(23.7%) of the respondents strongly agree accepted that ,55(36.2%) agree ,37(24.3%) undecided,13(8.6) disagree and 11(17.2%) strongly disagree the mean score 3.8 this shows that majority of the respondent indicated all students in the school are benefiting from the school feeding program Similarly the interview and focus group discussion confirmed similar result.

134 (88.2%) of the respondents were confirmed the statement, the school feeding program is offered to students of all grade levels. Whereas the other respondent 16(11.8%) of the respondent have been agree, undecided, disagree and strongly disagree the majority respondent confirmed that, feeding program is offered to students of all grade levels. The mean score is 4.6. Likewise the interview and focus group discussion confirmed similar results.

Table 4-5 the relationship between School feeding and Academic achievement of students

N	The relationship between School feeding and Academic achievement of students	1	2	3	4	5	Missing	Total	Mean	Standard Deviation
1	School feeding helped students do the classwork and homework assignments provided by their teacher.	11	3	25	42	71	0	152	4.1	1.1
2	Students do not miss classes after the introduction of the school feeding program in your school.	21	17	34	35	45	0	152	3.4	1.4
3	The implementation of school	2	10	23	45	71	1	152	4.5	0.7

	feeding program has enabled students to actively participate in the classroom.									
4	Students more ready to learn to increase their academic achievements	9	10	13	46	63	1	152	4.0	1.1

Source: Field survey (2023)

Table 4.5 indicated that School feeding helped students do the classwork and homework assignments provided by their teacher. 71(46.7%) of the respondents were strongly agreed while 42(27.6%) of the respondents were agreed with the statement. the rest 25(16.4%) of the respondents were neither agreed nor disagreed they remain neutral. Hence, Mean score is 4.1 the majority of the respondents confirmed and showed their agreement, so that, School feeding helped students do the classwork and homework assignments provided by their teacher In the same way the interview and focus group discussion confirmed similar result.

Regarding Students do not miss classes after the introduction of the school feeding programmer in your school., 80(52.6%) of the respondents confirmed that Students do not miss classes after the introduction of the school feeding programmer, in contrary, 72(47.3%) of the respondents' respondents neither agreed nor disagreed they remain neutral. As a result, since the launches school feeding service student do not miss classes at selected school. Likewise the interview and focus group discussion confirmed similar result.

Furthermore, 71(46.7%) of the respondents were strongly agreed in the launch of school feeding has led to an increase classroom participation. Whereas, 45(29.6 %) the respondents were agreed the launch of school feeding has led to an increase in student classroom participation level.. The rest 23(15.1%) neither agreed nor disagreed they remain neutral. Therefore, the beginning of school feeding has been led to increase student classroom participation. Students more ready to learn to increase their academic achievements Although 63 (41.4% of respondents) strongly agree with the assertion that the provision of school feeding has improved Students more ready to learn to increase their academic achievements, 46(30.3% of respondents) agreed that the introduction of school eating has improved their academic achievements. The remaining (23%) of responses were neither agreeing nor disagreeing. The remaining was indifferent. As a result,

the provision of school feeding has improved more ready to learn to increase their academic achievements Also the interview and focus group discussion confirmed similar result.

Table 4-6 what is the impact of school feeding related to academic achievements at primary school

No	Impact of school feeding related to academic achievements at primary school	1	2	3	4	5	Total	Mean	Standard Deviation
1	Alleviates short term hunger so students may focus in classroom	3	4	11	33	101	152	4.5	0.8
2	The feeding program helped students focused on their lesson.	6	6	20	41	79	152	3.6	1.1
3	students achieved daily on time attendance in class	19	17	38	29	49	152	5.5	1.4

Source: Field survey (2023)

According to table 4.6 for the questions of Alleviates short term hunger so students may focus in classroom out of 152 respondents 101(66.4%) responds strongly agree, 33(21.7%) agree the mean score is 4.5 this indicate majority of the respondents confirm school feeding Alleviates short term hunger so students may focus in classroom. The WFP (2004) reported that the effects of short-term hunger related to learning capacity in which learning ability is affected greatly by hunger due to skipped meals.

As indicated table 4.6 The feeding program helped students focused on their lesson out of 152 respondents 79(52%) of the respondents strongly agree, 41(27%) agree,20(13.2%) respondents were neither agreed nor disagreed they remain neutral the mean score is 4.2 this implies the majority of the respondents agree and strongly agree that there was the feeding programme helped students focused on their lesson.

As illustrated table 4.4 students achieved daily on time attendance in class 49(32.2. %) of the respondents respond strongly agree,29(19.1%) of the respondent respond agree,38(25%) of the respondent neither agreed nor disagreed they remain neutral,17(11.2%) of the respondent respond disagree and 19(12.5%) respondents respond strongly disagree. The mean score is 3.5

Adelman et al. (2008) also discussed that attendance is one of the factors which enables the school meal to have impact on learning.

4.1.3 PART THREE: TEACHERS' RESPONSE ON THE RELATIONSHIP BETWEEN SCHOOL FEEDING AND STUDENTS' ACADEMIC ACHIEVEMENT.

Table 4-7 Current practice of school feeding in case of selected primary school

N	Current practice of school feeding in case of selected primary school	1	2	3	4	5	Missing	Total	Mean	Standard Deviation
1	In the school feeding program students are feed twice a day	0	1	2	6	56	0	65	4.8	0.6
2	All the students in the school are benefiting from the school feeding	0	1	2	12	50	0	65	4.7	0.6
3	The school feeding program is offered to students of all grade levels	0	0	2	9	52	2	65	4.8	0.5
4	The school management monitor and controls the feeding program well	2	0	2	11	49	1	65	4.4	0.9
5	Students improved their academic achievement due to school feeding program	1	3	4	18	39	0	65		

Source: Field survey (2023)

Current practice of school feeding program selected government primary schools in gulele sub city selected school. Their responses were organized in the following manner Table 4.7 illustrated that students are feed twice a day 52(86.%) of the respondents confirmed that students' feed twice a day. 6(9.2%) agree, 2 (3.1%) undecided ,1 (1.5%) disagree the mean score is 4.8 the mean score is greater than 4 this shows that the majority participants respond strongly agree about students are feed twice a day .Also the interview and focus group discussion confirmed similar result. . All the students in the school are benefiting from the school feeding. 50(76.9.%) of the respondents strongly agree accepted that ,12(18.5%) agree ,2(3.1%) undecided and 1(1.5) disagree the M= 4.7,SD= 0.6 the respondent's perceptions were closely related .the majority of the respondent indicated participants respond strongly agree with All the students in the school are benefiting from the school feeding Similarly the interview and focus group

discussion confirmed similar result. 52(80%) of the respondents were confirmed the statement. The school feeding program is offered to students of all grade levels. Whereas the other respondent 9(13.8%) agree and 2(3.1) the majority respondent confirmed that, feeding program is offered to students of all grade levels. $M= 4.8, SD=0.5$. Likewise the interview and focus group discussion confirmed similar result. The school management monitor and controls the feeding program well .Respondents indicated that 49(75.4%) strongly agree,11(16.9%)Agree,2(3.1%) undecided and 2(3.1%) strongly disagree $M=4.4 SD=0.9$ This Shows the mean score is greater than 4 majority respondents respond agree and strongly agree and the SD 0.9 this shows the respondent perception were closely related to one to the other respondent.

Regarding to Students improved their academic achievement due to school feeding program 39(60%) of the respondent stroglyagree,18(27.7%) agree,4(6.3%)undecided 3(4.6%) disagree and 1(1.5%) strongly disagree. $M=4.4 SD=0.9$ According to the majority of respondents school feeding program improved students' academic achievement. It implies that student's academic performance and school feeding have relations.

Table 4-8 Describe the relationship between School feeding and Academic achievement of students.

N	The relationship between School feeding and Academic achievement of students	1	2	3	4	5	Total	Mean	Standard Deviation
1	Improved pupils' academic achievement relatively after the introduction of the school feeding program in your school	1	1	3	21	37	65	4.3	1.1
2	School feeding at primary school helped students do the classwork and homework assignments provided by their teacher.	0	1	1	25	38	65	4.5	0.6
3	Pupils do not miss classes after the introduction of the school feeding program in your school.		1	3	21	39	65	4.5	0.9
4	The implementation of school feeding		2	6	22	34	65	4.1	1.0

	program has enabled students to actively participate in the classroom.								
5	School feeding program implemented as not to enhance academic achievement rather as day to day activities		2	8	25	25	65	2.9	1.3
6	Are students more ready to learn to increase their academic achievements	1	3	7	25	24	65	3.8	1.4
7	Students' motivated to progress education to next grade level		4	7	24	27	65	4.0	1.2
8	Students have high level of class room attention compared before feeding program started	1	2	6	17	36	65	4.2	1.3
9	School Feeding program enables students to work hard academically achievement	1	3	7	20	34	65	4.9	0.9
10	The school feeding program helped students focused on their daily lesson.	2	2	5	16	38	65	5.1	6.4

Source: Field survey (2023)

As indicated table 4.6 the question of Improved pupils' academic achievement relatively after the introduction of the school feeding program in your school out of 65 teachers 37(56.9%) respondents respond strongly agree, 21(32.3%) agree, 3(4.6%) undecided, 1(1.5%) disagree and 1(1.5%) strongly disagree $M=4.3$ and $SD=1.1$. The result indicates the majority respondents have agreed and strongly agreed about the given question. It implies after the introduction of school feeding pupils' academic achievement relatively improved as illustrated table 4.9 for the question School feeding at primary school helped students do the classwork and homework assignments provided by their teacher. 38(58.5%) respondents respond strongly agree, 25(38.5%) agree, 1(1.5%) undecided and 1(1.5%) disagree $M=4.5$ and $SD=0.6$ the majority of the participant were strongly agree and agree it implies school feeding program assisted students do classwork and homework. Likewise the interview and focus group discussion confirmed similar result.

According to table 4.9 for the question pupils do not miss after the introduction of school feeding program in your school. 38(60%) respondents respond strongly agree, 3(4.6%) undecided and 1(1.5%) disagree M=4.5 and SD=0.9 the majority of respondents stated after the introduction of school feeding program pupils do not miss classes.

School feeding has been found to effectively increase class attendance because children receive the meal only when they attend school (Dheressa, 2011). For the question the implementation of school feeding program has enabled students to actively participate in the classroom 34(52.3%) respondents respond strongly agree, 22(33.8%) agree, 6(9.2%) undecided and 2(3.1%) disagree M=4.1 and SD=1.0 it implies that the majority of the respondents accepting that school feeding program has enabled students to actively participate in the classroom. For the question School feeding program implemented as not to enhance academic achievement rather as day to day activities 25(38.5%) respondents respond strongly agree, 25(38.5%) agree, 8(12.3%) undecided and 2(3.1%) disagree M=2.9 and SD=1.3 It indicates the mean result shows that the majority of the respondents stated agree and neither agree nor disagree. For the question are students more ready to learn to increase their academic achievements. 24(36.9%) respondents respond strongly agree, 25(38.5%) agree, 7(10.8%) undecided, 3(4.6%) disagree and 1(1.5%) disagree M=3.8 and SD=1.4 the respondents response showed that the majority of the respondents confirmed school feeding program helped students more ready to learn to increase their academic achievement.

Taras (2005) reviews research on micronutrient supplementation have shown that School feeding improve cognitive performance in which the program of providing food with micronutrient, helps to increase pupils' concentration span and learning capacity by reducing short term hunger in the classroom. School meals act as a good way to channel vital nourishment to poor children. For the question Students' motivated to progress education to next grade level 27(41.5%) respondents respond strongly agree, 24(36.9%) agree, 7(10.8%) undecided and 4(6.2%) disagree M=4 and SD=1.2 As a result the majority of the respondents agreed students motivated to progress education to next grade level. For the question Students have high level of class room attention compared before feeding program started 36(55.4%) respondents respond strongly agree, 17(26.2%) agree, 6(9.2%) undecided, 2(3.1%) disagree and 1(1.5%) strongly disagree M=4.2 and SD=1.5 it indicates the majority of the participants confirmed Students have

high level of class room attention compared before feeding program started. For the question School Feeding program enables students to work hard academically achievement. 34(52.3%) respondents respond strongly agree, 20(30.8%) agree, 7(10.8%) undecided, 3(4.6%) disagree and 1(1.5%) strongly disagree M=4.3 and SD=0.9 Most of the respondent agreed on the Feeding program enables students to work hard academically achievement. For the question school feeding program helped students focused on their daily lesson. 38(58.5%) respondents respond strongly agree, 16(24.1%) agree, 6(7.7%) undecided 2(3.1%) disagree and 2(3.1%) strongly disagree The respondent the perception of one respondent positive response about school feeding program helped students focused on their daily lesson. .The WFP (2004) reported that the effects of short-term hunger related to learning capacity in which learning ability is affected greatly by hunger due to skipped meals. The presence of short-term hunger in some schools is a major challenge that alters academic performance.

Table 4-9 what is the impact of school feeding related to academic achievement of primary school students.

No	Impact of school feeding related to academic achievement of primary school students.	1	2	3	4	5	Missing	Total	Mean	Standard Deviation
1	Students 'Performance in class tests has improved	1	0	6	33	25	0	65	4.2	0.8
2	Alleviates short term hunger so students may focus in classroom	1	1	8	31	23	1	65	4.1	1.0
3	Late comer students have been improved since school feeding service begin	0	1	5	23	33	3	65	4.2	1.2
4	Latecomer students have been improved since school feeding service begin	2	0	2	11	49	1	65	4.4	0.9
5	Feeding program enables them to gain increased cognition and better achievement.	0	1	7	23	33	1	65	4.3	1.0

6	The school feeding program has increased student consciousness.	2	1	1	18	33	3	65	4.0	1.3
7	The feeding program helped students focused on their lesson.	0	1	4	25	35	0	65	4.5	0.7
8	Students achieved daily on time attendance in class	0	2	5	22	36	0	65	4.4	0.8

Source: Field survey (2023)

As indicated table 4.9 descriptive statistics of Students 'Performance in class tests has improved 25(38.5%) of the respondent were strongly agree while 33(50.8%) agree with the statement the rest 6(9.2%) with neither agreed nor disagree they remain neutral 2(1.5%)stated disagree M= 4.2 SD=0.8 Hence, the majority of the respondents confirmed and showed their agreement. As indicated table 4.7 descriptive statistics of Students 'Performance in class tests has improved and Alleviates short term hunger so students may focus in classroom 23(35.4%) of the respondent were strongly agree while 31(47.7%) agree with the statement the rest 8(12.3%) with neither agreed nor disagree they remain neutral 1(1.5%) stated disagree and 1(1.5%) strongly disagree M= 4.1 SD=0.9 Hence, the majority of the respondents confirmed and showed their agreement. (Dheressa, 2011). Second, improved nutrition may also enhance pupil participation and performance in the short and over long run. In the short run, school meals could alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence dropout is minimized. As indicated table 4.10 descriptive statistics of Latecomer students have been improved since school feeding service begin 33(50.3%) of the respondent were strongly agree while 23(35.4%) agree with the statement the rest 5(7.7%) with neither agreed nor disagree they remain neutral 1(1.5%) stated disagree M= 4.2 SD=1.2 Hence, the majority of the respondents confirmed and showed their agreement. As indicated table 4.10 descriptive statistics of Feeding program enables them to gain increased cognition and better achievement 33(50.8%) of the respondent were strongly agree while 23(35.4%) agree with the statement the rest 7(10.8%) with neither agreed nor disagree they remain neutral 1(1.5%) stated disagree M= 4.3 SD=1 Hence, the majority of the respondents confirmed and showed their agreement.

Taras (2005) reviews research on micronutrient supplementation have shown that School feeding improve cognitive performance in which the program of providing food with micronutrient,

helps to increase pupils' concentration span and learning capacity by reducing short term hunger in the classroom. School meals act as a good way to channel vital nourishment to poor children. Therefore, providing pupils' food helps them to increase attention and concentration in their learning. 4.10 descriptive statistics of the school feeding program has increased student consciousness 31(47.7%) of the respondent were strongly agree while 17(27.7%) agree with the statement the rest 10(15.4%) with neither agreed nor disagree they remain neutral 1(1.5%) stated disagree and 2(3.1%) M= 4 SD=1.3 Hence, the majority of the respondents confirmed and showed their agreement. SD is greater than 1 the perception of the respondents not closely related one to the other. As indicated table 4.10 descriptive statistics of the feeding program helped students focused on their lesson.35 (53.8%) of the respondent were strongly agree while 25(38.5%) agree with the statement the rest 4(6.2%) with neither agreed nor disagree they remain neutral 1(1.5%) stated disagree M= 4.5 SD=0.7 Hence, the majority of the respondents confirmed and showed their agreement. As indicated table 4.10 descriptive statistics of students achieved daily on time attendance in class 36(55.4%) of the respondent were strongly agree while 22(33.8%) agree with the statement the rest 5(7.7%) with neither agreed nor disagree they remain neutral 2(3.1%) stated disagree M= 4.4 SD=0.8 Hence, the majority of the respondents confirmed and showed their agreement. Adelman et al. (2008) also discussed that attendance is one of the factors which enables the school meal to have impact on learning.

4.2 Document analysis

The data obtained from secondary sources also support the findings of the above. As the following table revealed that students' academic achievement in consecutive years showed progress after the feeding program started.

Table 4-10 Grade 8th regional exam results Scored 50% and above

No	Name of school	Before school feeding			During school feeding			
		2008E.c	2009E.c	2010e.c	2011E.c	2012E.c	2013E.c	2014E.c
1	Dilbtegel	13.41%	26.53%	21.97%	47.70%	40.24%	23.74%	74.11%
2	Addisstesfa	27.92%	18%	13.46%	39.30%	40.37%	44.25%	17.24%
3	Jerusalem	20.65%	26.32%	29.92%	56%	41.50%	53.14%	41.50%

4	Addissabeba no1	29.61%	42.06%	66.66%	59.20%	47.31%	67.35%	47.31%
5	Kelmamba	2.63%	7.14%	77.96%	80.50%	87.32%	79.55%	89.39%

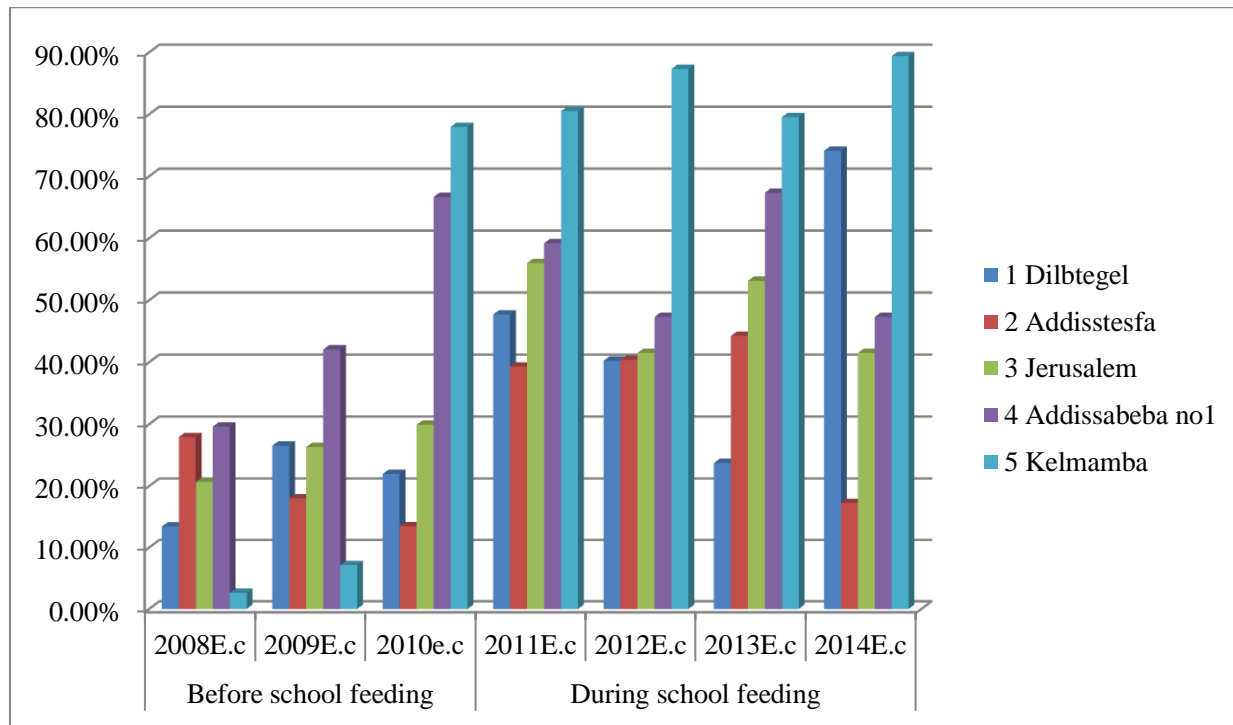


Figure 4-1 diagram indicated that students’ grade 8 regional exam result before the starting of school feeding program were very low

Table 4.10 and the diagram indicated that students’ grade 8 regional exam result before the starting of school feeding program were very low. For instance, Dilbetigil primary school regional exam results that score 50% and above were 13.41, 26.53 and 21.97 in percent in 2008, 2009 and 2010 respectively. While, these regional exam result of this school were improved in 2011(47.7%), 2012 (40.24) ,2013 (23.74%) and 2014 (74.11%) after the feeding program started. The same is true for the rest schools. From this result the researcher conclude that there is a positive relationship between students’ feeding and their academic result. This result also supported by the findings obtained from primary data sources.

Table 4-11 Correlations

		CUP	STA
CUP	Pearson Correlation	1	.428**
	Sig. (2-tailed)		0.001
	N	62	62
STA	Pearson Correlation	.428**	1
	Sig. (2-tailed)	0.001	
	N	62	65

** . Correlation is significant at the 0.01 level (2-tailed).

Note: CUP- current feeding practice, STA- Student Achievement

Table 4.11 contains correlation coefficient (r) between school student feeding and academic achievement. Hence as it was portrayed in table 4.10, correlation coefficient ($r=.428$, $p< 0.01$) indicates a positive relationship between school student feeding and the respective academic achievement.

The finding of this study is compatible with The study by Chepkwony, Kariuki & Kosgei (2013) also suggested that the schools with SFP had the highest academic performance compared to those without SFP. Afridi, Barooah & Somanathan (2013), find out that the provision of school meals improved the class room concentration and effort of students in grade 7. The findings also suggest that school quality influences the extent to which school meals improve effort levels. Students in schools that had higher average scores in curriculum related tests gained significantly more from the extension of the meal program.

Table 4-12 Regression Coefficients

Coefficients				
Model	R	R2	Adjusted R2	Std. Error of the Estimate
1	.428a	.183	.170	.89851
a Predictors: (Constant), CUP= Current feeding practice				

Table 4.12 represented the model summary of regression analysis. The above table viewed that the correlation coefficient(r) for the school feeding practice scored 0.428. A positive and significant correlation between school feeding and academic achievement was found in this statistical result.

According to Dun (2001), a correlation coefficient (r) of 0.40 to 0.59 indicated a positive and significant relationship. As shown by table 4.9 above, the coefficient of determination (R2) measured 0.183. This means that 18.3% of the variation in students' achievement was predicted by school feeding. The rest 81.7 % of variations in students' achievement cannot be explained by school feeding. This implies 81.7 % of variations in students' academic achievement were because of other extraneous variables (residual variables). From this finding, it was understood that there are also other variables which determine the level of students' achievement. This research results indicates that additional efforts are required for greater academic achievement of students in addition to providing foods for students.

CHAPTER 5

5.1 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

In this chapter five of this research papers the summary of the major finding of the study, the conclusion and recommendation that the researcher to investigate the relationship between School feeding and Academic achievement of students in the case of selected primary school of Gulele Sub City.

5.2 Summary of the Study

89.2% agreed with the statement, confirming that pupils' academic performance improved after the school food program began, 97% agree with School feeding at primary school helped students do the classwork and homework assignments provided by their teacher; 92.3% of respondent agreed with Pupils do not miss classes after the introduction of the school feeding program in your school. 88.8% of respondent believe the implementation of school feeding program has enabled students to actively participate in the classroom, 75.4% of respondent agree school feeding program helped students more ready to learn to increase their academic achievement, 81.6% of respondent Students have high level of class room attention compared before feeding program started?

According to 82.2% of respondent School Feeding program enables students to work hard academically achievement, 82.5% respondent agree with the school feeding program helped students focused on their daily lesson.

According to 89.3% respondents that school feeding program improved Students' Performance in class tests, 83.1% respondent agreed with school feeding program alleviates short term hunger so students may focus in classroom

Since school feeding service begin, 86.2% respondent said that late comer students have been improved, 86.2% of respondent said that Feeding program enables them to gain increased cognition and better achievement, 75.4% of respondent agreed with the school feeding program has increased student consciousness, 89.2% respondent said that students achieved daily on time attendance in and 92.3% respondent the feeding program helped students focused on their lesson.

5.3 Conclusion

This research has been made attempts to the relationship between School feeding and Academic achievement of students in the case of selected primary school of Gulele Sub City.

The result indicated that, school feeding programme and student academic achievement were positively related. Students have benefited from the school feeding program since it has helped them stay focused on their lessons and complete the classwork and homework assignments assigned by their teacher. However, since the launch of a school meals program in Addis Ababa's primary schools, students have not missed classes. Additionally, the creation of a school meal program encouraged students to actively participate in class... In addition to that, the school feeding program has a big impact on the hunger-reduction plan and ensuring that everyone gets adequate food. Similarly, delivering nutritious meals at school had a positive effect on children's cognitive abilities School-aged children have been able to attend school since the beginning of the school feeding program. As a result, since the school feeding program began, late comer students have been decreased.. In general, the findings had the implication to the implementation process of general education quality improvement program to that if the program implementation continued and enhanced the implementation status it could contribute to achieve quality education and will improve the achievement of the objectives.

5.4 Recommendations

Based on the result of the study the following recommendations were made:

- The study recommends Addis Ababa City Administration, Addis Ababa City Administration Education Bauru and Sub city Administration Office take in to account schools feeding as one tool to improve students' achievement besides alleviating the immediate hunger.
- The study recommends the government may insure that a constant supply of school feeding program in schools by mobilizing local and international resources so as to maintain regular school attendance and improved academic achievement.
- The school principals, teachers and other stakeholders should also work on enhancing the knowledge and abilities of students in order to raise their academic achievement..

- Further investigation and intervention is required on other house hold factors like; economic, social and health related factors.

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADGUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT

Questionnaire to be filled by Teachers

Dear Respondents

The purpose of this questionnaire is to collect data on the “THE RELATIONSHIP BETWEEN SCHOOL FEEDING AND ACADAMIC ACHIEVEMENT OF STUDENTS in the case of selected primary school of Gulele sub city”.

Thus, your genuine responses will help the researcher to provide reliable and valuable suggestions and recommendations. Your response will be used only for academic purpose and will be kept confidentially. I would like to express my appreciation in advance for your time and considerations

Thank you!

NOTE

1. No need of writing your name
2. Mark (√) tick in the box of your alternative answer(s)
3. Please give answers to each closed ended items as appropriate as possible.
4. Please give your short and precise responses to the open ended questions.

Part One: Back ground information of Teachers

1.1 Name of your school _____

1.3 Sex Male Female

1.4 Age 21 to 30 years 41 to 50 years
 31 to 40 years 51 years and above

1.5. Educational Qualification

A. Diploma B. BA/BSC/BED C. MA/MSC/ME D
F. Other (please specify) _____

1.6. Grade level you teach-----Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6
Grade 7 & Grade 8

1.8. Years of service < 5 years 6-10 years 11-15 years 16 and above

Part Two: Main Questions

1. What is the current practice of school feeding program in the sub city?

No	Item	Rating				
		5	4	3	2	1
1	In the school Feeding program, students are fed twice a day.					
2	All the students in the school are benefiting from the school feeding					
3	The school feeding program is offered to students of all grade levels					
4	The school management monitor and controls the feeding program well					
5	Students improved their academic achievement due to school feeding program					

(The number dedicated (The rating is: 5= strongly agrees 4= agrees 3= undecided 2= disagree 1= strongly disagree) by putting (√) that reflects your

2. Is there any relationship between school feeding program and student academic achievement?

Questions related to the relationship of school feeding program and academic achievement. On the right end of the table below, a five point scales ranging from strongly agree to strongly disagree is given with respective numbers running from 5 to 1.

Please, rate your level of agreement or disagreement by putting (√) that reflects your opinion. (The rating is: 5= strongly agrees 4= agrees 3= undecided 2= disagree 1= strongly disagree)

No	Item	Rating				
		5	4	3	2	1
1	Improved pupils' academic achievement relatively after					

	the introduction of the school feeding programme in your school.					
2	School feeding at primary school helped students do the classwork and homework assignments provided by their teacher.					
3	Pupils do not miss classes after the introduction of the school feeding programme in your school.					
4	The implementation of school feeding program has enabled students to actively participate in the classroom.					
5	School feeding program implemented as not to enhance academic achievement rather as day to day activities					
6	Are students more ready to learn to increase their academic achievements					
7	Students' motivated to progress education to next grade level					
8	Students have high level of class room attention compared before feeding program started					
9	School Feeding program enables students to work hard academically achievement					
10	The school feeding program helped students focused on their daily lesson.					

3. To what extent is the school feeding related to academic achievement of primary school students?

Questions measuring to what extent is the school feeding program related to student academic achievement

(The number dedicated (The rating is: 5= strongly agrees 4= agrees 3= undecided 2= disagree 1= strongly disagree) by putting (√) that reflects your opinion)

No	Item	Rating				
		5	4	3	2	
1	Students 'Performance in class tests has improved					
2	Alleviates short term hunger so students may focus in classroom					
3	Latecomer students have been improved since school feeding service begin					
4	Feeding program enables them to gain increased cognition and better achievement.					
5	The school feeding program has increased student consciousness.					
6	The feeding program helped students focused on their lesson.					
7	students achieved daily on time attendance in class					

1. What are the opportunities of school feeding program in a way that it in improve academic achievement of the students-----

2. What is the relationship between school feeding program and academic achievement ____

3. How do students who use the program see their academic participation and changes? ____

Part Two: Main Questions

1. What is the current practice of school feeding program in the sub city?

No	Item	Rating				
		5	4	3	2	1
1	In the school Feeding program, students are fed twice a day.					
2	All the students in the school are benefiting from the school feeding					
3	The school feeding program is offered to students of all grade levels					

(The number dedicated (The rating is: 5= strongly agrees 4= agrees 3= undecided 2= disagree 1= strongly disagree) by putting (√) that reflects your

2. Is there any relationship between school feeding program and student academic achievement?

Please, rate your level of agreement or disagreement by putting (√) that reflects your opinion.

(The rating is: 5= strongly agrees 4= agrees 3= undecided 2= disagree 1= strongly disagree)

No	Item	Rating				
		5	4	3	2	1
1	School feeding helped students do the classwork and homework assignments provided by their teacher.					
2	Students do not miss classes after the introduction of the school feeding programmer in your school.					
3	The implementation of school feeding program has enabled students to actively participate in the classroom.					
4	Students more ready to learn to increase their academic achievements					

3. To what extent is the school feeding related to academic achievement of primary school students?

(The number dedicated (The rating is: 5= strongly agrees 4= agrees 3= undecided 2= disagree 1= strongly disagree) by putting (√) that reflects your opinion)

No	Item	Rating				
		5	4	3	2	1
1	Alleviates short term hunger so students may focus in classroom					
2	The feeding program helped students focused on their lesson.					
3	students achieved daily on time attendance in class					

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Questions for the Interview Guide by SCHOOL DIRECTOR

Dear respondent; the purpose of this interview is to collect relevant data from school leader, on the study entitled “The Relationship between School Feeding Program and Academic Achievement” Your response is vital for the success of the study. You are kindly requested to response the interview confidentially.

Be sure that your response will not be used for any purpose rather than academic purpose. Your participation is volunteer-based. Thank you in advance for your genuine and kindly cooperation!

Part One: General Information

1. Sex.....
2. Age.....
3. Academic qualification.....
4. Work experience (if any).....
5. Current position.....

Part Two:- Guideline questions for the interviews

1. To what extent do school leader perceive school feeding program related to academic achievement?
2. Do you believe the school-based student feeding program has a beneficial influence on students' learning needs? Please would you state the reason?
3. What are the changes that have taken place since the student feeding program was implemented?
4. How has the introduction of a student feeding program in governmental primary schools impacted the learning process and effectiveness of students?

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Questions for the Focus Group Discussion Guide by PTA

Dear respondent; the purpose of this discussion is to collect relevant data from parents of the beneficiaries. THE RELATIONSHIP BETWEEN SCHOOL FEEDING AND ACADAMIC ACHIEVEMENT Your participation is vital for the success of the study. You are kindly requested to actively participate on the discussion.

Be sure that your participation will not be used for any purpose rather than academic purpose.

Your participation is volunteer-based. Thank you in advance for your genuine and kindly cooperation!

Part three: Guideline of questions for the Focus Group Discussion.

1. Do you believe that the school-based student nutrition program has a significant impact on students' desire to learn? Please explain why?
2. How does the school feeding program influence children's willingness to attend and stay in school?
3. What are the changes on student attention that have taken place since the student feeding program was implemented?
4. How do you associate school feeding program and student academic achievement?
5. With the start of school feeding, parents of students think that the results of our children have changed

Checklist Developed by the Researcher to collect data from the School Roster

1. Grade 8 regional exam 50 and above scored before and during school feeding.
2008e.c,2009e.c,2010e.c,2011e.c,2012e.c,2013e.c and 2014e.c

The Amharic Version

በአዲስ አበባ ዩኒቨርሲቲ
የድኅረ ምረቃ መርሐ ግብር
የትምህርት እቅድ እና አመራር ትምህርት ክፍል

በመምህራን የሚሞላ መጠይቅ

ይህ ጥናት በአዲስ አበባ ከተማ ጉለሌ ክፍል ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች “የትምህርት ቤት ምገባ መርሃ ግብር ከተማሪዎች አካዳሚያዊ ውጤት ጋር ያለው ግንኙነት በሚል ርዕስ ለትምህርት ቤት መምህራን የተዘጋጀ የጽሁፍ መጠይቅ ነው።

ውድ ተሳታፊዎች፡ - የዚህ ጽሁፍ መጠይቅ ዋና ዓሊማ በ“አዲስ አበባ ከተማ መስተዳደር ጉለሌ ክፍል ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች ውስጥ ያለውን “የትምህርት ቤት ምገባ መርሃ ግብር ከተማሪዎች አካዳሚያዊ ውጤት ጋር ያለው ግንኙነት ላይ ጠቃሚ እና አስተማማኝ መረጃ መሰብሰብ ነው። ከዚህ አኳያ የአርስዎ ቅን እና ሐቀኛ መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋፅኦ አለው። በመሆኑም ትክክለኛ መረጃ እንዲሰጡ እየጠየቅኩኝ የሚሰበሰበው መረጃ ለትምህርት ዓላማ ብቻ የሚውል መሆኑ እንልሳለሁ። ከዚህ በተጨማሪም የአርስዎ ተሳትፎ በፈቃደኝነት ላይ የተመሰረተ ምስጢራዊነቱም የተጠበቀ መሆኑን አረጋግጥሎታለሁ።

አመሰግናለሁ!!

ማስታወሻ

1. ስምዎን መፃፍ አያስፈልግም
2. በአማራጭ መልስዎ ሳጥን ውስጥ ምልክት ያድርጉ (✓) ምልክት ያድርጉበት
3. እባክዎን ለእያንዳንዱ ጥያቄዎች ከተሰጡት አምስት አማራጭ ውስጥ መልስ ይስጡ
4. አጭር መልስ እንዲሰጡ በተሰጡት ቦታ ላይ ትክክለኛ ምላሾችን ብቻ ይስጡ።

ክፍል አንድ- ግለሰባዊ መረጃ

መመሪያ-1 እባክዎ በሳጥኑ ውስጥ “✓” ምልክት ያድርጉ።

1. ጾታ ወንድ ሴት

2. ዕድሜ ከ 21 to 30 ዓመት ከ 41 to 50 ዓመት
 ከ 31 to 40 ዓመት ከ 51 ዓመት በላይ

3. የትምህርት ደረጃ
 ሀ .ዲፕሎማ ለ.. ማስተርስ መ. ዲግሪ

4. የሚያስተምሩበት የክፍል ደረጃ----- አንደኛ ክፍል ሁለተኛ ክፍል ሶስተኛ ክፍል አራተኛ ክፍል አምስተኛ ክፍል ስድስተኛ ክፍል ሰባተኛ ክፍል ስምንተኛ ክፍል

6. የአገልግሎት ዘመን < 5 ዓመት 6-10 ዓመት 11-15 ዓመት 16 ዓመት በ

ክፍል ሁለት-

መመሪያ 2 - የምርጫ ጥያቄዎች

ከታች ባለው ሠንጠረዥ በቀኝ በኩል፣ ከጠንካራ ስምምነት እስከ ጠንካራ አለመስማማት ያለው ባለ አምስት ነጥብ ደረጃዎች ከ5 ወደ 1 የሚሄዱ ቁጥሮች ተሰጥተዋል።

እባክዎን የእርስዎን አስተያየት የሚያንፀባርቅ (✓) በማስቀመጥ የእርስዎን ስምምነት ወይም አለመግባባት ደረጃ ይስጡ።

(ደረጃው፡ 5= በጽኑ እስማማለሁ 4= እስማማለሁ 3= አልወሰንም 2= አልስማማም 1= አጥብቄ አልስማማም)

1..በትምህርት ቤትዎ አሁን ያለው የትምህርት ቤት ምገባ ፕሮግራም ምን ይመስላል?

ተ.ቁ	ጥያቄዎች	ደረጃ / ነጥብ				
		5	4	3	2	1
1	በትምህርት ቤት የሚካሄደው ፕሮግራም ላይ ተማሪዎች በቀን ሁለት ጊዜ ይመገባሉ።					
2	በትምህርት ቤቱ ውስጥ ያሉ ሁሉም ተማሪዎች በትምህርት ቤቱ ምገባ ተጠቃሚ ናቸው።					
3	የትምህርት ቤቱ የምገባ ፕሮግራም በሁሉም የክፍል ደረጃ ላሉ ተማሪዎች ይሰጣል					
4	የትምህርት ቤቱ አስተዳደር የምገባ ፕሮግራሙን በደንብ ይከታተላል እና ይቆጣጠራል					
5	በትምህርት ቤት የምገባ ፕሮግራም ምክንያት ተማሪዎች የትምህርት ውጤታቸውን አሻሽለዋል።					

ከታች ባለው ሠንጠረዥ በቀኝ በኩል፣ ከጠንካራ ስምምነት እስከ ጠንካራ አለመስማማት ያለው ባለ አምስት ነጥብ ደረጃዎች ከ5 ወደ 1 የሚሄዱ ቁጥሮች ተሰጥተዋል።

እባክዎን የእርስዎን አስተያየት የሚያንፀባርቅ (✓) በማስቀመጥ የእርስዎን ስምምነት ወይም አለመግባባት ደረጃ ይስጡ።

(ደረጃው፡ 5= በጽኑ እስማማለሁ 4= እስማማለሁ 3= አልወሰንም 2= አልስማማም 1= አጥብቄ አልስማማም)

1. በትምህርት ቤት ምገባ ፕሮግራም እና በተማሪ አካዴሚያዊ ስኬት መካከል ግንኙነት አለ?

ተ.ቁ	ጥያቄዎች	ደረጃ / ነጥብ				
		5	4	3	2	1
1	በትምህርት ቤት መመገብ ተማሪዎች በመምህራቸው የሚሰጠውን የክፍል ስራ እና የቤት ስራ እንዲሰሩ አግዟል።					
2	በትምህርት ቤት ውስጥ የትምህርት ቤት ምገባ ፕሮግራም ከገባ በኋላ ተማሪዎች ከክፍል አያመልጡም።					
3	የትምህርት ቤት ምገባ መርሃ ግብር ትግበራ ተማሪዎች በክፍል ውስጥ በንቃት እንዲሳተፉ አስችሏቸዋል።.					
4	ተማሪዎች የአካዳሚክ ውጤቶቻቸውን ለመጨመር የበለጠ ለመማር ዝግጁ ናቸው።					
5	የትምህርት ቤት ምገባ መርሃ ግብር የአለት ከአለት ተግባራትን ከማሳደጉ ይልቅ አካዴሚያዊ ስኬትን ላለማጎልበት ተተግብሯል።					
6	ተማሪዎች ትምህርትን ወደ ቀጣዩ የክፍል ደረጃ ለማድግ ተነሳሽነት ያሳያሉ።					
7	በትምህርት ቤት ምገባ ፕሮግራም እና በተማሪ የትምህርት ስኬት መካከል ግንኙነት አለ።					
8	ተማሪዎች የምገባ ፕሮግራም ከመጀመሩ በፊት ሲነፃፀሩ ከፍተኛ የክፍል ደረጃ ትኩረት አላቸው።					
9	የትምህርት ቤት ምገባ መርሃ ግብር ተማሪዎች በትምህርታቸው ጠንክሮ እንዲሰሩ አስችሏቸዋል።					
10	የትምህርት ቤቱ የምገባ መርሃ ግብር ተማሪዎች በዕለት ተዕለት ትምህርታቸው ላይ እንዲያተኩሩ ረድቷቸዋል።					

ከታች ባለው ሠንጠረዥ በቀኝ በኩል፣ ከጠንካራ ስምምነት እስከ ጠንካራ አለመስማማት ያለው ባለ አምስት ነጥብ ደረጃዎች ከ5 ወደ 1 የሚሄዱ ቁጥሮች ተሰጥተዋል።

እባክዎን የእርስዎን አስተያየት የሚያንፀባርቅ (✓) በማስቀመጥ የእርስዎን ስምምነት ወይም አለመግባባት ደረጃ ይስጡ።

(ደረጃው፡ 5= በጽኑ አስማማለሁ 4= እስማማለሁ 3= አልወሰንም 2= አልስማማም 1= አጥብቄ አልስማማም)

2. የትምህርት ቤት መመዘኛ በተማሪው አካዴሚያዊ ስኬት ላይ ምን ያህል ግንኙነት ይኖረዋል?

ተ/ቁ	ጥያቄዎች	ደረጃ/ነጥብ				
		5	4	3	2	1
1	የተማሪዎች የክፍል ፈተናዎች አፈጻጸም ተሻሽሏል።					
2	ተማሪዎች በክፍል ውስጥ እንዲያተኩሩ የአጭር ጊዜ ረገጥን ያስታግሳል።					
3	የትምህርት ቤት የምግባ አገልግሎት ከጀመረ ወዲህ ዘግይተው የመጡ ተማሪዎች ተሻሽለዋል።					
4	የምግባ መርሃ ግብሩ መኖር በትምህርታቸው ላይ ከፍ ያለ ግንዛቤን እና የተሻለ ስኬት እንዲያገኙ ያስችላቸዋል።					
5	የትምህርት ቤቱ የምግባ መርሃ ግብር የተማሪዎችን ንቃተ ህሊና ጨምሯል።					
6	የምግባ ፕሮግራሙ ተማሪዎች በትምህርታቸው ላይ እንዲያተኩሩ ረድቷቸዋል።					
7	ተማሪዎች በክፍል ውስጥ በየቀኑ በሰዓቱ መገኘት ችለዋል።					

መመሪያ 3 - አጭር መልስ የሚሹ ጥያቄዎች

1. የትምህርት ቤት ምገባ መርሃ ግብር የተማሪዎችን የትምህርት ውጤት ለማሻሻል የተማሪዎችን ንቃተ ህሊና ከፍ እንዲል በሚያስችል መልኩ ምን እድሎች አሉት

2. በትምህርት ቤት ምገባ ፕሮግራም እና በአካዳሚክ ስኬት የተማሪ ትምህርተ-ትምህርት መካከል ያለው ግንኙነት

3. የትምህርት ቤት ምገባ መርሃ ግብር ከተማሪዎች ጥቅል ተሳትፎ : መቅረት እና መጠነ ማቋረጥ ከማሻሻል አኳያ የፈጠራቸው መልካም እድሎች ምንድን ናቸው?

3. የምገባ መረሀ ግብር የተማሪዎች የአካዳሚክ ተሳትፏቸውን እና የተማሪዎችን ንቃተ ህሊና እንዴት ሊያሻሽል ይችላል።

በአዲስ አበባ ዩኒቨርሲቲ

የድኅረ ምረቃ መርሐ ግብር

የትምህርት እቅድ እና አመራር ትምህርት ክፍል

ይህ ጥናት በአዲስ አበባ ከተማ በጉለሌ ክፍል ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች “የትምህርት ቤት ምገባ መርሐ ግብር ለተማሪዎች አካዳሚያዊ ውጤት የትምህርት አስተዋጽኦ” በሚል ርዕስ ለትምህርት ቤት ርዕስ መምህራን እና ክላስተር ሱፐርቫይዘሮች የተዘጋጀ ቃለ መጠይቅ ነው።

ውድ ተሳታፊዎች፡ - የዚህ ቃለ መጠይቅ ዋና ዓላማ በ“አዲስ አበባ ከተማ መስተዳደር በጉለሌ ክፍል ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች ውስጥ ያለውን “የትምህርት ቤት ምገባ መርሐ ግብር ለተማሪዎች አካዳሚያዊ ውጤት የትምህርት አስተዋጽኦ” ላይ ጠቃሚ እና አስተማማኝ መረጃ መሰብሰብ ነው። ከዚህ አኳያ የእርስዎ ቅን እና ሐቀኛ መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ አለው። በመሆኑም ትክክለኛ መረጃ እንዲሰጡኝ እየጠየቅኩኝ የሚሰበሰበው መረጃ ለትምህርት ዓላማ ብቻ የሚውል መሆኑ እገልጻለሁ።

ከዚህ በተጨማሪም የእርስዎ ተሳትፎ በፈቃደኝነት ላይ የተመረከዘ ምስጢራዊነቱም የተጠበቀ መሆኑን አረጋግጥሎታለሁ።

አመሰግናለሁ!!

ክፍል አንድ፡- አጠቃላይ መረጃ

ሀ. የታ፡----- ለ. ዕድሜ፡-----ሐ. የት/ትደረጃ፡-----

መ. የሥራ ልምድ(ካለዎት)፡ -----ሠ. አሁን ያለዎት ኃላፊነት-----

ለትምህርት ቤት ርዕስ መምህራን ብቻ

ክፍል ሁለት፡ ዋና ዋና ጥያቄዎች

1. የትምህርት ቤት የተማሪዎች ምገባ ፕሮግራምን እንዴት ይረዱታል
2. የትምህርት ቤት ር/መምህር የት/ቤት ምገባ ፕሮግራም ለአካዳሚክ ስኬት ምን ያህል አስተዋጽኦ እንዳላቸው ይገነዘባሉ?
3. በት/ቤት ላይ የተመሰረተ የተማሪ አመጋገብ ፕሮግራም በተማሪዎች የመማር ፍላጎት ላይ ጠቃሚ ተጽእኖ አለው ብለው ያምናሉ? እባክዎን ምክንያቱን ይግለጹ?
4. የተማሪዎች የምገባ መርሐ ግብር ተግባራዊ ከሆነ በኋላ ምን ለውጦች ተከሰቱ?
5. በመንግስት አንደኛ ደረጃ ትምህርት ቤቶች የተማሪ ምገባ ፕሮግራም መጀመሩ የተማሪዎችን የመማር ሂደትና ውጤታማነት ላይ ምን ተጽዕኖ አሳድሯል?

በአዲስ አበባ ዩኒቨርሲቲ

የድኅረ ምረቃ መርሐ ግብር

የትምህርት እቅድ እና አመራር ትምህርት ክፍል

ይህ ጥናት በአዲስ አበባ ከተማ በጉለሌ ክፍል ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች “የትምህርት ቤት ምገባ መርሃ ግብር ለተማሪዎች አካዳሚያዊ ውጤት የትምህርት አስተዋጽኦ” በሚል ርዕስ ለትምህርት ቤት ርዕስ መምህራን እና ክላስተር ሱፐርቫይዘሮች የተዘጋጀ ቃለ መጠይቅ ነው።

ውድ ተሳታፊዎች፡ - የዚህ ውይይት ዋና ዓላማ በ“አዲስ አበባ ከተማ መስተዳደር በጉለሌ ክፍል ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች ውስጥ ያለውን “የትምህርት ቤት ምገባ መርሃ ግብር ለተማሪዎች አካዳሚያዊ ውጤት የትምህርት አስተዋጽኦ” ላይ ጠቃሚ እና አስተማማኝ መረጃ መሰብሰብ ነው። ከዚህ አኳያ የእርስዎ ቅን እና ሐቀኛ መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ አለው። በመሆኑም ትክክለኛ መረጃ እንዲሰጡኝ እየጠየቅኩኝ የሚሰበሰበው መረጃ ለትምህርት ዓላማ ብቻ የሚውል መሆኑ እገልጻለሁ።

ከዚህ በተጨማሪም የእርስዎ ተሳትፎ በፈቃደኝነት ላይ የተመሰረተ ምስጢራዊነቱም የተጠበቀ መሆኑን አረጋግጥሎታለሁ።

አመሰግናለሁ!!

ለትምህርት ቤቱ ወላጅ መምህራን ኮሚቴ ብቻ/ወ.መ.ሀ/

1. በት/ቤት ላይ የሚካሄደው የተማሪ ምገባ ፕሮግራም በተማሪዎች የመማር ፍላጎት ላይ ጠቃሚ ተጽእኖ አለው ብለው ያምናሉ? እባክዎን ምክንያቱን ይግለጹ?
3. የትምህርት ቤት ምገባ መርሃ ግብር ተማሪዎች በትምህርት ቤት በመቆየት እና በንቃት ትምህርታቸውን ለመከታተል ባላቸው ፍላጎት ላይ ተጽእኖ የሚያሳድረው እንዴት ነው?
4. የት/ቤት ምገባ ፕሮግራም እና የተማሪ አካዳሚያዊ ስኬትን እንዴት ያገናኛሉ?
5. የተማሪ ምገባ መርሃ ግብር ከተተገበረ በኋላ በተማሪ የትምህርት ትኩረት አሰጣጥ ላይ ምን ለውጦች ተደርገዋል?
5. የትምህርት ቤት ምገባ ሲጀምር, የተማሪ ወላጆች የልጆቻችን ውጤቶች ተለውጠዋል ብለው ይገልጻሉ። ማሳያዎች ቢገለጹ።