UNIVERSITY OF EDUCATION, WINNEBA

EXAMINATION OF THE SCHOOL FEEDING PROGRAMME AND SCHOOL DROPOUT IN SELECTED BENEFICIARY SCHOOLS IN THE EFFUTU MUNICIPALITY

BIO KWAKYE

MASTER OF PHILOSOPHY

2021

UNIVERSITY OF EDUCATION, WINNEBA

EXAMINATION OF THE SCHOOL FEEDING PROGRAMME AND SCHOOL DROPOUT IN SELECTED BENEFICIARY SCHOOLS IN THE EFFUTU MUNICIPALITY

BIO KWAKYE
(200024739)

A thesis in the Department of Social Studies Education,
Faculty of Social Sciences Education, submitted to the School of
Graduate Studies, in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Social Studies Education)
in the University of Education, Winneba

SEPTEMBER, 2021

DECLARATION

Student's Declaration

I, Bio Kwakye declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ………………………………..

Date: …………………………………..

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name of Supervisor: Dr. David Naya Zuure

Signature: ………………………………..

Date: …………………………………..

DEDICATION

This work is dedicated to my father, Mr. John Kwakye, my mother, Madam Faustina Abena Yeboah and my foster father, Mr. Baffour Kwesi Twene Kumi for their prayers, financial support and encouragement which has brought me this far.

ACKNOWLEDGEMENTS

To God be the Glory, great things He has done. My special debt of gratitude for the successful completion of this thesis and the entire programme goes to the Almighty God for His guidance and protection throughout the two year I spent at the University of Education, Winneba.

This work would not have been made possible and completed without the collaborated efforts as well as the immense and varied contribution both directly and indirectly by a lot of people whom I am indebted to.

First of all, I wish to express my heartfelt gratitude to my supervisor, Dr. David Naya Zuure of the Centre for African Studies at the University of Education, Winneba. I thank him for the guidance that he offered me and the patience and speed with which he scrutinized my work to produce this final piece.

I also wish to express my sincere thanks to all the lecturers in the Department of Social Studies Education, special mention to Dr. Isaac Eshun, Dr. Ignatius Joseph Obeng, Prof. Lucy Efe Attom, and Dr. Adam for their constant advice and words of encouragement.

Commendations also goes to Miss Shirley Dankwah, a lecturer at the Centre for African Studies, University of Education, Winneba for her prayers, advice and encouragement.

I am also grateful to the Ghana Education Service of the Effutu Municipality, all the head teaches and teaches of the selected schools and the National Secretariat of the Ghana School Feeding Programme for their support and cooperation.

v

I also appreciate the support given to me by my siblings, Belinda, Alex, Atuahene, Grace and Clinton. My profound gratitude also goes to my friends Stephen Takyi Ntiamoah and Abigail Ocran.

Finally, I appreciate the assistance of all those who contributed to this work in one way or the other but whose names have not been mentioned; I say kudos and God richly bless you all.

TABLE OF CONTENTS

LIST OF TABLES

ACRONYMS/ABBREVIATIONS

CSOs: Civil Society Organizations

EMIS: Education Management Information System

FFE: Food for Education

FGD: Focus Group Discussion

FTI: Fast Tract Initiative

GSFP: Ghana School Feeding Programme

GNA: Ghana News Agency

JHS: Junior High School

LEAP   Livelihood Empowerment Against Poverty

MDG's: Millennium Development   Goals

MoE: Ministry of Education

NGO's: Non-Governmental Organizations

PTA: Parents Teachers Associations

SFP: School Feeding Programme

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children and Education Fund

UN: United Nations

UPE: Universal Primary Education

WFP: World Food Programme

ABSTRACT

The study examined the school feeding programme and school dropout in selected beneficiary schools in the Effutu Municipality. In achieving the purpose of the study, the qualitative approach with a case study design was employed. Purposive and convenient sampling were used to select a sample of 15 respondents which included 3 head teachers, 3 teachers, 6 dropouts and 3 parents of the three selected beneficiary schools. Data was gathered through the use of interviews and focused group discussion and was analysed according to themes. The results of the study revealed that with the inception of the school feeding programme, truancy and absenteeism has been reduced a bit thereby increasing enrolment. However, it was also revealed that in spite of the implementation of the school feeding programme, there is still school dropouts in the selected beneficiary schools due the pupils' desire for money, pregnancy, learning difficulties, lack of parental support and care, the educational level of parents and small quantity and poor quality of the food served in the schools. The study concluded that, the factors associated with school dropout should be tackled holistically for the SFP to achieve its goal. The study also recommended that, teachers and other stakeholders in the Municipality should focus more on sex education, while parents also should focus on home monitoring of their children especially the females to avoid pregnancy as it was captured as one of the causes of school dropout in the three selected beneficiary schools, parents' should strengthen their parental duties by providing for their children's school needs, elders of the community should ensure that the measures put in place to support the SFP are strictly adhered to by members of the community especially the by-laws to help reduce dropout in the selected schools and there should be adequate support from parents, government, non-governmental organizations and civil society organizations to help support the SFP to achieve its goal of reducing dropouts.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education plays a significant role in the development of many countries. However, according to UNESCO Institute for Statistics (UIS, 2019) data, 19% of primary-age children (roughly 6 to 11 years old) are not in school in low-income countries, compared to just 2% in high-income countries. School feeding program as an educational policy could serve as a possible cause of increase in school enrollment among Ghanaians. As early as the 1930s, the United States and United Kingdom utilized Food for Education (FFE) to improve children's health (Gokah, 2008). These early programmes took the form of the School Feeding Programmes (SFP), where pupils were fed a meal or a snack at school. As a social safety net, FFE programmes have also gained popularity among political leaders and policy makers in developing countries in Africa and Latin America.

Brazil and India have established school feeding programmes by passing legislation. Consequently, Brazil added school feeding to its constitution (Bundey, Burbano, Grosh, Gelli, Jukes, & Drake, 2009) while in 2001, the Supreme Court in India mandated that all state governments must provide cooked meals in targeted schools (Afridi, 2010). Ghana is no exception as broadcasted by the world food programme prize in 2011 where the former president of the Republic of Ghana, H.E John Agyekum Kuffour, was given a prize for successful social programmes including school feeding.

In addition, Ghana is one of the countries in West Africa and in the sub region noted for its peaceful nature. Ghana is blessed with various natural resources, however, it

1

still depends hugely on international financial institutions and developed countries for both financial and technical assistance (Buhl, 2012). According to Morgan and Roberta (2008) and Buhl (2012), Ghana has made some healthy development in the area of poverty reduction, health care provision and per capita income. However, there are still some socio-economic challenges the country is facing. There are high levels of poverty and food insecurity, low rates of school enrolment, high school dropout and gender disparity in Ghana (Morgan & Roberta, 2008; Buhl, 2012)

In order to alleviate these challenges of poverty, food insecurity, low rates of school enrolment, high school dropout and gender disparity in the country, the government has introduced a number of social intervention programmes such as the Capitation Grants, the Livelihood Empowerment Against Poverty (LEAP) which entails distribution of money to poor families and the National Health Insurance Scheme (NHIS). The NHIS aims at providing health insurance for every person in the country (Confed Ghana, 2012). Among these significant programmes was the Ghana School Feeding Programme (GSFP) which was introduced in 2005 to provide free meals to pupils in deprived areas.

School feeding is the provision of food to school children. Sullivan (2002) asserted that, school feeding programme is designed to provide food to school children in order to maintain and improve their physical, mental and psycho-social health, as well as to improve school attendance. School feeding programme is powerful instrument for achieving many multi-sectional benefits such as education, poverty reduction, nutrition and health (Broca & Stamouli, 2003).

According to the World Food Program (WFP) (2009), school feeding needs is defined "as the global number of undernourished, primary school-age children enrolled in

2

school" (WFP., 2009, p.5). The pilot study conducted by World Food Programme (WFP) over three months in Malawi showed that SFP increased enrolment by 5% and up to 36% improvement in attendance (WFP, 2016). Also, according to the analysis by Gelli (2016), done from WFP's assisted 4,175 schools in 32 Sub-Saharan African countries which provided food to 21.7 million children in 2015, showed a 14 percentage yearly increase in school enrolment for both boys and girls.

Basically, school feeding is providing food to school children (Sulemana et al., 2013). The Ghana school feeding programme was executed under the initiative of the African Agricultural Development Pilar 3 which aims to expand and improve on food security and reduce hunger which is in consistent with the United Nations Sustainable Development Goals (SDGs).

The United Nations formulated the Sustainable Development Goals (SDGs) to serve as a guide to member countries in addressing social problems. The first two goals of the SDGs focus on the alleviation of extreme poverty and hunger. With these goals, the United Nations aimed at reducing the population of people who suffer from hunger and poverty across the world by more than 50% (United Nations, 2015b). According to the World Food Program (WFP) (2015), one of the ways to achieving the SDG 1, 2 and 4 is by the implementation of the school feeding program (SFP). Additionally, the United Nations Hunger Task Force (UNHTF) proposed that the implementation of the SFP will help in reducing hunger among people and improve educational outcomes, specifically on school enrollment, attendance, completion and the academic performance of schoolchildren. Furthermore, the UNHTF also mentioned that implementing the SFP using locally produced goods rather than imported goods will provide employment opportunities to many people in the country

which could eventually reduce the poverty rate. The SFP should include micronutrients supplements, improved sanitation, deworming and regular balanced diets necessary to ensure the growth and development of schoolchildren (Husein, 2014; WFP, 2013).

The Ghana school feeding program (GSFP) started as a pilot project in September, 2005 (Bukari & Hajara, 2015; Sulemana et al., 2013; Abu-Bakr, 2008). Contextually, "the basic concept of the GSFP is to provide children in public primary schools and kindergartens in the poorest areas of the country with one hot, nutritious meal each day, prepared from locally grown food-stuffs" (Abu-Bakr, 2008, p.4; ECASARD/SNV Ghana, 2009). Researchers have explained that the program started with 10 pilot schools which were selected from the then ten (10) regions in the country. By August, 2006, the number of schools were increased to 200 to cover about 69,000 students in 138 districts in the country (ECASARD/SNV Ghana, 2009; Afoakwa, n.d). By March, 2007, the number of pilot schools increased to 975 serving over 400,000 pupils, covering at least two schools in each district. It was envisioned that by the year 2010, the program could reach up to 2,900 schools to serve about 1.04 million students in the 138 districts at the time (Martens, 2007; ECASARD/SNV Ghana, 2009; Afoakwa, n.d). Currently the program is serving/providing meals to as many as 3,448,065 pupils at the public basic school levels in the 260 districts (National School Feeding Programme Secretariat, 2021). The feeding cost per pupil per day is GH 1.00 (approximately US$ 0.17). This shows that there has been an increase in the number of beneficiaries of the programme over the years since its inception.

Formal or western-style education was introduced in Ghana by the European merchants and missionaries in the early period of 1765 (Kadingdi, 2006). Since then, Ghana has not looked back and formal education has been embraced as a catalyst for development due to its enormous benefits to solve the myriads problems facing the country as a third world nation. For that matter, education has been recognized as a legal right, as confirmed by the international community to provide education for all children in the world. This commitment was demonstrated in 1948, when the Universal Declaration of Human Rights (UDHR) was published. Ghana as a member of the international community also gave credence to the declaration by adopting it in its 1992 Constitution (Article 25 (1)). In view of this, it is expected that apart from government, parents and other stakeholders in Ghana's educational system must take full responsibility to help their children in the pursuit for their education. Parents and their wards have a key role to play when it comes to ensuring pupils' retention in school. The government alone cannot achieve the goal of keeping pupils in the school and remaining there. This needs the collaborative effort of parents and pupils. This, notwithstanding, means that the government can introduce SFP in all basic schools but without the major cooperation with parents and their children there would still be school dropout.

Responsibilities of parents in their wards' education should be seen and encouraged beyond the current trend. Some parents do not show much concern in ensuring their wards' have quality education. This defeats the purpose of the GSFP.

Practically, one would expect that providing free meals to students at school will at least motivate parents to enroll their children in school and ensure they stay there. This means that if school children are still dropping out from school despite

5

benefiting from the school feeding programme, then it warrants investigating to explore why there is a school feeding programme (SFP) but pupils still dropout.

Dropping out of children from school has turned into a difficult issue in many places around the world (Young & Chavez, 2002). There are high rates of students dropping out of school, particularly in the developing world (Young & Chavez, 2002). In many African countries, the opportunity cost of investment in the educational sector is exacerbated by continual school dropout particularly at the basic level (Imoro, 2009). Also, researchers have explained that Africa reported the highest dropout rate in the world. Though Sub-Saharan African nations are experiencing a steady improvement in education, at standstill children leave school frequently without being able to read and write. Dropout is endemic in much of Sub-Saharan Africa countries. The Government of Ghana's concern about persistent basic school dropout has been well stated in the Ghana Poverty Reduction Strategy (Government of Ghana, 2003) and measures were outlined in the Ministry of Education Strategic Plans (Ministry of Education Strategic Plans, 2003-2007) to address the phenomenon. To complement government efforts, several Non-Governmental Organizations (NGOs) in conjunction with various development partners, attempt to implement intervention packages in high risk areas in Ghana to solve the problem.

In spite of this awareness and the efforts of Government, NGOs and development partners, dropout rates remain high for both boys and girls at primary school and Junior High School (JHS) levels (Ministry of Education, 2019). The rates are even much higher for rural districts and worse in the fishing communities and the northern regions (Ministry of Education, 2019). Effutu Municipality happens to be one of the

6

districts in the country with high school dropout rates. (Effutu Municipal Education Directorate, 2019).

According to Brimer and Pauli (1971), a dropout is defined as a person who leaves school before the end of the final year of the education level which the individual is enrolled. Naidu and Chinyoka (2014) are of the view that, poverty is the key component of child labour and school dropout, as the children rather look for employment for the survival of the families. In addition to the assertion above, Adell (2002) confirms that, children from intact homes are less likely to drop out of school as compared to children from unstable families. Children from unstable families are emotionally disturbed and therefore underperform and lead to school dropout. The World Food Programme (2004) recommended that SFP is a tool capable of enabling hundreds of millions of poor children worldwide to attend school both in developed and developing countries. Building on this strength, the government of Ghana with the support of the Dutch Government began the School Feeding Programme in 2005. The objectives include: reduction of hunger and malnutrition among school pupils, increasing school enrolment, attendance, and retention (Ministry of Education, 2010; Eliasu 2013). The objectives of the programme suggest that it is a possible source for increase in enrolment of students in schools as well as reduction in school dropout. This study sought to explore why pupils drop out of school in Effutu Municipality and how school feeding programme can be used as a remedy to reduce drop outs in selected beneficiary schools.

1.2 Statement of the Problem

School dropout among pupils in the Effutu Municipality is one of the major challenges facing the Municipality. According to the Effutu Municipal Education

Directorate, there is high level of school dropout in the Municipality (Effutu Municipal Education Directorate Annual Report, 2019). Possible challenges in providing the needs by majority of the parents in the Municipality of their wards appear to be a cause of high dropout of students in schools. Most parents are unable to provide three square meals for their wards and majority of pupils do not eat before going to school. Some of the pupils on some occasions have to get back to the house during school hours to have something to eat. Teachers in the Municipality keep on complaining that this phenomenon really affects academic work in their schools. A lot of pupils in the Municipality have dropped out of school as a result of going hungry in school (Effutu Municipal Education Directorate Annual Report, 2019). School dropout as a result of hunger serves as a possible cause for authorities in the Municipality to have the school feeding programme implemented in majority of their schools. However, out of the 28 public basic schools in the Municipality, they were able to have the programme implemented in 10 schools in 2010, 10 schools in 2015 and currently the programme is serving all the 28 schools. This effort was an attempt to tackle the problem of school dropout in the Municipality with the help of the school feeding programme.

GSFP seeks to contribute to the alleviation of poverty and food insecurity in Ghana. The target districts for implementation of the programme were those that were poor, deprived and experiencing food insecurity, low literacy, low school attendance rates and high school drop-out rates. The short term objectives of the programme are the following; reduce hunger and malnutrition among children of primary and kindergarten schools in Ghana, provide nutritious meal a day to school children, increase school enrolment and attendance, increase pupil retention in schools and hence reduce dropout rates, improve pupils academic performance in schools and

8

boosting domestic food production. School Feeding Programme serves as a potential safety net and as a social support measure that help children go to school and stay there.

The introduction of the GSFP has made some successes. One major success of the Ghana school feeding program is an increase in school enrollment. According to Morgan & Sonnino (2008), enrollment for schools with the feeding programme has increased as compared to schools without the feeding program. This is in consistent with Oppong-Mensah (2009), who postulate that enrollment for pilot schools have increased as compared to schools without the feeding programme while attendance also has rose in schools with the feeding programme more than schools without the feeding programme. Likewise, Oduro-Ofori and Adwoa-Yeboah (2014) and Sulemana et al. (2013) have all reported increase in enrollment rates.

Not only has the program increased enrolment rates tremendously, but also retention rate has increased in the pilot schools. Research has documened immense increase in school attendance rates and a reduction in dropout rates in schools with feeding programs compared to schools without them (Martens, 2007). Overall, school feeding programs assist in keeping children in school as more time is spent in school, supports their studies as short-term hunger is reduced and their health and cognitive skills are better enhanced (Buhl, 2012; Lawson, 2012). To Buhl (2012), school feeding programs "have long-term implications for national development and social protection and the growth of productivity and social capital" (p.3).

Again, research has shown a reduction in the gender gap between boys and girls and nutritional status in schools where school feeding programs have been introduced. Girls in Ghana seem to be making some gains by closing the gender gap after the

9

implementation of the school feeding program. For instance, enrolment for girls increased a little more than that of boys (Adamu-Issa et al., 2007). Also, the Gender Parity Index (GPI), which simply assesses the rate at which girls take part in formal education, has improved tremendously for Primary Gross Enrollment (Adamu-Issah et al., 2007). School feeding in Ghana has increased punctuality and reduced absenteeism. In their study, Sulemana et al. (2013) reported that head teachers interviewed noted that the attendance rate for pupils has increased significantly, while absenteeism has dropped to its minimum level when compared with previous years when the program had not been introduced. This could possibly help increase student academic achievement. Morgan and Sonnino (2008), cited in World Food Program (2004), perhaps, summarizes the benefits of the school feeding program, which Ghana is a beneficiary: The formula is simple: food attracts hungry children to school. And education broadens their options, helping to lift them out of poverty. Contrary, in the beneficiary schools in the Effutu Municipality, there is still the challenge of high school dropout despite the implementations of the SFP.

Despite the objectives and intervention of the GSFP there is still the issue of school dropout in some parts of the country especially Effutu Municipality in the Central Region of Ghana. The Effutu Municipal Education Directorate Annual Report reveals that, there is high level of school dropout in the Municipality. (Effutu Municipal Education Directorate Annual Report, 2019). However, as part of the GSFP, communities are expected to participate fully in the school feeding programme to help empower community members by providing direct market for their products and employment creation which will directly help alleviate poverty by making parents more viable to assist their wards' education to reduce school dropout. This is also expected in the Effutu Municipality that beneficiary communities would be

10

empowered enough so that community members will enroll their children in school and make sure they stay there.

However, it is unclear why pupils in the beneficiary schools in Effutu Municipal Asembly dropout despite the implementation of the School Feeding Programme. Therefore, there is the demand for empirical study like this study to reveal factors within the school that encourages school dropout. This study therefore explored why pupils dropout of school in the Municipality and how the School Feeding Programme can be effectively used to reduce school dropout in the selected beneficiary schools.

1.3 Purpose of the Study

The purpose of the study was to find out why school children in the selected beneficiary schools in the Effutu Municipality continue to drop out of school despite the implementation of the school feeding programme and to explore other alternative ways of making the policy achieve its goal of increasing and retaining enrolment.

1.4 Objectives of the Study

The study sought to:

i. Explore dropout trend in the selected beneficiary schools in the Effutu Municipality despite the School Feeding Programme.

ii. Examine reasons for dropout in the selected beneficiary schools in the Effutu Municipality despite the School Feeding Programme

iii. Examine how the communities have responded to the dropout in the selected beneficiary schools even with the implementation of the School Feeding Programme in the Effutu Municipality.

iv.   Explore other alternative ways that can be deployed to support the school feeding programme to reduce dropouts in the selected beneficiary schools in the Effutu Municipality.

1.5 Research Questions

The following research questions were raised to guide the study

i.   What is the drop out trend in the selected beneficiary schools of the Effutu Municipality despite the school feeding programme?

ii.   What are the reasons for school drop out in the selected beneficiary schools of Effutu Municipality despite the School Feeding Programme implementation?

iii.   How are the communities responding to the dropout in the selected beneficiary schools even with the implementation of the School Feeding Programme in the Effutu Municipality?

iv.   What other alternative ways can be deployed to support the School Feeding Programme to reduce dropout in the selected beneficiary schools in Effutu Municipality?

1.6 Significance of the Study

One of the reasons of the school feeding programme is to increase enrolment. But years after the implementation of the policy, a lot of school children continue to drop out of school in the Effutu Municipality. This has compelled the researcher to find out the causes of the drop out and suggest solution to them. It is hoped that the findings of the study would:

Provide valuable information to policy makers particularly, Ministry of Gender, Children and Social Protection and Ministry of Education in informing and enhancing the practices of the programme in order to achieve set goals.

Again, the study would provide relevant data necessary for stakeholders such as the Municipal Assembly in providing avenues necessary for reducing dropout of pupils in public basic schools and consequently improve the academic achievement of pupils in the Effutu Municipality.

Also, the absence of empirical studies on the role of the Ghana School Feeding Programme on reducing dropout in basic schools in the Effutu Municipality is evident. The results of this study would therefore, fill the gap in literature and suggest various solutions that can help reduce dropout in public basic schools.

1.7 Delimitation of the Study

The research was conducted in Effutu Municipality in the Central Region of Ghana. The study was carried out in three selected public basic schools; Essuekyir Methodist Primary School, Gyahadze M/A Primary School and Osubonpanyin M/A Primary School in the Municipality which are beneficiaries of the Ghana School Feeding Programme (GSFP). The rationale for choosing these schools was due to the high rate of dropout in the schools. The study was focused on issues such as dropout trend, reasons for dropout, community response to dropout and other ways to support the School Feeding Programme to reduce dropout.

1.8 Organisation of the Study

This study was divided into five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, research objectives and research questions, significance of the study, delimitation and the organization of the study and operational definition of the terms. Chapter two comprises a theoretical framework and literature review to support the study. Chapter three presents the research approach, research design, research setting, population, sample and sample

13

technique, data collection instruments and procedure, data analysis, trustworthiness of the study and ethical consideration. Chapter four presents and discusses the results of the data collected. Chapter five also presents the summary, conclusion and recommendations of the study

1.9 Operational Definition of Terms

Enrolment: refers to the number of pupils admitted in school at a particular in time.

Retention: refers to the number of pupils consistently remain in the school after enrolment.

Dropout: refers to a pupil who has been enrolled in school but has dropped out before completing the school in the time allotted.

School Feeding Programme: is defined as a social safety net that provides both educational and economic benefits to the most vulnerable children and community members, resulting in higher enrolment rates, reducing absenteeism and dropout rates.

Participation: refers to pupils actively participating in teaching and learning activities at a certain school. This includes enrolment, daily attendance, class learning activities, and course completion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of existing literature on the role of school feeding programme and school dropout. The review covers various issues related to how motivational programmes and interventions have influenced school enrolment in different places all over the world. Specific attention, however, is given to school dropout and how school feeding serves as a remedy. Main areas covered by the review include the theoretical framework, the Ghana School Feeding Programme, the concept of school dropout, causes of school dropout, effects of school dropout and alternative ways by which the School Feeding Programme (SFP) can be used to reduce dropout rates.

2.1 Theoretical Framework

Framework is vital for guiding a research, ensuring coherence and for establishing the boundaries of the study (Bak, 2004). Theories and constructs are like spectacles, they help the researcher to see more clearly the object of concern. This is in line with Vitahl, Jansen and Jansen (2013) view that theoretical framework is a well-developed, coherent explanation of an event/phenomenon. Theories assist in interpreting and understanding events in the world. Similarly, the purpose of a theory is to provide tools for the interpretation of collected data, prevent the fragmentation of knowledge by ordering, giving the inquiry a focus, and providing theoretical explanations and deeper understanding of what is being investigated. This study therefore adopted the Abraham Maslow's theory on the hierarchy of needs to explore GSFP on school dropout issues in the schools under study.

15

2.1.1 Abraham Maslow's theory on the hierarchy of needs

In Maslow's hierarchy of needs, the physiological need of individuals must be met. Maslow's theory of motivation (1943) explains that human beings are motivated by a hierarchy of needs in which a person must meet one need to move to the next need. Maslow's theory argues that human beings are motivated in achieving certain needs or goals and they therefore need food in the right quality and quantity because food is necessary to build, protect and repair the body. Maslow however added that poorly fed children are more exposed to disease infections and emotional frustrations as compared to well fed children. According to this theory, once these basic needs are met, humans can progress to the next need known as the security need.

The researcher believes that, this theory helps explain some key variables in this study. If school children are fed in the right quantity and quality, then the likelihood of going to school is in a way assured because the individual has the desire to fulfill the basic need. The desire to enjoy from SFP directly motivates the child to be in school. Practically, school children who drop out of school because of difficulty in getting access to food may take this opportunity to satisfy their basic need which prepares the person to move to the next level of need as explained by Maslow (1943).

2.2 Ghana School Feeding Programme

Ghana School Feeding programme started during the reign of the first President of Ghana, the late Dr. Kwame Nkrumah with a focus on the then three northern regions (Upper West, Upper East and Northern). In those three regions meals were provided for all children who enrolled and attended school. This was chiefly aimed at bridging the development gap between the northern and southern parts of the country (a development gap created by the colonial authorities during the colonial era). He (Dr.

16

Kwame Nkrumah) believed this could be achieved by improving the human resource base of these regions through education. Also, another reason for giving food to school children, in the country was to speed up the education and training of the growing population to fill in the job positions that were left vacant by the colonial masters and other foreigners after Ghana had attained independence in 1957 (WFP, 2007). Since independence, the WFP, the Catholic Relief Services' (CRS), Adventist Development Relief Agency, the Dutch Government and Social Enterprise Development (SEND) Foundation Ghana have been among the key institutions well noted for the implementation of the school feeding programme in Ghana. The objectives of these institutions do not vary much with that which was initiated after independence by the then ruling government. However, what has been included within their framework borders on gender inequalities in education, food insecurities and poverty, with emphasis on community participation (WFP, 2007).

For instance, the WFP started its intensive SFP in Ghana from 1998/99 in the then three northern regions (Upper West, Upper East and Northern) of Ghana, known to be the poorest regions coupled with food insecurity. With respect to education, these areas are well noted for low enrolment rates especially for girls and the completion rates for those enrolled have been lower than the national average. The aim of the WFP was to increase girls' enrolment, attendance and retention by providing those who attended schools with take-home rations to encourage parents to relieve their children from household duties during school hours to improve enrolment in especially WFP-assisted schools. Food is given to the kindergarten, lower and upper primary and also to the junior secondary school children in the form of on-site feeding and take-home rations.

Since 2006 when the government of Ghana began the implementation of the SFP and as agreed with the government of Ghana, WFP gradually has been phasing out its programme in its assisted schools. For instance, "Food supply was phased out for girls in class 4 at the end of the 2005/06 academic year, in class 5 at the end of the 2006/07 academic year and in class 6 at the end of the 2007/08 academic year and will be phased out in Junior High School by the end of 2010" (WFP, 2007, p. 10). This is a great challenge to the government as more funds will have to be sought and allocated to the schools that were under the responsibility of the WFP.

The Catholic Relief Services' (CRS) concentration has also been in the northern regions of Ghana with similar objectives as the WFP. They have collaborated to work with the Ghana Education Service (GES) in support of its educational objective of increasing enrolment, attendance and retention. The CRS undertakes sensitization exercise in beneficiary communities to enlighten them on the benefits of the programme before implementation and to encourage community participation (WFP, 2007). The report also noted that meals were provided to the Kindergarten school children twice a day. The first meal, in the form of porridge is given in the morning and a lunch made from soy-fortified sorghum serves as the second meal. The food items are easily accessed from the market within the communities because one of the objectives of the CRS is to make use of the locally produced foodstuffs, in addition to those that were donated from other international bodies to the CRS. Daily monitoring of the programme is conducted to ensure that the aim of its implementation is achieved.

The Ghana School Feeding Programme (GSFP) as a concept was developed by the New Partnership for African Development (NEPAD) which is a component of the

African Union (AU). NEPAD has put together 4 Pillars within the Comprehensive African Agriculture Development Programme (CAADEP) aimed at accelerating growth, eliminating hunger and poverty among African countries.

It is based on the Pillar 3 that the SFP was initiated in Ghana. In the year 2005, the programme officially took-off on a pilot phase with ten schools in the ten regions of the country at the time. This was in line with the attainment of the United Nations Millennium Development Goal number three (MDG 3) which targets poverty, hunger and malnutrition and also primary education for all school children. In the year 2006, 200 additional schools were added to the number in existence. The proposed plan was to "Scale up the programme gradually to cover 1.04 million primary school and kindergarten children in the most deprived communities and schools of the country by December 2010" (Ghana Government, 2006, p. 1). In Ghana, at the pilot stage, the programme targeted population of families in the poorest regions of the country who cannot afford lunch for their kindergarten and primary school–going children (Ghana Government, 2006). Currently, this has been extended to as many as 3,448,065 pupils at the public basic school levels in the 260 districts (National School Feeding Programme Secretariat, 2021) in Ghana due to the seemingly positive impact of the programme at its introductory stage. The immediate objectives of the SFP in Ghana are to increase enrolment, attendance and retention. Some other rationales behind the introduction of the programme include the desire to decrease hunger and malnutrition among primary school children and to strengthen food production by rural farmers in the country (Punt, 2009).

The SFP has a decentralized system of implementation (Ghana Government, 2006). The programme steering committees and other decision-making organizations as well

19

as some implementation bodies which include; Ministry of Local Government and Rural Development, Regional Coordinating Councils, District Assemblies, Collaborating Ministries (Finance and Economic Planning, Agriculture and Forestry, Women and Children Affairs and Education), Partners and the local implementation committees (UNICEF, 2007) work together in serving the food and educational needs of the local targeted community.

In the Effutu Municipality, the programme started in 2008 with 3 schools in the pilot phase including Presby KG/Primary, AME Zion A/B Primary and Methodist A/B Lower Primary. Currently, the programme has been extended to all the 28 public basic schools in the Municipality. It is interesting to note that, unlike the other SFPs run by institutions such as the WFP which make use of imported foodstuffs, the GSFP aims at utilizing the foodstuffs produced by the local farmers, thus, achieving its other immediate objective of boosting domestic food production. The main criteria for the selection of communities and schools to benefit from the programme as documented are:

> assembly toward the programme and the level of readiness and interest towards sustaining the programme, Poverty status based on GLSS data and NDPC poverty mapping, Low school enrolment and/or attendance rate and gender parity index, High dropout rate, Low literacy levels, Presence or planned provision/expansion of health and nutrition interventions, Communities/schools not already covered by other feeding programmes, Poor access to potable water, High communal spirit and/or community management capability." (Ghana Government 2006, p 19).

It is based on meeting these criteria that the Effutu Municipality which is the focus of the present study was selected among others to benefit from the feeding programme. The Ghana Statistical Service (GSS, 2007) report on economic activities shows that most farmers engaging in food crops production are poor compared with those into the production of cash crops. Poverty to the rural person or village person entails living in a condition whereby putting food on the table for the entire family as well as

making provision for other basic needs throughout the year is unattainable including being in a position of not making contributions to discussions and decisions which will impact on the lives of the generations yet to be born (Yaro, 2004). It is further noted that about 49 percent of rural agrarian populations in Ghana are considered as poor and this can be explained as resulting from their subsistence farming practices. As such, some parents are not able to afford the basic needs of life and therefore do not find the need to send their children to school as they rather prefer them working on the farms which is seen as beneficial to the entire family.

2.2.1 The objectives of school feeding programme

According to G.S.F.P. policy document, GSFP 2006 Programme Pilot Review Report, and Programme Document 2007-2010, the basic objectives of GSFP is to provide children in public primary schools and kindergartens with one hot nutritious meal prepared from locally grown foodstuffs on every school going day. The policy has a secondary objective of improving education, health and agriculture of the country. The health component involves the fact that pupils of the beneficiary schools are to be given good drinking water, de-wormed and fed in a good sanitary environment.

According to Gratham-McGregor, Charge and Walker (1998) and UNICEF (2005), the School Feeding Programme has proven effective in encouraging enrolment, increasing attention span and improving school attendance. Kristjannson and Robinson (2007) also believe that School Feeding Programme has motivated parents to enroll their children in school and have the students attend school more regularly, reduce absenteeism and increase the duration of schooling and performance.

The WFP (2006) has argued that school dropout rates and school year repetition diminish with School Feeding. Besides, School Feeding Programme can help to get

21

children into school and help to keep them there through enhancing enrolment and reducing absenteeism.

Once the children are in school, the programme can contribute to their learning through avoiding hunger and enhancing regular attendance.

Despite these objectives and interventions, there is still school dropout in some parts of the country especially Effutu Municipal Assembly in the Central region of Ghana. This was revealed by the Effutu Municipal Education Directorate (Effutu Municipal Education Directorate Annual Report, 2019). Again, a critical observation was made to affirm the information from the community which defeat the long-term objective of the GSFP which is to contribute to poverty reduction and food security and to increase school enrolment, attendance and reduction (Ghana, 2005; Okae-Adjei, Akuffo & Amertei, 2016, Brown, 2013; Alhassan & Alhassan, 2014).

2.2.2 Implementation practices of the school feeding programme

According to Bundy et al (2009), the "Rethinking School Feeding" work which was jointly undertaken by the World Bank, the World Food Programme and the Partnership for Child Development included the development of a set of standards that can be used to provide in any given country a comprehensive assessment of the status of their school feeding programme. The work identified, in general terms, that a quality School Feeding Programme must have the followimg in place:

a. **National policy framework:** The Rethinking School Feeding project acknowledged the fact that the degree to which school feeding is articulated in national policy frameworks varies from country to country. In general, a policy basis for the program helps strengthen its potential for sustainability

22

and the quality of implementation. The project believes that in all the cases where countries are implementing their own national programs, school feeding is included in national policy frameworks. Indeed, the largest programs have the highest level of politicization, for example, in India where the program is supported by a Supreme Court ruling and in Brazil where it is included in the Constitution.

In many developing countries, school feeding is mentioned in the countries' poverty reduction strategies, often linked to the education, nutrition, or social protection sectors, or in sectoral policies or plans. National planning for school feeding should ensure that the government has identified the most appropriate role for school feeding in its development agenda.

With donor harmonization efforts underway, it is increasingly important that, if made a priority, school feeding is included in sector plans, which form the basis for basket funding or sector wide approaches that determine the allocation of donor resources. This indicates that when school feeding programme is incorporated in the national policy frameworks, it serves as a prerequisite to move from implementation to a more sustainable stage. With this in place, interruptions in external funding may not halt the programme at the school level where the programme stops running or practically unavailable which will rather discourage school enrolment (Bundy et al., 2009).

b. **Institutional framework and coordination:** The implementation of a school feeding program is generally the responsibility of a specific government institution or ministry. Best practice suggests that school feeding programs are better implemented if there is an institution that is mandated and accountable for its implementation. Adequate resources, managerial skills, staff,

knowledge, and technology at the central and subnational levels are needed to appropriately implement the program. This is crucial because at the school level, if the programme is not implemented and monitored well, then, students and community members who are supposed to have immediate benefits from it will not get it. This will reduce community participants and the essence of the programme by the community members incidents such as this will not encourage the community members to enroll their students even if food is the problem (Bundy et al 2009).

c. **Stable funding and planning:** According to Bundy et al., (2009), governments plan and budget for their priorities typically on an annual basis based on a national planning process. With a general move toward decentralization, the planning process starts with village-level priority setting, which gets translated into local government (district) development plans. These plans form the basis for budgeting at the national level, making sure there is compliance with the national poverty reduction strategy and sectoral plans. The degree to which school feeding is included in this planning and budgeting process will determine whether the program gets resources from the national budget and whether it benefits from general budget support allocations.

In most countries supported by WFP, funding for the program comes from food assistance channeled through WFP and from government in kind or cash contributions. As the program becomes a national program, it needs to have a stable funding source independent of WFP. This may be through government core resources or through development funding (sector wide approaches, basket funds, Fast Track Initiative funding). Stable funding is a prerequisite

24

for sustainability. With stable funding the programme may continue to run to ensure that students enroll more in schools and completely discourage school dropout. It makes sense to find out why students still dropout if there is adequate funding for SFP.

d. **Sound design and implementation:** School feeding programs should be designed based on a correct assessment of the situation in a particular country. It is important that the program clearly identify the problems, the objectives, and the expected outcomes in a manner that corresponds to the country's specific context. It is also important that the program target the right beneficiaries and choose the right modalities of food delivery and a food basket of the right quality. Complementary actions such as food fortification and deworming should be a standard part of any school feeding programme. School feeding requires a robust implementation arrangement that can procure and deliver large quantities of food to targeted schools, ensure the quality of the food, and manage resources in a transparent way. Countries and partners should carefully balance international, national, and local procurement of food to support local economies without jeopardizing the quality and stability of the food pipeline. There may be school dropout after the implementation of school feeding programme if the programme fails to target the right people and their need. If school children dropout of school because they have difficult access to food, then, serving such dropouts with a quality and well-balanced meal, taking into consideration their context, the dropouts will enrol in school. If the programme was properly implemented in the Effutu Municipality through thorough assessment of the context, then, why will students drop out of school

at a high rate despite the implementation of the SFP at the beneficiary schools. The researcher seeks to investigate this phenomenon.

e. **Community participation and ownership:** Bundy et al., (2009), has argued that School feeding programs that respond to community needs are locally owned, and that incorporate some form of parental or community contribution, whether in cash or in kind. For example, these forms of community contributions may take the form of donated food or labor and may tend to be the strongest programs and the ones most likely to make a successful transition from donor assistance. Programs that build this component from the beginning and consistently maintain it have the most success. The researcher believers that if the community members in the beneficiary schools in the Effutu Municipality feel involved in the programme, then they will support the programme by enrolling their children in schools since the program me will increase their income level and give employment to some of the community members.

The researcher again is objective that, the argument made so far however shows that, the implementation of the School Feeding Programme without the factors stated above may cause many challenges to the programme thereby resulting in pupils' absenteeism and dropouts.

According to Padiatre (2001), for School feeding to be effective, feeding should take place as early in the day as possible. Snacks sometimes proved more appropriate than cooked meals which take longer time to prepare. Schools with the highest proportion of malnourished or hungry children should be targeted and programmers should minimize the involvement of schools that have the resources to obtain their own food.

According to the WFP, as cited in Pediatre (2001), SFPs work best for enrolment and attendance in communities where poverty is comparatively high and where education is well established.

Kim (2004) states that, if school meals are of good nutritional quality and quantity, and supply is efficient and continues for some time, problems regarding the children's underlying nutritional status, such as iron deficiency should improve and may lead to improved cognition and attentiveness. Pediatre (2001) again assumes that school meals could increase the amount of time children spend in school. Moreover, if school meals are provided in areas where poverty is severe, the cost of parents sending their children to school may be reduced and thus enrollment and school attendance can be increased.

2.3 The Concept of School Dropout

The high dropout rates in Western countries sharply contrast with the social and economic objectives that have been formulated by government officials and policymakers in order to achieve sustainable economic growth. Cristina Neamţu (2003) defines dropout as the behaviour of school evasion that means that the individual will stop attending school before ending the level of studies that he/she began by reflecting the lack of interest or of trust in the educational process. According to Awetdoba et al., (2003, p.45) dropout typically refers to a pupil's permanent withdrawal from School. Brimer and Pauli (1971) also defined a school dropout as a person who leaves school before the end of the final year of the education stage in which he or she is enrolled. It can be deduced from the latter definition that leaving school after the completion of basic school without proceeding to the next levels does not technically constitute dropout. Dropout at the basic level is

an undesirable situation because those who drop out are not likely to have strengthened their basic literacy skills, so they easily relapse into illiteracy (Brimer & Pauli, 1971). Although school dropout is a worldwide phenomenon there are variations in terms of dimensions and causes due to social, psychological and economic differences in the world. These notwithstanding, some lessons could be learned from best practices in controlling the menace around the world. According to Foraker (1999), dropout rates among German schools was relatively low because of institutional differentiation according to children's abilities and interests. It is also interesting to note that in the German education system, dropouts have been associated with the low social prestige schools like the "hauptschulen" mainly due to problems of discipline and occasional vandalism. In fact, Fetler (1989) found out that schools with higher achievements had rather lower dropout rates. Colbey (2000) observed that parents seek favourable outcomes such as good academic achievement and eventual employment but try to avoid negative outcomes such as children's disrespect for their parents, delinquency of school leavers, school girls' objection to traditional rules governing marriage and their inability to master the required domestic duties etc. Parents' seeking to avoid such traits might withhold their children from school or withdraw those already in school. Causes of high dropouts in Ghana have been attributed to a range of factors including lack of books and supplies, poor teaching, lack of teachers, long walking distances to school, high cost of school materials, pregnancy, early marriage, etc. As stated in the Ghana Poverty Reduction Strategy document nearly one-third of children who dropped out of school cited the need to work as the reason whilst another one-third cited cost as the reason (Government of Ghana, 2003). The two reasons are intricately linked up because children from poor homes are the ones most likely to be in need of work to earn

28

income or provide supplementary family labour. Thus, child labour and the phenomenon of street children popularly called "kayaye" are social problems that are often attributable to poverty and are inextricably linked to school dropouts either as causes or effects. Whilst many parents are quick to attribute the dropout phenomenon to poverty, those who have ample knowledge of the livelihood patterns and attitudes of parents to education like teachers, opinion leaders and educational authorities often express doubts about this assertion. Most of them claim that parents, especially in high incidence areas, have priorities other than the education of their children. This implies that there are several complex dimensions of the basic school dropout phenomenon in the different locations in Ghana. In the 2003 Ghana Poverty Reduction Strategy (GPRS) implementation monitoring report, it was noted that the beneficial impact of expanding access to education could be achieved only if education was of good quality and parents/guardians perceived good returns to investment in their children's education in terms of good outcomes (NDPC, 2003). If parents believe that their children are not receiving quality and relevant education, they will not send and retain their children in school. Furthermore, if parents lose confidence in the quality of education that their children are receiving they will rationally encourage their wards to drop out of school. With these observations, the rate of dropout could be an indirect indicator of the quality of education and the confidence in the education system (NDPC, 2003; Smith, 2003).

According to the Business Council of Australia (2002a), in the Organization for Economic Co-operation and Development (OECD) countries, on average, 72% of all 25 to 34 years olds were able to complete a year 12 equivalent in 1999. However, the researcher believes that if education seeks to achieve sustainable economic growth for both the individual and the state, then the SFP which assists in building the human

capital of its citizenry must be properly implemented to avoid dropouts of pupils. This could not materialise unless the argument by Reich and Young (1975), which has suggested that in order for the School Feeding Programme to be effective, policies should not involve students alone but would have to engages students' parents (or guardians) as well. In view of Bridgeland Morison (2006), since involvement of parents in the academic achievement of their children has proved to be extremely important, parents engagement strategies seem a necessary path to follow. If well-conceived, this may help parents to supervise and regulate their wards' activities, discuss with them eventual problems and promote in their children a certain degree of self-reliance.

The researcher believes that, the involvement of all stakeholders in the implementation of the School Feeding Programme will go a long way to reduce or even eliminate dropout of pupils. This is because the assertions made above by Business Council of Australia (2002), Reich and Young (1975), and Bridgeland et al (2006) try to explain how best the involvement of stakeholders would help the successes of the programme in achieving its goals.

2.4 Causes of School Dropout

Research has shown that enrolment rates have improved substantially in Ghana in particularly and Africa in general (Sabates et al., 2010). In view of that, Sabates et al (2010) indicates that the number of children enrolled in basic schools has increased over time.

However, a significant proportion of children who begin primary school are unable to complete the cycle. They point out that there are many factors associated with the school dropout. Some of the factors that influence basic school dropouts belong to the

30

individual, such as poor health or malnutrition or motivation. Others emerge from household situations for children, such as child labour, and poverty. School-level factors also play a role in increasing pressures on school dropouts, such as absenteeism among teachers, school location and poor quality education.

Causes of drop-out have dominated discussions in academic discourses in recent times. According to Colbey (2000), there is a widespread view that students with disciplinary problems are more prone to drop out. Jordan et al. (1996) also found that African males gave frequent suspensions as a reason for dropping out. In the mix cultures of Ghana, it may be difficult to assign reasons for students drop out to include language difficulty and ethnicity group membership (Awedoba et al., 2003). Appiah-Kubi (2003) also demonstrates that student dropping out of school can be associated with family background (Marinak & Gambreel, 2009).

The community level education system creates conditions that can ultimately have an impact on the likelihood of children leaving school. Consequently, both internal and external factors are embedded in cultural and contextual realities that make each circumstance different.

2.4.1 External factors: Socio-economic background of school dropout

The external factors of school dropout are interrelated processes and not isolated events.

According to Hunt (2008), for a child to drop out of school, is often a process rather than the result of one single event, and therefore has more than one immediate cause (p. 52). Poverty, for example, appears to influence demand for schooling, not only because it affects the inability of households to pay school fees and other costs

associated with education, but also because it is associated with high opportunity cost of schooling for children. As children grow older, the opportunity cost for education is even larger, hence increasing the pressure for children to work and earn income for the household as opposed to spending time in education (Ananga, 2010).

Moreover, distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inadequate language of instruction, absenteeism of teachers and, in the case of girls' safety at school, are common causes of school dropouts (Colelough et al., 2000). These are seen as internal factors that cause school dropouts, mainly at school level.

> Factors that account for school dropouts are discussed in some detail using empirical sources from Ghana and around the world. The first factor to be considered in the microscope is household income and financial circumstances. According to Hunt (2008), household income is found to be an important factor in determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. To Croft (2002, p.87-88) as cited in Hunt (2008), 'Upfront costs include school fees, while the more hidden costs Include uniforms, travel, equipment and the opportunity costs of Sending a child to school. Household income linked to a range of Factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out.

In addition to the above exposure, some research studies have looked at how household income interacts with school dropouts in particular. The studies undertaken by Brown and Park (2002), Dachi and Garrett (2003), Hunter and May (2003), and Porteus et al., (2000, p. 10), whilst describing exclusions rather than drop out per se, paint poverty as "the most primary and contributory reason for students to be out of school" and Hunter and May (2003:5) call poverty, "a plausible explanation of school disruption". Dachi and Garett (2003) asked parents and guardians a series of questions about the financial circumstances surrounding children's school enrollment in

Tanzania: virtually all the households responding said the main barrier to sending children to school was financial and their inability to pay school charges. Hardly, none of the respondents referred to a negative attitude towards school on the path of children or to the unattractive nature of the school environment as a factor in school dropouts.

On the other side of the argument, Hunt (2008) states that both statistical data and empirical research suggest that children form better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. For example, Hunt cited Brown and Park's (2002) research in rural China and noted that, 'poor and credit constrained children' three times more likely than other children to drop out of primary school. In same way, Colclough et al., (200, p. 16) describes the link between wealth and school retention in more detail:

> …. amongst those out-of-school, the mean wealth index for school dropouts was generally higher than those who had never enrolled…. Children at school were, on average, from better-off households than those who had dropped out, who were, in turn, from richer backgrounds than school-age children who had never enrolled.

Moreover, Colclough et al. (2000, p. 25) emphasis that "poor households tend to have lower demands for schooling than richer households whatever the benefits of schooling, the costs, for them, are more difficult to meet than is the case for richer households". What this means is that children from less well-off households are more likely to drop out of school than those from rich households.

Looking at the issue of how people regard schooling and its importance, a study by Pryor and Ampiah (2003) in Ghana provides some insight into inter-relationships. The research outcomes aimed to clarify the connections between education, household

income and dropout of school. For example, research on schooling by Pryor and Ampiah (2003) reveals that education is considered a 'relative luxury' in some villages in Ghana, with many villagers considering education not worthwhile. On the opposite, research on rural China by Chi and Rai (2003) sees it somewhat differently, with schooling for children as one of the key household priorities. Yet, even in this context, where rural parents are short of income, spending on ancestral halls and giving gifts is prioritized overspending on education. Another body of work indicates that withdrawal from school is a last resort of many families (Hunter & May 2003: 10). Research has shown that households often do not want to remove children from school because they see it as a future investment (Hunter & May, 2003: 10).

Scottie and Awasu (2011), examined factors that affect school dropout as the basic level of education in Ghana. The study focused on the experiences of students, parents, teachers and welfare workers. Weak family support, poor academic performance, poor school quality and low educational value, are recognized as important to the stay of children in school, quality and low educational value, are defined as important to the stay of children in school. Some children have been shown to prevail against the odds and stay in school, while others drop out. Resilience is identified as an important factor that could enhance the capacity of at-risk student to stay in school despite adverse circumstances. Resilience is identified as an important factor that, despite adverse circumstances, could improve the ability of at-risk students to stay in school. The study recommends research on the underlying process that foster personal resilience in school age children from deprived backgrounds in Ghana (Scottie & Awasu, 2011).

Again, research indicates links with household income, gender and dropping out. For example, Fuller and Laing (1999) cited in Grant and Hullman (2006, p. 6) found an association with the family's financial strength, measured by level of household expenditure and access to credit, and the likelihood that a daughter will remain in school in South Africa. Kadzamira and Rose (2003) indicates that when the cost of schooling is too high for households in Malawi, it is often girls from poorest household who are less likely to attend. Coversely, Glick and Sahn's (2000) research in Guinea indicates that when household income increases there is greater investment in girls schooling. With no significant impact on that of boys. Colclough et al (2000, p. 1) are keen to point out that while poverty is associated with under enrollment, "the gendered outcomes of such under enrollment of cultural practice, rather than of poverty per se.

In Ghana, most out-of-school children, both those who have never enrolled and those who have dropped out, come from economically disadvantaged households, according to the Ghana Statistical Service (2003), as cited in Ananga (2010). A child labor survey report confirms this claim. This was found to be valid because, if their parents cannot afford the direct cost of education, children from low socio-economic households and those who are poor and susceptible to income shocks frequently face some form of demand to withdraw from school (Gubert & Robilliard, 2006). The payments of school fees therefore act as a barrier to enrolment and retention (Colelough et al., 2000; Hunter & May, 2003; Liu, 2004; Mukudi, 2004). Through its interactive effects with other factors that trigger events that lead to dropping out of school, household poverty can therefore be considered to affect dropouts.

Reports from many research works highlight that the structure and arrangement of a household influence the dropout of children from school. The collected views of other researchers in the literature review of Ananga's (2010) study found that the structure and arrangement of a household had a substantial effect on school dropouts. The composition, arrangement, interaction and support of the household play crucial roles in retention and completion, according to Al Samarrai and Peasgood (1998). Structures in the home play very important roles that encourage and promote the involvement of children in schooling or conspire against it. The composition and structure of the household, (gender, size, education, health, members' income, etc.), shapes access and retention.

In line with this discussion, a study on education access in South Africa on participation and dropping out reported that children who live with their biological mothers are not very likely to drop out of school as compared with those who live with other people apart from their biological mothers (Grant & Hallman, 2006). Also, households that are headed by females place more emphasis on the education of their children (AI Samarrai & Peasgood, 1998).

Furthermore, Ersado (2005) claims that the education of parents is the most consistent determinant of the participation of a child in education. The higher the education of the parent or the head of the household, the greater the likelihood of increased access, regular attendance and lower dropout rates have been documented (Ainsworth et al, 2005; Connelly & Zhen, 2003; Duryea, 2003).

The poor health of members of the household affects school attendance. A pupil may be asked to stay at home, for example, to take care of parents, guardians, and siblings if they fall ill. Girls are primarily impacted and most of them remain out of school for

a long time to the detriment of their studies (Case & Ardington, 2004; Kadzamira & Rose, 2001). Also, the death of parents has consequences that decrease the education of children (Chipfakacha, 1999).

In addition to the reasons discussed above, research has shown that child labour impacts children's education and contributes to dropping out of school. Among others, Ananga's (2010) in Ghana reveals that specific work-related tasks, such as full-time child care and work in peak agricultural times, often clash with schooling times, and if nothing is done, this ultimately leads to school dropouts. Child labour is described as the main reason behind absenteeism, repetition and drop out in Tanzania (Dachi & Garrett, 2003). While poverty is often cited as creating an enabling environment that encourages child labour (Blunch & Verner, 2000; Duryea, 2003) and leads to school dropout, Duryea (2003) highlights the pull of the labour market (as opposed to the push of poverty) as a main factor in children are more likely to work than urban or peri-urban children (Blunch & Verner, 2000; Canagarajah & Coulombe, 1997, Ersado, 2005).

In India, the PROBE Team (1999) identified the period for agricultural activities as conflicting with school times, and because such activities take place in rural areas and seasonal areas, they lead to seasonal school withdrawals. Children who intermittently combine work with school and irregular attendance predispose pupils to dropping out (Hunt, 2008). Rural children's work is influential in drop out in Ghana (Hashian, 2005). In relation to gender, studies have shown that, the girl child is more likely to dropout of school to look after her younger siblings (Brock & Cammish 1997). Girls are found to be engaged in duties that take them out of school than boys (Kane, 2004). In many contexts, girls take on a heavier workload within domestic/household

37

settings, wheras boys are more likely to be involved in agricultural duties and the formal labour market though it can also be the case girls are employed in traditional agriculture (Canagarahaj & Coulombe, 1997).

2.4.2 Internal factors: Conditions within the school that influence the drop out process

Ananga (2010) recognizes that the school has a strong influence on the achievements of students, and its features have an impact on the dropout rate. Ampiah and Adu-Yeboah (2009) found in a study in Ghana that a broad range of school-related cases cause dropouts in schools. In particular, factors such as teacher attitude; grade repetition; corporal punishment; learning difficulty; and being overage for school grade were seen to be among the internal factors influencing the dropout of school at the basic education level in Ghana.

Also, other research findings point out that distance to school is an important determinant of educational access and drop out, for example, cases in which there are more primary schools than junior high schools in the locality, and in which the only available secondary school is further away (Fentiman et al., 1999), the distance to the latter may be considered too far for younger children, especially girls (Junja, 2001). This is also true in the case of older girls and those children regarded by parent as vulnerable to sexual harassment (Coleclough et al, 2000; Nekatibeb, 2002; PROPE, 1999). Parents are afraid of the safety of their children when they have to travel longer distances to school.

Another factor causing school dropouts is the question of educational quality, which has to do with procedures and practices. According to Akyeampong et al (2007) and Hunt (2008), the level of school performance, its institutional configuration, its

38

processes and practices and relationships within the school between teachers and students, all influence access and completion. These influences within the school have been shown to interfere with other factors outside the school to cause children to drop out, although a single positive or negative school experience may be the primary determinant of whether a child remains in school or withdraws in certain instances.

Real and perceived educational quality has been raised by many researchers as a factor influencing schooling access (Brook & Cammish, 1997). As a result of the Education for All (EFA) and Universal Primary Education (UPE) initiatives, increased access to education has highlighted the importance of quality as a prerequisite to ensure sustained access. It has been argued that quality has been compromised by rapid expansion and increased access (Boyle et Al, 2002), although the meaning of what constitutes quality remains unclear (UNESCO, 2004).

Banerjee and Duflo (2006) state that the meanings of what quality actually means differ. There seems to be a lack of empirical studies establishing the connection between education quality and dropping out of school. Notwithstanding these deficiencies, the debate on education facilities is related to quality in terms of human capital and in-school resources. In the perspective of Brook & Cammish (1997), the availability of resources such as textbooks, desks, and blackboards has been found to affect dropping out of school. To be successful in teaching and learning processes, resources must be in sufficient supply. Teaching practice and behaviour can particularly influence a pupil's decision to drop out. Smith (2003) discovered that teachers did not prepare lesson notes in some schools in Zimbabwe's Southern Province, had no scheme of work and left pupils assignments unmarked. These

classroom activities and the tacit lack of advancement of in-service teachers have significant retention implications.

In the works of Aleazer et al. (2006) and Banerjee and Duflo (2006), the prevalence of teacher absenteeism is noted; and the global teacher absence project records cases of absence of public primary school teachers (Chaudhary et al., 2005). Although much is still unclear about how teacher absence contributes to dropout, it clearly implies that pupils' education- and by extension, interest in school- suffers as a result.

Another body of research findings based on school practices and processes and how they affect dropouts in schools. This study report category illustrates that the attitude of the teacher towards students determines whether or not they drop out. Coleclough et al., (2000) found from their research in Ethiopia and Guinea that teachers were more optimistic about the involvement, interests and intellect of boys rather than girls. In some situations, this is because they assume girls will drop out early, an attitude that can then become a self-fulfilling prophecy (Ames, 2004).

In their study in Guinea, Glick and Sahn (2000) argue that the school environment and classroom conditions in general seem to be less conducive to effective learning for girls than boys. Rather surprising, in other contexts, educational practices have been found to be more likely to exclude boys (Hunter & May, 2003). Although few researchers make the direct link, there are issues related to the preservation of an appropriate teacher-student relationship and dropout. For example, the use of corporal punishment or violence practiced by teachers in many countries (Humphreys, 2006; Hunt, 2008; Seidu &Adzalie- Mensah, 2010). Although in some cases it has been outlawed, in others it is legal, but with varying degrees of restriction. Boyle et al, (2002) suggest that beating and intimidation "affect children's motivation to attend

school". After the consequences of the caning and subsequent embarrassment pupils endure from teachers, the former gradually become less motivated to go to school (PROBE, 1999).

The problem of fellow students bullying can also worsen the precarious condition of children already suffering from corporal punishment by teachers urging them to drop out. In some studies, gender based violence in school has also been negatively correlated with educational access, although it has not been directly linked to dropout (Dunne et al, 2010; Human Rights Watch, 2001; Leach et al, 2003).

One internal factor that also find meaning in the theories that influence school dropout is the issue of academic performance. Regarding this, Coleclough et al (2000) emphasize that poor academic results are associated with high levels of grade repetition and dropout, and with lower progression ratios to higher levels of the educational system. This is reflected in the way in which the family perceives education quality in relation to its own context; which is often regarded in terms of the expectations of children, the perceived relevance of the education the children are receiving, and their ability to meet parental aspirations. Education quality standards of the family and community influence decision-making around access to school and retention of pupils.

Once again, as stated earlier, Pryor and Ampiah (2003) found, based on their research in rural Ghana, that parents did not consider the education available in their community to be worthwhile because the standard of the village school was not high enough to justify the investment of time, energy and economic resources at their disposal. Zimmerman (2003) emphasizes that while teachers frequently offer preferential treatment to pupils who perform extremely well academically at an early

41

age to pass exams, those who perform poorly are made aware of how slim their chances of rising very high in the education system are and pupils who feel left out very quickly become disheartened. In a study that interviewed parents about children's dropout rates in Mongolia (Batbaatar et al, 2006). It was found that in schools where great emphasis was placed on the maintenance of very high academic standards, children with poor academic results were 'allowed' to drop out. In effect, pupils were encouraged to leave school because it was considered that they were not able to survive for much longer in a competitive educational system.

Ananga (2010) gathered some opinions in other studies on the internal side of school dropout, which showed that the pupil's age at the time of enrollment is a significant determinant of retention and completion. Again, Ersado (2005) asserts that over age enrollment predisposes pupils to dropout. In instances where children start schooling later than the official entry age, they are not very likely to complete the basic school cycle (UIS & UNICEF, 2005). Late enrollment may be attributable to the child's poor health or nutritional status; gender; household conditions; or, in certain cases, distance to school (Brook & Cammish, 1997; Pridmore, 2007).

Late school enrollment also creates the phenomenon of over age in grade, a situation in which pupils may find schooling unattractive because of the pressure of feeling inferior to younger classmates. Moreover, an unfriendly environment in the classroom is something created by the attitude of the teacher towards overage pupils. Together with the use of curriculum not intended for teaching pupils of different ages, these two conditions can conspire to push children out of school.

As started earlier, older children from poor family background, has the greater pressure on them to engage in socio-economic activities (Ersado, 2005): and this

42

together with an unappealing school environment pushes them to drop out of school. Being from a poor background, overage and unmotivated at school, pupils who gain access to a viable market for their labour are attracted to drop out and earn a living. An overage pupil from low-income household often start working to make some money to support the family income (GSS, 2003), and this results in irregular attendance. As children work, they initially interrupt their education when they withdraw temporarily and/or stay away from school on a seasonal basis. This is an indication that the pupil is losing interest in schooling and on the path to long-term dropout. Hashim's (2005) found that children from economically poorer households dropped out of school in Ghana by the age of 13 to move to places where a viable labor market exists, such as Accra or Kumasi.

In addition to late enrollment, grade repetition also produces over age pupils: and as children grow older and progress through the grades, the likelihood that they will drop out before completing the school cycle increases (UIS & UNICEF, 2005). Thus, a hostile school atmosphere that lacks support for pupils (PROBE, 1999) results in poor performance in some cases. As pupils perform poorly, they trend to stay away from school more frequently, weak academic performance, often leads to grade repetition, repeaters and underachievers attend school immediately; and this somewhat circular chain of event is eventually broken when pupils drop out of the educational system (HUNI, 2008).

Studies of children in Ghana schools have shown that poor health negativity affects pupils education. Research has shown that, anaemia, malnutrition, stunted growth, and delayed enrollment are correlated (Fentiman, Hall & Buny, 2001; Glewwe & Jacoby, 1995: Pridmore, 2007). In some instances, irregular school attendance- which

43

has been identified as a precursor of dropout (Hunt, 2008)- has been found to be caused by the poor health of children (Balbaatar et al, 2006; Boyle et al, 2002).

To add to the above factors, peer pressure has been noted as one of the major factors linked to drop out, especially among pupils of basic schools (Arua, 2005). Guthrie and Wigfield (2000) noted that pupils at-risk for dropping out had more friends who were dropouts and working and fewer friends who were in school. As discussed by Awedoba, Yoder, Fair & Gorin (2003), a student may be more likely to drop out if he/she associates with other potential dropouts. Awedoba et al. further stated that youth that associate with other at-risk youth have a higher probability of dropping out due to the differential association factor. Arua (2005) described the differential association factor as the way in which criminal behavior is learned as the normative behavior in small, intimate groups.

Brimer and Pauli (1971) also postulate that school dropout leaves a space in life for a person to explore. According to Brimer and Pauli (1971), school dropout poses a direct danger to the improvement of social status of individuals in the society in general. Dropout at the basic school level is an unfortunate situation because these students who dropout of school at that stage are not likely to have strong basic literacy skills and this may hinder their employment opportunities (Brimer & Pauli, 1971). In the Effutu Municipality, it has been reported that there is high level of school dropout as this was stated in their 2019 annual report. (Effutu Municipal Education Directorate Annual Report, 2019).

Absolute poverty exists in many communities in the Municipality. Most of the efforts and concern of the people are directed towards the satisfaction of the basic means for survival. Many parents found it difficult to meet the basic necessities of life due to the

low levels of their incomes. Many of the adult population are involved in petty trading and fishing. They buy and sell in small quantities, which offer them lower prices on the market. Due to these circumstances many parents are not able to purchase basic school items for their children and pay their school fees. Once these basic needs are absent, children loose interest in going to school, and eventually dropout of school. The Ghana Poverty Reduction Strategy document reported that approximately one-third of children who dropped out of school explained the need to work as the reason for staying out of school whereas another one-third reported that the cost of schooling was how the reason for leaving school (Ghana Poverty Reduction Strategy I, 2003). This pertinent finding by Ghana poverty reduction strategy shows that the school feeding programme may play a significant role in relieving school children's challenges by reducing the cost of school to ensure that school children continue to school. SFP also boots the income level of the community members thereby ensuring that parents send their children to school. This stems from the fact that the school feeding programme gives employment opportunities to parents or members of the community and this empowers then economically to help cater for other costs of schooling.

Effutu Municipality is challenged with high poverty and unemployment rate (Effutu Municipal Assembly Annual Report, 2019). Appia-Kubi {2003} has stressed that poverty and unemployment are positively associated with school dropout. One of the reasons for the introduction of the SFP in schools in the districts was to at least improve the communities where the program was introduced by reducing poverty levels by generating jobs for local residents. This will encourage members of the community to enroll their children in school and keep them there. If children also get free meals at school, it reduces the cost of schooling and may help retain the child in

45

school. The SFP could fairly decrease school dropouts in beneficial schools considerably. However, if school pupils still drop out even at a higher rate after the school feeding program is introduced, then a study is needed to explore the prevailing factors.

2.5 Effects of School Dropout

The dropout issue has gone far beyond its impact on students leaving school and their families. This problem affects the economic wellbeing of their local community and the country at large, as individual effects grow into increased costs on a national scale. The dropout crisis deserves national attention as large numbers of dropouts are linked with devastating social costs and consequences to society (Groth, 1998; Hoyle & Collier, 2006). Economically, as a whole, society suffers tremendously when students leave school before gaining a certificate/diploma from high school. This economic impact is reflected in the loss of productive workers, the earnings and revenues they would have earned, and the high cost associated with increased incarceration, health care, and social services (Bridgeland et al. 2006). The consequence of dropping out of high school is devastating to individuals, communities, and our national economy (Orfield et al., 2004).

Individual dropouts suffer because many have difficulty finding steady, well-paying jobs not just when they first leave school but over their entire lifetimes (Rumberger, 1987). Most of these youth are headed for a life of sporadic employment and low wages (Barton, 2005). According to Orfield et al. (2004) approximately two thirds of all state prison inmates in the US have not completed high school. In addition, young women who drop out of high school are more likely at a young age to become single parents.

46

The problem of school drop-out can also cause social problems. Callaway 1966, stated that, as early as the 1960s in Ibadan 20,000 young men with five to nine years of formal education were unemployed, comprising a substantial proportion of the unemployed population. More recently high dropout rates in primary and secondary schools in urban Liberia generated numerous unemployed youths and constituted one of the causes of social unrest (Coleman & Elman 1983). In some cases, dropouts in cities are closely linked with criminal activities (Odebunmi 1983). School dropouts who have had some education still have high aspirations, but their chances of realising them are very small (Begum 1984, Mbunda 1983, Saha 1992).

Many dropouts are said to leave school without constructive plans and they tend to be unemployed or underemployed (Lichter 1962, Ogionwo et al., 1972). They prefer occupations within easy reach; when asked about hypothetical occupational choice, a significantly lower percentage of them choose a scientific career and show lower confidence than stay-ins (Ogionwo 1972). Their careers suggest that they have benefitted little from their three or four years of secondary education and they tend to change employers frequently. Dropouts display significantly lower cognitive skills than stay-ins (Wehlage et al., 1989; Natriello et al., 1987).

With young people dropping out of school, families and society as a whole often pay a price. Sum et al. (2009) reported how the incidence of institutionalization problems among young high school dropouts was more than 63 times higher than among young college graduates. The repercussions of dropping out of school extend beyond social and economic problems. There are also psychological and emotional consequences of dropping out of school that go way beyond the economic implications. Reyes & Jason's study (1992) revealed that among other negative consequences of dropping

out of school, there is a greater likelihood of low-status and disenfranchisement from society and its institutions. Tidwell (1988) stated that, school dropouts are also more likely to receive disapproval from parents, friends, and society, and to have poor self-esteem. Some researchers and educational reform advocates have considered these issues significant enough to call the dropout problem an educational and civil rights crisis (Orfield et al., 2004). Others have called it a silent crisis and a silent epidemic (Bridgeland et al., 2006; Oguntoyinbo, 2009).

2.6 Alternative Ways of Using the SFP to Reduce Pupil's Dropout

The assumption of the research question four (4) is that there are other alternative ways of reducing pupil's dropout of school. The Child Development Partnership (1999) has however, come out with seven guidelines that explain how the school feeding program can be well organized for its proper implementation. In line with this view, the SFP has the ability to enhance education. In order to realize this ability, these guidelines suggest seven recommendations for enhancing the design and execution of programmes. These include:

1. **Build up a consensus on a policy and objectives** that focus on how school feeding will successfully lead to improving education and addressing school-aged children's food and health needs. School administrators need to agree on what problems or situations the school feeding programme will address, who the programme will serve, and which programme models are feasible for implementation. It is worth remembering that consensus building is the result of an attempt to fulfill the needs of all stakeholders in good faith. However, if this overwhelming consensus characterizes both stakeholders' school feeding strategy and its execution, it will be successful in achieving its goals by

48

preventing dropouts. However, when stakeholders do not feel ownership of the SFP, the community members may still keep their children at home.

2. **Develop targeting criteria and mechanisms** that concentrate programme resources on high-risk children and communities. Targeting is a criterion for any attempt to improve the effect of a school feeding program on education, given the fact that resources are scarce, especially in the poorest countries, and that the provision of food is costly. Targeting is important if the program is to reach families and communities who lack the means to care for their school-age children sufficiently or those that need to be encouraged to enroll their children in school and make them attend more regularly. This suggests that it would be reasonable for the school feeding program to target a number that can serve adequately rather than target a larger number that would not be adequate for the resources and therefore render the policy a debacle that eventually causes dropouts.

3. **Analyse and identify alternative financing and cost options for SFPs.** Feeding programs of any type are costly. Financing may include international assistance, but public resources available, or the potential to draw on them, are needed in all instances. Cost alone can show little about the value of an SFP, but, unfortunately, cost-effectiveness analysis is largely unavailable, which assesses costs relative to the impact on nutrition and education outcomes. This stems from the fact that the failure of the school feeding program may be triggered by lack of funding and if it fails, the purpose of retention in the school will not eventuate.

4. **Elaborate appropriate guidelines** for ration composition and the timing of school meals. School administrators need to evaluate the dietary and health

needs of school-age children in order to develop suitable ration guidelines. It is also important to determine factors such as levels of school enrolment, attendance and performance, the availability of facilities and the capacity to introduce various types of programmes. Information on the perceptions and ability of the community to engage in school feeding programmes is also needed.

5. **Identify and address any potential bottlenecks in implementation**. This stems from the fact that identifying a very clearly defined and specific problem is the first critical step to successful implement a form of the problem-solving process such as the availability of supplies and other resources, the appropriateness of cooking practices and the management of private sector inputs. This recommendation is particularly relevant to a school administrator who already operates a program. Once school feeding programs are in place, altering them can meet strong resistance. However, a range of new experience is currently available that has the potential to address some of the common barriers to effective and efficient programming. Where a school feeding program already exists, an information value is readily available. A critical step towards a better programme is a thorough analysis of this ongoing experience.

6. **Develop monitoring systems that focus on programme processes**, in other words, how well a program operates and an evaluation system is put in place to assess its impact on specific outcomes. The need to monitor and evaluate programmes is not unique to SFPs, but critical to increasing their impact. Guidance on the creation of SFP monitoring and evaluation systems can be found in Monitoring and Evaluation: A Guidebook for Nutrition Project

Managers in Developing countries 2 (Levinson, Rogers, Hicks, Schaetzel, Troy & Young, 1999). The present writer believes that monitoring will go a long way towards making the SFP a success because it provides the only consolidated source of information that shows progress, mistakes and offers a path to learning and improvement. It also provides a basis for questioning and testing assumptions and enables actors to learn from each other's experience, build on expertise, and provides a way to assess the crucial link between implementers and beneficiaries and decision makers.

7. **Integrate feeding programmes with other interventions** that address the primary nutritional and health problems of the school-age population. In conclusion, the added value of integrating other nutrition and health interventions into feeding programmes has been demonstrated over the last decade. Deworming, fortification or supplementation of micronutrients, health nutrition and hygiene education are all recommended interventions described in more detail in Class Action: improving school performance in the Developing World through Better Health and Nutrition 3 (Del Rosso & Marek, 1996). In order for the SFP to be successful, it must be properly linked to other social intervention programmes such as the National Health Insurance Policy, pupils may be able to drop out of school due to ill health, because childhood physical illness, childhood mental health problems and other illnesses can prevent a child from going to school and succeed, especially if it becomes chronic.

2.7 Summary of Literature Review

The reviewed literature highlights the school feeding programme's influence on dropout rate in the beneficiary schools in terms of the concept of the SFP, the concept

51

of dropout of school pupils which according to the review, the high dropout rate of school pupils' contrast with the social and economic objectives. It also shows some implementation practices of the school feeding programme.

The reviewed literature also touched on the concept of the school dropout, the causes and effects of school dropout, and finally the alternative ways of using the school feeding programme to reduce pupils dropping out in spite of the implementation of the school feeding programme in the Effutu Municipality in the central Region of Ghana. Some gaps have been identified in the literature; that is, the weak collaboration between the policy makers and the beneficiaries, and hence the dropout despite the implementation of the SFP, which would be addressed at the end of the research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods and procedures that were used to carry out the research. The chapter outlines the research approach, research design, research setting, population, sample and sampling technique, instruments used in the study, data collection and data analysis procedures. It also highlights the ethical considerations and trustworthiness of the study.

3.1 Research Approach

Creswell (2013) explains research approach as a plan and procedure that consists of steps of broad assumptions to detailed methods of data collection, analysis and interpretations. Research approach is, thus the philosophical foundations of the study that is, how knowledge is gained and the paths to gaining the knowledge.

Henn, Weistein and Foard (2006) sees research approach as a set of assumptions about how the issues of concern to the researcher should be studied. Generally, there are three different approaches to the social science research as identified by researches. They are qualitative, quantitative and mixed method. The researcher employed the qualitative approach for the study. Denzin and Lincoln (2008) stated that qualitative research is a situated activity that locates the observer in the world consisting of a set of interpretive and material practices which make the world visible. According to Ary, Razavieh and Soreman (2006), qualitative research is rooted in phenomenology. As a result, in qualitative research, the social reality is unique; the individuals and the world are viewed as interconnected and cannot be separated. Ary

et al (2006) explained that in qualitative research, the researcher can only understand human behavior through the meaning of events that people are involved in.

The researcher employed the qualitative approach to obtain richer information which had a deeper insight into the phenomenon understudied. This is supported by the statement of Creswell (1998) who noted that using the qualitative approach helps to explore a social or human problem, build a complex holistic picture, analyse words, report detailed view of informants and conduct the study in a natural setting. Likewise, Blumer, (1969), Strauss and Corbin (1998) and Denzin and Lincoln (2003) are also of the view that, qualitative research is about interpretation and understanding. It focusses not only on the objective nature of the behaviour but also on its subjects meanings: individuals' own accounts of their attitudes, motivations, behaviour (McInntyre,2005:127; Creswell, 2009), events and situations (Bryman, 1989) – what people say and do in specific places and institutions (Goodwin & Horowitz, 2002:35 – 36) in social and temporal contexts (Morrill & Fine, 1997). With the above reference of submissions by authors, and the purpose of the study, the use of the qualitative approach is important as it gives an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. The use of qualitative approach also helped the researcher to get a better understanding through first-hand experience, truthful reporting and quotations of actual conversations on the issue (Examination of the school feeding programme and school dropout in selected beneficiary schools in the Effutu Municipality) and also shed light on alternative ways of making the policy achieve its goal of increasing and retaining enrolment.

3.2 Research Design

Seidu (2012) defines research design as the procedures and methods used to gather data. According to De Vaus (2001) research design is the overall strategy that one chooses to integrate the different components of a study in a coherent and logical way, thereby, ensuring that one will effectively address the research problem. It constitutes the blueprint for the collection, measurement, and analysis of data. It forms the architecture of every study and explains how the study is going to be constructed (Kumar, 2011).

The research design adopted for the study was a case study. According to Gall, Gall and Borg (2007), a case study is an in-depth study of one or more instances of a phenomenon in its real life context that reflects the perspective of the participants involved in the phenomenon. Sturman (1997) also claims that, a case study is a general term for the exploration of an individual, group or phenomenon. This is reinforced by the views of Simons (2009) as he contends that case studies are basically in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in real life". This means that using cases study design allows the researcher to explore from different perspectives in order to get in-depth of a phenomenon, group of people or individual. According to Yauch and Steudel (2003) and Creswell (2009), case study design has an opened-ended questioning and reveals new or unanticipated phenomenon, and raises more issues through broad and open-ended inquiry.

They further noted that the design provides rich and detailed information about the affected populations which allows researchers to explore the views of homogenous as

well as diverse groups of people to unpack this differing perspective within a community.

The case study design was adopted in order to obtain an in-depth knowledge about the existence of the problem understudied. That is the case study design was specifically employed because there was the need to obtain an in-depth appreciation of why pupils continue to drop out of school despite the implementation of the SFP in the Effutu Municipality and assist with alternative ways to help the SFP to reduce dropout in the selected beneficiary schools.

Specifically, the study adopted the multiple case study to gather all the relevant data on the phenomenon being studied. The case in this study was why pupils continue to drop out of school despite the implementation of SFP in the Effutu Municipality. The study was carried out at three different public basic schools in the Effutu Municipality. Even though each case is a study on its own, it shares attributes of the phenomenon with the others for the purpose of providing convergent evidence on the phenomenon.

The use of the multiple case study gave the researcher the opportunity to select the study sites and participants. The approach allows for the understanding of a complex social phenomenon such as school dropout and School Feeding Programme.

3.3 Research Setting

The research was conducted in Effutu Municipality in the Central Region of Ghana. The study was carried out in three selected public basic schools; Osubonpayin M/A Primary School, Gyahaadze KG/Primary School and Essuekyir Methodist Primary

School in the Municipality which are beneficiaries of the Ghana School Feeding Programme (GSFP).

The major economic activity in Effutu Municipality is fishing especially those along the coastal areas. However, petty trading is another economic activity carried out by the people.

Effutu Municipality was chosen for the study because despite the implementation of the SFP in the Municipality, pupils continue to drop out of school (Effutu Municipal Education Directorate Annual Report, 2019) and this is quite perplexing. This situation caught the attention of the researcher and hence the decision to conduct the study in the Effutu Municipality to find out why the introduction of the SFP has not been able to reduce school dropout in the selected beneficiary schools in the Municipality.

3.4 Population

Korb (2012) defines population as the group of people that the researcher wants to draw conclusion about once the research is completed. According to Fraenkel and Wallen (2003), population refers to the group of interest to the researcher or the group whom the researcher would like to generalize the results of the study. The population is the entire set of relevant units or cases or individuals that fit a certain specification. It could be households, nurses, traders, farmers, teachers, students etc. (Puopiel, 2014). The target population has been defined by McMillan and Schumacher (2001) as the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population for this study was head teachers, teachers, dropouts and parents of the selected beneficiary schools in the Effutu Municipality. There are twenty-eight (28) public basic schools in the Effutu

Municipality and all of them are benefiting from the school feeding programme. The researcher therefore selected the following three beneficiary schools for the study: Osubonpayin M/A Primary School, Gyahaadze KG/Primary School and Essuekyir Methodist Primary School. The rationale for selecting these schools was as a result of the high rate of dropouts according to the Effutu Municipal Education Directorate. (Effutu Municipal Education Directorate Annual Report, 2019). This group of people are targeted because they would be able to provide relevant information concerning the implementation of the school feeding programme and the extent to which the programme has been able to reduce school dropout in the three beneficiary schools.

3.5 Sample and Sampling Technique

According to Seidu (2012), sample is a small portion of the population for the study and analysis. However, Fraekel and Wallen (2003) defines sample as a group on which information is obtained.

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). Sampling according to Seidu (2012), is the process by which a sample is selected from the population.

A sample of fifteen (15) participants was used for the study. This consisted of head teachers, teachers, school dropouts and parents. The researcher employed purposive and convenient sampling in the selection of the participants.

The purposive sampling was used to select the three schools namely Essuekyir Methodist Primary School, Gyahaadze KG/Primary School and Osubonpayin M/A

Primary School. The schools were not just selected, however, they were selected based on high rate of school dropout according to the report of the Municipal Education Directorate (Effutu Municipal Education Directorate Annual Report, 2019). Purposive sampling was used because Cohen (2007) defines it as a type of sampling where researchers handpick the case to be included in the sample on the basis of their judgement of their typically or possession of a particular characteristics being sought. The purposive sampling technique was used due to the qualitative nature of the study and this is also in line with Fraenkel and Wallen's view that in almost all qualitative research the sampling is qualitative sampling.

Also, convenient sampling technique was used to sample the participants in the study namely 3 head teachers, 3 teachers, 6 dropouts and 3 parents of the selected schools. In convenience sampling, subjects who are readily accessible or available to the researcher are selected. According to Suen, Huang and Lee (2014), in convenience sampling, researchers select subjects based on the purpose of the study with an expectation that each participant will provide information that is of value to the study. The researcher employed convenient sampling because it allowed for participants who can be easily be reached and willing to participate in the study to be included.

3.6 Instrumentation

For effective and adequate information relevant for the study, two main instruments were used in collection of data. These include interview guide and focus group discussion guide. These tools were used to facilitate data collection in that having direct visual contact with respondents as well as engaging them in verbal interaction help the researcher to probe into any happenings and at the same time encourage them to speak their minds on the subject. This, in effect, enabled the researcher to have

first-hand information by getting to know why pupils dropout of school despite the implementation of SFP. Through this, the participants were given the opportunity to share ideas with the researcher on the issue of school dropout and how school feeding can be used to address the issue in the Municipality.

3.6.1 Interviews

Interview guide was used to gather data from head teachers, teachers and parents. Face-to-Face interview is the most commonly used technique for conducting a systematic inquiry and most social researchers regard it as a window on the world (Holstein & Gubrium, 1999). According to Amedehe & Gyimah (2002), interview is a form of questioning characterized by the fact that it employs verbal questioning as its principal technique of data collection. It involves posing questions to interviewees for response in a face-to-face situation. The researcher choose interview due to the nature of the issue being investigated. A major advantage of interview is that they are useful to obtain detailed information about perceptions, personal feelings and opinions; they allow more detailed questions to be asked and usually achieve a higher response rate. Also, body language and facial expressions are more clearly identified and understood.

The researcher employed the Semi-structured interview to gather data in details including the experiences, expectations, thoughts, behaviours, beliefs and views of the respondents about why pupils continue to drop out of school despite the implementation of the SFP in the Municipality.

According to O'Leary (2005), Semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible. Interviews generally start with some defined questioning plan but pursue a more conversational style of interview that may

see questions answered in an order natural to the flow of the conversation. They may also start with a few defined questions but be ready to pursue any interesting tangents that may develop (O'Leary. 2005). Wragg (2002) notes that this instrument allows the interviewer to ask initial questions, followed by probes meant to seek clarification of issues raised. Probes are either pre-stated or posed in the course of the interview, making the interview process flexible.

The researcher used the interviews because it helped him to obtain detailed information about the personal feelings of participants, perceptions of the individual and their opinions. Moreover, it helps to allow detailed questions to be asked and usually ascertained high response rate. The instrument has a weakness of getting information that is distorted by interviewees for obvious reasons such as the presence of the researcher leading to bias. Hence, the researcher was incredibly careful and objective as practicable to give the study the credibility it deserves.

The interview instrument was used to gather data from the head teachers, teachers and parents on:

a. The dropout trend in the selected beneficiary schools in the Effutu Municipality despite the School Feeding Programme;

b. The reasons for dropout in the selected beneficiary schools in the Effutu Municipality despite the School Feeding Programme;

c. How the communities have responded to the dropout in the selected beneficiary schools even with the implementation of the School Feeding Programme in the Effutu Municipality; and

d. The other alternative ways that can be deployed to support the school feeding programme to reduce dropouts in the selected beneficiary schools in the Effutu Municipality.

3.6.2 Focus group discussion (FGD)

A FGD was used to collect data from school dropouts because it is a good way to gather people from similar backgrounds or experience to discuss a specific topic of interest. In FGD participants are free to talk with other group members; unlike other research methods, it encourages discussions with other participants. Focus Group Discussion is a form of strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or programme are explored through a free and open discussion between members of a group and the researcher (Kumar, 2011). According to Krueger (1994) and Morgan, (1998) FGD has the following advantages and disadvantages that should guide its adoption. FGD generates opportunity to collect data from the group interaction, which concentrates on the topic of the researcher's interest. Also, FGD is comparatively easier to drive or conduct. Again, it allows the researcher to increase the size of the sample of the qualitative studies and it has a low cost in relation to other methods. Moreover, FGD gives speed in the supply of results (in terms of evidence of the meeting of the group).

However, focus group discussion is not based on a natural atmosphere and for that matter the researcher has less control over the data that are generated and it is not possible to know if the interaction in group contemplates individual behaviour or not. Also, the data analysis is more difficult to be done and the interaction of the group forms a social atmosphere and the comments should be interpreted in this context. It demands interviewers carefully trained and takes effort to assembly the groups.

Kruger (1994) cited in Creswell (2002) posited that, focus group provide for interaction among interviewees, collection of extensive data and participation by all individuals in the group. According to Ary et al (2002), these are helpful because they bring several different perspectives into contact. The researcher gains insight into how the participants are thinking and why they are thinking as they do.

The researcher used focus group discussion to gather data from school dropouts on:

a. The reasons for dropout in the selected beneficiary schools in the Effutu Municipality despite the School Feeding Programme; and

b. The other alternative ways that can be deployed to support the school feeding programme to reduce dropouts in the selected beneficiary schools in the Effutu Municipality

3.7 Data Collection Procedure

Birley and Moreland (1998) describe data collecting as the part of a project where many researchers feel that the "real" research occurs. Interview guides and focus group discussion guide were used as instruments for the study. Flick (1998:76) feels that the interest in face-to-face, semi-structured interviews is linked to the expectation that the interviewed participant's viewpoints are more to be expressed than they would be in a non-face-to-face questionnaire. McMillan and Schumacher (1993, p. 426) claim that qualitative research involves interviews that have open-ended questions to obtain data from participant meanings - how individuals perceive their world and how they explain or make sense of the important events in their lives. Interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings. Interviews are also useful when the topic of inquiry relates to issues that require complex

63

questioning and considerable probing. So, it is not out of place when the researcher has decided to use interviews for the study. Face-to-Face interview is the most commonly used technique for conducting a systematic inquiry and most social researchers regard it as a window on the world (Holstein and Gubrium, 1999).

The researcher scheduled a day and a time with the respondents. The interview was granted to the head teachers, teachers and parents for them to share their knowledge on the issue understudied. On the appointed date and time, the respondents were engaged in a semi-structured interview where some pre-determined questions were asked in a systematic and consistent order. The mode of recordings were audio and manual. The researcher believers that, the respondents would avail themselves to answer the researcher so, there was no need to reschedule appointments. The essence of the face-to-face interaction was to create an enabling environment for the respondents to fully participate and express their concerns about the issue understudied.
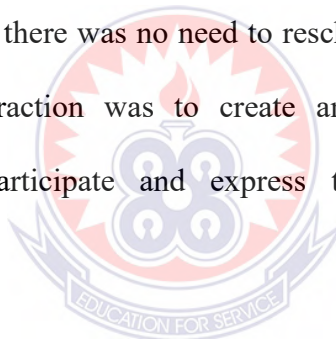
Also, FGD was used to obtain information from participants. Focus group discussion was used based on the homogeneity or similarity of the group members. According to wood (2004), focus group discussion is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions and attitudes of the participants through a moderated interaction. Kruger (1994) as cited in Creswell (2002) also added that, focus group discussion provide for interaction among interviewees, collection of extensive data and participation by all individuals in the group. The researcher employed the single focus group with six (6) participants for the study. Single focus

group according to Morgan (1996) is the interactive discussion of a topic by a collection of all participants and a team facilitator as one group in one place.

The researcher used the focus group discussion in order to gain an in-depth understanding of the issue understudied since most of them were ready to bring out their opinion. This is supported by Nyumba, Wilson, Derrick, and Mukherjee (2018) who noted that focused group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues. Focus group discussion was used to gather data from school dropouts from the selected beneficiary schools in the Municipality to enable them communicate directly with the researcher and bring out their personal experiences, beliefs, perceptions, and attitude.

3.8 Data Analysis

The data was analysed based on themes. The thematic analysis was drawn from the themes presented in the research questions. The analysis of qualitative data according to Polit and Beck (2008), is an active and interactive process where information is critically scrutinized, read, reread carefully in order to thematically analyse the data. In analysing data from this study, broad themes were developed and discussed. The researcher followed the approach where the collected data were read carefully which helped in the implementation and description of emerging themes and patterns. Participants that were interviewed and those that were involved in the focus group discussion were assigned pseudonyms (Ama, Abena, Kweku, Kwabena and Kwame) appropriate to their sex for ethical reasons. The data presentation and analysis were guided by the research questions formulated to guide the study as stated in chapter one, and in line with the research instruments used to collect the data. A presentation

of data analysis and discussion of findings thereof have been thoroughly presented in chapter four of this research report.

3.9 Trustworthiness of the Study

Roseman and Rails (2012) suggest that trustworthiness is a set of standards that honours participants ethically through research sensitivity to the topic and setting. To ensure that data for the study was trustworthy, the researcher relied on a tape recording of the interview and FGD as well as respondents' validation. To ensure validation, the recorded interviews will be played to respondents for them to authenticate the responses. Rebson, (2002) further stated that the aim of a piece of research is to have a measure that is reliable and valid. Two examples of ways of dealing with these problems are to clarify the questions for the interviewees, and for the researcher to train himself/herself to be acquainted with possible problems. Verbatim tape transcription will be avail to participants as soon as possible after the interviews. Greeff (2002) pointed out that this allows the information to be clarified and elaborated.

According to Veal (2011), Bryman, (2012) and Loh (2013) trustworthiness consists of four different components – (a) credibility: the validity of the findings (b) transferability: the applicability of the findings in other contexts (c) dependability: reliability of the findings at another time and (d) confirmability: objectivity of the researcher while carrying out his/her research. The combinations of these four terms constitute towards the trustworthiness criteria, thus forming conventional pillars for qualitative methodology (Phillimore & Goodson, 2004). The researcher will achieve trustworthiness in the following ways:

3.9.1 Credibility

According to Silverman, (2005), credibility is concerned with the confidence in the 'truth' of findings and this can be achieved through triangulation. This means that to ensure credibility, a researcher must use two or more methods in data collection. This was achieved because the researcher used interviews and Focus Group Discussion methods to collect data from respondents.

3.9.2 Transferability

Transferability requires the researcher to provide thick description through detailed analysis of interview transcripts, observation, and use of purposeful sampling to allow the possibility of applying the process to other contexts (Lincoln & Guba, 1985). The provisions of the data-sets generated by purposively selected participants are tools to understand the quintain and might be repeated with participants in similar settings (stake, 2006). Transferability according to Shenton (2004) is the extent to which the findings from one study can be applied to another. In addressing this element, the data collected from the teachers taking into account the similarities and differences were used to compliment the data collected from the school dropouts with regards to why pupils continue to drop out of school despite the implementation of the SFP and finding alternative ways the SFP can be used to reduce school dropouts in the Effutu Municipality. The purpose of this is to describe the event and context in details that the reader and the researcher can apply relevant knowledge from the account to another setting or event.

3.9.3 Dependability

Dependability refers to the criterion of thoroughness related to the consistency of the research finding. (Merriam, 2001). According to Bryman (2012), dependability
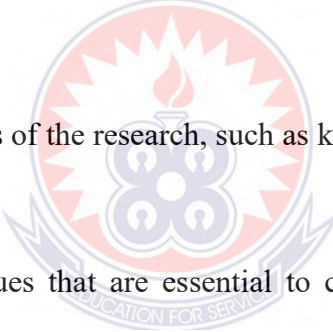
requires an audit trail to clear documentation of all the research decisions and activities in a chain evidence from the time of data collection to the conclusion of the research. This was achieved by triangulating the data, asking clear question, reducing bias, taken care about the duration of the interview, avoiding early closure and at the same time to prevent the provision of unreliable data following boredom on the part of respondents as a result of prolonged interview session. The instruments were given to the researcher's supervisor for the needed guidance in order to collect relevant data for the study.

3.9.4 Confirmability

Confirmability is the "extent to which the data and interpretation of the study are grounded in "events" rather than the researcher's personal construction (Lincoln and Guba, 1985:324). Consequently, the research process was made explicit throughout demonstration of the links between the data and analysis. In this study, the issue of confirmability was addressed by a thorough description of the researcher's whole research process, and by clearly linking the method of data collection to the method of analysis (particularly in the findings section). Extensive appendices are provided as supporting evidence. Researcher bias will be minimized by giving detailed description of the criteria and procedures undertaken in the selection of participants, justification and explanation of the methods employed in the data collection, and the means of the analysis used to interpret the findings (Lincoln & Guba, 1985). The interpretation of the data will be double-checked by the researcher's academic supervisor to reduce bias and ensure consistency with the data.

3.10 Ethical Considerations

According to Fraenkel & Wallen (2003), the term ethnics refers to questions of right and wrong. When the issue of ethics arises in research the researcher has to ask himself/herself if it is right to conduct a particular study or carry out a certain procedures. It is a fundamental responsibility of every researcher to do all in his or her power to ensure that participants in the study are protected from physical and psychological harm, discomfort or danger that may arise due to research procedures. To ensure confidentiality, researchers should ensure that no one has access to the data collected and when possible, the names of the subjects should be removed from all data collection form. Resnik (2005), states that, there are several reasons why it is important to adhere to ethical norms in research. He said that adherence to ethical norms:

a) Promotes the aims of the research, such as knowledge, truth, and avoidance of error.

b) Promotes the values that are essential to collaborative work, such as trust, accountability, mutual respects, and fairness.

c) Ensures that researchers can be held accountable to the public.

d) Builds public support for research. People are more likely to fund a research project if they can trust the quality and integrity of the research.

e) Promotes a variety of other important moral and social values, such as social responsibility, human rights, animal welfare, compliance with the law, and public health and safety.

Shamoo and Resnik (2005) outlined some ethical principles to be observed such as, honesty, objectivity, integrity, carefulness, openness, respect for intellectual property, confidentiality, responsible publications, responsible monitoring, respect for

69

colleagues, social responsibility, non-discrimination, competence, legality, animal care, and human subjects protection. In line with the above ethical guidelines in research, there will be maximum respect for confidentiality and privacy of respondent. The researcher will avoid the use of respondents name in the final research report.

Introductory letter was obtained from the Department of Social Studies Education of the University of Education Winneba. The letter was attached to the instruments to convince respondents of the authenticity of the research.

Anonymity and confidentiality of information given of individual respondents was assured. The anonymity of respondents was assured through pseudonyms that were used to identify participants. The selections of all respondents in the study were on fair principles to ensure that the principles of inclusion are not based on religion, tribe, physical appearance, financial background etc.

3.11 Summary

This chapter has outlined the steps that were taken to implement the study. It has described the research approach, research design, research setting, population, sample and sampling technique. It has also described the instruments that were used by the researcher to gather relevant data for the study and how data was collected, processed and analysed. The process that has been discussed show that the study was carried out in a considered and ethical manner to ensure the integrity of the data and participants' confidentiality was ensured. The next chapter present the results that were emerged from this research process as well as the discussion of findings derived from the data collected.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter deals with data presentation, analysis and discussion. Data were gathered through interviews and Focus Group Discussion (FGD) and discussed based on the views of the participants. The data was collected from the head teachers and some of the teachers, parents and dropouts of the selected schools in Osubonpayin M/A Primary, Gyahaadze KG/Primary and Essuekyir Methodist Primary School in the Effutu Municipality. The presentation and analysis were done under themes derived from the research questions and the data from the fieldwork. The themes included dropout trends in the selected schools, reasons for dropout in the selected schools, communities' responses to the dropout in the selected schools and other alternative ways to be deployed to support the School Feeding Programme (SFP) to reduce dropout in the selected schools. These themes are further divided into sub- themes.

4.1 The Dropout Trends in the Selected Schools during the Implementation of the School Feeding Programme (SFP)

Research question one (1) sought to address the issue of dropout trends in the three selected schools of the Effutu Municipality. It was appropriate to know the trend of dropouts in all the three selected schools because this will help me to understand the nature of dropout within the selected schools through; the sex composition, age range, and the breakdown of dropouts in the various classrooms in every academic year. With this, some of the participants were asked to take me through the sex composition of the dropouts, the breakdown of dropouts in the various classrooms and the age trend of the dropouts.

71

4.1.1 Dropout trends of Essuekyir Methodist primary school before and during the implementation of SFP

Before SFP			During SFP		
Year	**Boys**	**Girls**	**Year**	**Boys**	**Girls**
2007/2008	2	3	2017/2018	3	5
2008/2009	2	4	2018/2019	4	6
2009/2010	3	3	2019/2020	3	6
2010/2011	1	2			

Table 1.1   Source: Fieldwork data (2021)

Table 1.1 shows the dropout trend before and during the implementation of the SFP in Essuekyir Methodist Primary School. The table showed that, before the implementation of SFP in Essuekyir Methodist Primary School, three (3) girls and two (2) boy dropped out in 2007/2008 academic year, four (4) girls and two boy (2) dropped out in 2008/2009 academic year, three (3) girls and three (3) boys dropped out in 2009/2010 academic year with two (2) girls and one (1) boy dropping out in 2010/2011 academic year. It can be inferred from table 1.1 that five (5) girls and three (3) boys dropped out in 2017/2018 academic year, six (6) girls and four (4) boys dropped out in 2018/2019 academic year with six (6) girls and three (3) boys dropping out in 2019/2020 academic year since the implementation of the programme in 2010/2011 academic year.

This means that the implementation of the SFP in Essuekyir Methodist Primary School could not reduce dropout within the specified years. This is because, dropout was higher within the three selected years after introduction of the SFP than the three years before the implementation of the programme. The comparison of the years was to evaluate whether the school feeding programme could remedy the dropout situation in the school. However, the data showed that the implementation of the programme saw an exacerbation of school dropouts.

Girls in the school dropped more as compared to boys because most girls at this level got pregnant whiles in school. Likewise, records showed that, pupils at the upper primary tend to dropout more than those at the lower primary because most pupils at this stage engaged themselves in trades. This was confirmed through a comment by one teacher who indicated that;

> Here, most of the students engage themselves in premarital sex which led to teenage pregnancies and other activities that affect their academics. We even try to plead with them to come back to the school after giving birth but, things don't work out that way. The boys also engage themselves in menial jobs to get something for themselves and the family. You see, it is all about poverty.

Therefore, implementation of SFP in this school has not really tackled dropout effectively as expected since students dropped out even more after the SFP was introduced in the school. This further means that there is more to the issue of dropout in Essuekyir Methodist Primary School so the SFP may not necessarily be an automatic antidote to dropout in this school.

4.1.2 Dropout trends of Gyahaadze M/A primary school before and during the implementation of SFP

Before SFP			During SFP		
Year	**Boys**	**Girls**	Year	**Boys**	**Girls**
2007/2008	4	2	2017/2018	6	4
2008/2009	4	3	2018/2019	7	2
2009/2010	3	2	2019/2020	6	5
2010/2011	2	1			

Table 1.2   Source: Fieldwork data (2021)

Table 1.2 shows the dropout trend before and during the implementation of the SFP in Gyahaadze M/A Primary School. The table shows that, before the implementation of SFP in Gyahaadze M/A Primary School, two (2) girls and four (4) boys dropped out in 2007/2008 academic year, three (3) girl and four boys (4) dropped out in 2008/2009 academic year, two (2) girls and three (3) boys dropped out in 2009/2010

academic year with one (1) girl and two (2) boys dropping out in 2010/2011 academic year. Meanwhile, four (4) girls and six (6) boys dropped out in 2017/2018 academic year, two (2) girls and seven (7) boys dropped out in 2018/2019 with five (5) girls and six (6) boys dropping out in 2019/2020 academic year. This was after the introduction of the SFP in 2010/2011 academic year.

This means that the implementation of the SFP in Gyahaadze M/A Primary School could not reduce dropout in the stated years. Data presented showed an increase in school dropout after the introduction of SFP as compared with the three selected years before the implementation of the programme. As compared to the preceding years prior to the introduction of the programme, school dropout worsened in Gyahaadze M/A because of issues surrounding provision of school needs such as books and school uniforms.

Boys in the school dropped more as compared to girls. Thus, implementation of SFP in this school has not really tackled dropout since students dropped out even more after the introduction of the SFP in the school. School dropout seemed to be rooted in multiple factors beyond provision of SFP hence, the programme may not certainly be an automatic remedy to issue.

4.1.3 Dropout trends of Osubonpanin M/A primary school before and during the implementation of SFP

Before SFP			During SFP		
Year	**Boys**	**Girls**	Year	**Boys**	**Girls**
2010/2011	1	3	2017/2018	2	5
2011/2012	2	4	2018/2019	2	4
2012/2013	-	3	2019/2020	3	5
2013/2014	1	2			

Table 1.3　　　　　　　　　　　　　　　　Source: Fieldwork data (2021)

Table1.3 shows the dropout trend before and during the implementation of the SFP in Osubonpanin M/A Primary School. The table shows that, before the implementation of SFP in Osubonpayin M/A Primary School, three (3) girls and one (1) boy dropped out in 2010/2011 academic year, four (4) girls and two boys (2) dropped out in 2011/2012 academic year, only three (3) girls dropped out in 2012/2013 academic year with two girls (2) and one boy (1) dropping out of school in 2013/2014 academic year. Analysis of school dropout since the introduction of SFP in 2014/2015 academic year indicated that, five (5) girls and two (2) boys dropped out in 2017/2018 academic year, four (4) girls and two (2) boys dropped out in 2018/2019 with five (5) girls and three (3) boys dropping out in 2019/2020 academic year. This means that the implementation of the SFP in Osubonpayin M/A Primary School could not reduce dropout in the specified years. This is because, dropout increased within the three selected years during the implementation of the SFP than the three years before the implementation of the programme. Evidence from table 1.3 shows that girls in the school dropped out more as compared to boys. An increase in the dropout trends in the school summarizes the unmet agenda of increasing enrolment, retention and reducing dropouts in Osubonpanyin M/A primary.

Assessment of school feeding by WFP and the World Bank provide that the intervention remains a productive safety net in times of economic shock, protracted crisis and vulnerability, and emergency (Bundy et al., 2008). Assessment reports on school feeding was regarded as one of the programmes eligible for support from the US$1.2 billion Global Food Crisis Response Facility established in 2008 to address the global food and financial crises (Grosh et al., 2008). This means that among all possible food assistance interventions, school feeding represents a unique opportunity by providing multiple benefits at both the outcome/short-term and the impact/long-

term levels. The implications of these findings is that, in period of economic crises, disasters and vulnerability, school feeding can minimize the magnitude of the effect through the provision of relief items (food) for the most affected and vulnerable groups (students).

From a different perspective, School feeding leads to increased time spent in school, through increased enrolment and attendance and decreased dropout rates (Ahmed, 2004). This however means that dropout trends should have reduced considerably due to the implementation of the SFP in the beneficiary schools. But, unfortunately, the situation was different in the selected schools in the Municipality. The findings of the study refutes the claim by Sulemana, Ngah, and Majid (2013) that, the attendance rate for pupils increased considerably in beneficial schools; whiles absenteeism has dropped to the lowest level when compared with previous years when the programme was not in existence. Consequently, the argument of Oduro-Ofori and Yeboah-Gyapong (2014) that the programme has reduced the level of primary school dropout in the Kwaebibriem District in the Eastern Region because of the SFP and thus, represents a motivational strategy that prevents school children from dropping out of school cannot be confirmed in the selected schools for the study. Multiple studies showed that the GSFP has the capacity to decrease school dropout in the beneficial schools and increasing enrolment and keep children in school. Yet, pupils of the selected schools in the study continue to drop out of school despite being beneficiaries of the programme. It can therefore be said that, although the school feeding programme has been beneficial to most schools in reducing dropout, multiple indications show dynamic trends involved in the exacerbation of school dropout in the selected schools. This calls for a comprehensive study on the causes of school dropout in the selected beneficiary schools.

4.2 Reasons for Dropout of School Pupils in the Selected Schools during the

Implementation of the SFP.

The second research question of the study sought to examine reasons why pupils still drop out from the selected schools in the Effutu Municipality despite the implementation of the SFP. Dropping out of school does not just happen, research shows that dropping out of school is a long-term process of disengagement that occurs over time and begins in the earliest grades (Barton, 2005). There were various factors that led to the dropout of pupils in the selected schools. I classify these factors that contributed to school dropout in the selected schools into internal and external. Internal causes were the reasons for dropping out of school that were depended on the pupils themselves and the external factors concerned the causes of school dropout that did not emanate from the pupils. The actions and inactions of the pupils themselves, according to the participants, triggered school dropout in the Municipality.

The participants identified the following internal and external factors:

4.2.1 Internal factors

(i) **Desire for money**

The participants were asked to point out some of the internal reasons why pupils kept dropping out of school despite the implementation of the SFP and one of the reasons identified was desire for money. This causative factor of desire for money emerged strongly as internal cause of school dropout in all the selected schools. This view was expressed by dropout, teacher and parent. They had a consensus on this as they explained that pupils dropped out of school because of their strong desire for money. This desire for money engenders pupils to leave the classroom and engage in menial jobs. Typically, such pupils did not sit in the classroom. They were influenced by

their desire for money to drop out of school and never returned.   One parent respondent said that:

> The issue, sir, starts with truancy. They also have a strong financial motivation. I am sure they are truant because they are out of school catching fish to sell.

Another teacher participant explained that:

> Some children are very stubborn, because their parents prepare food for them in the morning so that they can eat and go to school, but because of their strong desire for money, they eat the food and instead go to the market or the sea to work for money.

One other dropout participant also stated that:

> Yes, some children enjoy having money and also work to support themselves, so if I come to school and need books or other school materials and my parents are unable to provide them, I must stay home and work for them.

It can be established from the responses of the participants that the SFP is not influencing every pupil in the selected schools to stay in the classroom. The reasons which forced the pupils to leave the classroom were not just about food. Children have needs such as school needs as well as personal needs to meet. The expectation is that parents, guardians or relatives are to cater for the children to attain these needs. Where poverty or irresponsibility result in children not getting the financial support to meet their survival needs, these children might not be able to stay in school, hence many drop out to engage in economic activities. This supports Ananga (2010) who indicated that most growing children prioritize money above education and thus, creates pressure for them to work and earn income as opposed going to school. Hence, the desire for money is seen as a factor to the rate of school dropout in the selected schools.

(ii)   **Pregnancy**

The next internal factor brought up by the participants as a reason for school dropout despite the School Feeding Programme implementation was pregnancy among girls in the selected schools. The participants explained that some of the girls got pregnant because of poor parental support which led them to seek support from men. For example, a teacher had this to say:

> Some girls have stopped coming to school because they got pregnant. Others also stopped because their families could not afford their basic school needs and they cannot continue without the help of the family. Three got pregnant and stopped.

A head teacher also explained that:

> The issue of teenage pregnancy is a serious problem here in our school. We record pregnancy at least every academic year. Some of them are very intelligent but this particular issue is affecting them.

Another teacher also said that:

> I think our girls get pregnant because of money to buy some basic needs like food, dress etc. which their parents are unable to provide for them.

According to the findings, teenage pregnancy is one of the leading causes of school dropout in the selected schools especially among girls. This explains why school dropout persists even after the SFP is implemented. It can also be established from the findings that due to the inability of some parents to provide food and other basic necessities in the house for their children, girls in an attempt to obtain the needs themselves engage in immoral sexual relationships, mostly with their opposite sex which usually leads to teenage pregnancies and thus, drop out of school. This indicate that if parents were able to provide basic necessities such as food, educational stationary and personal needs, their female children would not depend on men for money and other basic necessities which led them to pregnancy resulting in dropping out of school.

The results are consistent with Etsey's (2001) findings, which show that the causes of high dropout rates are complex and can be attributed to a number of factors such as lack of books and suppliers, poor teaching, a lack of teachers, long walking distances to school, high cost of school materials, pregnancy, and early marriage.

(iii)   **Poor academic performance**

It was also indicated in the study that poor academic performance among pupils was another internal causative factor that led to pupils' dropout of school despite the implementation of SFP in the selected schools. This factor may result from the children's ability and readiness to learn as well as from other factors related to the education process and environment. Poor academic performance, according to the participants, prevented them from staying in class. As a result, the pupils did not see the value of attending school because they believed they did not belong to the classroom. The participants reported that pupils who did not face poor academic performance surely coped and remained in school.

A teacher participant indicated that:

> Pupils facing poor academic performance do not see the value in attending school. Due to their challenge, they absent themselves more often leading to dropout.

Another teacher stated that:

> Some of the pupils are out of school because they think they are wasting their time there due to their poor academic performance.

One other participant (Kweku, FGD) narrated that:

> I don't go to school again because I am not good in class and also got hungry in school. The food they serve in school is very small in quantity which did not satisfy most of us who don't eat from home before coming to school. Due to that I have started learning some trade since my head is not helping me and hunger also disturbing me in school to enable me earn a living in future.

80

Participants indicated that, poor academic performance are considered sufficient reasons for pupil's to drop out of school in this study. Meanwhile, the SFP have been introduced to augment enrollment, retention and reduce dropout in schools. Yet, poor academic performance which participants indicate as major factor to school dropout has not been addressed by the SFP hence, it becomes difficult to tackle the menace. This, coupled with hunger issues as indicated by participants are seen to be major reasons that led to truancy, resulting in dropout in the long run. Participants established that the SFP which could serve as a tool to solve pupils' hunger are being served at smaller quantities and thus, could not retain students in class. A hungry stomach defeats the mind's ability to think and exposes one to psychological vulnerabilities. This supports the findings of Colclough et al., (2000) that poor academic results are associated with higher levels of grade repetition and dropout, and with lower progression ratios to higher levels of the education system.

4.2.2 External factors

(i)   Lack of parental support and care

It was also detected from the study that lack of parental support and care is one of the external causes of school dropout in the selected schools. The participants universally specified that, there was lack of support and care from parents which has resulted in the dropping out of pupils from the school. This was a reason from all the selected schools. One of the participants who was in the FGD made mention that some parents did not provide food for their children when they go to school because of the food served in the school which according to the pupils did not satisfy them due to its small quantity. Some participants also explained that because some parents did not give money to their children to buy food and water to support the SFP, some pupils in their attempt to get these basis needs end up using school hours to work for money which

81

would led them to become habitual absentees resulting in dropout. For example, a head teacher said that:

> Most parents do not provide food for their children when they are coming to school, therefore the children depend solely on the food served in the school which is served around 10:30 am to 11:00am. The food served in the school is in small quantity which did not give the children enough strength to learn.

Another participant (Kwabena) added that:

> Some parents have left their children to do what they want all because they are unable to provide food and other basic needs for them. They don't even care if they will go to school or not but they are interested in taking them to farm.

Similarly, one other participant (Ama) had this to say:

> Because some parents are unable to provide food and other basic needs to their children, they don't come to school at all. They rather engage in trade to support themselves and the family.

It is evident from the responses that one of the causes for school dropout in the selected schools is parents' failure to meet their children's academic needs which includes providing food and other basic needs to support the SFP. Some parents have little influence over their own children because of their inability to care for them. As a result, the child chooses whether or not to attend school, resulting in a high rate of dropout in the selected schools. In a nutshell, this means that when parents lose control of their children as a result of their failure to meet their educational needs, their children are more likely to drop out of school. This affirms the claim of Ananga (2010) who found that, the structure and support of parents or guardians in their role of managing their wards have substantial effect on school dropout.

(ii)   Educational level of parents

Lack of education on the part of parents was another external cause of school dropout in the selected school despite the introduction of school feeding programme. Most of

the participants mentioned lack of education on the part of some parents as one of the causing factors of school dropout. For example, a teacher said that:

> Some parents don't care if their children go to school or not. This is because they (parents) themselves didn't go to school. They rather engage them (children) with house chores like taking care of their younger siblings and also involving them in farming activities.

Another participant (Abena) indicated that:

> I think most of the children who have stopped going to school are comfortable in their homes because their parents don't really care and don't see the importance of them schooling. Because if they know the essence of education, they will personally send them back to school but because they (parents) are illiterates, they leave them (children) to do what they want.

Similarly, one other participant (Ama) also explained that:

> I always say that, some parents are to be blamed for their children's dropout. Because they (parents) didn't go to school, they don't show any interest when it comes to their children being in school or not. Their lack of knowledge on education has sometimes made them to believe that is not only school that will make them great in future.
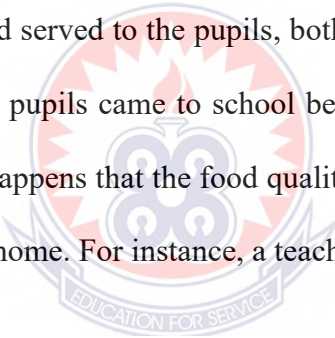
It is clear from the responses that low level of education on the part of some parents make pupils to dropout from school. This means they (parents) were dropouts or they were completely uneducated. Parents' level of education, can be seen as a potential predator to school dropout. Participants indicated that educated parents spend more time supporting their children's education which increases the likelihood that they will remain in school than uneducated parents.

Parents influence the academic performance of their children by imparting the values, aspirations, and motivation needed to remain in school and succeed. It is believed that educated parents' would do everything possible to provide food and other basic needs for their children by supporting the SFP so that their children would to go to school and remain there. The situation would be different to illiterate parents' who do not see the essence of schooling to even think of providing extra food for their children all

because the food served in the school is in small quantity. This findings is in line with the assertion of Ersado (2005) who indicated that, parental education is the most consistent determinant of student's education. This is also supported by Ainsworth et al, (2005) which explained that higher parental level of education is associated with increased access to education, higher attendance rates and lower dropout rates. Meanwhile, non-educated parents, as argued by Pryor and Ampiah (2003), negatively affected their appreciation and support of schooling.

(iii)   Poor quality and quantity of food

Another external causal factor for school dropout in the selected schools was poor food quality and quantity. Participants from all the three Communities shared reservations about the food served to the pupils, both in terms of quality and quantity. They explained that some pupils came to school because of the food they ate during school hours, so when it happens that the food quality and quantity is not encouraging then, he or she goes back home. For instance, a teacher explained that:

> Sir, I am a teacher here and sometimes I see the food served to the pupils and you could see that there is problem with the quality and quantity. At times when you ask them (caterers), they will tell you the fault is from their cooks and they are going to check them. They keep on saying this but no major change has been recorded. I think some of the dropouts depends solely on the food in the school since their parents couldn't afford to provide them food at home and this quality and quantity issue have disappointed them thus their dropout.

Another interviewee (Abena) also indicated that the programme has been effective but the issue now is with the food quality and quantity. According to her, the quantity is too small and for the quality, it has to be improved.

84

This is the excerpt from her:

> Some pupils complained about the poor quality and quantity of the food. At times, you will hear them (pupils) complaining in class about stomach upset after eating the food. I think much must be done on the quality and quantity of the food.

This results indicate that pupils in the selected schools drop out due to hunger, this is because most of the dropouts depends on the food served in the school which is usually small in quantity and poor in quality. Due to this, pupils start absenting themselves from school which in a long run would result in dropout. This happens because of their parents' inability to give them money to buy food when going to school to supplement the food they would be served although small in quantity. With this, they consider being home with an empty stomach than being in school and learning with hunger. This confirms the argument of Kim (2004) who stated that if school meals are of good nutritional quality and quantity, and the supply is efficient and continuous for a long period, problems with the children's underlying nutritional status, such as iron deficiency, should improve, leading to enhanced cognition and attentiveness. Fentiman, Hall & Buny (2001) argument on malnutrition is consistent with the findings that low quality and quantity of meals affects pupils' will to attend school.

The results of this research on the causes of school dropout are supported by Etsey (2001), who claims that the causes of high dropouts are complex and can be due to a number of factors such as lack of books and supplies, poor teaching, lack of teachers, long walking distances to school, high cost of school materials, pregnancy, lack of support, and early marriage. Some of the factors found in the Etsey report were also found in the current study. For example, this study described Etsey factors such as pregnancy, lack of parental support and care as causal factors in school dropout.

85

From the results of this study, the researcher conceptualizes dropout as an outcome of contextual conditions setting process in motion that pushes and/or pulls children until they eventually drop out of school. This means that even though the Ghana School Feeding Program is running effectively and efficiently, these factors if not checked will still cause students to drop out of school. As a result, all stakeholders must take these factors seriously and address them adequately to ensure that dropout in the selected schools become a thing of the past.

4.3 Communities' Responses to the Dropout Trends in the Selected Schools during the Implementation of the SFP

The third research question of the study sought to explore how the communities' have responded to the dropout trends in the selected schools during the implementation of SFP in the Effutu Municipality. The participants were first asked about their understanding of the School feeding programme (SFP). Two themes emerged from the response of the participants. The themes include children stay in school and support to parents. The response from the participants in the selected communities indicated that the SFP to some extent has helped pupils to stay in school and has also supported parents in taking care of their children in school. The results are presented below:

(i)   Children stay in school

To start with, all of the participants agreed that the goal of the SFP is to get students to go to school and stay there till closing time. The SFP, according to a teacher, is there to help students focus during classes' hours and during school hours. Another teacher said that:

86

> Some students occasionally come to school with empty stomach. As a result, feeding them at school helps them to focus in class, particularly in the morning. It also aids in the reduction of absenteeism which gradually leads to dropout.

A head teacher also stated that:

> Sir, here some of the pupils come to school and stay till closing time because of the food served in the school. This is because if the stay at home, they won't get food to eat but their parents will ask them to join them in the farm. Thus, they prefer coming to school where they will get food to eat and learn.

This indicates that the school feeding program is beneficial in the selected schools because it encourages students to stay in school and concentrate in class. Since studying on an empty stomach is difficult, a hungry student is more likely to lose focus and leave school to look for food. This problem has been reduced to some degree by the introduction of the SFP in the Municipality, as students now come to school knowing they will at least get something to eat. This effectively checks absenteeism in the selected schools. This result supports a claim made by the World Food Programme (WFP) in a paper published in 2010, that School Feeding is a well-organized wellbeing program that alleviates hunger while also promoting education, health, and community growth.

(ii) Support to parents

In addition, all the participants accepted that the SFP exists to assist parents in caring for their children at school. During the interview sessions, participants stated that certain parents have difficulty caring for their children in school due to financial constraints, which is why the SFP exists to help them.

One of them (Kwabena) indicated that:

> Most parents are not able to afford giving money to their children, so they feed them leftover meals from the night before sending them off to school, knowing that the food served at school would supplement what they have already ate.

Another participant (Abena) said that:

> School Feeding Programme is really helping some parents to be able to fully take care of their children. As for the children who have dropped out of school, it's their stubbornness that keeps them in the house. Some parents sometimes are the reason for their children staying in the house because they are not able to provide the little things that their children needs and that will make them stay at home.

According to the findings, the School Feeding Program provides parents with invaluable assistance in providing food for their children while they are in school. The SFP is, in fact, a complement to the meals provided by parents to their children. This seems to suggest that the parental care in the form of provisions of necessities are augmented by the SFP. Nonetheless, pupils still dropout of school. In spite of the support, most parents seems to think that the SFP provides enough for their wards and thus, do not supply their children with their needs. This findings is consistent with the argument of AliuandFawzia (2014) and Konzabre (2018) that SFP saves parents from spending so much in providing food for their wards. SFP is a social intervention that has been used to encourage pupils stay at school.

However, on how community members responded to school dropout during the implementation of the SFP in the selected school, three themes emerged. During the implementation of the SFP, the communities' response to school dropout was through Guidance and counselling Committee, award schemes, Community by-laws and meeting with P.T.A and SMC. The findings are presented below:

4.3.1 Guidance and counseling committee

The participants indicated that the Communities' have responded to the issue of dropout in the selected schools in the Municipality in various ways and guidance and Counseling Committee is one of such strategies put forward as useful in mitigating drop out in basic schools in the Communities. The Communities' set up a guidance and Counseling Committee made up of the counselor of the selected schools, an Assembly member, P.T.A. Chairperson of the selected schools, Head Teachers of the selected schools, a representative from the clergy, an elder from the chief palace and the girl child coordinator of the district. This Committee was basically responsible for addressing the emotional problems related to children while they are in school and also reach out to those who have dropped out to enable them return back to school.

All the participants expressed their view on this. For instance, a teacher said that:

> Pupils who are found to be habitual absentees and those who have dropped out already are given some guidance on what they need to do so to provide a way in overcoming their challenges.

Another participant (Kwabena) indicated that:

> If the issue involved has to do with that of a parents action or inaction, the Committee invites the said parents and the children to give them some guidance and educate them on the importance of education and the need for the parents to make sure their children are enrolled in school, stay there and seen through completing the basic school and also furthering their education even to higher institutions of learning.

Another participant (Ama) also explained that:

> I will applause the Committee for the good works they continue to do for the community. I also believed that the pupils they have reached to would return to school as promised to help reduce dropout in the schools.

These findings indicate that the community through the chiefs, elders and other stakeholders have made progress to reduce dropout in the selected schools through guidance and counseling. The fact that some pupils still drop out despite the

implementation of the SFP, it became paramount for the Communities to respond to this canker with full force in order to alleviate it. It was established from the Committee that some of the dropouts and the potential dropouts were not from financially stable homes, therefore, facing emotional challenges due to their parents' inability to give them money to buy food and other basic school needs to support the SFP in order to make them comfortable to stay in school to prevent dropout.

These findings are in line with Adell's (2002) as cited in Acquah (2017) that students from unstable households are emotionally disturbed, underperform, and eventually drop out of school. This suggests that the School Feeding Program's goal of reducing dropouts will be thwarted if the communities', parents and other stakeholders did not put their effort together to supplement the SFP. This, however, shows that the School Feeding Program's effectiveness can never be achieved without the overwhelming support of the communities', parents and other stakeholders.

4.3.2. Award schemes

Furthermore, in response to the dropout issues in the selected schools, the communities' and the schools involved set up an award scheme to help encourage children to remain in school and also to reduce dropout. This award was mostly for the brilliant but needy children and those who were punctual in school. Some of the participants stated that in addition to the efforts made by the communities and other stakeholders in mitigating drop out among children in the selected schools within the Municipality, was the introduction of the award scheme in connection with the Municipal Assembly and other philanthropists in the community to motivate children to stay in school to avoid dropout. The communities' received assistance from the Assembly and philanthropists in the form of cash, T-shirts, football, school bags,

books, food items among others with the purpose of providing motivation and encouragement to children in order for them to gain interest and also be happy at school. The participants agreed that the award scheme is influential enough as it would help reduce dropout.

On the same issue, a teacher said that:

> The award, I think would be of help to reduce dropout in the school as the pupils have showed interest in it by studying hard to be beneficiaries on day. Once they have showed interest in it, we are also pleading with the award scheme coordinators and the donors to keep on doing the good work for the pupils.

Another teacher also stated that:

> The award if continued will promote regular attendance of the pupils to school. This is because now that every child is trying to be a beneficiary of the scheme, no one would like to stay in the house since punctuality is also a criterial.

One other teacher similarly expressed his view this way:

> My prayer is that, those behind the scheme should have the strength and support always to organize the award to motivate the pupils. Because I foresee school dropout as a thing of the past in our schools with these efforts of our hardworking community leaders and stakeholders.

The findings suggest that the communities are on the right path when it comes to reducing dropout in the selected schools in the Municipality with their award scheme strategy. This is because the scheme has implications of healing absenteeism which is also one of the factors which gradually ushers its victim into becoming a dropout. This also indicates that the SFP with the support of the communities would gradually meet its goal of reducing absenteeism and increasing class attendance in the selected schools in order to prevent dropout. These findings are supported by Sulemana, Ngah, and Majid (2003), as cited in Acquah (2017), who stated that dropout rate for pupils would reduce significantly if the communities' put in efforts to support the SFP.

4.3.3 Community by-laws

Reducing dropout in the selected schools in the Effutu Municipality was a daunting task as elders of the communities were forced to enact by-laws that made demands from parents whose wards were victims of the situation. The participants stated that, the elders of the community been worried about the state of dropout in the selected schools came up with a by-law that made monetary demand of GH₵250.00 on parents whose wards were seen in town after 9:30pm, parents whose wards absented themselves from school for one week without permission from the school authorities, and parents whose wards were found in town during school hours. The by-law was enforced by a volunteered community taskforce to ensure that the law was obeyed by every parent or guardian in the community to help reduce dropout in the schools. It was established from the participants that the money that was generated from the exercise was used to embark on projects in the schools. According to a teacher:

> The by-law is good because it helps in the monitoring of pupils who go to school and those w1ho do not. I will advise other communities facing dropout issues to learn from this strategy as it would help reduce it.

One other participant (Ama) explained that:

> Yes, the law is good because parents now monitor the movement of their wards. They make sure that their wards don't go out after 9:30 pm and also see to it that they go to school in the morning and stay there till closing time. This means that this strategy is defeating absenteeism which will in turn reduce dropout.

One other participant (Kweku) also stated that:

> I personally support the law but, I have heard some people saying the fine is too much. However, I also think the amount will even make some parents to be more watchful of their wards. We should all help the elders in the fight to end dropout in our school.

The responses indicate that the communities tried their best to reduce dropout in the selected schools. This also means that with strict adherence to the by-laws by parents/

guardians and pupils, the school will record full class capacity with no or small absentees which would be a good sign of reducing dropout in the schools. It was agreed that with this relentless support from the elders of the community and other stakeholders to support the SFP will go a long way to reduce dropout in the selected school. These results are supported by Sulemana, Ngah, and Majid (2003), as cited in Acquah (2017), who stated that dropout rate for pupils would reduce significantly if the communities' put in efforts to support the SFP.

4.4 What Other Alternative Ways can be Deployed to Support the School Feeding Programme (SFP) to Reduce Dropout in the Selected Schools

The participants were asked for their opinions on what other alternative ways can be deployed to support the School Feeding Programme (SFP) in reducing dropout in the selected schools. The participants reported that in order to use the SFP to reduce dropout, there should be a support from civil society organizations and Non-governmental Organizations (NGOs), adequate parental support, government support, quality and quantity of the food, and serving meal twice a day in the schools. They believe these relevant ways together with the SFP will help to reduce dropout in the selected schools.

4.4.1 Support from civil society organizations, community members and non-governmental organizations

Support from civil society organizations (CSOs), Non-Governmental Organizations (NGOs) and community support was one of the alternate strategies suggested by the participants to support SFP in reducing dropout in the selected schools. All the participants agreed that civil society organizations, community support and non-

governmental organizations should work together to make the SFP a success. One of them (Kwabena) for example, said:

> I think that if CSOs and NGOs come together by providing foodstuffs, money etc. that are needed to support the SFP, the programme will achieve a great success in reducing dropout in the schools.

Another participant (Ama) also suggested that:

> I also think elders in the community and members of the P.T.A. should be involved in the School Feeding Program's activities. This will aid success since they will have a better understanding of the program and how it is been executed in the school and this will also allow them to assist where needed to help reduce dropout in the schools.

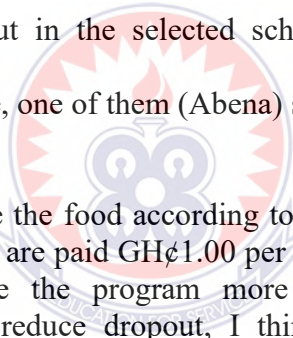A teacher similarly added his view, he said that:

> We are all praying for this canker to stop, so the coming together of the community, CSOs and NGOs to support the SFP I think is in a right direction to help reduce dropout in the school.

The respondents' comments indicate that if the community and other organizations come together to support the School Feeding Programme (SFP), it will achieve its primary purpose of increasing enrollment, attendance and retention which in a long run would help to reduce dropout in the selected school. This supports Buhl's (2012) assertion that the Ghana School Feeding Program (GSFP) has experienced a lack of partnership among stakeholders at the regional, district, and school levels. Buhl, (2012); Sulemana et al., (2013) also indicated in their study that some beneficiary schools lack strong and functional SFP implementation committees, causing the program to suffer at the school level. With this, the researcher believes that if all stakeholders including communities, NGOs, philanthropists, and old student groups come together to support the SFP, the programme will achieve its goal thereby helping to reduce school dropout in the selected school. This also support Gunderson (2014) studies that, in Switzerland, NGOs serve lunch to schoolchildren. This is an indication that SFP should not be the duty of the government alone if it is to be

effective in reducing dropout rates therefore the support of the above mentioned organizations and groups will be paramount.

4.4.2 Government support

In addition, the participants proposed that government support should be considered as another option for assisting SFP in reducing dropout in the selected schools. This resulted from participants agreeing on what the government should undertake to ensure the programme's success. The participants agreed that financing for the programme should be increased, as well as effective monitoring. They all agreed that the budget of the programme needed to be increased. In that case, both the quality and quantity would be made attractive to ensure the programme's success which will lead to the reduction of dropout in the selected schools. Majority of the participants mentioned this; for example, one of them (Abena) said that:

> The caterers prepare the food according to the government's budget. I understand that they are paid GH¢1.00 per student, from which a tax is deducted. To make the program more effective, appealing, and successful to help reduce dropout, I think the government should increase the money per student to account for the quality and quantity of the food to motivate them to come to school and stay there till closing time.

Another participant (Kweku) expressed his view that:

> I also believe that if the government can assist parents with school uniforms, books, and other school materials, it will go a long way towards reducing the dropout problem in the schools.

In terms of monitoring, participants agreed that the government should make it a priority by ensuring that the monitory team are given the necessary resources to enable them do their work as expected of them. Some participants also believe that, the monitoring when done properly would help to know what the caterers cook as it is

95

believed that some of the caterers cook what they have in their kitchen and not what is

on the menu. According to a teacher:

> The food prepared by caterers must be checked. I've witnessed students
> refusing to eat the food that has been served them on several occasions.
> They will tell you that they have been eating this same food for a
> week. This occurs when caterers prepare what they have in their
> kitchen rather than following the menu provided due to lack of proper
> supervision. I believe that if the monitoring system is made effective,
> caterers will adhere to the prescribed menu, preventing the preparation
> of food that the children will refuse to eat.

This data suggest that the government apart from the implementation of the SFP

should continue to support the programme to help achieve its goal of increasing

enrollment, attendance and retention which in a long run would help to reduce

dropout in the schools. In order for the programme to be successful, the government

must increase the budget of the School Feeding Programme and also tighten the

monitoring systems from national to the district levels. The responses also show that

if the budget of the programme is increased, the quality and quantity of the food

would change which will motivate most of the pupils to come to school regularly

especially those who stopped going to school because of the kind of food (small and

poor in quality) served them in the school and their parents inability to cater for them.

Being punctual in school means enrollment and attendance will automatically increase

resulting in the reducing of dropout. The response also show that dropout can be

reduced in the selected schools if government increases her supply of resources such

as school uniforms, text books, and exercise books, among other things. In terms of

monitoring, the findings suggest that caterers should not be given too much latitude in

carrying out their responsibilities as some of them do what they like without been

proper monitored .

The findings indicate that cooks, for example, should be supervised for what they prepare, where they prepare it and how they prepare it. Effective monitoring by the government can also help avoid wastage. Effective monitoring mechanism, as articulated by the Partnership for Child Development (1999) is an effective way that can focus on program operations, which will engender the School Feeding Programme to be effectively implemented. The findings revealed that the government's financial support to the SFP is inadequate. Therefore, strong financial support from the government by means of increasing the budget of the programme and ensuring proper monitoring systems will go a long way to help the programme achieve its goal of keeping pupils in the classroom leading to the reduction of school dropout in the selected school. The study supports the view of Hauware (2008) that if the program is properly funded and implemented as designed, its potentiality to change the hunger, education, and ultimately the food security and poverty landscape in Ghana will be manifested. Inferring from the above statement, it is incumbent on the part of government to support the programme with all the necessary resources and the seriousness it deserves in order to realize the full benefits of the program throughout the country without any discrimination to help reduce dropout in the schools.

4.4.3 Adequate parental support

Under parental support, the participants agreed on two themes. These include financial and moral support. According to the participants, these assistance when giving will ensure the SFP's success in their schools. This should include the donation of foodstuffs, money etc. to support the SFP and also taking good care of their wards at home. They also believe that because pupils are fed once as they arrive at school, the parents should provide morning meals for their wards because the food served in

the school is served around 11:30 am. This will help the pupils to start the day well having enough energy to concentrate in class than learning with an empty stomach till the food is ready.

A teacher stated that:

> Parents should not rely solely on the School Feeding Programme but must take good care of their children by feeding them in the morning before sending them to school. They should also provide for them the basic school materials like books, uniforms among others to make them happy to go to school and to stay there. This is because if these basic needs are not met by the children, even with the SFP in place, they will not be happy to go to school and to even think of staying there.

Other interviewees felt that parents must encourage their children to attend school in addition to providing financial help. Some of them stated that parents must compel their children to attend school at all cost. A head teacher expressed his view that:

> When you ask the children why they are not in school, most of them will tell you that their parents refuse to give them money and also buy them their basic school needs like books, uniforms etc. Sometimes parents don't force their children to school because they refuse to provide their wards their basic school needs.

Another participant (Kweku) said that:

> Some parents because of the nature of their work, they leave the house very early leaving their child behind and just tell him/her to prepare and go to school and may even leave money but the child won't go. I think this is not a good move because parents are supposed to encourage their children and see to it that they are off to school before they leave for work.

These responses indicate that, in order for the SFP to be successful, provision of food to students in schools should not be viewed as the responsibility of only the government through the SFP. Adequate support from stakeholders including parents, as Buhl (2012) indicated, as essential to promoting the programme is seen in the study as pertinent to boosting the effort of the social intervention. As a result, parents should

consider the SFP as a supplement to the meals they provide their children when they go to school. Parents must meet the requirements of their children and guarantee that they attend school. The SFP will achieve its goal of reducing dropout in the selected schools if parents support their children and the programme adequately.

4.4.4 Quality and quantity of the food

Another suggestion was the quality and quantity of the food. Quality and quantity of the food was discussed by the participants as one of the alternative ways to support the SFP to reduce dropout in the selected schools. This theme emerged when the participants were worried about the quality and the quantity of food pupils eat. One of the participants (Kwabena) said that:

> The pupils complain that the food is too small therefore, I suggest that the quantity of the food should be increased to satisfy them. Also, the nutritional content of the food should be considered to help the program achieve its goal of reducing dropout in the schools.

Similarly, a teacher expressed his view that:

> Sir, I can say that most of the kids have stop eating the food. This is because they don't prepare the food as good as it used to be when the programme started. The quantity of the food is also not encouraging enough as the kids keep complaining about the small amount of food served them. So I think for the programme to achieve its goal and become more attractive to pupils, more resources need to be pushed into it to increase the quantity and improve the quality of the food.

According to the responses above, the quantity and the quality of food provided through the SFP is inadequate and should be significantly improved. There is the believe that when the quantity of the food is increased and the quality is improved, it will go a long way in motivating the pupils to attend school regularly with the intention to enjoy the food which will in turn increase enrollment, attendance and finally reduce dropout in the schools. This also means that if the quality and quantity of the food is checked properly, the underlying nutritional status of the pupils such as

malnutrition, iron deficiency will be taken care of. The suggestion is in line with the claim of Kim (2004) who stated that if school meals are of good nutritional quality and quantity, and the supply is efficient and continuous for a long period, problems with the children's underlying nutritional status, such as iron deficiency, should improve, leading to enhanced cognition and attentiveness.

4.4.5 Serving Food Twice a Day in Schools

Furthermore, majority of the participants agreed that students should be fed twice a day during school hours. They added that because some parents are unable to provide breakfast for their children, the SFP should make provisions for pupils to be fed twice daily while at school. On this issue, a head teacher stated:

> I think if the kids are fed twice daily in school, it will help a lot. For example, serving them with breakfast and lunch. This will help attract more children to school, help keep them there and also help reduce dropout.

A teacher also stated that:

> Serving the kids twice a day in school will be a great move to curb this absenteeism and dropout menace. Most of the kids come to school with empty stomach therefore, providing breakfast and lunch to them in school will motivate them to be punctual in school which will lead to avoid dropout.

This suggests that, in order for the SFP to be effective to achieve its goal, the government must modify the policy in such a way that students are served twice in order to attract and retain more students in school. This claim by the participants that food should be served twice is in line with the first guideline of the Partnership for Child Development (1999) which has it that, building up a consensus on a policy and objectives that focus on how School Feeding can effectively contribute to improving education and meeting the nutritional and health needs of school-age children. Policy makers need to agree on what problems or situations the School Feeding Pregramme

will address, who the programme will serve, and which programme models are feasible for implementation. It's vital to note that reaching a consensus is the result of a sincere effort to satisfy the needs of all stakeholders. However, if this broad consensus defines the School Feeding Policy and its execution by all stakeholders, the policy will be successful in meeting its objectives of preventing dropouts. Therefore, if stakeholders including students, believe that serving food twice at the schools would be practical in ensuring the effectiveness of the SFP than, it should be factor in the programmes implementation to support the programme to achieve its goal of reducing dropout in the selected schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the main findings from the data analyzed in chapter four, conclusions derived from the findings and recommendations based on the conclusion. The summary of the findings is in line with the research questions which were designed to explore dropout trend in the selected beneficiary schools in the Effutu Municipality in spite of the School Feeding Programme, the reasons for dropout in the selected beneficiary schools in the Effutu Municipality in spite of the School Feeding Programme, how the communities have responded to the dropout in the selected beneficiary schools after the implementation of the School Feeding Programme in the Effutu Municipality and to explore other alternative ways that can be deployed to support the school feeding programme to reduce dropout in the selected beneficiary schools in the Effutu Municipality.

5.1 Summary of the Findings

The findings from the study are presented below according to the research questions for the study.

5.1.1 The dropout trend in the selected beneficiary schools during the implementation of the school feeding programme (SFP)

The first research question deduced data on the dropout trends in the selected beneficiary schools during the implementation of school feeding. The study revealed findings through the views expressed by the participants from the selected schools and the communities where the selected schools were situated. The study came out with some key findings under this research question and it includes:

Firstly, the SFP has not effectively addressed the problem of school dropout in the selected beneficiary schools since pupils tend to drop out much more even after the SFP was implemented. Girls dropped out more than boys with pregnancy being the cause.

Also, the SFP was seen as not completely keeping children in the classroom. Some pupils due to their situation fail to stay in school and learn thereby defeating the prime objective of the programme.

Finally, majority of the dropouts occurred at the upper primary. Pupils at the upper primary tend to dropout more than those at the lower primary because most pupils at this stage engaged themselves in trades.

5.1.2 Reasons for dropout of pupils in the selected beneficiary schools during the implementation of the SFP

The second research question examined the reasons for the dropout of pupils in the selected beneficiary schools during the implementation of SFP. The following are the key findings under this research question.

It was established that parents' inability to meet their children's academic needs is a contributing factor of dropout in the selected beneficiary schools. Some parents have little influence over their own children as a result of their inability to provide for them. Children chose whether or not to attend school, which frequently results in dropout in the selected schools.

It was also revealed that student-based factors like poor academic performance and desire for money were seen in this study as enough reason for a pupil to drop out of school.

103

5.1.3 Communities' response to the dropout trends in the selected beneficiary schools during the implementation of the SFP

This research question was framed to delve into how the communities have responded to dropout trends in the selected beneficiary schools during the implementation of the SFP. The key findings found under this research question are as follows:

- It was established from the study that the communities responded to school dropout in the selected schools through guidance and counseling committee, award schemes and community by-laws.
- It was also recognized that the SFP is indeed serving as a supplement to food provision to pupils by their parents.

5.1.4 What other alternative ways can be deployed to support the school feeding programme (SFP) to reduce dropout in the selected beneficiary schools

The last research question sough for what other alternative ways can be deployed to support the school feeding programme to reduce dropout in the selected beneficiary schools. The researcher found the need to seek the views of the participants on what other alternative ways can be deployed to support the school feeding programme to reduce dropout. The participants suggested some of the alternative ways to support the School Feeding Programme to reduce dropout and the key findings among them are:

First and foremost, government's support for the SFP is currently inadequate due to the small and challenging amount per pupil. Caterers are not paid on regular basis. Government must increase its budget for the School Feeding Program in order for the programme to succeed. Furthermore, in order for the SFP to succeed, the government

must redefine the policy so that pupils are served twice to attract more pupils to school and to keep them there.

Finally, significant parents' support, support from civil society organization and non-government organizations are all necessary for the SFP to reduce dropout.

5.2 Conclusion

From the findings of the study, it became clear that the School Feeding Program had not effectively addressed the issue of dropout in the selected schools as pupils tend to drop out even more during the implementation of SFP.

It was also discovered that though there are other factors that contribute to the cause of pupils dropout in the selected school in the Effutu Municipality, parents' inability to meet their children's academic needs and student-based factors like poor academic performance and desire for money were the major factors that caused pupils dropout in the selected schools.
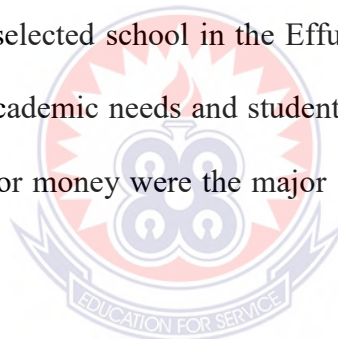
It was identified that the communities have responded to the dropout issues in the selected schools by setting up a guidance and counseling committee, giving award to pupils and the enforcement of community by-laws. The measures were put in place to serve as a supplement to the SFP to help reduce dropout in the selected schools.

It was revealed that government support, parents' support and support from civil society organizations and non-governmental organizations to the SFP are currently inadequate to help the programme achieve its goal of reducing dropout in the selected schools.

5.3 Recommendations

Based on the conclusions of the study, I have come out with the following recommendations.

To begin with, it was recommended that teachers and other stakeholders in Effutu Municipality should focus more on sex education, while parents also should focus on home monitoring of their children especially the females to avoid pregnancy which would result in school dropout.

It was also recommended that parents in Effutu Municipality should strengthen their parental duties by providing for their children's school needs so that they can have a say in their children's lives. This when done, will give parents the moral authority to force their children to go back to school if they choose to stop due to lack of basic school needs.

It was recommended that the elders in the community should ensure that the measures put in place to address school dropout are strictly adhered to by the members of the community especially the by-laws to help reduce dropout in the selected schools.

Finally, it was recommended that there should be an adequate parental support in terms of pupils basic needs, government support in terms of increasing the amount per pupil, prompt regular payment to caterers to meet the exigencies of time, and support from civil society organizations and non-governmental organizations.

5.4 Research Limitations

It must be established that no study can be completed successfully without some limitations. In this case, this section focuses on some of the shortcomings that were encountered throughout conducting the study.

Firstly, during the data collection process, some of the interviewees were not comfortable with the audio recordings that I was going to take from them. It took the interventions of the head teachers of the various schools for them to avail themselves for the audio recordings. Their reasons being that they were afraid of hearing their voices somewhere that they speak against the School Feeding Programme in their communities.

Secondly, the study area used for the study could have been extended to include other beneficiary schools in the Effutu Municipality. The study focused on only three selected beneficiary schools (Essuekyir Methodist Primary School, Gyahaadze M/A Primary School and Osubonpayin M/A Primary School) to the neglect of other beneficiary schools. These three school were used for the study due to lack of resources as well as time.

Lastly, it was noticed that, the sample size used for the study was quit too small since more information could have been obtained about the issue understudied using the mixed method approach. In this regard, large sample of participants could have been used to obtain data using the quantitative approach and then builds on the results to explain them in more detail with qualitative approach.

5.5 Area for Future Research

A lot of factors impact school dropout. As a result, the School Feeding Programme is simply one of the remedial options available to prevent school dropout. This means that future researchers will have a wide range of parameters from which to choose, and will be able to examine the impact of some of them on reducing school dropout in the Effutu Municipality. Take, for example,

i. Impact of monitoring on the School Feeding Programme in reducing dropout.

107

REFERENCES

Abu-Bakr, S. Y. (2008). *A study of the Ghana school feeding programme: A tool for poverty reduction or for widening social inequalities?* Retrieved on 22nd December, 2020 www.gnecc.org/.../A%20study%20of%20the%20GSFP%20current.p.

Adell, M.A. (2002). *Causes of School Drop-Out among Ordinary Level Learners in a Resettlement Area in Masvingo, Zimbabwe*. Retrieved 19th May, 2020 from https://www.semanticscholar.org/paper/Causesof-School-Drop-Out-among-Ordinary-Level-in-a-Chinyoka/eb3c3d0f6dedc83a10d2e183e49c19990cc93efc

Afridi, F. (2010*). The impact of school meals on school participation: Evidence from rural India*. Retrieved 17th. May, 2020 from https://www.tandfonline.com/doi/abs/10.1080/00220388.2010.514330

Afoakwa, E.O. (n .d). *Home grown school feeding program- the Ghanaian mode as icon for Africa.* Retrieved from http//www.genf.org/library/Ghana-School-Feeding-Programme-Overview-and-Progress.pdf

Alderman, H., Gilligan, D. O., & Lehrer, K. (2009). *The impact of alternative food for education programs on nutritional outcomes in Northern Uganda.* Internal Food Policy Research Institute.

Adamu-Issah, M., Elden, L., Forson, M., & Schrofer, T. (2007). *Achieving universal primary education in Ghana by 2015: A reality or dream?* United Nations Children's Fund (UNICEF). www.theghanaianjournal.com/.../achieving-universal-primary-educat...

Ahmed, S. (2004). Affective economies. *Social Text, 22*(2), 117-139.

Akyeampong, A. K., Djangmah, J., Oduro, A., Seidu, A. & Hunt, F. (2007) *Access to basic education in Ghana: The evidence and the issues.* University of Sussex.

Ainsworth, M., Beegle, K. and Koda, G. (2005). The impact of adult mortality and parental deaths on primary schooling in North-Western Tanzania. *The Journal of Development Studies, 41*(3), 412-439.

Al Samirrai, S., & Peasgood, T. (1998). Educational attainments and household characteristics in Tanzania. *Economics of Education Review, 17*(4), 395-417.

Aleazer, L., Rogers, F. H., Chaudhury, N., Hammer, J., Kremer, M., & Muralidharan, K. (2006). *Why are teaches absent? Probing service delivery in Peruvian primary schools*. World Bank.

Alhassan, A., & Alhassan F. (2014). An assessment of the operational challenges of the Ghana school feeding program. *The International Journal of Business & Management, 2*(8), 154-173.

Amedahe, F. K., & Gyimah, E. A. (2002). *Introduction to educational research*. Cape coast University Press.

Ames, P. (2004). *Schooling for girls in rural Peru.* Retrieved 4ᵗʰ March, 2021 from http://www.id21.org/id21ext/insightsedu3art7.html

Ampiah, G.J., & Adu-Yeboah, C. (2009). Mapping the incidence of school dropout: a case study of communities in Northern Ghana, *Comparative Education*, *45* (2), 219-232.

Ananga, E. (2010). *Understanding the push and pull factors in school dropout. A case study of southern Ghana.* [CREATE Monograph Series]. University of Sussex.

Ananga, E. (2011). Typological of school dropout. The dimensions and dynamics of dropout in Ghana. *International Journal of Educational Development, 31*(4), 374-381.

Appiah-Kubi, K. (2003). *Education inequality* in Ghana. Centre for Policy analysis.

Ary, D. Jacob, C.L, Razavich, A. & Sorenson, C. (2006). *Introduction to research in education.* Thomson Wadsworth.

Aliu M. and Fawzia S. (2014). Assessing Ghana school feeding progeamme on the enrollment of beneficiary schools in the Tamale Metropolitan Assembly of Northern Ghana. *International journal of economics, commerce and management, 2* (10), 1-30.

Arua, E., (2005). *Reading for all in Africa: Building communities where literacy thrives.* London press.

Awedoba, A.K., Yoder, P.S., Fair, K. & Gorin, S. (2003). *Household demand for schooling in Ghana*. Maryland Press.

Bak, N. (2004). *Completing your thesis: A practical guide, Hatfield.* Van Schaik Publishers.

Banerjee, A. & Duflo, E. (2006). Addressing Absence. Bureau for Research in Economic Analysis of Development (BREAD). *(*Policy paper, 8). *Journal of Economic Perspectives, 20* (1), 117-132.

Barton, P. E. (2005). *One-third of a nation: Rising dropout rates and declining opportunities.* Policy Evaluation and Research Centre.

Batbaatar, M., Bold, T., Marshall, J., Oyuntsetseg, D., Tamir, C., & Tumennast, G. (2006). *Children on the move: rural-urban migration and access to education in Mongolia.* (CHIP Report, 17). Save the children UK/CHIP.

Blumer, H. (1969). *Symbolic interactionism*: *Perspective and method*. University of California Press.

Blunch, N. H. & Verner, D. (2000). *Revisiting the Link between poverty and child labor: The Ghanaian experience.* https://siteresources.worldbank.org/INTG

Boyle, S., Brock, A., Mace, J., & Sibbons, M. (2002). *Reaching the Poor. 'The Costs' of sending children to school.* (Synthesis Report). DFID.

Bridgeland, J. & Morison, K. (2006). *The silent epidemic: perspective of high school dropouts*. Civic Enterprise

Brimer, M.A. & Pauli, L. (1971). *Dropouts Issues and Its Economic Implications Evidence from Rural Communities in Ghana.* Retrieved 17th. May, 2020 from https://www.abacademies.org/articles/dropouts-issues-and-its-economic- implications- evidence-from-rural-communities-in-ghana-6956.html

Brock, C., Cammish, N. (1997). Factors Affecting Female Participation in Education in Seven Developing Countries. *Education Research Paper*, 9. DFID.

Brown, P., & Park, A. (2002). Education and poverty in rural China. *Economics of Education Review, 21*(6), 523-541.

Bryman, A. (2012). *Social research methods.* (4th Ed.). Oxford University Press.

Canagarajah, S., & Coulombe, H. (1997). *Child labor and schooling in Ghana*. World Bank Policy Research (Paper No 1844). World Bank.

Bukari, M., & Hajara, I. P. N. (2005). The Ghana school feeding programme: Factors affecting enrolment of pupils in Guru-Tempane District, Upper East Region. *International Journal of Innovative Research and Development*, *4*(1), 31-41.

Bundey, D. Burbano, C. Grosh, M. Gelli, A. Jukes, M. & Drake, L. (2009). *Rethinking School Feeding Social Safety Nets, Child Development, and the Education Sector.* Retrieved 18th. May, 2020 from https://ideas.repec.org/b/wbk/wbpubs/2634.html

Business Council of Australia (2002). *Realising Australia commitment to young people. Scope, benefit, cost, evaluation, and implementation*. Business Council of Australia.

Buhl, A. (2012). *Meeting the nutritional needs through school feeding: A snapshot of four African nations.* University of Washington, School of Public Health.

Canagarajah, S. & Coulombe, H. (1997). *Child labor and schooling in Ghana.* World Bank.

Case, A. & Ardington, C. (2004). *The impact of parental death on school enrolment and achievement: longitudinal evidence from South Africa.* University of Cape Town.

Chi, J., & Rao, N. (2003). Parental beliefs about school learning and children's education attainment: evidence from rural china. *Ethos, 31*(3), 330-356.

Chipfakacha, V. (1999). *Aids and Development in Africa: A Social Perspective.* Howarth.

Cohen, L., Manio, L., Morrison, K., & Morrison, B. B. (2007). *Research methods in education.* Routledge.

Cohen, L. (2007). *Research methods in Education* (6th Ed.). Routledge.

Colclough, C., Rose, P. & Tembon, M. (2000). Gender inequalities in primary schooling: the roles of poverty and adverse cultural practice. *International Journal of Educational Development*, 20, 5-27.

Connelly, R. & Zheng, Z. (2003). Determinants of school enrollment and completion of 10 to 18 year olds in China. *Economics of Education Review, Elsevier, 22*(4), 379- 388.

Confed Ghana (2012). *What works in girls' education in Ghana? A critical review of the Ghanaian and international literature.* Retrieved 22nd December, 2020 from www.ungei.org/files/what-works-inGirlseducation.pdf

Colbey, J., (2000, June). *Defining quality in education. UNICEF working paper series.* [Conference presentation]. International working group meeting on education, Florence, Italy. https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/UNICEF_Defining_Quality_Education_2000.PDF

Creswell, J. W. (2009). Editorial: Mapping the field of mixed methods research. *Journal of mixed methods research, 3*(2), 95-108. 10.1177/1558689808330883

Creswell, J.W. (1998). *Qualitative inquiry and research design: choosing among five traditions.* Sage Publications.

Chaudhury, N. Hammer, J. Kremer, M., Muralidharan, K., & Halsey, R.F. (2005). *Missing in Action: Teacher and Health Worker Absence in Developing Countries.* Retrieved on May 19, 2021 from http://www.economics.harvard.edu/faculty/kremer/files/missinginAction.pdf.

Duryea, S. (2003) School attendance, child labour and local labour market fluctuations in urban Brazil. *World Development, 31*(7), 1165-1178.

Dachi, H.A., & Garrett, R.M. (2003). *Child Labour and its Impact on Children's Access to and Participation in Primary Education*. *A case study from Tanzania*. DFID.

Denzin, K.N. & Lincoln, S.Y. (2008). *The landscape of qualitative research*. Sage publications.

De vans, D. A. (2001). *Research design in social research*. Sage Publications.

Dunne, M., Bosomtwi-Sam, C., Sabates, R., & Owusu, A. (2010). Bullying and School Attendance: A case study of Senior High School Students in Ghana. [*CREATE Pathways to Access Research Monograph* No. 41]. University of Sussex.

ECASARD/ANV. (2009). *Ghana school feeding programme: Initiative and the farmers dream*. ECASARD/ANV.

Eliasu, A. (2013*). Achieving Gender Parity in Enrollment through Capitation Grant and School Feeding Programme in Northern Region of Ghana. Myth or A Reality*. Retrieved 19th. May, 2020 from https://www.semanticscholar.org/paper/Achieving-Gender-Parity-in-Enrollment-through-Grant-Alhassan/9c04cde9c640e1e76938d8d87c230fd060e2c748

Ersado, L. (2005). Child labor and schooling decisions in urban and rural areas: Comparative evidence from Nepal, Peru, and Zimbabwe. *World Development*, *33* (3), 455-480.

Etsey, K. (2005). *Causes of low academic performance of primary pupils in the Shama SubMetro of Shama Ahanta East Metropolitan Assembly in Ghana.* [Unpublished paper]. University of Cape Coast.

Fentiman, A., Hall, A., & Bundy, D. (1999). School enrolment patterns in rural Ghana: a comparative study of the impact of location, gender, age and health on children's access to basic schooling. *Comparative Education*, *35*(3), 331-349.

Fentiman, A. (1996). *The culture of schooling: Life experiences of schools, teachers and pupils.* Retrieved 25th May, 2020 from http://www.nzdl.org/gsdlmod?e=d-00000-00---off-0cdl--00-0----0-10-0---0---0direct-10---4-------0-1l--11-en-50---20-about---00-0-1-00-0--4----0-0-11-10-0utfZz-8-00&cl=CL2.7&d=HASH014f6ac8b88c3879c570b5e5.12&gt=1

Fetler, M. (1989). School dropout rates, academic performance, size and poverty: Correlates of educational reform. *Educational Evaluation and Policy Analysis*, *11* (2), 109-116

Fuller, B., & Liang, X. (1999). Which girls stay in school? The influence of family economy, social demands, and ethnicity in South Africa. In Bledsoe, C.H., Casterline, J.B., Johnson-Kuhn, J.A. & Haaga, J.G. (Eds.). *Critical Perspectives on Schooling and Fertility in the Developing World*. National Academy Press.

Fraenkel, J.K., & Wallen, N. E. (2003). *How to design and evaluate research in education (5thed.).* McGraw-Hill Company, Inc.

Gall, M.D, Gall, J.P., & Borg, W.R. (2007). *Educational research: an introduction* (8th Ed.). Boston: Pearson Education Inc.

Gelli, P. (2016). Schools and skills in developing countries: Education policies and socioeconomic outcomes. *Journal of Economic Literature 40*(2), 436–482.

Ghanaweb (2014 July, 9). *School feeding program is broke – Report*. http://www.ghanaweb.com/GhanaHomePage/NewsArchive/artikel.php?ID=316212&comment=0#com

Ghana News Agency (2004). Ghana School Feeding Programme: Using evidence for effective implementation. Retrieved 7th April 2021 from www.modernghana.com

Ghana Statistical Service (GSS) (2003). *Child labour survey*. Ghana Statistical Service.

Ghana Statistical Service (2007). *Pattern and trends of poverty in Ghana: 1991-2006 report*. GSS, Accra.

Ghana School Feeding Programme (2006c). *Program pilot review report*. GSFP.

Ghana Government (2006). *Ghana school feeding programme: programme document*, 2007-2010. GOG.

Glewwe, P., & Jacoby, H.G. (1995). An economic-analysis of delayed primary-school enrolment in a low-income country: the role of early-childhood nutrition. *Review of Economics and Statistics,* 77, 156-169.

Glick, P., & Sahn, D.E. (2000). Schooling of girls and boys in a West African country: the effects of parental education, income, and household structure. *Economics of Education Review*, 19, 63-87.

Government of Ghana (2003). Ghana Poverty Reduction Strategy 2002-2006, NDPC, Accra

Gokah. T. (2008). School Feeding Programme and well-being of children in Ghana.

Health of Education Research, 22, 907-917

Goodwin, J, & Horowitz, R. (2002). Introduction: The methodological strengths and dilemmas of quality sociology. *Qualitative Sociology 25*(1), 22-47.

GPRS (2003). *Ghana Poverty Reduction Strategy*, *2003-2005. An agenda for growth and prosperity, 1*. GPRS.

Grant, M., & Hallman, K. (2006). *Pregnancy related school dropout and prior school performance in South Africa.* (Policy Research Division Working Paper No. 212). The Population Council.

Greeff, M. (2002). Information collection: Interviewing. In A.S. de Vos (Ed). *Research at grass roots* (291-320). Van Schaik Publishers.

Grosh, M., Del Ninno, C., Tesliuc, E., & Ouerghi, A. (2008). *For protection and promotion: The design and implementation of effective safety nets.* World Bank Publications.

Groth, C. (1998). Dumping ground or effective alternative dropout prevention programs in urban schools. *Urban Education, 33* (2), 218-242.

Gubert, F. & Robilliard, A. (2006). *Do household income shocks affect school attendance in rural areas? A case study of Madagascar.* Développement, Institutions & Analyses de Long terme.

Gunderson, G. W. (2014). *National school lunch. Early programs in United States. United States Department of Agriculture, Food and Nutrition Service*. Retrieved 14th April, 2021 from http://nyamcenterforhistory.org/.../beyound-the-pail-the-advent-of-a-hot-school-lunch

Guthrie, J. T. & Wigfield, A. (2000). "Engagement and motivation in reading." In M. Kamil, R. Barr, P. Mosenthal & D. *Pearson. Handbook of reading research III*. (pp.403-425). Longman.

Hashim, I. M. (2005). *Exploring the linkages between children's independent migration and education: Evidence from Ghana.* University of Sussex.

Hauwere, K., D. (2008). *Ghana school feeding program: A practical exploration of the 'behind the façade' approach.* www.snvworld.org/en/.../ghana/.../GSFP;A%20practical%20exploration.

Henn, M., Weinstein, M. & Foard, N. (2006). A *short introduction to social research.* SAGE Publications Ltd.

Holstein, J. A., & Gubrium, J. (1999). What is family? Further thoughts on a social construactionist approach. *Marriage & Family Review*, *28*(3-4), 3-20.

Hoyle, J. R. & Collier, V. (2006). Urban CEO's superintendent alternative strategies in reducing school dropouts. *Education and Urban Society, 39* (1), 69-90.

Hossler, D., Schmit, J. & Vesper, N. (1999). *Going to college: How social, economic, and educational factors influence the decisions students make*. The John Hopkins University Press.

Humphreys, S. (2006). *Schooling Identity: Gender relations and classroom discourse in selected junior secondary schools in Botswana.* [Unpublished DPhil thesis]. University of Sussex.

Human Rights Watch. (2001). Scared at school: *Sexual violence against girls in South African schools*. Human Rights Watch.

Hunt, F. (2008). *Dropping out from school: A cross country review of the literature.* (Research Monograph, No. 16.). Consortium for Research on Educational Access, Transitions and Equity.

Hunter, N., & May, J. (2003). *Poverty, shocks and school disruption episodes among adolescent in South Africa.* (CSDS Working paper, No. 35.).

Husein, K. (2014). *The impacts of the ghana national school feeding programme on enrollment, attendance and retention in Ga South municipality*. University of Ghana, Legon

Jordan, W. J., Lara, J., & McPartland, J. M. (1996). Exploring the causes of early dropout among race-ethnic and gender groups. *Youth & Society*, *28* (1), 62-94.http://cama.anu.edu.au/Working%20Papers/Papers/2006/Lim_Tang_8200 6.pdf

Juneja, N. (2001). *Primary education for all in the city of Mumbai, India: The challenge set by local actors. School mapping and local-level planning.* UNESCO.

Kadingdi, S. (2006). *Policy initiatives for change and innovation in basic education programs in Ghana.* http://www.educatejournal.org/index.php?journal=educate

Kadzamira, E. and Rose, P. (2001). *Educational Policy Choice and Policy Practice in Malawi: Dilemmas and Disjuncture.* (IDS Working Paper 124). IDS.

Kane, E. (2004). '*Girls' education in Africa: What do we know about strategies that work?* World Bank Africa Region.

Kim, H. (2004). Family resources and children's academic performance. *Children and Youth Service Review, 26*(4), 529-536.

Konzabre J.G. (2018). The impact of Ghana's school feeding programme on enrollment and retention on pupils in Telensi District in the Upper East Region. *International journal of education, 6* (6), 69-89.

Korb, K. A. (2012). Conducting educational research. Retrieved 17th March, 2021 from http://korbedpsych.com/rospopulation.html.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

Kristjansson, Robinson, V., Pettierew, M., MacDonald, B., Krasevec, J., Janzen, L., Krueger, R. A., & Morgan, D. L. (1998). *Focus group kit* (vol. 1-6). Sage Publications.

Kumar, R. (2011). *Research methodology. A step-by-step guide for Beginners.* Sage Publication Ltd.

Lawson, T.M. (2012). *Impact of school feeding programs on educational, nutritional, and agricultural development goals:* A systematic review of literature. www.ageconsearch.umn.edu/bitstream/142466/2/2012LawsonPlanB.pdf

Leach, F., Fiscian, V., Kadzamira, E., Lemani, E., & Machakanja, P. (2003). *An investigative Study of the Abuse of Girls in African Schools*. DFID.

Lincoln, Y. S., & Guba E. G. (1985). *Naturalistic inquiry*. Sage.

Liu, F. (2004). Basic education in China's rural areas: a legal obligation or an individual choice? *International Journal of Educational Development, 24,* 5-21.

Loh, L. (2013). Inquiry into Issues of Trustworthiness and Quality in Narrative Studies: A Perspective. *The Qualitative Report*, *18*(65), 1-15.

Marinak, B & Gambreel, L. (2009). *Rewarding reading? Perhaps authenticity is the answer". Quebec, Ministry of Education, "Learning to Read: concerted action to support reading research.* Government of Quebec.

Martens, T. (2007). *Impact of the Ghana School Feeding Programme in 4 districts in Central Region, Ghana.* [Unpublished master's dissertation]. Division of Human Nutrition of Wageningen University.

Maslow, A. H. (1943). *Maslow's Hierarchy of Needs*. Retrieved 19th. May, 2020 from https://www.simplypsychology.org/maslow.html

Merriam, S. B. (1998). *Qualitative research and case study applications in education*: *Revised and expanded from case study research in education.* San Francisco: Jossey-bass.

McIntyre, L.J. (2005). *Need to know: Social science research methods*. McGraw-Hill.

McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction (5th ed.).* Longman.

Ministry of Education (2010). *Education Sector Review* (ESR). Ministry of Education.

Morgan, K., & Sonnino. R. (2008). *The school food resolution. Public food and the challenge of sustainable development.* Earthscan.

Morgan, D.L. (1996). Focus groups. *Annual review of sociology*, *22*,129-152.

Morrill, C., & Fine, G.A. (1997). Ethnographic contributions to organizational sociology. *Sociological Methods and Research*, *25*, 424-451.

Mukudi, E. (2004). The effects of user-fee policy on attendance rates among Kenyan elementary school children. *International Review of Education, 50* (5-6), 447-461.

Naidu, N. & Chinyoka, K. (2014). *Influence of Home Based Factors on the Academic Performance of Girl Learners from Poverty Stricken Families: A Case of Zimbabwe.* Retrieved 18th May, 2020 from https://www.researchgate.net/publication/271104544_Influence_of_Home_Based_Factors_on_the_Academic_Performance_of_Girl_Learners_from_Poverty_Stricken_Families_A_Case_of_Zimbabwe

Nekatibeb, T. (2000). *Low participation of female students in primary education. A case study of drop outs from the Amhara and Oromia Regional States in Ethiopia*. UNESCO.

Nyumba, T.O., Wilson, K., Derrick, C.J., & Mukherjee, N. (2018). *The use of focus group discussion*. https://doi.org/10.1111/2041-210x.12860.

Oduro-Ofori, E, Adwoa-Yeboah, G. (2014). The contribution of the Ghana school feeding program to basic school participation: A study of selected schools in Kwaebirem district of Ghana. *Developing Country Studies, 4* (19), 40- 50.

Oguntoyinbo, L. (2009). *Diverse: issues in higher education*. http://diverseeducation.com/article/13135/disappearing-act.html

Oppong-Mensah, K. (2009). *The contribution of distance education in meeting the challenged in teacher education in Africa*: The Ghanaian experience. www.deta.up.ac.2a/presentations/word/okpong%20Mensah.pdf

Orodho, A. J., & Kombo, D. K. (2002). *Research methods*. Kenyatta University, Institute of Open Learning.

O'Leary. (2005). *Researching real-world problems: A guide to methods of inquiry*. Sage Publications.

Orfield, G., Losen, D., Wald, J. & Swanson, C. B. (2004). *Losing our future: How minority youth are being left behind by the graduation rate crisis*. Harvard University.

Pediatre, J. (2001). *Effects of children nutrition*. Longhorn Publishers.

Phillimore, J. & Goodsson, L. (2004). *Qualitative Research in Tourism.* Routledge Taylor & Francis Group.

Polit, D.F. & Beck C.T. (2014). *Essentials of nursing research. Appraising evidence for nursing practice* (8th Ed.). Wolters Kluwer.

Porteus, K., Clacherty, G., Mdiya, L., Pelo, J., Matsai, K., Qwabe, S., & Donald, D. (2000). Out of school' children in South Africa: An analysis of causes in a group of marginalised, urban 7 to 15 year olds. *Support from learning,* (15), 8-12.

Pridmore, P. (2007). Impact of health on education access and achievement. A crossnational review of the research evidence. (*CREATE Pathways to Access* No 26). Consortium for Research on Educational Access, Transitions and Equity: University of Sussex. Retrieved on April 22, 2021 http://www.untanzania.org/one_programme _JPED.asp

Pryor, J., & Ampiah, J.G. (2003). *Understandings of Education in African Village*: *The impact of Information and Communication Technologies*. DFID.

Pryor, J. & Ampiah J. G. (2003). *Understandings of education in an African village: The impact of information and communications technologies*. DFID.

Punt, W. (2009). *From exogenous to endogenous: The way forward for the Ghana school feeding programme. A situation analysis of caterers and farmers in the Ghana school feeding programme and the identification of opportunities for strengthening the market relation between these actors.* Vrije University, Amsterdam.

Puopiel, F. (2014). *Writing a research project work/thesis: a step-by-step approach.* Gillbt Press.

Reyes, O. & Jason, L. A. (1992). Pilot study examining factors associated with academic success for Hispanic high school students. *Journal of Youth and Adolescence*, 22, 57-71.

Reich, C., & Young, V. (1975). Patterns of dropping out. *Interchange*, *6*(4), 6-15

Resnik, D. B. (2015). What is ethics in research and why it is important? National institute of environmental health science. Retrieved 16th February, 2021 from http://www.niehs.nig.gov

Robson, C. (2002). *Real world research: A resource for Social Scientist and practitioner- researchers.* Blackwell. Rossman, G. B. & Rallis, S. F. (2012). *Learning in the field: An introduction to qualitative research.* Sage.

Rumberger, R. (1987). High school dropouts: A review of issues and evidence. *Review of Educational Research, 57* (2), 101-121.

Sabates, R., Westbrook, J., Akyeampong, K., & Hunt, F. (2010). *School dropout patterns, causes, changes and policies*. UNESCO.

Seidu, A., & Adzahlie-Mensah, V. (2010). Teachers an Access to Schooling in Ghana. CREATE (*Pathways to Access Research Monography*, No. 43). University of Sussex.

Shamoo, A. E. & Resnik, D. B. (2015). Responsible conduct of research (3rd ed.). Oxford University Press.

Shenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22, 63-75.

Silverman, D. (2005). *Doing qualitative research*. SAGE Publications Ltd.

Simons, H. (2009). *Case study research in practice*. Sage Publication.

Smith, R. L. (2003). School dissatisfaction-Africa's growing population. *International journal on School Disaffection, 1*(1):7-12.

Sottie, C. A., & Awasu, C. (2011). Prevailing against the odds of dropping out of schools in Ghana. *African Journal of Education and Technology. 1*(12), 125-142

Stake, R. E. (2006). *Multiple case study analysis.* Guilford Press.

Strauss, A. L., & Juliette, M. C. (1998). *Basics of qualitative research: Techniques and procedures for `developing grounded theory* (2nd Ed.). Sage Publications.

Suen, L. W., Huang, H., & Lee, H. (2014). A comparison of convenience sampling and purposive sampling. *The journal of Nursing,* 61,105-111.

Sulemana, M., Ngah, I., & Majid, M. R. (2013). The challenges and prospects of the school feeding programme in Northern Ghana. *Development in practice*, *23*(3), 422-432.

Sullivan, M. O. (2002). Teaching large class sizes: The international evidence and a discussion of some good practice in Ugandan primary schools. *International Journal of Educational Development,* 26, 24–37.

Sum, A., Khatiwada, I., McLaughlin, J. & Palma, S. (2009). *The consequences of dropping out of high school: Joblessness and jailing for high school dropouts and the high cost for taxpayers.* Centre for Labour Market Studies.

S. M. Grantham-McGregor, S. Chang & S. P. Walker (1998). Evaluation of school feeding programmes: Some Jamaican examples. *American Journal Clinical Nutrition 67(4)*, 785S-789S.

Sturman, A. (1997). Case study methods. In: J.P. Keeves (ed.). *Educational research, methodology and measurement: An international handbook*. Per-gamon.

Seidu, A. (2012). *Research methods in educational administration and management*. Payless Publication Ltd.

Tidwell, R. (1988). Dropouts speak out: Qualitative data on early school departure. *Journal of Youth and Adolescence*, *23* (92), 939-954.

The PROBE Team. 1999. *Public Report on Basic Education in India*; *The PROBE team*. Oxford University Press.

The Partnership for Child Development (1999). *School Feeding Programs: Improving effectiveness and increasing the benefit to education. A Guide for Program Managers.* University of Oxford. Retrieved 14th April, 2021 from http://wbln0018.worldbank.org/hdnet/hddocs.nsf/0/fc14259c793a6ad585256880007cf69d/$FILE/frontmat.pdf.

UNESCO (2019). UNESCO warns that, without urgent action, 12 million children will never spend a day at school retrieved 29th. May, 2020 from https://en.unesco.org/news/unesco-warns-without-urgent-action-12-million-children-will-never-spend-day-school-0

UNESCO, (2007). *Education for All Global Monitoring Report, 2008*. UNESCO Paris.

UNESCO (2012*). Youth and skills: Putting education to work. 10th Edition of education for all global monitoring report* (2nd Ed). UNESCO Publishing.

UNESCO Institute for Statistics (UIS) / UNICEF. (2005). *Children out of school: Measuring exclusion from primary education*. UNESCO UIS.

United Nations. (2015b). *Sustainable development goals*. Retrieved 12th. January, 2021 from https://sustainabledevelopment.un.org/sdgs

United Nations' Hunger Task Force. (2006). *Halving hunger, it can be done*. Retrieved from http://www.unmillenniumproject.org/reports/tf_hunger.htm. 5th January, 2021.

UNICEF (2007). *Achieving universal primary education in Ghana by 2015: A reality or dream? A Working Paper from the Division of Policy and Planning.*

Vithal, R., Jansen, J.D. & Jansen, J. (2013). *Designing your first research proposal: A manual for researchers in education and the social sciences.* Juta & Company.

Veal, A. J. (2011). *Research Methods for Leisure and Tourism.* (4th ed.). Pearson Education Limited.

Whelage, G. G. (1989). Dropping out: Can schools be expected to prevent it? In L. Weis, E. Farrar, & H. Petrie (Eds.), *Dropouts from school.* State University of New York Press.

World Food Programme (WFP). (2006). *Country programme – Ghana (2006-2010).* (10418.0). WFP.

WFP (2004). *School Feeding Programmes*: *Why they should be scaled-up now.* World Food Programme

121

WFP, (2004). Improving food and nutrition security through food for education programs in Africa 2004. World Food Programme

WFP (2007). '*Ghana-Home Grown School Feeding*, field case study. World Food Programme

WFP & UNICEF. (2005). *The essential package: Twelve interventions to improve the health and nutrition of school-age children*. WFP.

WFP. (2013*). Nutrition at the World Food Programme; Programming for nutrition-specific Interventions*. http://documents.wfp.org/stellent/group/public/documents/communications/wfp258650.pdf

WFP. (2013). *State of school feeding worldwide.* World Food Programme.

WFP, (2015). *School feeding programs: Why they should be scaled up now.* World Food Programme

World Food Programme (2010). *Home grown school feeding: A framework to link school\ feeding with local agricultural production*. Via Cesare Giulio Viola.

World Food Programme (2013). *Global school food campaign into school, out of hunger, WFP public affairs service.* Italy.

World Food Programme (2009). *Home-grown school feeding: A framework to link school feeding with local agricultural production*. (68/7000148).Via Cesare Giulio Viola

Wragg, T. (2002). Interviewing. In M. Coleman and A. R. J. Briggs (eds), *Research methods in Educational Leadership and Management*. Paul Chapman Publishing.

Yaro, J.A. 2004. *Poverty and land degradation. The case of the Gia-Kajelo community, Kasena-Nankani District of Northern Ghana.* [Unpublished MPhil thesis]. University of Oslo.

Yauch, C., & Steudel, H. (2003). Complementary Use of Qualitative and Quantitative Cultural Assessment Methods. *Organisational Research Methods*, *6*(4), 465-481.

Young, A.P & Chavez, E. L (2002). Not all school dropouts are the same: Ethnic differences in the relation between reasons for leaving school and adolescent substance use. *Psychology in the Schools*, (39), 539-47.

Zimmerman, F.J. (2003). Cinderella goes to school: the effects child fostering on school enrolment in South Africa. *Journal of Human Resources, 38*(3), 557-50.

APPENDICES

APPENDIX I

INTERVIEW GUIDE FOR THE HEAD TEACHERS

The purpose of this interview guide is to gather information on: ***"Examination of the School Feeding Programme and School Dropout in Selected Beneficiary Schools in the Effutu Municipality".*** The researcher is a student in the Department of Social Studies, Faculty of Social Sciences Education, University of Education, Winneba and he is conducting the study as part of the requirement for the award of a **Master of Philosophy Degree in Social Studies Education**. Your contribution towards completion of this study will be highly appreciated and the information provided will be used for academic purposes only and shall be treated with the utmost confidentiality it deserves.

Thank you in advance for your cooperation.

SECTION A. DROPOUT AND THE SCHOOL FEEDING PROGRAMME

1. What is the trend of school dropout in your school since the implementation of school feeding programme?

2. What is the sex composition of the dropout of pupils' in your school during the period of the implementation of School Feeding Programme?

3. What is the breakdown of the dropout for the various classrooms in your school within the period of the implementation of the School Feeding Programme?

4. What is the age trend of the pupils' who dropout in your school during the period of the implementation of the School Feeding Programme?

SECTION B. REASONS FOR PUPILS DROPOUT

5. In your view, what are some of the:

- Economic factors
- Social factors
- Cultural factors
- Administrative factors
- Health factors

that have resulted in the dropout of pupils' in your school within the period of the implementation of School Feeding Programme?

SECTION C. COMMUNITIES RESPONSE TO THE SCHOOL DROPOUT

6. What are community members saying about the school dropout trends in your school even with the presence of School Feeding Programme?

7. What actions have been deployed by community members as reactions to school dropout trends in your school even with the implementation of the School Feeding Programme?

8. Share with me some plans community members intend to employ as response to the dropout trends in your school even with the implementation of School Feeding Programme?

SECTION D. ALTERNATIVE WAYS OF USING THE SCHOOL FEEDING PROGRAMME TO REDUCE PUPILS DROPOUT

9. What other ways can be deployed to support the School Feeding Programme to reduce pupils' dropout in your school?

10. What assistance should be given to the School Feeding Programme in order to reduce pupils' dropout in your school?

11. Are there policy reviews needed to make the School Feeding Programme reduce dropout in your school?

APPENDIX II

INTERVIEW GUIDE FOR THE TEACHERS

The purpose of this interview guide is to gather information on: *"Examination of the School Feeding Programme and School Dropout in Selected Beneficiary Schools in the Effutu Municipality".* The researcher is a student in the Department of Social Studies, Faculty of Social Sciences Education, University of Education, Winneba and he is conducting the study as part of the requirement for the award of a **Master of Philosophy Degree in Social Studies Education**. Your contribution towards completion of this study will be highly appreciated and the information provided will be used for academic purposes only and shall be treated with the utmost confidentiality it deserves.

Thank you in advance for your cooperation.

SECTON A. DROPOUT AND THE SCHOOL FEEDING PROGRAMME

1. What is the trend of school dropout in your school since the implementation of school feeding programme?

2. What is the sex composition of the dropout of pupils' in your school during the period of the implementation of School Feeding Programme?

3. What is the breakdown of the dropout for the various classrooms in your school within the period of the implementation of the School Feeding Programme?

4. What is the age trend of the pupils' who dropout in your school during the period of the implementation of the School Feeding Programme?

125

SECTON B. REASONS FOR PUPILS DROPOUT

5. In your view, what are some of the:

- Economic factors

- Social factors

- Cultural factors

- Administrative factors

- Health factors

that have resulted in the dropout of pupils' in your school within the period of the implementation of School Feeding Programme?

SECTON C. COMMUNITIES RESPONSE TO THE SCHOOL DROPOUT

6. What are community members saying about the school dropout trends in your school even with the presence of School Feeding Programme?

7. What actions have been deployed by community members as reactions to school dropout trends in your school even with the implementation of the School Feeding Programme?

8. Share with me some plans community members intend to employ as response to the dropout trends in your school even with the implementation of School Feeding Programme?

SECTON D. ALTERNATIVE WAYS OF USING THE SCHOOL FEEDING PROGRAMME TO REDUCE PUPILS DROPOUT

9. What other ways can be deployed to support the School Feeding Programme to reduce pupils' dropout in your school?

10. What assistance should be given to the School Feeding Programme in order to reduce pupils' dropout in your school?

11. Are there policy reviews needed to make the School Feeding Programme reduce dropout in your school?

APPENDIX III

INTERVIEW GUIDE FOR FOCUS GROUP DISCUSSION (DROPOUTS)

The purpose of this interview guide is to gather information on: ***"Examination of the School Feeding Programme and School Dropout in Selected Beneficiary Schools in the Effutu Municipality".*** The researcher is a student in the Department of Social Studies, Faculty of Social Sciences Education, University of Education, Winneba and he is conducting the study as part of the requirement for the award of a **Master of Philosophy Degree in Social Studies Education**. Your contribution towards completion of this study will be highly appreciated and the information provided will be used for academic purposes only and shall be treated with the utmost confidentiality it deserves.

Thank you in advance for your cooperation.

1. What are some of the factors that account for your dropout of school?

2. What other ways do you think when deployed will support the School Feeding Programme to prevent school dropout?

APPENDIX IV

INTERVIEW GUIDE FOR PARENTS

The purpose of this interview guide is to gather information on: ***"Examination of the School Feeding Programme and School Dropout in Selected Beneficiary Schools in the Effutu Municipality".*** The researcher is a student in the Department of Social Studies, Faculty of Social Sciences Education, University of Education, Winneba and he is conducting the study as part of the requirement for the award of a **Master of Philosophy Degree in Social Studies Education**. Your contribution towards completion of this study will be highly appreciated and the information provided will be used for academic purposes only and shall be treated with the utmost confidentiality it deserves.

Thank you in advance for your cooperation.

SECTON A. DROPOUT AND THE SCHOOL FEEDING PROGRAMME

1. In your view, what are some of the:

   - Economic factors

   - Social factors

   - Cultural factors

   - Administrative factors

   - Health factors

that have resulted in the dropout of pupils' in schools within the period of the implementation of School Feeding Programme?

SECTON C. COMMUNITIES RESPONSE TO THE SCHOOL DROPOUT

2. What are community members saying about the school dropout trends in your school even with the presence of School Feeding Programme?

3. What actions have been deployed by community members as reactions to school dropout trends in your school even with the implementation of the School Feeding Programme?

4. Share with me some plans community members intend to employ as response to the dropout trends in your school even with the implementation of School Feeding Programme?

SECTON D. ALTERNATIVE WAYS OF USING THE SCHOOL FEEDING PROGRAMME TO REDUCE PUPILS DROPOUT

5. What other ways can be deployed to support the School Feeding Programme to reduce pupils' dropout in your school?

6. What assistance should be given to the School Feeding Programme in order to reduce pupils' dropout in your school?

7. Are there policy reviews needed to make the School Feeding Programme reduce dropout in your school?