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Original Article

Parental Contributions to Enhance Sustainable School Feeding Programme in Public Primary Schools in Gairo District Council, Tanzania

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This study aimed to find out the parental contributions to enhance sustainable school feeding programmes (SFP) at public primary schools in Gairo District Council, Tanzania. It is guided by the two objectives; identify the kind of parental contributions in enhancing sustainable SFP and highlight the parents' perceptions in supporting sustainable school feeding programme (SFP). The study had a sample of 177 respondents who were selected using simple random, snowball and purposive sampling techniques. The study sample involved 98 students, 18 teachers, 60 parents, and 1 District Primary Education Officer. The study employed the mixed method approach and data was collected through a questionnaire, interview, FGD, observation and documentary review. The quantitative data was analysed by using SPSS version 25.0 and the qualitative data was analysed thematically according to the two research objectives. The findings of the study showed the existence of SFP in all 6 schools and the parents had positive perceptions as revealed through contributing food crops, cash money and physical labour to the SFP for constant supply of students' meals. The study recommended the policymakers, government and the community to act on their part for the success and sustainability of SFP.

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INTRODUCTION

The presence of the food programme in public primary schools is important to ensure students learn properly. The Sustainable Development Goals (SDGs) clarify that ensuring food security may promote better education (Cruz, 2020). This is indicated in Sustainable Development Goals number 2 and 4 which focus on ending hunger, achieving food security, improving nutrition, promoting sustainable agriculture, ensuring inclusive and equitable quality education, and promoting lifelong learning opportunities (NBS, 2019). There have been several programmes which encourage parents to participate in food supply in schools. The School Feeding Programme (SFP) is one among the programmes which encourage families to invest in children's education, by sending their children to school and retaining them there (Lukindo, 2018).

Globally at least 368 million pre-primary, primary, and secondary school children currently receive food through school programmes (FAO, 2020; Cruz, 2020). In the same vein, the objectives of School Feeding Programmes (SFP) range from enhancing school attendance and enrolment, to obesity prevention, alleviating the impact of poor nutrition on learning capability, and support to local economic development (FAO, 2020; Wang et al., 2022). For example, studies in France and Japan indicate that parents are asked to pay for meals (RSM International Association, 2022). In the USA as well, school meals were provided through parental involvement and organizations (USDA, 2020). However, in recent times, US school feeding programmes have been done through the National School Lunch Programme (Mohamed, 2021).

Kenya and Rwanda researches demonstrate that parental initiatives in feeding school children are essential, especially through parental associations (Republic of Kenya, 2017). The type of contributions and resources may be mobilized for school meals and nutrition by agreeing on a certain amount that facilitates the programme (Republic of Rwanda, 2020). The School Feeding Programmes have been widely recognized as important instruments for achieving children's

human rights to food, education and health (Lukindo, 2018).

In Tanzania, a School Feeding Programme was derived from the Food and Nutrition Policy for Tanzania of 1992. It was emphasized that parents and guardians should be educated on the importance of providing children with proper lunch at school to strengthen the attendance of students and improve the quality of education (URT, 1992; Mohamed, 2021). The implementation of this policy started effectively around 2000 under the support of World Food Programme (WFP) in three piloted regions of Dodoma, Arusha and Singida (Roothaert et al., 2021) and in 2013, the school feeding programmes were extended in the region of Shinyanga (Oganga, 2013), where the communities were involved in contributing cereal crops (Nemes, 2018; Lukindo, 2020; Wang et al., 2022). However, the government of Tanzania issued circular No. 3 of 2016 which among other things, entailed parents to be involved in supporting School Feeding Programmes in public pre-primary, primary and secondary schools in cooperation with school management (URT, 2016; Mohamed, 2021).

Furthermore, in Tanzania National Guideline on School Feeding and Nutrition Services on Basic Education Students insist the school parents' committees be responsible for ensuring food services are provided to school children (MoEST, 2020). The Food and Nutrition Policy for Tanzania and Tanzania National Guideline on School Feeding and Nutrition Services on Basic Education Students together have opened an invitation for further investigation on different elements relating to School Feeding Programmes at School. Regarding this, the studies conducted in Korogwe and Kiteto Districts by authors like Hassan (2016) and Sanya (2015) respectively focused much on the influence of SFP on secondary school students' attendance; and the Shinyanga Municipality study by Mketo et al. (2023) dealt with the influence of SFP on students' academic performance in secondary schools. Other studies were conducted in primary schools in Singida, Chamwino and Monduli Districts with

the themes of assessing the effects or contributions of SFP on students' enrolment, attendance and academic performance (Ramadhani, 2014; Lukindo, 2018 and Oganga, 2013).

Apart from the studies above, the parents' involvement in sustaining school-based feeding programmes in public Secondary Schools was not left behind, a study that was conducted in Namtumbo District Southern Highlands Zone of Tanzania by Mohamed (2021) which paved the way for further investigation in Public Primary Schools in Gairo District located in Central Eastern Zone. Therefore, despite the policy for food and nutrition, circulars and the guidelines for school feeding and nutrition services on Basic Education Students describing the roles of parents and educational stakeholders patterning to the school meals, still some parents are not fully responsible to contribute for their children's meals at school (Oganga, 2013). Thus, this study aim to find out the ways parents contribute to school food programmes at public primary schools in Gairo District Council in order to make a sustainable SFP in Tanzania.

Statement of the Research Problem

Despite the importance of food to the students, statistics show that about 60% to 80% of the students in Tanzania go to school without having breakfast and they stay at school for the whole school 8-9 hours without getting any meal (Sanya, 2015; NBS, 2019). To make the School Feeding Programme sustainable, the Tanzanian government took several initiatives. Among the initiatives include the issuance of circular No. 3 of 2016 which made parents the key players in making the feeding programme sustainable in schools to alleviate short hunger among learners (URT, 2016); and the presence of the School Food Programme Guideline (MoEST, 2020). The circular and the guideline made parents fully engage in contributions to their children's school meals.

Despite, the government's efforts to establish strategies for involving parents in the School Feeding Programme; some parents are still not

fully engaged in sustaining the SFP. This practice might be a manifestation of the earlier study findings which showed that in most parts of Tanzania, parents' involvement in children's education was low (Nemes, 2018; Mohamed, 2021). Given the fact that, parental involvement is the key to sustaining SFP, it becomes necessary to study aspects that motivate and hinder parents to engage in sustaining SFP at public primary schools to make it a sustainable programme in Tanzania. The researcher aim to find out the kind of parents' contributions and perceptions to contributing for their children's meals at school as this is their primary responsibilities bestowed on them. Therefore, among other key objectives, this study explored the parents' contributions to enhancing sustainable School Feeding Programmes at public primary schools, particularly in Gairo District Council, Tanzania which had relatively not been remarkable and remained unknown, a gap this study sought to address.

General Objective

The general objective of this study was to find out the parental contributions in enhancing sustainable School Feeding Programmes at Public Primary Schools in Gairo District Council, Tanzania.

Specific Research Objectives

The specific research objectives were as follows;

- To identify the kind of parental contributions in enhancing sustainable SFP in public primary schools in Gairo District Council.
- To highlight how parents perceive contributions to SFP in public primary schools in Gairo District Council.

Research Questions

The research questions were as follows;

- What do parents contribute to enhance SFP in public primary schools in Gairo District Council?

- How do parents perceive their contributions to enhancing sustainable SFP?

REVIEW OF EMPIRICAL STUDY

The importance of SFP in Education

Based on the reviews of the literature, several studies have been made about the importance of school feeding programmes in Tanzania, for example, Mketo et al. (2023) conducted a study on the influence of school feeding programmes on students' academic performance in Shinyanga Municipality in Tanzania. The study used qualitative and quantitative methods of data collection and applied convergent research design in five secondary schools in Shinyanga Municipal Council. The study has shown that the school feeding programme has improved the students' academic performance. The findings of this study have not provided a picture of how the school feeding programme is implemented.

However, Sanya (2015) conducted a study on the impact of school feeding on students' attendance in secondary schools in the Kiteto District in Tanzania. The research design used in this study is an intensive description and analysis of a single situation in all 16 government secondary schools in Kiteto District Council. The findings show that the school feeding programme promotes students' attendance. Apart from reaching the target, this study required more investigation into parents' contributions in sustaining school feeding programmes, especially in Tanzanian public primary schools. Furthermore, the study conducted by Hassan (2016) on assessing the influence of school meals on students' attendance in community secondary school in Korogwe District, Tanzania; the study of Lukindo (2018) on the contribution of school feeding programmes in enhancing pupils' schooling in primary schools in Monduli District, Tanzania and that of Ramadhani (2014) on assessment of effects of school feeding programmes on school enrolment, attendance and academic performance in primary schools in Singida District, Tanzania, indicated that there is a relationship between the existence of school feeding program and the students' behavioural changes. That is, the sustainable school feeding

programme promotes the students' enrolments, attendance and academic performance.

Kind of parents' contributions to SFP

In Kenya, according to a study conducted by the RSM International Association (2022), most communities mainly supported the school food programmes by contributing money to pay the cooks. The other supports were in the form of a direct supply of firewood, salt, water utensils and food whenever the stocks were depleted before the next supply was done. Sanya (2015) argued that the primary aim of school feeding in Tanzania is to fight short-term hunger which in turn will minimize the related problems. Therefore, the parents may contribute to SFP by supplying food crops or cash or in-kind by doing related activities in supporting school feeding programmes like firewood collections. Another study was conducted by Mohamed (2021) which focused on parents' involvement in sustaining school-based feeding programmes in Namtumbo District in Tanzania. The study went through 3 out of 24 public secondary schools in Namtumbo District Council with 94 respondents where thematic technique and SPSS technologies were used in data analysis. The study results show that the parents are voluntarily involved in sustaining school-based feeding programmes either materially, managerially or financially depending on the agreements reached during Parents-Teacher Partnership (PTP) meetings. From this study's results, one can see that there is a need to conduct a similar study on the other side of the country as well as education section especially in public primary schools by finding out the kinds of parental contributions in enhancing sustainable school feeding programmes in Gairo District Council in Tanzania.

Parents' perceptions towards SFP contributions

It is not known whether parents' perceptions of SFP contributions can determine the constant supply of school meals in Gairo District (Martinelli et al, 2021). However, the parents' contributions to these school feeding programmes depend much on the transparency of the school

management, and the rate of involvement of the parents to ensure the sustainability of school feeding programmes (Mohamed, 2021). In supporting this, Global Communities (2021) proclaim that parents can join communities like farmer groups and women's savings where they can plan and coordinate their efforts and take full ownership of the provision of daily school meals through contributions from the school gardens and farm harvests. This is where we can connect the relationship between parents' perceptions of SFP contributions and the sustainability.

Limitations of the study

One of the limitations of the study was the National Torch visits in Gairo District followed by the Terminal Examinations in all schools which made the researcher calm and wait for the events to pass before further data collection. On the other hand, language barrier was another challenge since the study area comprised with most Kaguru residents, thus much time was used in translation, particularly in focus group discussions.

Practical Applicability of the study

The study helps the government in its on-going strategies for SFP to design or plan for School Food and Nutrition Education (SFNE) in public primary schools countrywide to identify and understand the challenges facing the parental contributions to school meals provision and adopt the ways of combating them. Similarly, the study increases the parents' awareness and motives on school meal provision; realizes the challenges faced by most public primary schools and suggests measures to eliminate those challenges to maintain constant provision of school meals while noting that the parents' inputs (contributions) are essential for SFP sustainability

METHODOLOGY

This study was conducted in six selected public primary schools from six zones where each school was randomly selected from one zone found in Gairo District Council over since the SFP was emphasized all over Tanzania (URT, 2016: MoEST, 2020). In this area of study there are few

studies made on finding out the parents' perceptions towards SFP in Gairo District and how they support the programme through their contributions. The study used a mixed research approach and a convergent research design because it provides an opportunity for the researcher to get rich and context-specific information both quantitative and qualitative to a large group of respondents and explain the possible parental contributions and perceptions towards sustaining SFP; where both the qualitative and quantitative data of the study outcomes were treated concurrently. The study used simple random sampling, snowball sampling and purposive sampling as the techniques for selecting a sample. The sample size of the study was 177 respondents which comprised 98 students, 18 teachers, 1 DPEO and 60 parents from selected six public Primary Schools in Gairo District Council. The 98 students were randomly selected; 18 teachers and 1 DPEO were purposely selected because they were the key informative in the study, and 60 parents were selected through snowball sampling technique.

The researcher used five tools in data collection, namely; Questionnaire to students, Interview to teachers and parents, Focus Group Discussion (FDG) to parents, Observation and Documentary Reviews on SFP facilities. The quantitative data were analysed through SPSS Version 25.0 and the qualitative data were analysed through thematic analysis. However, inferential statistics were generated through the Ordinal Logistic Regression Analysis to test the relationship between independent and dependent variables. To enhance the validity and reliability of the study instruments, an expert review was employed; a pilot study was conducted in a public Primary School out of the study area to assess the clarity of the items administered. The tool was tested by running the Cronbach's alpha coefficient through SPSS v.25.0 and found to yield $r=0.714$ which is above the accepted standard ($r=0.7$) indicating the instruments were found adequate to be used for data collection.

RESULTS AND DISCUSSION**Demographic information of respondents**

In this section, the study sought to determine the demographic information of the respondents to associate the level of understanding of the

parental contributions to the sustainability of school feeding programmes in public primary schools.

Table 1: Students respondents' distribution

Class		Four	Five	Six	Seven	Total
Age of students (yrs)	8	Count	1	0	0	1
		% of Total	1.0%	0.0%	0.0%	1.0%
	9	Count	0	1	0	1
		% of Total	0.0%	1.0%	0.0%	1.0%
	10	Count	13	5	0	18
		% of Total	13.3%	5.1%	0.0%	18.4%
	11	Count	6	9	2	17
		% of Total	6.1%	9.2%	2.0%	17.3%
	12	Count	3	6	11	28
		% of Total	3.1%	6.1%	11.2%	28.6%
	13	Count	0	0	5	21
		% of Total	0.0%	0.0%	5.1%	21.4%
	14	Count	0	1	2	10
		% of Total	0.0%	1.0%	2.0%	10.2%
	15	Count	0	0	0	2
		% of Total	0.0%	0.0%	0.0%	2.0%
Total		Count	23	22	20	33
		% of Total	23.5%	22.4%	20.4%	33.7%
						100.0%

Source: Field data, 2024

Table 1 above shows the students respondents' distribution as categorized by their classes and ages whereby class four were 23 students (23.5%), class five were 22 students (22.4%),

class six were 20 students (20.4%) and class seven were 33 students (33.7%). It is a total of 98 students which is equal to 55.4% of the total sample size of 177 in this study.

Table 2: Level of education of teachers, parents, and DPEO respondents

Education level	Teachers	Parents	DPEO	Total	Percentage
Primary Education	0	27	0	27	34.2
Secondary Education	0	18	0	18	22.8
Tertiary College Education	10	14	0	24	30.4
University Education	8	1	1	10	12.6
Total	18	60	1	79	100.0

Source: Field data, 2024

The study also sought to determine the level of education and occupation of the parents and teachers to trigger the ability to judge and air out opinion. The information in Table 2 above shows the level of education of the parents and teachers respondents. The information indicated that 27 respondents (34.2%) have secured Primary education, 18 (22.8%) have Secondary education,

24 (30.4%) have Tertiary college education and 10 (12.6%) have University education. When parents were asked about their occupations, it is indicated that 98% of the parents were peasants dealing with crop cultivation like maize crops, sweet potatoes, sunflowers, beans and groundnuts; and rarely animal keeping like cows,

goats and chickens. The remaining 2% of parents deal with entrepreneurial activities.

The study showed that 65.8% of all non-student respondents graduated from secondary education which is a factor that might point their ability to provide important information about the parental contributions in enhancing sustainable School Feeding Programmes in public primary schools in Tanzania. Therefore, it suffices to say that the sample involved was balanced in representing the views of different education stakeholders.

Responses from students about kind of contributions from parents

In this section, the study presents and discusses research objective 1 which seeks to identify the kind of parental contributions they make at school for SFP sustainability. Basing on this study, the question that required the students respondents to identify the kinds of contributions that their parents were willing to contribute (prefer) had the following responses.

Table 3: Response from students about kind of contributions from parents

Contributions	MF		F		O		N		Total		Sig. (2 sided)
	C	%	C	%	C	%	C	%	C	%	
1. Food Crops	39	39.8	35	35.7	21	21.4	3	3.1	98	100	0.021
2. Cash Money	39	39.8	24	24.5	30	30.6	5	5.1	98	100	0.008
3. Physical Labour	9	9.2	24	24.5	36	36.7	29	29.6	98	100	0.002

Source: Field data, 2024

Key: MF=More Frequently F=Frequently O=Once N=None C=Count %=Percent

The information in Table 3 above indicates the response from students about kind of contributions their parents prefer to contribute to sustaining the SFP at school whereby 75.5% suggests parents prefer to contribute food crops with the significant level at $p=0.021$ and on the other side, cash money contributions presents about 64.3% with significant level at $p=0.008$ and physical labour at $p=0.002$. All the three kinds of contributions are statistically significant across the schools.

The findings showed that most parents prefer to contribute food crops (Cereals) rather than cash or physical labour. These findings concur with the information given by one of the parents from School 4, who reported as follows during a face-to-face interview;

"...I contribute to the food crops because I produce at my farm and it is easy to get food crops, especially during the harvest seasons. Here you can find available maize crops and beans from farms. Even money, according to our last parents-teachers meeting, we parents agreed to contribute TZS 5,000 per term for paying allowances to the cooks and other food spices" (Parent, personal interview, 24th May 2024).

Also, one teacher from school 6 during a face-to-face interview when asked the same question supported that;

"...even here at school we have a school farm about 5 acres where we grow maize crops for all students' food provision and what we need from parents is to add some maize crops from their homes together with TZS 2,000 for the cooks' salary and other kitchen items" (Food teacher, personal interview, 28th May 2024).

The above findings relate to the study conducted by Daftari & Umeodum (2022) which asserted that the provision of school meals in Tanzania is supported by either parent's contributions of maize, beans and rice or by the MoEVT in collaborations with WFP. Therefore, the major kind of parental contributions remain food crops as they are available.

On the other side, SFP implementation and sustainability, most schools had school farms or gardens for school food production where they normally use students for farming activities under the supervision of teachers. This was confirmed by the researcher's observations in the field during data collection.

Table 4: School farms/gardens for school food production during the study

School	Available land (acres)	Land used this year (acres)	Crops produced	Harvests (sacks)
School 1	1	1	Maize	2
School 2	3	1.5	Sunflower	Not yet
School 3	6	0	0	0
School 4	0	0	0	0
School 5	18	5	Maize	7
School 6	10	5	Maize	8
Total	38 (100%)	12.5 (32.9%)		17+

Source: Field data, 2024

The information in Table 4 above shows the available school farms and gardens that are used to produce school food, the type of crops produced and the actual harvests obtained this year as they found during the study. A total of 38 acres of school farms available for crop cultivation for school food provision. A total of 12.5 acres (32.9%) of the available total school farms cultivated this years during the study. The 17 sacks of maize were harvested this year for students' meal provision at schools. This implies that the teachers and parents were ready and accepted to implement and sustain the SFP by establishing the school farms and gardens for school food production so that parents were to add some food crops to the school farm harvests for their school children's meals during school hours.

This finding indicates that parents and teachers were willing to implement and sustain the SFP for the benefit of the students and the community as a whole. This is in line with the study conducted by Oganga (2013, p.82) who recommends the use of school farms or gardens as the best way of ensuring sustainability for SFP in low-resources and fragile contexts where the governments' budgets are limited to fully sponsor the programmes.

The finding also was demonstrated by the parents in FGD at school 6 when the researcher probed a question about whether the parents were involved in the cultivation of the school farm or only students with their teachers. One parent replied as follows with support from others;

"...we are all involved in preparation, planting, weeding and harvesting in the school farm although the attendance is always not adequate. Only fewer parents come and join in these activities while others are reluctant; they go to their own farms"
(Parent, FGD 28th May 2024)

Therefore, this contributes to the kinds of parents' contributions that provide constantly supply of school food to school children and maintain or sustain the SFP.

Responses from students about Parents' Perceptions towards SFP Contributions

In this section, the study presents and discusses research objective 2 which seeks to highlight the parents' perceptions about the SFP contributions they make at school. The question asked to students, teachers and parents as what parents perceive regarding the SFP contributions, had the following attempts; Students' responses through the questionnaire were indicated in Table 5.

Table 5 : Responses from Students about Parents' Perceptions on SFP Contributions

Perceptions	Frequency	Percent
Positive Perceptions	74	75.5
Negative Perceptions	5	5.1
Not Sure	19	19.4
Total	98	100

Source: Field data, 2024

The information in Table 5 above indicates the responses from students about their parents' perception on SFP contributions whereby 74 students (75.5%) presents that most parents had positive perceptions on SFP contributions as compared with those who had negative perceptions (5.1%) which is presented by 5 students. However, 19 students (19.4%) were not sure about their parents' perceptions. This finding implies that there was a great change in parents' minds concerning their children's education that apart from buying school uniforms, shoes and books for students, there is also food required at school for students' behavioural growth and cognitive capability.

This also relates to the argument stated by the parents during the Focus Group Discussion in school 3, once said;

"...some students come from far away, walking a distance of 3 to 6 kilometres to school daily. It is so difficult for these students to go home for lunch and come back again for the afternoon sessions. You can find other students become hungry because of walking long distances to school. Therefore, when students eat at school it is easier to adhere to the school timetable than when students go home for lunch because some students would return to school late after lunch or not come back until tomorrow". (Parent 1 at school 3 FGD, 23rd May 2024)

Another parent added;

"...even those students going home for lunch may not find anything to eat as their parents may not be home yet or may suffer from preparing food on their own in the afternoon because their parents are still working in farms or out for their businesses" (Parent 2 at school 3 FGD, 23rd May 2024)

These findings are in line with the study conducted by Mohamed (2021, p.41) which verify that parents are voluntarily involved in SFP to enhance academic achievement and make SFP more sustainable. However, it is also corresponds to the study conducted by Hassan (2016, p.51) which deposit that parents had positive perceptions towards contributing to school meals.

All these indicate that parents had adopted the theory of change (ToC) by showing positive perceptions about their contributions to enhancing sustainable SFP for better student outcomes. The study also managed to generate the inferential statistics by running ordinal logistics regression analysis technique in order to test the relationship between the independent variable and the dependent variables so that we can approve the null hypothesis of this study. The null hypothesis H_0 said; there is no significant difference between students' and parents' perceptions of contributions to SFP. The benchmark of the decision is governed by the p-value that if p-value (Sig.) is less than the significance level of 0.05, then it allows to reject the null hypothesis but if the p-value (Sig.) is greater than the significance level of 0.05, then it fails to reject the null hypothesis. The test was performed and the results were illustrated in the Table 6 below.

Table 6: Independent and Dependent Variable Statistics Test

Variables	Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Dependent variable	[Perceptionsdv125 = 2]	-12.224	171746.770	0.000	1.000	1.000	-336629.708 336605.260
Independent variable	Age (Years)	-0.223	3.178	0.005	1.000	0.944	-6.452 6.006
	Class	4.707	257620.181	0.000	1.000	1.000	-504921.569 504930.983
	Number of Meals	-0.474	171746.732	0.000	1.000	1.000	-336617.884 336616.936
	Means Food is obtained	1.055	515236.601	0.000	1.000	1.000	-1009844.126 1009846.237
	Labor Contribution	1.048	230.666	0.000	1.000	0.996	-451.048 453.145
	Crops Contribution	-2.068	227.489	0.000	1.000	0.993	-447.938 443.801
	Type Food	-8.827	171748.388	0.000	1.000	1.000	-336629.481 336611.827

Source: Field data 2024

The information from Table 6 above shows the test of the study variables whereby the p-value (Sig.) for variables appears to be greater than the significance level of 0.05; therefore we fail to reject the null hypothesis which says that 'there is no significant difference between students' and parents' perceptions of contributions to SFP'. This result of ordinal regression analysis of $p > 0.05$ indicates that the perceptions held by students on contributions to SFP is not the same as to what parents perceive. The disapproval of null hypothesis may be due to the nature of sample size and some variations in assumptions.

CONCLUSION

From the findings of this study, the School Feeding Programme (SFP) is widely appreciated by parents, teachers and students since it enhances access to education and improves enrolment and attendance while lowering dropout rates in schools as confirmed by the head of schools, teachers and students involved in the study. Similarly, the findings encourage the government, community and other education stakeholders to see the essence of children's education about the SFP that they may focus on assisting the parents in granting the school meals contributions to not only enhance better academic performance but also enhance sustainable SFP.

RECOMMENDATIONS

On the basis of the research objectives and conclusion, the researcher recommends the following;

- The Government has to fully promote SFP sustainability and address the parents' contributions to school meals by for instance, building essential infrastructures like kitchens, food stores, dining halls and water reservoirs, and put more efforts on SFNE.
- Non-government Organizations and International Organizations should come up with a special strategy to encourage parents to build a culture of contributing to the proper implementation of the SFPs in schools. This can be possible through establishing new or developing farm projects available at schools

from which the produced food products could be used for students' meals.

- The community should participate positively in any community development programme which will be introduced to their area like SFP, because the benefits of this are not for the government but for the whole community.
- The different study is conducted in Gairo District or other geographically similar districts on the accessibility of school meal varieties for nutritive measures in primary or secondary schools. This had come from the study findings as justified by parents and teachers that the community grows a lot of sweet potatoes and beans; and has shops full of rice but their students at school had never eaten sweet potatoes or rice.

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