



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PROJECT MANAGEMENT

**THE ROLE OF SCHOOL FEEDING PROGRAM ON
STUDENTS' ACADEMIC PERFORMANCE AND DROPOUTS:
THE CASE OF ADDIS KETEMA SUB-CITY PUBLIC SCHOOLS**

BY

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ADDIS ABABA, ETHIOPIA

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St. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS AND ECONOMICS

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A thesis submitted to St. Mary's university school of graduate studies in partial fulfillment of the requirements for the award of master's degree in project management

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DECLARATION

I, the undersigned, confirmed that this study entitled “**The role of school feeding program on students’ academic performance and dropouts: The case of Addis Ketema sub-city public schools**” This work is submitted by me for the grant of the Degree of Masters of project management in St. Mary’s University, is my work and has not offered for a degree in any other university, and that all sources of materials used for the study have duly acknowledged.

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ENDORSEMENT

This thesis has been submitted to St. Mary's University, school of graduate studies for examination with my approval as a University advisor.

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FEBRUARY, 2023

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ACRONYM

AU=African Union

ESDP = Educational Sector Development Program

FAO= Food and Agriculture Organization

FFE= Food For Education

FP=Feeding Program

SF=Student Feeding

SFP=Student Feeding Program

THR= Take-Home Rations

UNWFP=United Nations World Food Program

WB= World Bank

WFP=World food program

ABSTRACT

The purpose of this study was to assess and describes the roles of student feeding program on Students' academic performance and dropout rate in Addis Ketema primary public schools. This study mainly employed qualitative data. A non-probability sampling in the form of a purposive sampling technique is employed in selecting the schools and was used to get better information about the roles of school feeding. For this research, teachers, parents, school principals, and Addis Ketema education office officers were considered in the sampling. The information was accumulated from the questioners, interview, report audit, and observation from open essential schools within the Addis Ketema sub-city. The finding indicates that the feeding program decrease the dropout rate of students in 2022, the role of feeding in school begin by reducing latecomers and absence from class. Moreover, the study indicates the positive roles of the School Feeding Program on the academic performance of students. In conclusion, the number of students who becomes late and the number of student absences reduce year to year after the feeding program is begun. The feeding program has its role in student attendance and enrolment as well it has a role in the mitigation of hunger by providing food in the school .On the bases of these findings and recommendations forwarded are; establishing an office in each school that conducts research and identifies the need of the students, strong checking and controlling mechanism from the government as well as from each sub-city education office related to the feeding program.

Keywords: *student feeding program, student performance, student dropout*

CHAPTER ONE

INTRODUCTION

1. Introduction

This chapter contains the background of the study, a statement of the problem, general and specific objectives, research questions, the significance of the study, the scope of the study, and, the organization of the paper.

1.1 Background of the study

School feeding program is a vital contribution in the children body growth and cognitive development. Several children live in food uncertain zones that require nutritious bolster at school time (World Food Program, 2008). 60 million children go to school hungry each day in developing nations. Approach creators and nearby and universal organizations utilize distinctive mediations to target different groups inside the public through social security nets to address the issue of hunger and lack of healthy sustenance (Neeser, 2012). According to the United Nations World Food Program (UN 2017), there are 66 million school-age children globally. Out of that 80% are from 20 countries (World Bank, 2013). In Africa, Somalia, Kenya, Mali, Ethiopia, Mauritania, Burkina Faso, and Niger are some of the countries that are affected by hunger (WFP, 2010).

Children require a solid food supply to meet the metabolic supplies of body development and brain advancement (Akanbi, 2013). Hunger takes a major place by causing problems in children's mental and physical states. It also may lead children to death due to this school-age children face illness and malnutrition during their crucial age, the ability to pay attention, and their progress can also be impacted (IFA, 2014-2015). In most Ethiopian public schools, children attended their education without basic needs like food, educational materials exercises books, and handbooks. To fulfill their needs, increase student performance, and reduce hunger countries implement Food for Education (FFE) program (Adelman et.al, 2008).

To combat students' short-term starvation and to extend school cooperation of children Ethiopia's government designs a multiyear Education Sector Development Program (ESDP). The student feeding program is the major strategy of ESDP II. The program is designed to increase student performance, cut dropouts, improve access, and alleviate short-term hunger to create a better learning environment for students and the school community. The student feeding program has an objective to increase student performance and has the goal to improve the student's learning habits.

Children's school enrollment and their efficiency improvement in eating food have great value (Adelman et.al, 2008).SFP incredibly advances the learning fashion of learners in schools and it is one of the key mediations for advancing learning to learners within the areas of food uncertainty. This will persuade learners to concentrate and learn superior to make strides in learning capacity and execution. In this manner, it is clear that the supply of food to learners at the essential school level increased school participation and decreased dropout among the learners within the community schools (Malila, 2015).

The student feeding program (SFP) in Addis Ababa began in February 2015 by the W/RO Roman Tesfaye in 93 primary schools. Before SFP was started for the vulnerable students the school community and some volunteer people provide supports for vulnerable students to reduce their hunger and to help them attend to their education properly. These SFP programs start by collecting different donors. The first SFP was designed to address and implement for 5,106 children. Ministry of Education in the 2018/19 academic year mentioned that lack of nutritional food, shortage of food, and hunger lead students to absenteeism and dropout. The student feeding program benefits 1 million students across the country. The SFP has been implemented in the collaboration with different donors, from the donor's Ministry of Health and the Ministry of Agriculture are included. Additionally, the School Feeding Programs also create job opportunities for unemployed people. The report mentioned that the student feeding program is designed to cut dropouts and create competent students. However, the SFP needs the active involvement of the government, donors, and community members to ensure the program.

The study was conducted in the Addis Ketem sub-city in Addis Ababa Ethiopia. It borders the districts of Gullele, Arada, and Lideta. It is one of the largest populated sub-city of Addis Ababa

city administrations. Accordingly, the study assesses the role of the school feeding program on students' academic performance and dropouts in Addis Ketema primary public schools. The core point for this research and the result come with the fact of the overall role of SFP on students' academic performance and Dropout.

1.2. Statement of the Problem

The School Feeding Program (SFP) is a targeted safety net program designed to provide educational, health benefits to vulnerable children and increasingly gained recognition in developing countries. The feeding programs have opportunities for learning and growth for the students during their education time. It aims to enhance the educational capacity and attention of children by providing meals in schools to avoid short-term hunger that may affect the performance of the students (FAO, 2005). The conceptual system for Food for Education (FFE), moreover known as FFE, or SFP, programs give to strengthen the family through salary exchange, food exchange to children at school, and for the schools working these programs offer assistance to exchange resources (Belgeron and Del Rosso's, 2010)

The goals of the SFP arrangement of the WFP are to supply security nets for food-unreliable family units, to strengthen children's instruction, to decrease smaller-scale supplement insufficiencies, to reinforce the national capacity for SF, and to interface SFPs to neighborhood agribusiness (WFP, 2014).

School Feeding Program and the provision of food as a form of the safety net has also several educational benefits (Bundy et al.,2009). Despite most government information don't outline the urban school food uncertainty level, it is anticipated that the urban food things cost growth influences urban school children's guardians to full fill their children's sustenance requirements. The overview investigation conducted by a joint constraint of the Addis Ababa Education Bureau and Addis Ababa women and Children undertaking bureau has appeared that 26.5% of vulnerable essential school understudies eat once a day and the involvement of 15.8% of them appear that there are times that they never take any food for the entire day. Besides, surprisingly, the study has found that 14.7% of the understudies are poor people. The information is collected from 11,682 children in all 220 essential open schools in Addis Ababa (BOE & BOWC, 2015).

Addis Ababa like other parts of Ethiopia, the learners are influenced by short-term hunger in classrooms. The city has been giving food to learners since 2015 under the encouragement of the World Food Program (WFP). Parents have been contributing to thrust their children to go to regularly in schools. School feeding program did raise school enrollment, decrease the probability of dropout from school, and increment school participation (Mamba, 2014). School feeding program in primary school has been famous as critical intercession in expanding learners' enrollment, and participation and decreasing the probability of dropout. Feeding children through school would affect their educational performance in Ethiopia (Zenebe, 2018).

There are some studies concerning school feeding activities such as; SFP implementation and challenge at yemat weg charity society in Addis Ababa, Ethiopia (Melat, 2020); The effect of School Feeding Program on the school performance of primary public school children in Arada Sub City, Addis Ababa by (Abiy, 2017); the Right to Food and School Feeding Programs in Tsehay Chora and Dagmawi Minelik Kindergarten and primary school in Addis Ababa by (Helen,2014); Assessment of the impact of school feeding program on students' performance in Addis Ababa government primary school by (Misrak, 2018)

Apart from this, fewer trials consider the feeding program before and after the implementation of the school feeding programs, the role of the school feeding program on the student academic performance, and the dropout rate in Addis Ketema Sub-city public primary school. More research needs to be conducted regarding these issues. This study is conducted with the purpose to the knowledge gap and its findings provide various aware learning for school directors, researchers, and students concerned in a similar research area.

Generally, conducting a lot of research helps to sift through low-quality to high-quality information. This study was conducted to raise awareness of the roles of SFP. Most of those studies focused on the Right to Food and School Feeding Programs, nutritional status implementation, and challenges. However, this study deals with the role of student feeding programs on students' academic performance and dropout. In addition, the SFP role also saw the insides of teachers, parents, and the school community. What makes this study a little different is the participation of all of the concerned bodies, the classroom participation, and the role of SFP from different views was also included. Additionally, research encourages finding the most

recent information available. This study was conducted by collecting the most recent information on the roles of the student feeding program. Therefore, the research has a purpose to fill this gap and come up with the findings on the issue. It is also believed that the studies fulfill the knowledge gaps; the finding also put the direction to the possible recommendation that must be considered on SFP. Based on this, the research is conducted to answer the following research questions and attempts to achieve the objectives mentioned below.

1.3. Research Questions

Based on the identified problems and research gaps, this research was conducted to answer the following research questions.

1. What are the roles of the student feeding program toward student academic performance?
2. What are the roles of the student feeding program on students' dropout rates?

1.4. Objective of the Study

1.4.1 General Objective:

- To assess the role of the school feeding program on students' academic performance and dropouts in the study area.

1.4.2 Specific objectives

- To describe the status of the school feeding program on students' performance;
- To assess the role of the school feeding program on the dropouts rate,

1.5 Significance of the Study

This study describes the roles of the student feeding program on student academic performance and dropouts. Besides, it can use as a source of information for primary public school administration, and sub-city school departments by identifying the role of the student feeding program in primary school student's academic performance and dropout. The study provides some insight and serves as a source of information for those people who are not directly or indirectly involved (used) in the student feeding program.

On the other hand, it also helps to improve the attitude and knowledge toward the student feeding program to expand all over our country, to describe the roles of the student feeding program for the inverters to support the program and to create good citizens for our country.

Moreover, the study might have contributed to the research development of appropriate interventions support to identifying the role of the student feeding program for student's academic performance and dropout. The conclusion of this study is also used as baseline data for those who are interested in conducting further research in this regard.

1.6 Scope of the Study

This research is thematically and geographically limited in its determination; of the roles of student feeding programs on students' academic performance and dropouts in Addis Ketema sub-city primary public schools.

The study makes its focuses on the role of the student feeding program on students' academic performance and dropouts. In our country in different schools, students may drop out of their education due to family, health states, and lack of food to attend their classes adequately. If one child becomes hungry in the class it can't appropriately attend his/her education it leads to dropout or giving less attention to their education. This study is also limited to the roles of the student feeding program on students' academic performance and dropouts in primary school students. Based on the Ethiopian Education and Training Policy, primary education ranges from grade 1 -Grade 8. Education has its stages the first stage from pre-KG-KG3 the second Grades 1-4 and the third Grades 5-8. The age of primary school- children are those from 4-14 years of age.

1.7 Limitations of the Study

This study was conducted only on one sub-city in Addis Ababa. It is suggested that a similar study be conducted with large participants and more primary public schools in different settings in Addis Ababa where SFP is implemented to determine whether or not the SFPs had a role in students' academic performance and dropout. Another limitation is that it was difficult to get some data from parents due to the lack of willingness as well as the unwillingness of some respondents to disclose accurate information. Despite these limitations, the researcher was not

affected in collecting the required information. The study also faced several limitations such as printing costs, traveling costs, and time shortages in carrying out the study.

1.8 Organization of the paper

This study is structured into five chapters. The first chapter presents the research topic together with the justification and background. It also includes the problem statement; research Questions, objectives of the study, scope, and organization of the paper itself. Chapter two provides a review of the literature on the meaning of student performance in school, dropout, and student feeding programs; it also emphasizes descriptions of the student feeding program, student performance, student feeding program, and drop out. Chapter three of the study describes the research methodologies that were adopted for gathering and organizing data for the effect of the study. It also triggers the selection criteria employed to identify the study area. Chapter four also focus on the data analysis and discussion this chapter mainly contained the demographic characteristics of participants, public schools which are found in Addis Ketema Sub-city, the role of Student feeding program on students' academic performance and dropout, the parent's view related to the role of the student feeding program. The final chapter of this paper contained the summary, Conclusion, and recommendation of the study.

CHAPTER TWO

Related literature review

2. Introduction

This study is to assess the role of school feeding program on students' academic performance and dropouts. This chapter attempted to discuss a literature review related to the study area on the roles of school feeding programs, the meaning of school performance, dropout, and the view of different scholars about school feeding, school feeding, and student performance, school feeding, and dropout are briefly described on this chapter. Finally, it summarized by expressing the conceptual framework based on the reviewed theoretical literature.

2.1. Theoretical Review

2.1.1 School Feeding Program

School feeding can be defined as the availability to provide adequate food with quality, quantity, as well as socio-cultural acceptance to school children. School feeding refers to meals attended on school premises nevertheless modalities of feedings, such as take-home rations (THR). The concept of school meals shows that provision of food to pupils in school, the take-home rations (THR) will provide to children's families, usually conditional upon their children attending school"(WFP, EPRI, 2018).

(Adelman, 2008) ...define school feeding as providing nutritious food for the children that may help them to develop their cognitive level of the students. The impact of the SF on education will vary on the initial nutrition states of the child. In school, meal improves their nutrition status, and avoiding hunger and the nutrition states affect their ability to learn. (Adelman, 2008) also stated that the school when the school meal is fortified, it helps to reduce diseases that come due to hunger and prevent the problems that lead to a deficiency which affect the cogitation and learning ability of children. School Feeding Program started in Ethiopia in 1994 with the collaboration of the Ethiopian Ministry of Education with the United Nations World Food

Program taking four selected zones (Amhara, Tigray, Afar, and Oromiya Regions) as a starting pilot project that covers 40 primary schools (Desalegn, 2011).

The school feeding programs have a goal to help students to attend their education regularly and to make students mentally and physically capable. The relationship between understudy health and student performance is related. Understudies with poor comfort have a higher probability of school disappointment, student performance, and dropout (Steven et al., 2015). The two modalities of the school feeding programs (Jomaa et al., 2011, Bundy, D. et al. 2009).

- On-site meals or snacks – foods provide to support their access to education and improve learning by reducing short-term hunger.
- Take-home rations- in these feeding programs food is provided for the children as a condition for school attendance. It will be done by providing food at the beginning /end of the week or month. The feeding program will be provided for those students who attend school regularly as they are required.

Based on Isa Yunusa ET al., (2012) student feeding programs are designed to address some nutrition and to solve health problems which are coming related to hunger for students. The SFP and other school-based activities as well as the health improvement program help parents to enroll their children in school and to see the progress in student performance and cut dropouts. The scholars also mention the experience that shows properly the design and objectives of SFPs can:

1. Student low performance and dropout are some of the problems that occurred due to hunger or shortage of food due to this the SFP is designed and has a goal to increase the attention and concentration of students
2. Motivate parents to join their children in school without other influential factors and have them attend regularly. Reduce absenteeism and increase the duration of students in their school with education outcomes (performance, dropout, and repetition) improve.
3. Addressing the hunger faced by the students in their education. Meeting the need of the children by reducing their hunger helps to translate into better school performance.
4. Providing meals also has another goal to increase community involvement in schools, particularly where SFP may depend on the Community to prepare and serve meals to children.

2.1.2 Effect of School Feeding Program on Student performance

In education, student performance is taken as a key factor in the education lifetime (Rono, 2013). According to Narad and Abdullah (2016), student performance is gained by the assessment of their education life-like educational goal set by the student and teachers goal achievement over a specific time

In student education, their performance can be affected by different factors including the educational level of their family, hunger, less access to a textbook, exercise books when basic needs are not fulfilled, meal provision, and many other factors that affect their performance (Chinyoka, 2013). Student performance involves different factors like motivation, interests, personality study habits, and other related issues.

Parents of the students may not be able to fulfill their children's need for food. This creates an impact on students and leads students to express hunger during their educational time. However, the school feeding program has a goal to have an impact on cognition, growth, and student performance by proving SFP for vulnerable children, and compared with non-school-fed children was less conclusive (Jomaa et al., 2011). Children who need certain supplements in their count calories don't have the same potential for learning as solid and well-nourished children. Children with cognitive and tangible impairments perform less and are more likely to rehash grades. The unpredictable school participation of malnourished and unfortunate children is one of the key variables for destitute execution (Uduku, 2011).

Concurring to Kazianga, Dewalque, & Representative (2009), School feeding Program can contribute for children's" instructive enhancements in three ways. To begin with, SFPs can increment children's" enrollment and standard school participation by starting guardians to send their children to school frequently. Moments SFP can progress cognitive capacities through expanding consideration and concentration capacity of children due to giving the get to moved forward sustenance and diminishing the prevalence for short-term starvation which is additionally a major figure to fall apart cognitive work of a child. Third, SFP can upgrade scholarly execution by mean of the achievement of the two destinations.

2.1.3 Effect of School Feeding Program on Dropout

School feeding program has a goal to reduce dropout rate in education. Studies conduct on dropouts mention that dropouts can be after the end of certain education programs, while others examines dropouts can be during their education period (Grau-Valldosera & Minguillón, 2014). In our world dropping out of children from school has turned into a difficult issue in many places. 58 million children are out of school in our world (World Bank, 2015). A dominant part of these dropouts is established in developing nations like many countries in Africa. (Young & Chavez, 2002)

Kassahun (2010) mentioned that poor school education quality may lead households to discourage their children to send school. Other factors that discourage parents to send their children to education and lead them to withdraw from their education are the level of the economy to fulfill the basic need have a factor. When parents are not capable to provide food for their children during their education time children express hunger and can't appropriately attend their education when it's repaired they will drop out.

Several factors are identified related to dropout by different researchers. Tassew, (2008), found parents' attitudes towards education; household wealth, child characteristics, maternal social capital, unable to get the appropriate education material, food, and clothes are taken as predictive of dropout. Different problems may lead students to drop out but facing hunger is the most problem that leads students to drop out of their education. To address the dropout crisis one needs to get a better understanding of the main cause of the dropout. Identifying each cause of dropout is difficult. Like another form of education performance, dropping out is arrayed by different factors related to students, family, school, and less access to get foods are factors (National Research Council, Committee on Increasing High School Students' Engagement and Motivation to Learn, 2004).

Adelman, Gilligan et al. (2008) display the interaction between school suppers on one hand and grade reiteration, learning accomplishment, and school execution on the other. They appear that this effect works in two instruments. To begin with, since school supper's progress course participation, children will spend more time learning in school. So, the more time children spend in school, the better they learn and these transactions eventually result in made strides school execution, which thus minimizes the probabilities of drop-out. Usually in any case subordinate

on other components such as school quality, accessibility of learning materials and educator quality. Hence, unless properly implemented, school bolstering has or maybe the potential to compound drop-outs. Moment, improved nutrition may also improve school maintenance and execution within the brief and over long run. In the brief run, school dinners might lighten starvation and make children concentrate and learn better so that school execution will be made strides and subsequently drop-out is minimized.

2.2. Empirical review

2.2.1 Student feeding program and students' academic performance

A large number of primary education children did not receive the benefits of education because rising poverty, unemployment, and decreasing remittances during the economic downturn forced people from poor or vulnerable households to cut back on education spending or withdraw their children from school altogether this lead the children to express hunger in their educational lifetime this lead students to perform below the expected line (World Bank, 2009). Different empirical studies show the contribution of the SFP to student academic performance, reducing dropouts, and the parent's contribution to the SFP in basic schools in many developing countries (Jomaa et al., 2011).

A study conducted in 2006 by Powell and other scholars stated the SFP has a positive impact on educational attainment by increasing enrolment and attendance and reducing dropouts by describing absenteeism. In many developing countries the SFP are taken as the incentive to enhance students, especially for vulnerable children to attend school” (Powell et al. 2006)

Yohannes (2017) conducted studies on the effects of feeding programs on school children who are in grades 3 and 7. He stated that using different calculations and linear progression for the academic achievement, attendance, and sample exams of the student were used as a measurement. The conclusion of the study shows that the SFP has a small effect that does not have a significant positive impact on academic performance and has no impact on attendance.

Poppe et al. (2017) studied SFP and its impact on different rural areas in Ethiopia, the study focused more on the program modality and implementation. The authors rosily show that the

SFP can be beneficial for concentration and learning outcomes, measured through reading, writing, and arithmetic skills. However, most of the links were found weak and are not systematically sufficient. From the findings, the distribution timing of SFP has a sustainable impact on programmer success. In the study, the SFP serving food early in the morning shows the best results to make student performance good that the SFP provides at the end of the day.

Adelman et al... (2001) also studied how hunger affects children's access to school, behavior in class, attention span, and educational outcomes. The outcomes of the study show that hunger has an Owen effect on student performance of the student as difficulties concentrating in class and performing complex tasks. Over a three-month increase in enrollment and up to 36% improvement in attendance/absenteeism compared to control schools over the same period World Food Program (2014)

2.2.2 Student feeding program and dropout

(Hunt, 2008), Mentioned that there is a different cause for dropout. Dropout is a process it is not a one-time event and therefore has more than one proximate cause. The researcher shows that household income level has a direct relation to student dropout and children's hunger. In Africa a randomized control study established that primary children's school participation was 30 percent higher among students attending schools with feeding programs (Vermeersch and Kremer, 2004)

With poverty and unemployment rising, people from vulnerable households may face hunger due to their economic condition then they are being forced to cut back on education spending their children from school altogether to minimize this problem different developing and developed countries design the SFP to minimize the problem. (Mutangadura et al., 2003)

2.3. Literature Gap

In the related literature, the researcher mentions the meaning of student performance, dropout, and the school feeding program in the theoretical part of the literature. The empirical studies done on the school feeding program show; the factors that influence the success and the effect of the SFP, on the relationship between the feeding program and dropouts are some of the areas conducted on the SFP. Therefore the purpose of this study intends to describe the roles of school feeding programs on students' academic performance and dropouts in Addis Ababa; Addis

Ketema sub-city primary school. The studies were conducted in a specific area; it describes the main role of the student feeding program. In addition, based on the knowledge of the researcher most of the study is conducted on the challenge and effectiveness of the program. Lack of research on this issue may lead to a decrease in the roles of the SFP and the perception of different community members as well as the school community leading to give less concentration on the SFP. Due to these reasons, the researcher was initiated to conduct the study.

2.5. Summary

In this chapter, the study describes the meaning of student performance and dropout with the student feeding program to get a theoretical understanding of the study area. The student feeding program begins to cut dropouts and improve student academic performance. In the empirical of the study school feeding program and students' academic performance, the school feeding program and dropouts are described. Different scholars conduct with an area of Challenge and effectiveness of the program. Absence of research on this issue may lead to a decrease in the roles of the SFP and the perception of different community members as well as the school community leading to give less concentration on the SFP. Finally conducting a lot of research help to move from low quality of information to high quality of information.

CHAPTER THREE

Research Methodology

3. Research Methods

This chapter discusses the method that guides and transforms the overall research questions to generate data. In this section, research design, target population, sample size, sampling procedure, data collection procedure, sources of data, data collection methods, and data analysis method are discussed. In addition, this chapter presents trustworthiness and data quality assurance. Finally, ethical considerations are discussed.

3.1. Research Design

The studies employed a qualitative research inquiry to demonstrate the roles of student feeding program on students' academic performance and dropout rate. A qualitative research is the most appropriate to conduct this particular study since this research tries to assess the role of student feeding program during students' academic performance and dropouts.

In designing this research, the researcher used a descriptive research design to assess the roles of the student feeding program on the student's academic performance and dropouts in Addis Ketema sub-city, primary public schools. A representative sample was selected from the total target population to conduct the study by using the qualitative analysis method. Descriptive research designs were employed for this study. For the above-mentioned purposes, descriptive research presents a picture of the specific details of a situation, the setting uses descriptive purpose (Kreuger & Neumann, 2006, p.22).

According to the Addis ketema sub-city education data 48,431 students are participate in the school feeding program. Regardless of the government's and others' efforts, like other sub-city, Addis ketema also contained parents that remain in the worst situation of poverty. In the sub-city, the parent of the student bases their livelihood on both formal and informal economic sectors. The informal economic sector includes such as providing cooking and laundry services for an individual. Additionally in Addis Ketema sub-city public schools, vulnerable students are

also included in the education so to get an understanding of the role of the SFP Addis ketema sub-city is purposely selected.

The research questions in this study call for an in-depth understanding of the issue so that good detail can be developed to answer them. The research questions in this study focus on what are the roles of SFP on students' academic performance and dropouts it found necessary to use a qualitative approach with a descriptive purpose by using different intervention techniques such as interviews, questionnaires, and direct observation to gather firsthand information.

3.2. Description of the Study Area

As the capital of Ethiopia, Addis Ababa was established in 1886. Addis Ababa is the most populated city situated in the heart of Ethiopia.

In Addis Ababa, there are 11 sub-cities and each sub-city are divided into different Woredas to administer into the smallest units of the city. Addis Ketema Sub-city is one of the sub-cities found in Addis Ababa and is divided into 11 Woredas. As of 2011, its population was 271,664. The area is also including the most business center which is called Merkato. The sub-city contains private and public schools. Geographically the district is located nearby the center. It borders the districts of Gullele, Arada, and Lideta.

3.3 Target Population

The main target of this study is primary public school students who join the school feeding program in Addis Ababa. The target population is students who learn in Addis Ketema sub-city primary public schools which are found in Addis Ababa. The study population of this research contains students of primary schools in the Addis Ketema sub-city of Addis Ababa who are selected and enrolled in the school feeding program. The academic administrators, teachers, parents, and other stakeholders were the target of the study. This study focuses on the 35 public primary schools that provide SFP which is listed below and from those 19 schools that contain large number of student in the feeding program were selected purposely to take the sample.

3.4 Sample Size and Sampling Procedure

The main goal of qualitative research is to understand a phenomenon, not to represent a population or make generalizations from study samples to population. The participants are selected using non-probability sampling techniques which were allowed the researchers to select people who give a wealth of information (Polit & Beck, 2014). In the qualitative research method, there is no rule for sample size. The Sample size depends on what we want to know, the purpose of the review, what is at stake, what was be useful, what were have credibility, and what can be done with available time and resources as well as data saturation (Marshall, Cardon, Poddar & Fontenot,2013).

The researcher used the purposive sampling technique which is one type of non-probability sampling strategy. Purposive sampling depends on the judgment of the researcher in the study area. This sample is appropriate in a situation when the researcher wants to identify particular types of cases for in-depth investigation.

Among the Addis Ketema sub-city, there is 11 woreda that contains 35 public schools that provide SFP in the sub-city from each woreda school that was purposively selected. The research investigated the role of SFP on students' academic performance and dropout rates. It prefers to select participants from a school that contained the most number of benefiteres in the program. The study conducted this research by using Purposive sampling to select participants and public schools from the sub-city. First School that contained primary education, Second, a public school that contained a large number of students for SFP, and finally the years of experience in the public school were the main focus idea to selecting the school purposely.

3.5 Data Collection Procedure

Before the data gathering, the researcher explain the purpose of the study, support letters were collected from the student support department and Permission is also requested to do the required observation in the selected public schools. Based on the willingness of the participants the information needed for the study was collected based on their permission. The researcher conducted the interview and distributed the questionnaires in the school compounds and Addis Ketema sub-city education department office. Based on the consent of the questioner, the interview follows note-taking and audio recording techniques.

3.6 Sources of Data

The research uses both primary and secondary data sources to collect data on the roles of SFP on students' academic performance and dropouts in the study area. Primary data were collected through questionnaires, interviews, and direct observation from the participants.

On the other hand, secondary data were collected from related books, articles, journals, organizational documents, and unpublished online materials which could contribute to the findings of the research.

3.7 Data Collection Methods

To gather the information the researcher used questionnaires and an interview in addition to the observation as primary data collection tools. The questionnaires were distributed in the prime public schools which constitute principals, teachers, administrative staff, parents, and concerned sub-city education departments were participate in the data collection. In the data, collection method open-ended and close-ended questions were included to describe the roles of the student feeding program on students' academic performance and dropouts. Directors and selected parents of each public school also participated in the interview.

3.8 Data Analysis Method

To analyze the data the researcher used thematic data analysis. The data collected through the audio records that transcribe into written notes and the data collected via not taking is also arranged into manageable notes. Observation notes taken during the fieldwork are also one of the sources of data for the study to come up with some meaningful themes on the way to dig out the roles of SFP. To extract the findings from the data the researcher work on discovering the patterns, themes, and categories or the central idea in the data. The researcher also repeatedly read all the textual material before moving into the categorical aggregation process to make sense of the data. Codes are developed to identify each participant's idea. Based on the similarity of contexts and in light of the objectives and research question each piece of data from participants, information, and observation from the document review is classified into different general categories. Then, themes built which are fit to the objective and research question.

Findings from the primary data of the research placed under each theme and relevant ideas from the literature are also incorporated to make sense of the whole idea of all data.

Moreover, data from each source and participant compare with each other to come up with meanings that can answer the research question. Generally, after going through all the above-mentioned steps finally, the researcher starts to write the report on the bases of the prepared outline. The researcher also uses thematic data analysis and categorizes each response by building thematic data and evaluating its content so that can be readable to improve. The data analysis chapter of the study also contained tabular representations to support the ideas of the participants in the study.

3.9. Trustworthiness and Data quality assurance

The trustworthiness of the research starts from the data gathering to the data analysis stage. To avoid the absence of the respondent's idea some participants record the basis of their will. The interviews are done through note-taking because some participants were not willing to record their responses. To avoid personal bias the researcher is not trying to impose their idea on all participants during the interview by giving them the freedom to answer the question. To minimize participant bias, there was no payment effected or enforcement for the participant, and the purpose of the research was communicated clearly. The researcher also repeatedly listens to the audio record to make sure that the participant's idea is put in place correctly. In the data analysis stage also the issues are discussed based on the data from participants and document review.

In the data gathering technique the research use; a questionnaire, interview, observation, and document review. The data found from participant interviews compared with the data those results from observation and documents collected.

3.10 Ethical Considerations

Ethical considerations in research are a major component of the research process, accordingly, the professional and research ethical values of this research were fully recognized and assured. Since schools are legal institutions that are appointed by the law, and parents, to teach and control every activity of the students while they are in the school compound approval from the

school administration was requested through a written consent form. The consent form states the purpose of the study, its consequences, and that it has no direct benefit or any harm in participating. The participants are informed that their participation in the study was completely voluntary with the ability to discontinue their participation at any time with no questions asked and without consequences to their current or future life. Respondents also are informed that in the event of any discomfort caused due to their participation; they can contact the researcher (data collector) for further assistance.

3.11. Summary

In this chapter, the study tries to describe the methodology that was used to conduct the study. The methodology, design, study area, target population, sample selection criteria, sampling procedure, source of data, and the trustworthiness issue of the study are some of the issues described in this chapter. In the next chapter, the data analysis and discussion are described.

CHAPTER FOUR

Data Analysis, Results, and Discussions

4. Introduction

The purpose of this study is to assess the role of student feeding program on students' academic performance and dropout's rate. This section deals with two major areas: the role of SFP on students' academic performance and the role of SFP on dropout. Under each area, the following themes are presented demographic characteristics of the participant, the school profile, the view of the participant related to hunger, dropout and student performance, the role of SFP on dropout rate and students' academic performance, the idea of parents and students due to the role of student feeding program in academic performance are described.

4.1 Demographic characteristics of the participant

The data presented in this section under each theme is gathered from participants. The data were collected from 180 participants Male 104 (58%) and Female 76(42%). The participant age ranged within the interval starting from 7 years. The most common age group of participants ranged between 30 to 37 years. From the total 180 participants, Student 6(3.33%), teachers 111(61.66 %), Director & v/director 19(10.56 %), Parents 38(21.12 %), and officers of Addis ketema education office 6(3.33 %). Educationally, from 180 participants, from grades 1-8 there were 6 participants, 9-12(22), Certificate (11), Diploma (63), Degree (59), and Post-graduate degree (19). The summaries of the participant demographical characteristics are described below

Table 1 summary of the participants by gender, age, group, and education level

Socio-demographic characteristics	Group	Number	Percentage
Sex	Male	104	58%
	Female	76	42%
	Total	180	100%
Age	7-14	2	1.111%
	15-21	4	2.23%

	22-29	29	16.11%
	30-37	60	33.33%
	38-45	27	15%
	45>	58	32.22%
	Total	180	100%
Group	Student	6	3.33%
	Teacher	111	61.66%
	Director & v/director	19	10.56%
	Parents	38	21.12%
	Addis ketema education office officers	6	3.33%
	Total	180	100%
Level of education	1-8grade	6	3.33%
	9-12 Education	22	12.23%
	Certificate	11	6.1%
	Diploma	63	35%
	Degree	59	32.78%
	Post-graduate degree	19	10.56%
	Total	180	100%

4.2 Schools and number of students in SFP

In Addis Ababa Ethiopia there are different public and private schools in each sub-city. This study mainly focuses on the primary public schools which are found in the Addis Ketema sub-city. In the sub-city, 35 primary schools implement the School feeding program for their students. The number of students who attend feeding program is different from school to school. The study selected primary public schools purposively. In the selection, the researcher select the school which contained a large number of students in the feeding program was taken for the sample selection. The baseline of the researcher is described below. The distribution contained the name of the school and the number of students include in the feeding program in each school.

Table 2 Number of students who participate in SFP in Addis Ketema sub-city in 2022E.C

No.	Name of the school	Number of students in SFP
1	Fitawrari Habte Gorgis no.1	3841
2	Dagmawi Birhan No.1	3012
3	Soramba	2626
4	Sefere Selam	2604
5	Deje Azmach Hailu Tesfaye	2582
6	Addis Fana	2580
7	Bisrat	2394
8	Dagemawi Geneme	2119
9	Philipos	2081
10	Birhan Bair	1835
11	Eshet	1809
12	Asko Addis Sefer	1692
13	Gullele Fana	1685
14	Eweket Lewegene	1633
15	Abeboch Fre	1546
16	Haliluya	1236
17	Qasetedamena	1225
18	Mikiland	1113
19	Tshay Gebat	1083

The study tries to find the number of students included in the school feeding program in each school and as Table 4 describes, Fitawrari Habte Gorgis No.1 takes the first place which contained a large number of beneficiary students in the feeding program, Dagmawi Birehan No.1 and Soramba primary school took the second and third rank. The remaining schools mentioned in number 4-19 also has a large number of students in the feeding program when the researcher compares them to other public primary schools which are found in the sub-city. In Addis Ketema sub-city primary public schools 48,431 students are beneficiary of the program but this is not

meaning that all students are under the feeding program some students are not using this feeding program in school.

4.3 Hunger, dropout, and student performance from participants' Points of view

From the basic need of human beings, food takes a great role and place. Children can't handle hunger like the youths so they also have a right to get food. Hunger hurts children, children coming from families with very low-income levels tend to have poor overall health those children may face sick, infected, have a higher rate of iron deficiency anemia, and are hospitalized more frequently (WFP, 2006). Different countries in the world use different methods to solve child hunger, Ethiopia has a well-designed school feeding program as one means of mitigating child hunger.

Based on the data from the participants hunger describe as the feeling or situation when someone can't access food to eat this situation creates hunger. When students are unable to get their breakfast, lunch, or dinner on time they face hunger. According to the information collected from the school directors, parents, and teachers hunger dropout and students' academic performance are related issues. When one student faces hunger in education time he/she is not going to focus on their education rather they are going to think about how can they access food at this time their performance becomes poor. Based on the view of some of my respondent Student performance is the ability of the student to get good or bad performance in the class, the home takes assignments and tests.

They also describe hunger may happen from different views; when they face this problem performance becomes low or less in different activities in the school. This performance may lead to dropouts and giving less attention to their education. The school directors describe dropout as when students can't attend their learning regularly and when the number of the absence of student increase from time to time finally they didn't attend their education this situation we can say student dropout. Dropout is when students become out of education after they register.

The participants also describe that before the feeding program started voluntary individuals, communities, organizations, teachers, and school staff were trying to provide food for the students. In the Addis Ketema sub-city primary public schools, have a menu that helps to provide the feeding program. This program helps the students to access a variety of food in addition to

overcoming hunger. When they access different food their attitude toward their school becomes good.

According to the data collected from participants from Addis Ketema primary public schools; in many schools, different students become absent and drop out due to hunger before the student feeding program is started the number of students increase from 16,670 to 33,416; the number of absences also decrease from 1.07% to 0.816%. This information also supports (Tsehay Gebat and Dejule primary public school) in the interview. Participants from Kestedemena and Dagmawi Birehant give good credit to the student feeding program.

Generally, the collected data shows, when a child faces hunger it leads to being sick and weak as a result he/she will be repeatedly absent from their class and poorly prepared to learn. Hunger affects students not going to school and those who have a high dropout rate and higher school absences.

4.4 Role of student feeding on dropout

The definitions of school dropout in education are different. Studies conduct on dropouts mention that dropouts can be after the end of a certain education program, while others examine dropouts can be during their education period (Grau-Valldosera & Minguillón, 2014)

The result from the data collection shows that the student feeding program reduces the dropout rate of students who are included as unable to access food. Those students who can't access food due to different reasons but have the willingness to learn are now in school. The data from Haleluya and Eshet primary schools show that students eat their breakfast and launch in their school due to these students are coming on time. Most of the information from the participants also indicates that students may drop out of school to get access to food, work, and support their families. When they have less attention to ward their education this leads them to drop out from their education. When students are not able to access their food they face sickness this sickness lead them to give less attention to education and finally led them to drop out. After the feeding program started the participants mentioned that in the first year of the feeding program some of the students, as well as parents, were not willing to participate due to less confidence in the program but now a day the number of participants in the school feeding has increased from year

to year. They also mentioned that the feeding program reduced the hunger experienced by students and hunger-induced dropouts'.

One of the participants from the student's parent says that

"I am poor and I have two children in this school. From day to day, my capacity to provide food for my children becomes less due to this my children also become stressed and can't focus on their education. Now a day my children are become benefited from the feeding program this helps my children from dropout"

This idea supported by other parents in the study indicates that if this feeding program is closed many students become drop out of their education. The feeding program has its role to reduce dropouts in each school. On the other hand, this feeding also reduces the absences of the students. The absence of students is not only occurring due to hunger but now a day there is no absence due to hunger.

Another participant, in the interview, a student says:-

'My brothers drop out of their education to help my family to survive and to provide economic support. When I feel the hunger in school I always think of dropout but now a day I am a grade 7 students and benefitting from the feeding program helps me to continue my education.'

Teachers have direct contact with students and students mostly share their life and difficulties with their teachers. From the study participants, the teachers also support the idea dropout is not only in hunger students may not learn in their school for different reasons from those when they change house to leave or when they move to other syllables they may not attend their school dropout did not include those students who are drop from their education in a formal way. Based on their response the feeding program reduces the dropout rate each year. Each year number of students is increasing in the school as well several students who include in the feeding program also increase. According to the data, the participants, in general, described that the student feeding program reduces the hunger of the student and students don't come to school due to hunger. The program adds to reducing the dropout rate and also reduces absences and latecomer students' hunger. To support the idea of my participants' the data that show the dropout rate of the students before the feeding program was mentioned and the rate of dropout each year after the feeding program is mentioned below.

Table 3 Data on dropout rate in Addis Ketema primary public school

Data that show the number of students registered and the number of students drop out from their education in Addis Ketema primary school public schools									
The year 2019		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Number of registered students	Male	941	942	888	895	973	937	1164	1103
	Female	979	947	1020	1050	1198	1144	1322	1463
	Total	1920	1889	1908	1945	2171	2081	2486	2566
Number of dropout student	Male	12	4	13	11	24	23	18	17
	Female	22	8	16	20	13	24	15	15
	Total	34	12	29	31	37	47	33	32
	%	1.77%	0.63%	1.51%	1.59%	1.704%	2.25%	1.32%	1.247%
The year 2020									
Number of registered students	Male	922	1002	980	998	958	984	1134	1620
	Female	963	1077	990	1077	1101	1165	1234	1830
	Total	1885	2079	1993	2042	2005	2134	2317	3450
Number of dropout student	Male	3	2	1	1	3	8	14	10
	Female	5	2	4	5	6	1	5	5
	Total	8	4	5	6	9	9	19	15
	%	0.422%	0.19%	0.25%	0.6%	0.44%	0.77%	0.82%	0.43%
The year 2021									
Number of registered students	Male	939	914	949	1000	990	690	986	1111
	Female	1028	932	1013	949	1214	1140	1240	1295
	Total	1964	1846	1962	1949	2204	2100	2226	2406
Number of dropout student	Male	4	11	4	6	9	15	25	6
	Female	12	13	11	16	11	12	7	7
	Total	16	24	15	22	20	27	32	13
	%	0.822%	1.3%	0.76%	1.12%	0.9%	1.28%	1.43%	0.54%
The year 2022									
Number of registered students	Male	1191	1698	1765	1943	1829	1778	1847	3580
	Female	1973	1808	1712	1945	1813	1867	1931	3922

	Total	3964	3506	3477	3888	3642	3645	3778	7502
Number of dropout student	Male	17	10	10	14	11	19	26	36
	Female	21	15	15	12	12	8	15	32
	Total	38	25	25	26	23	27	41	68
	%	0.958 %	0.71% %	0.719 %	0.66% %	0.63% %	0.74% %	1.085% %	0.906% %

The number of students registered and the number of student dropouts in 2019, 1920 grade one students registered but 34(1.77%), dropout of education in grade two 1908 students registered 12(0.63%) dropout, Grade three 1908 students register 31(1.59%) dropout from education, Grade four 1945 students registered 31(1.59%) dropout, Grade five 2171 students registered 37(1.704%) dropout, Grade six, 2081 students registered and 47 (2.25%) dropout, Grade seven, 2486 student register 33(1.32%) dropout and finally in grade eight 2566 students register 32(1.24%) drop out from education.

Analysis of the table also indicates the number of students registered to learn and the number of student dropout after they registrar in 2020, 1885 grade one student registered but 8 (0.422%) drop out of education in grade two 2079 students registered 4 (0.19%) dropout, Grade three 1993 students registered 5(0.25%) dropout from education, Grade four 2042 students registered 6(0.6%) dropout, Grade five 2005 students registered 9(0.44%) dropout, Grade six, 2134 students registered and 9 (0.77%) dropout, Grade seven, 2317 student registered 19(0.82%) dropout and finally in grade eight 3450 students registered 15(0.43%) drop out from education.

According to table 5; the number of students registered and the number of students who dropout in 2021, express 1964 grade one students registered but 16 (0.822%) drop out of education in grade two 1846 students registered 24 (1.3%) dropout, Grade three 1962 students registered 15(0.76%) dropout from education, Grade four 1949 students registered 22(1.12%) dropout, Grade five 2204 students register 20(0.9%) dropout, Grade six, 2100 students registered and 27 (1.28%) dropout, Grade seven, 2226 student registered 32(1.43%) dropout and finally in grade eight 2406 students registered 13(0.54%) drop out from education.

Analysis of the table this table indicates the number of students registered to learn and several student dropouts after they registrar in 2022 Shows, 3964 grade one students registered but

38(0.958%) dropped out of education in grade two 3506 students registered 25 (0.71%) dropout, Grade three 3477 students registered 25(0.719%) dropout from education, Grade four 3888 students registered 26(0.66%) dropout, Grade five 3642 students registered 23(0.63%), dropout, Grade six, 3645 students registered and 27 (0.74%) dropout, Grade seven, 3778 students registered 41 (1.43%) dropout and finally in grade eight 7502 students registered 68(0.906%) drop out from education.

The data indicate that after the feeding program is fully started and many students join the program the rate of dropout become declines. So this data also support that the feeding program also has a role in dropout we can conclude that the feeding program has a positive role in the rate of student dropout.

The SFP started in 2019 half years, in the next year the COVID pandemic also has a contribution so as a baseline the data from 2021 and 2022 the feeding program has a role in reducing the dropout rate of students who drop out in 2022 and 2021 but in grades 1 and grade 7 students, the data shows that the number of dropout students increased in 2022 when it compare to 2021 and other grade students. Generally based on the collected data the school feeding in Addis ketema sub-city has a role for the students to reduce absences and late comers of the student, it also has a role for students to become free from the feeling of hunger as well to improve their health statuses so this leads them to attend their class and to reduce the dropout rate. (ADD SOME SENSEBLE INDICATION

4. 5 Role of student feeding on student performance

Student performance in school involves different factors like motivation, interests, personality study habits, and other related issues. When there is a gap between student performance and their expectation it is called diverging performance this creates dissatisfaction among students and their parents. Unsatisfactory student performance occurs when they perform below their expectations. It's also related to hunger that occurs during their educational time (Marti, 2003, p. 376).

In the teaching-learning process student performance take a great place to make the teaching-learning process better. In this process classroom tasks, home tasks, class participation, and promote or non-promote (tests) are some of the measurements used to evaluate student

performance. When students are only focusing on their education without other distractions the teachers can get better participation in the class and the students also can easily understand the contents of the course. Providing food in school (school meals) in the developing country encourage students' enrollment and help to address the problem of students dropouts in school (WFP, 2010)

Academic Performance in education has several aspects it starts from classroom participation and accomplishing classroom, and home tasks, and simple tests, starting from grade 1 addition to the class participation, classroom and home task assignments serious exams in the semester or quarterly will provide this can lead to measuring the performances of the students after this promoted and non-promoted student will identify. Students can affect their academic performance with different issues in addition to their attitude, feeling, or internal motivation to study.

From the participants of the study, the teacher from Tsehay gebat mention that

'Student academic performance has direct and indirect relation with the student and their surroundings. Student feeding help to increase the number of students from year to year and classroom participation in the class become better than in the past, now a day all students eat their breakfast and lunch; the feeding program contributes to participating in classroom activities.'

This idea also supports by the school directors and teachers from another school. After students are eating their breakfast they have some change and the class academic performance also become better which lead the teacher to be happy in their education provision and the concentration of the student have improvement.

According to the director of Tsehay Gebat School

'Student has an improvement in their academic performance from time to time but it does mean that if one student can access food he/she becomes score better in academic performance. In our school the academic performances of the student increase from time to time for this change, the feeding program has its role.'

Another school director also shares the idea after the feeding programs students' academic performance becomes better in handwriting, participation, and reading performance in addition to their exam scores.

According to the data from participants, the positive role of the feeding program is also shared by other schools. They mentioned that students have different performances when they become beneficiaries of the feeding program. Students also become weak in their education due to their internal motives or fewer parental concerns. But this study is only focused on the feeding program's role in student academic performance without other constraints. However, most students in developing countries are going to school with hunger which leads them to perform poorly in their academics performance (Adelman, Gilligan, Lehrer, 2007). To increase student academic performance students need to access food in their homes or school. From my field observation in the classroom, most of the students participate in the classroom tasks and they have good participation. Such kinds of performance in the class led to scoring better academic performance

In education to get better achievement everybody has their contribution, this indicates that providing food only can't be the solution to get better performance in education but food play a great part in our daily activities. Especially in children, some people can easily differentiate between a student that consumes food and a student who can't bother their food so this study mainly focuses on children from grade 1 to grade 8. The response of my participant also supports the idea they have a change in their academic performance.

Questionnaire respondents from open-ended questions also reported that the number of student attendance also increases from year to year and improves academic performance. They also mention the role of SFP in student academic performance:-

“This student feeding program helps children to improve school attendance, improve academic performance and alleviate the problem of hunger”

The data collected from the Addis Ketema Sub-city education office, describe the main goal of SFP is to reduce dropout and improve students' academic performance in school. Now a day they mention that rate of dropout and rate of absence due to hunger is minimized and student academic performance become well. The officers of Addis Ketema sub-city officers describe

SFP has a positive role in the mitigation of hunger, in education the performance of the student increase from year to year. They also finally mention that some students did not achieve better education performance even after they access the food the students may come late or absent from their class. But the majority of the student due to the feeding program becomes positive in their academic performance. The number of students and their academic performance starts from grade 1 based on the data collection described below

Table 4 Data on Students’ academic performance in Addis Ketema primary public school

The year	Data show the number of students who take an exam and the number of students who failed the exam from their education in Addis Ketema primary school public schools										
			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
2019	The number of students who takes the exam	Male	929	938	875	884	949	914	1146	1086	
		Female	957	939	1004	1030	1185	1120	1307	1448	
		Total	1886	1877	1879	1914	2134	2034	2453	2534	
	The Number of students who failed	Male	16	8	9	60	49	40	205	56	
		Female	7	1	2	29	27	16	126	105	
		Total	23	9	11	89	76	56	331	206	
		%	1.219%	0.479%	0.585%	4.64%	3.56%	2.753%	13.49%	8.129%	
	2020	The Number of students who take the exam	Male	919	1000	979	997	995	976	1120	1610
			Female	958	1075	986	1072	1095	1164	1229	1825
			Total	1877	2075	1965	2069	2050	2140	2349	3435
The Number of students who failed the exam		Male	36	50	27	46	68	46	120	237	
		Female	36	29	12	45	45	40	114	320	
		Total	72	79	39	91	113	86	234	557	
		%	3.835%	3.807%	1.984%	4.3983%	5.5122%	4.018%	9.961%	16.21%	
2021		The Number of students who take the exam	Male	932	901	946	995	982	942	963	1105
			Female	1013	919	1002	936	1203	1128	1233	1288
			Total	1945	1820	1948	1931	2185	2070	2196	2393
	The Number of students	Male	11	6	7	23	42	26	71	42	
		Female	11	12	2	22	31	26	69	54	

	who failed the exam	Total	22	18	9	45	73	52	140	96
		%	1.131%	0.98%	0.46%	2.33%	3.34%	2.51%	6.375%	4.01%
The year 2022										
	The Number of students who take the exam	Male	1969	1684	1753	1925	1809	1753	1812	1824
		Female	1942	1784	1691	1926	1796	1855	1912	2142
		Total	3911	3468	3444	3851	3605	3608	3724	3966
	The Number of students who failed the exam	Male	0	0	0	271	151	145	442	117
		Female	0	0	0	181	87	56	252	11
		Total	0	0	0	452	238	201	694	128
		%	0%	0%	0%	11.74%	6.60%	5.57%	18.64%	3.2%

As illustrated in Table 5, indicates the number of students takes exams and the number of students who failed the exam in 2019, 1886 grade one students take the exam but 23(1.219%) failed the exam, in grade two 1877 students take the exam 9 (0.479%) failed the exam, in Grade three 1879 students take exam 11(0.585%) failed the exam, in grade four 1914 students take exam 89 (04.64%) failed the exam, in grade five 2134 students take the exam 76(3.56%) failed, in grade six, 2034 students take the exam and 56(2.753%) failed, in grade seven, 2453 student take the exam 331 (13.49%) failed and finally in grade eight 2534 take exam 206(8.129%) failed from their education.

As indicated on, table 5; the number of students takes exams and the number of students who failed the exam in 2020 mentioned that 1877 grade one students take the exam but 72 (3.835%) failed the exam, in grade two 2075 students take the exam 79 (3.807%) failed the exam, in grade three 1965 students take the exam 39 (1.984%) failed the exam, in grade four 2069 students register 91 (4.3983%) failed the exam, in grade five 2050 students take the exam 113 (5.5122%) failed, in Grade six, 2140 students take the exam and 86 (4.018%) failed, in grade seven, 2349 student take the exam 234 (9.961%) failed and finally in grade eight 3435 take exam 557 (16.21%) failed from their exam.

In the Analysis of table 5, the number of students takes exams and the number of students who failed the exam in 2021 is, 1945 grade one students take the exam but 22(1.131%) failed the

exam, in grade two 1820 students take the exam 18 (0.98%) failed the exam, in Grade three 1948 students take exam 9 (0.585%) failed the exam, in Grade four 1931 students take exam 45 (2.33%) failed the exam, in Grade five 2185 students take the exam 73 (3.34%) failed, in Grade six, 2070 students take the exam and 52(2.51%) failed, in Grade seven, 2196 student take the exam 140 (6.375%) failed and finally in grade eight 2393 take exam 96(4.01%) failed from their education.

As Table 5 indicates the number of students takes exams and the number of students who failed the exam in 2022; 3911 grade one students take the exam but 0(0%) failed the exam, in grade two 3468 students take the exam 0(0%) failed the exam, in Grade three 3444 students take exam 0(0%) failed the exam, in Grade four 3851 students take exam 452 (11.74%) failed the exam, in Grade five 3605 students take the exam 238 (6.60%) failed, in Grade six, 3608 students take the exam and 201(5.57%) failed, in Grade seven, 3724 students take the exam 694 (18.64%) failed and finally in grade eight 3966 take exam 128 (3.2%) failed from their education.

The result shows that the school feeding program had a positive role in learners' academic performance of grade 1-3 students and grade 8 students in the 2022 academic year. The results as reported by parents showed that school feeding program has motivated learners to learn

According to the data from the directors of the school,

'In the first year of the feeding program, most of the parents are not willing to include their children in the program due to lack of trust in the program; which creates vary in student performance. But starting from 2021 and 2022 the promotion rate of students increased from year to year. This indicates the program has its role in student's academic performance '.

The above table also shows that the feeding program in grades 1-3 student's performance of 2022 has a lot of improvement to 2021 but starting from 4-7 grades number of student's academic performance becomes less this indicates that the feeding program has a better role for grade1, grade2, grade 3 and grade 8 students and 4-7 grade also have a little role on their education. Generally, the feeding program's role for the students starts from classroom participation, and doing their tasks in class, has a role to give attains their education but only eating food without hardworking can't be enhanced. The feeding program helps students to improve their classroom attendance. So when the enhancement of the program is related to their exam the program

enhances the performance of the students of grade 1, grade 2, grade 3, and grade 8 the rest helps them to improve their capacity in the class.

Generally, the finding showed that school feeding program beneficiary students got the advantage in enhancing their academic performance compared to after becoming feeding program beneficiaries. It also suggests that developing and implementing school feeding program in schools had a lot of positive contributions in advancing students' academic results. The findings could infer that effective implementation of school feeding program has different contributions to achieving quality education at school. The findings of this study provided more than enough evidence that; the school-feeding program has a positive contribution to students' academic achievement. There is a significant relationship between school feeding program and the academic achievement of students. It denoted that, implementing the program in schools had a lot of positive contributions in advancing students' academic achievement and the program contributed positive and insignificant results for improving the academic performance of students.

4.6 Role of student feeding from a parents view

According to the feedback of the parents of the beneficiary student they have positive responses to wards on the role of the feeding program. They also mention that students' education performance of the children become increase from year to year most of the parent describes the ability of their children increases from year to year for this sustainability the program also helps them to focus on their education. They mention performance enhancement as one of the roles of student feeding program in student performance. In support of this finding Desalegn, (2011) researched that; there was evidence that school feeding programs increase school attendance and educational achievement. Hence, the finding is consistent with the theoretical literature that was reviewed before.

In the interview parents of the student mentioned that;

“Before the feeding program my children can't easily get the food and she also didn't write her homework. when I ask her, she becomes tired and feels hungry due to this she can't give attention to the classroom and homeroom tasks but now a day she can access food in her school and she can do her tasks easily in her class”

This idea is also shared by the other participant of the study they see some progress in their child which lead them to say the role of the feeding program is positive. The finding of the scholars shows that school feeding programs are effective means of increasing student', enrollment and retention, especially in developing countries where hunger has been reported to affect children's school enrollment and attendance rate (FAO, 2012; Jomaa et al., 2011; Bundy et al., 2009). This study also supports their idea the program has a role in the dropout and enrolment of a student

Chapter Five

5. Introduction

In this chapter, the researcher provides answers by summarizing the findings from the analysis and discussion chapter. This chapter also contains a summary, conclusions, and recommendations of the study. Recommendations to expand current school feeding programs and their role in student's academic performance are proposed. The summary, conclusion, and recommendation of the studies are in line with the objective of the study

5.1 Summary

This study has an objective to assess the roles of student feeding program on the dropout rate and academic performance of the student. The study contained five chapters each chapter has to describe each step of the study. The study contained qualitative study research designed to describe the role of the feeding program on the student's academic performance and dropout. The study mainly focuses on grade1-grade8 students who are included in the feeding program. The sample data for the study was collected from schools that have a large number of feeders. Addis Ketema contained 53 schools only 35 provide primary education after that only 19 schools are selected based on the number of students contained in the feeding program. In the data collection parents, school directors, the sub-city education office officers, and teachers of the students participated to provide data for the study. The finding of the study indicates that student feeding in dropout has a positive role in the number of students, dropout of students reduced from 1.07% to 0.816%, and the student feeding program also has a role to make better teaching-learning environment, the increasing number of participants, improve and the data show the number of students who take from grade one, grade two, grade three and grade eight number of student fails to reduce by 100% or in 2022 there is no student failed from the exam and for grade 8 its number of student from the exam reduces by 15.4% but for grade 4,5,6,7 students the feeding program role limited only in enhancing their capacity. In general, the dropout rate becomes less than in the past years, and the performance of the students' needs additional support added to the feeding program.

5.2 Conclusion

In this study, there was an effort to assess the role of student feeding programs on students' academic performance and dropouts. School feeding is available in our world whether the country is progressive in the economy or countries that have a less developed economy the feeding program has an objective to cut dropouts of students and increase the performance of the students. In Addis Ketema primary public school, the number of latecomers and absent students reduces year to year

The feeding program helps the children to improve their class participation, and to accomplish writing down their classroom tasks. Their feeding program has a positive role in the classroom compounded but related to the exam scores of the children from grad4-7 there is no great role in the past year's data. But in the exam result of grade 1-3 and grade 8 students in 2021 and 2022, there is a change in the performance of the student. From different literature and empirical study, it is implicit that school feeding has it's contributed to increasing enrollment, and attendance and decreased absenteeism and dropout.

In General, The findings showed that school feeding was one of the reasons for the improvement in students' academic performance and dropouts. School Feeding helped to increase students' learning capacity and attention span by reducing short-term hunger in the classroom. The feeding program has its role in student attendance and enrolment as well it has a role in the mitigation of hunger. The reason to drop out of the student is not only hunger but it takes a lot of challenges so the feeding program covers the reason for dropping out in their education and the poor educational performance of the children due to hunger. The other also has their contribution like the community member, government, parents, and teachers need to put the effort to get a better result. If they put in their effort the dropout will stop and the performance of each child will be better. Additionally, based on the study the type's food provide for students also has a place on the performance of the student. The food provides for students has its variety's from Monday to Friday but the contents of nutrition and other contents also have contributions so need to provide better to get a better result than the past years. Finally, the SFP has a positive role in reducing dropout and in the performance of the student the feeding program role on enhancing the capacity of the student.

5.3 Recommendation

As the finding of the study indicates, the feeding program has its role in the academic performance of the student and in reducing the dropout rate. Based on the result of the study the following recommendations are mentioned

- The SFPs had positive roles towards academic performance and dropout, the government through Ministry of Education should establish an office in each school to conduct research and improve the roles of feeding program.
- School feeding program is newly established program so recommend establishing strong checking and controlling mechanisms from the government as well as from each sub-city education office related to the feeding program.
- Recommend preparing dropout rate and academic performance of students for each grade which help to make analysis the part of the feeding program in student academic performance and over all participation in the school compound.
- The feeding program implemented by collaborating different donors so recommended building a strong system to communicate with the stakeholders in the public schools. In general, strengthening the Feeding program to make it accessible all over Ethiopia

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APPENDIX

APPENDICES I Research Questionnaire

I am a post-graduate student at St. Mary's University, with a field in Project management. This research will be conducted for partial fulfillment of the requirements for the master's degree in project management.

Dear participant,

The following information is provided for you.

You can decide to participate not to participate or withdraw from this research at any time without affecting your relationship with the researcher. This research aims to conduct research and describe the roles of student feeding program on students' academic performance and dropouts in Addis ketema sub-city primary public schools. This will be helpful in terms of educating others on the roles of the Student feeding program. To produce quality information, your willingness to participate and honesty to discuss issues is necessary.

For any information

Cell-09-91-88-54-89

Section A: Demographics characteristics of the respondents

1. Gender: Male Female
2. Level of education
- Certificate Degree
- Diploma Post-graduate degree
- Other -----

3. Age -----

4. What is your role in this public school?

5. How long have you worked in this school?

6. In your opinion how do you describe hunger and student performance?

7. How do you describe hunger and dropout?

8. How do you describe students' academic performance?

9. What does it mean for students to drop out?

10. What do you think about the student feeding role on the student s' academic performance and dropout?

11. Mention the roles of the student feeding program in your classroom (in the school compound) on student academic performance, participation, or classroom jobs?

12. How do you describe the student feeding program on dropouts' rate of students?

Thank you for your time and participation in the study!

APPENDICES II Interview Guide school director

I. Interview Guide for the school director

1. How many students are benefiting from your SFP in your school?
2. How can you describe the student's progress in their academic performances in school after they become beneficiary of SFP?
3. How do you describe any change in the school environment due to the SFP?
4. Is student feeding enhances student performance? How?
5. What are the opinions of the parents on their children's performance after they become benefit from the student feeding program?
6. How do you describe the student dropout rate after the SFP?

Thank you for your time and participation in the study!

APPENDICES III Interview Guide for the parents

- 1 How do you see the student feeding program?
2. What are the roles of the student feeding program for your children?
3. What do you think about how the student feeding program helps the student to continue their education?
4. How do you describe your child's change by using the student feeding program?
5. What do you think about the student feeding program and students' academic performance?

Thank you for your time and participation in the study!

APPENDICES IV; Amharic Version of the Consent Form

ለጥናት ተሳትፎ ስምምነትና ፍቃድ መጠየቂያ ቅፅ

**እኔ የቅድስት ማርያም ዩኒቨርሲቲ የድህረ-ምረቃ ተማሪ ነኝ፤ በፕሮጀክት ማኔጅመንት።
ይህ ጥናት የሚካሄደው በፕሮጀክት አስተዳደር ውስጥ የማስተርስ ድግሪ መስፈርቶችን
ለማሟላት ነው።**

ውድ ተሳታፊ

የሚከተለው መረጃ ለእርስዎ ቀርቧል።

ከተመራማሪው ጋር ያለዎትን ግንኙነት ሳይነኩ በማንኛውም ጊዜ ለመሳተፍ ወይም ከዚህ ጥናት ላለመሳተፍ መወሰን ይችላሉ። ይህ ጥናት በአዲስ ከተማ አንደኛ ደረጃ የመንግስት ትምህርት ቤቶች የተማሪዎችን አፈፃፀም ለማሳደግ እና መጠነ ማቋረጥን ለመቀነስ ጥናትና ምርምር ለማድረግ እና የተማሪዎችን የምግባ ፕሮግራም የሚጨመተውን ሚና ለመግለጽ ያለመ ነው። ይህ ሌሎችን በተማሪ አመጋገብ ፕሮግራም ሚናዎች ላይ ከማስተማር አንፃር አጋዥ ይሆናል። ጥራት ያለው መረጃ ለማምረት፣ ለመሳተፍ ፈቃደኛነት እና ጉዳዮችን ለመወያየት ታማኝነት አስፈላጊ ነው

ለማንኛውም መረጃ

Cell-09-32-51-56-08

ክፍል ሀ: የምላሾች የስነሕዝብ ባህሪያት

1. ጾታ ወንድ ሴት

2. የትምህርት ደረጃ

ሰርተፍኬት የመጀመሪያ ዲግሪ
 ዲፕሎማ ከመጀመሪያ ዲግሪ በላይ

ሌላ-----

3. እድሜ-----

4. በዚህ ትምህርት ቤት ውስጥ የእርስዎ ሚና ምንድን ነው?

5. በዚህ ትምህርት ቤት ለምን ያህል ጊዜ አገልግለዋል/ተገልግለዋል?

6. በእርስዎ አስተያየት ረሃብን እና የተማሪን አፈፃፀም እንዴት ይገልጻሉ?

7. ረሃብን እና ትምህርትን ማቋረጥን እንዴት ይገልጹታል?

8. የተማሪን አፈፃፀም እንዴት ይገልጻሉ?

9. የተማሪዎች ትምህርትን ማቋረጥ ማለት ለእርሶ ምን ማለት ነው?

10. በተማሪው ውጤት ላይ የተማሪው ምገባ ሚና እና ማቋረጥን በተመለከተ ምን ያስባሉ?

11. የተማሪዎችን አፈፃፀም፣ ተሳትፎ ወይም የክፍል ውስጥ ስራዎችን ለማሳደግ በክፍል ውስጥ (በትምህርት ቤት ግቢ ውስጥ) የተማሪውን የምገባ ፕሮግራም ሚናዎች ይጥቀሱ?

12. የተማሪዎችን ማቋረጥን ለመቅረፍ የተማሪ ምገባ ፕሮግራምን ያለውን ሚና እንዴት ይገልፁታል?

APPENDICES V

Name of public schools that provide SFP in the study area

No.	Name of the Public school	Number of students in SFP	
1	Fitawrari Habte Gorgis No.1	3841	
2	Dagmawi Birhan No.1	3012	
3	Soramba	2626	
4	Sefere Selam	2604	
5	Deje Azmach Hailu Tesfaye	2582	
6	Addis Fana	2580	
7	Bisrat	2394	
8	Dagemawi Geneme	2119	
9	Philipos	2081	
10	Birhan Bair	1835	
11	Eshet	1809	
12	Asko Addis Sefer	1692	
13	Gullele Fana	1685	
14	Eweket Lewegene	1633	
15	Abeboch Fre	1546	
16	Haliluya	1236	
17	Qasetedamena	1225	
18	Mikiland	1113	
19	Tshay Gebat	1083	
20	Felege Hiwot	957	
21	Hamil 19	861	
22	Flge Birhan	777	
23	Mirchaye Ewket	749	
24	Shawel Dema	749	
25	Bitoded	748	
26	Gulila	744	
27	Asko Addis	687	

28	Dagmawi Birhan No.2	661	
29	Ewket Amba	647	
30	Fitawrari Habte Gorgis No.2	491	
31	Hibret Belijent	452	
32	Birhanna Selam	442	
33	Mayday	368	
34	Yekatit Liyu	265	
35	Mikililond	137	

APPENDICES D. Cooperation Letters

1. University cooperation letter

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ድኅረ-ምረቃ ት/ቤት



St. Mary's University
School of Graduate Studies

+251-11-552-45 03 1211, 18490 Fax 011552 83 49 e-mails: sgs@smuc.edu.et, Addis Ababa, Ethiopia

Ref No: SGS/0526/2022

Date: Nov.18, 2022

Addis Ketema Sub City Education Office
Addis Ababa


Subject: Requesting Cooperation for data collection

Firehiwot Kassu ID. No. SGS/0183/2013B is a post graduate student in the Department of Project management. She is working on her Thesis entitled "The Role of Student Feeding Program to Enhance Student Performance & Cut Drop Outs in Addis ketema Elementary & Primary Schools" and would like to collect data from your institution.

Therefore, I kindly request your office to allow her to access the data she needs for her research.

Any assistance rendered to her is highly appreciated.

Sincerely,


Samuel Fantaye Tessema
Guidance Counselor and Thesis Coordinator

