



School Feeding Program and its Contribution to Quality Education in Ye-ka Sub City First Cycle Primary Schools, Addis Ababa Ethiopia

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ABSTRACT: *School Feeding Program (SFP) is one of the components of education sector development program (ESDPV) and School health and nutrition strategy that is implemented by the Ministry of Education in collaboration with Ministry of Health. This research aimed at assessing the appropriateness of SFP and contribution of it to quality education particularly, for the indicators of academic achievement, completion rate (minimize school dropout rates) and create good psychological makeup for learning (create child-friendly school environments, readiness to learn (attendance, concentration or classroom ethics and initiation to continue their education to the higher level). The research employed mixed research approach and the design different according to the natures of research objectives quasi (nonequivalent groups posttest-only (two or more groups) design, and non-experimental (descriptive) were employed. For this study, 118 SFP beneficiary and 133 non-beneficiary but needy totally 251 students were participated in the research by stratified and simple random sampling. The data collection instruments were student roster card analysis, questionnaire, and interview. The study conducted two statistical tests inferential (independent sample T-test, correlation and linear regression) and descriptive statistics by using SPSS version 21. The main findings of the study were that, the contribution of School Feeding Program to academic achievement of student was positive and significant; the program had contribution to develop both negative and positive psychological makeup of students; the implementation process also both appropriate and inappropriate and the program contribute positively to the target of decreasing dropouts. Based on the findings the study recommended that, stakeholders should give due consideration for practical interventions to enhance the program effectiveness.*

Key Words: School Feeding Program, Quality Education

1. Introduction

School feeding is a program that provides foods for those students from lower income households. According to the Ministry of Education (2012), school feeding program is a social

safety net instrument that targets children in program chronically food insecure areas and protects them against the worst consequences of household food insecurity and contributes to better learning and educational outcomes as well as to better nutrition. The program is one of the components or crosscutting programs of education sector development program (ESDP IV) and School health and nutrition program.

Similarly, Ministry of Education (2015) stated that school feeding program is important to access general education through establishing child health and nutrition programs predominantly feeding in food insecure contexts, supply educational materials, school feeding and financial support for children from poor and low income family backgrounds and the program so far implemented at primary schools and are continue to secondary education. Likewise, Ministry of Education also promotes that, giving special attention to women and to those students who did not get educational opportunities in the preparation, distribution and use of educational support inputs (Federal Democratic Republic of Ethiopia, 1994). Thus, in Ethiopia this program was launched by the cooperation of ministry of education, health, child and women affairs and agriculture. Moreover, in Addis Ababa the program provide for more than 20,000 school children fresh traditional foods, locally purchased more diversified foods than the common school feeding program mainly delivered by the world food program (Abiy, 2017).

Moreover, Ministry of Education (2012) put the objectives like to improve the quality of education by ensuring the development of child-friendly school environments, promote joint planning, designing and implementation of sustainable and quality health and nutrition interventions across the education sector, improve a right to quality and access to education are continue to be facilitated for vulnerable groups and school feeding program also aim to educational achievement of school children through health and nutrition interventions in educational establishments in Ethiopia. Currently, there are different humanitarian and foundation supports to provide school foods for those students from low income households.

The study was at yeka sub city in Addis Ababa Ethiopia. It is one of 10th sub city of Addis Ababa city administration. Accordingly, assess the contribution of the program on quality education in this area is the core point for this research and this research result come with the fact of the overall implementation and contribution statues of school feeding program.

1.1. Statement of the Problem

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

2. Review of Related Literature

2.1. Theoretical Framework

2.1.1. Overview School feeding program and quality education

According to Cousin & Kim (2016), school feeding is providing food to children in schools. There are two main modalities of school feeding program. The first is in school feeding that means, children are fed in school and the second take-home rations (families are given food if their children attend school). In-school feeding also can, in turn, divided into two common categories (1) programs that provide meals and (2) programs that provide high energy biscuits or snacks additionally, school feeding programs cover pre-primary, primary and secondary school children in many countries. Therefore, the program was intentional to support students in achieving their education and health.

School feeding program is a social safety net instrument that targets children in program chronically food insecure areas and protects them against the worst consequences of household food insecurity and contributes to better learning and educational outcomes as well as to better nutrition (Ministry of Education, 2012). As world food program (2013) study, the management of school feeding program managed by the government either alone or with the support of WFP or other development partners. The demands of the program increase time to

time. WFP and other development partner have reported that, over the past few years, an increase in countries' demand for and interest in school feeding. However, how many countries are actually implementing programs? Are there programs in countries of all income groups or only in some? Are these large national investments or small donor-driven programs? These are some of the questions of WFP and its partners have aimed to answer over the past three years. Within in these intentions, countries design and implement school feeding program as of national school nutrition and health strategy. The modality of delivering the service and effective implementation of it has gaps accordingly the concern of governments of a country.

Moreover, the key purpose of schools is to provide education. Achieving this purpose mattered by different factors therefore to support the achievement of this purpose different programs were designed. Of this, school-feeding program is the one. Studies put the views that school feeding brings more children into school one particularly important issue to include in overall planning is to ensure that education provision is able to respond in quality and quantity to the increased education demand resulting from school feeding programs. This is a lesson learned by many countries through their experience of abolishing school fees and other financial barriers to education, and then having to respond to increased demand after the fact like (Kattan 2006 cited in Bundy et al, (2009). Hence, quality education is not only enhancing students' academic performance rather it is the issue of widening horizon of students in different perspective. And it passes through input, process and output processes. Therefore, school feeding program is formulated, designed and implemented for encouraging access and quality of education by providing healthy nutrition.

2.2. Psychological challenges in teaching

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

Similarly, adequate nutrition is critical for normal brain development and prevention of infection, disease and injury prior to school enrolment are also critical to the early development of a quality learner. Furthermore according to Ministry of Education (1999), socio cultural impediments like child rearing can affect school participation and class room interaction of students similarly, the rate of repetition and dropout for children's of poor families are obviously high mainly for economic and cultural impediments. The implication is that all these children's do have special needs to be met. As World Bank study (2013), during pregnancy and infancy causes most harm to the long-term learning capacity of individuals through its irreversible damage to the brain structure and size caused by low birth weight, growth faltering, and micronutrient deficiencies, its impact on school-going children also deserves attention. Hunger affects school going children's ability to make use of opportunities to learn, which likely reduces the gains realized from education investments.

2.3. School feeding policy implementation in Ethiopia: a focus on Addis Ababa

According to the 2011 household income, consumption, and expenditure survey (HICES), the proportion of poor people (poverty head count index) of Ethiopia was estimated to be 29.6% in 2011. In 2011, while the proportion of the population below the poverty line stood at 30.4% in rural areas, it is estimated to be 25.7% in urban areas (Ministry of labor and social affairs, 2012). As the ministries, to alleviate or decrease the level of poverty, government of Ethiopia has developed several policies, plans and strategies with a view to progressively fulfill constitutional rights of citizen. Like first generation Poverty Reduction Strategy Program (PRSP) and the Development and Poverty Reduction Program (SDPRP), government implemented the Plan for Accelerated and Sustained Development to End Poverty (PASDEP) conceived as the medium-term-plan to attain the Millennium Development Goals (MDGs). The Growth and Transformation Plan (GTP) continues the PASDEP strategy of reducing poverty through economic growth in all areas of the economy. The themes of the Growth and Transformation Plan (GTP) are the foundation on which the social protection policy rests. Implementing the GTP depends on sector policies, strategies, and programs to improved social protection actions on the most vulnerable members of society.

In addition, the Ethiopian State has a constitutional and legal framework that requires a National Social Protection Policy to reinforce actions necessary to fulfill constitutional requirements. Article 41/5 of the FDRE Constitution states that the State shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and men-

tally disabled, the aged, and to children who are left without parents or guardian and article 90 also describes that, the states ‘to the extent the country’s resources permit, policies shall aim to provide all Ethiopians access to public health and education, clean water, housing, food and social security (FDRE, 1995). There were studies that evaluate the implementation of school feeding program with relation to costs and its cause effect relation with academic achievement and no more by comparing students who are in need of the program and the beneficiary one by decreasing extraneous variables. Thus, this gap leads the need of additional research on the area.

2.4. Conceptual Framework of the study

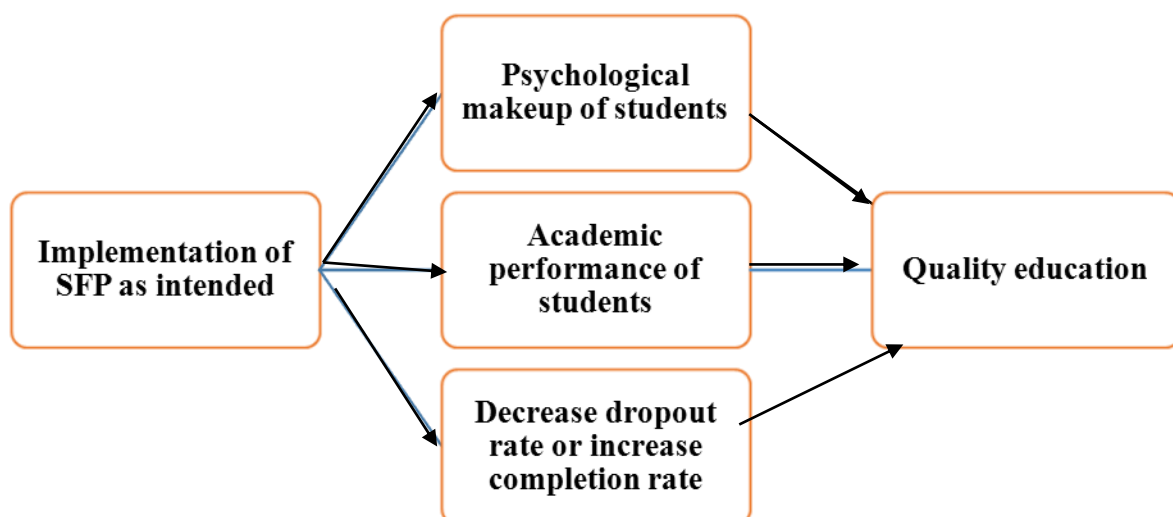


Figure 1: conceptual framework of the research

Source: the researcher based on theoretical framework

3. Research Methodology

To achieve the objectives of the study, the researcher used for this study is a cross sectional, on the types of data or approach it is mixed research that are use both quasi (nonequivalent groups posttest-only (two or more groups) design and non-experimental (descriptive and correlational design) separately with the nature of the objectives. To rationalize, the researcher has determined the specific question to be answered and has operationalized the variables and research question into a clear, measurable hypothesis it is time to consider a suitable research design. Even though, there are many classification of research design usually, once research design fall into one of three general categories: experimental, quasi-experimental, and non-experimental (Marczyk, DeMatteo, &Festinger, 2005).

Table 1: Summary of research methods that were employed for this research

Objectives	Source of data	Sampling methods	Data collection techniques	Data analysis techniques
Appropriateness of school feeding program	Vice directors and 1 sub city level school feeding program coordinator	Purposive	Interview	By organizing and thematic
Appropriateness of school feeding program & psychological make-up of students	Home room Teachers and vice directors Documents(reports)	Purposive	✓ Questionnaire, ✓ Document review (reports)	Descriptive statistics = Frequency
Students' Academic performance	Roster of the sample students from record office	Stratified plus simple Random sample	Document review (mark list or roster, project reports and plan, school reports on quality education)	Comparison between groups (beneficiary vs. non beneficiary but needy) by (independent t-test, correlation) by SPSS 21

Completion rate of students				Comparison between groups (beneficiary vs. non beneficiary but needy) by (independent t-test), frequency by SPSS 21
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Source: Constructed by the author

4. Results and Discussion

4.1. Research Participants' Demographic Data

Sample students general back ground

Table 2: Students' demographical characteristics

Demographical Characteristics	Category (source of variation)	Frequency	Percent
Status	school feeding program Beneficiary (control)	118	47
	school feeding program Non beneficiary but needy (experimental)	133	53
	Total	251	100
Sex	Male	121	48.2
	Female	130	51.8
	Total	251	100
Grade level	Grade 4	251	100
Schools	Abyot Primary School	54	21.5
	Yeka Terara Primary School	50	19.9
	Kotebie Primary School	58	23.1
	Hibret Fire Primary School	44	17.5

	Birhan Hiwet Primary School	45	17.9
	Total	251	100

Source: Field survey, 2019

Table 2 display (above) that, the status, sex, grade level and school type distribution of sample. In status of students majority (53%) of students are school feeding program non-beneficiary but needy or experimental and (47%) of students are school feeding program beneficiary students or control group. The proportion of the status of students is normal. This table also shows that (52%) of sample students are female and (42%) male. Finally, table 4 shows the distribution of students across schools Abyot Primary School (21.5%), Yeka Terara Primary School (19.9%), Kotebie Primary School (23.1%), Hibret Fire Primary School (17.5%), and Birhan Hiwet Primary School (17.9%). These statistics showed that, the proportion of sex, student status and schools were important to had comprehensive data and findings.

Table 3: Demographic Characteristics of Teachers

Demographical Characteristics	Category	Frequency	Percent
Sex	Male	12	46.2
	Female	14	53.8
	Total	26	100
Age	20-30	13	50
	31-40	12	46.2
	41-65	-	-
	Total	25	96.2
Qualification	Certificate	4	15.4
	Diploma	13	50.0
	BA/BSC	9	34.6
	Total	26	100
Grade level they teach	grade 1	5	19.2
	grade 2	6	23.1
	grade 3	3	11.5
	grade 4	11	42.3
	Total	25	96.2
Work type	Director	-	-
	Teacher	25	96.2
	school feeding program coor-	-	-

	dinator		
	Total	25	96.2

Source: Field survey, 2019

As table 3 (above) displays the sex, age, qualification, grade level they teach and work type distribution of the sample teachers. Sex wise, majority of the 14 teacher respondents (53.8%) were females and 12 (46.2) were males. In terms of age majority of sample teachers 13 (50%) were between age of 20-30 and 12 (46.2%) were in age of 31-40 (i.e., one did not indicate her/his age). The next demography the table showed qualification of teachers in this case majority 13 (50%) were diploma, 9 (34.6%) are BA/BSC and the other 4 (15.4%) certificate. In grade level they teach majority 11 (42.3%) covered by grade four, the next 6 (23.1%) grade two and the last 5 (19.2%) and 3 (11.5%) are grade one and three respectively. In work type, 25 (96.2%) are teachers (i.e., one did not indicate her/his age). Hence, majority of sample teacher qualification were above diploma level and in age 20-30 therefore, they are young and could understood the content of questionnaire easily.



Table 4: Demographic Characteristics of Vice directors

Demographical Characteristics	Category	Frequency	Percent
Sex	Male	5	45.5
	Female	6	54.5
	Total	11	100
Age	20-30	3	27.3
	31-40	8	72.7
	41-65	-	-
	Total	25	96.2
Qualification	Certificate	-	-
	Diploma	-	-
	BA/BSC	11	100
	Total	11	100
Work type	v/director	11	100
	Teacher	-	-
	school feeding program coordinator	-	-
	Total	11	100

Source: Field survey, 2019

As table 4 (above) displays the sex, age, qualification, grade level they teach and work type distribution of the sample teachers. Sex-wise, majority of the 6 teacher respondents (54.5%) are females and 5 (45.5) are male. In terms of age majority of sample teachers 8 (72.7%) are between age of 30-40 and 3 (27.3%) are in age of 20-30. The next demography the table shows qualification of vice directors, in this case all 11 (100%) are BA/BSC and in work type, 11 (100%) are vice directors. This age and qualification level composition of respondents enabled the researcher to have clear data. Because, their profile shows that, they can understand the aim and the contents of questionnaire alone.

4.2. Findings, Discussion and Interpretation

4.2.1. Research objective one: Appropriateness of school feeding program to the Need of Schools and Students

In literature the objective of implementing school feeding program emphasis that, the new implemented national school feeding program, which is integrated with the national education system, are applicable to all schools either private or public in towns or rural areas. The new design builds on the previous school feeding program has been targeting schools where students are vulnerable to malnutrition and food shortage (Ethiopian Herald's, 2016).

The results indicated that, school feeding program increased community school partnership and the implementation process aligned with sectorial policies and strategies. It also strengthened the school capacity of implementing school goals. In support of these quantitative results, interview and document analysis also shows that, implementation of the program was conducted with the cooperation of inside and outside the school community in doing selection and recruitment of students because, students frustrate to announced themselves as needy of the program. Even the selection of students who have a problem of hunger and health did hide to students that are from registration checklist data of family status. The schoolteachers and student parents association at school participated in evaluating and approving the selection and food preparation process.

As interviewees, the implementation of the program contributed to decrease dropout rate, increase academic performance and enrollment. The program launched even by providing learning materials to vulnerable students and the program also implemented with the alignment of other sectorial policies like education and children right protection policies of the government and the program implemented by the leading role of one of school vice directors

of school called school structure follow up vice director. The program contributes to achieve quality education more and more. The program leads some schools to have a system of promoting beneficiary students who score high grade and rank of (1-7th). This implies that, implementing school feeding program properly leads schools to achieve quality education package.

As reviewed in chapter two, there are standards like students have developed a habit of taking responsibilities and leading a disciplined life. Students are motivated to learn and actively participate in lessons. There is collaborative work at the school and community levels to support inclusive education for children and teachers with special needs (Ministry of Education (2010). School feeding program promote school health, enable the school to take ownership of program, enable program coordinator teachers to be trained on school health and nutrition and provide sufficient clean water for cooking and cleaning secured at school” and support strategies of decreasing dropout. Therefore, the implementing school feeding program to schools make ministry of education to enhance and improve quality education.

However, in opposite to quantitative data interview data result found that, there were lack of awareness of school communities to treat program beneficiary and non-beneficiary students equally and giving due consideration to students who are beneficiary of the program in different opportunities and threats. Did not deliver training to school leaders, teachers and students about the importance and the implementation framework of school feeding program. In addition the sponsors of the school feeding program did not signed any memorandum of understanding to protect school health with any of health center to follow the quality of the food preparation facilities and the food itself. As indicator, there are compliance of students’ parents and the decision of student parents to lead students to be non-beneficiary of the program. In addition, school communities have no clear understanding about the benefits of the program. It shows that, even though, quantitative data indicated that the implementation process of the program appropriated to gaps of students the implementation process of school feeding program not relevant to the needs of schools and parents that is why the school communities could not share the implementation process of the program. These may as a result of, the program implemented fully by government in a short period of time.

At the result exemplified, school feeding program increase enrollment of students, provide guidance and counseling services to students, it has uniform supporting systems at school and enable schools to develop comprehensive integrated strategies to maximize school feeding

program to all vulnerable students in school. It suggested that, effective implementation of school feeding program has different contribution in achieving quality education with the help of other education sector strategies like general education improvement package two.

As literature there are key factors shaping a child's vulnerability to dropping out, repeating or never going to school include: poverty and food insecurity (Ministry of Education, 2013). Similarly, some of results school feeding program make children's suffering to be beneficiary of the program, causes for feeling inferiority problem in side of students, is not far from providing food to students, school leaders pay attention to recruit vulnerable student and school feeding program implemented as not to enhance quality education rather as day to day activities. Here, the result of the study indicated that, implementing school feeding program at school needs psychological care of students starting from selecting students to actual implementation process of the program but schools far from that.

Interview findings also support that, school leaders did not give due consideration to recruit, select and have a record of beneficiary and needy students and disseminating vulnerable students to the sponsors (different NGOs, education office (sub city and wereda level) timely. Even the data disseminated to the concerned bodies were not relevant or not target to vulnerable student. Because of the problems sponsors forced to give, greater proportion to active schools in managing of students data particularly related with school feeding program. School personnel did not give attention to the moral of program beneficiary student because there are individuals who side that "this student is beneficiary of our school feeding program but he is not thinking of that, he is disturbance".

This word may lead students of school feeding program beneficiary to think the why of being beneficiary of the program again and again and it might also cause for isolated from the program even from school and it affect attention of students in class room as well. It understood that even if, the effective implementation of the program is essential to achieve quality education, there were different implementation constraints like lack of psychological handling of beneficiary students and awareness creation process to students and school community in general. These problems were limit the target of the program and needs due consideration from the concerned individuals and organizations.

There were somewhat normal progression from semester to semester in completing grade level between school feeding beneficiary and non-beneficiary but needy students and grade

repetition, the most interested finding was that, illness, hunger and work for food were still major problem of beneficiary students than non-beneficiary but needy students in schools. It directed that, there are question of practical implementation of the program it was similar to the finding that from qualitative data there were food quality and attention problems because, the major problems that should be solved by school feeding program still problem of students.

4.2.2. Research objective two: Academic Achievement of Students and School Feeding Program

As the literature review in chapter two discussed that, the general truth states that if and only if a child can grow well, healthy and have better understanding if he can properly get appropriate diet at the needed time and his growing age and launching school feeding program on a certain country has because of this and other different reason (Light Ethiopia, 20015). The research result reported, also found that, school feeding beneficiary students score best academic result than school feeding non-beneficiary but needy students. Similarly, the result showed that much of beneficiary students score above average score i.e., greater than 50% but, school feeding program non-beneficiary but needy students score below average was greater than beneficiary students. school feeding program non-beneficiary but needy student scores deviation from the mean score of students was significant than beneficiary. This finding implies that, there were contributions of school feeding program to academic achievement.

Another important finding to the significance contribution of school feeding program to academic achievement was that there was statistically significance difference between semester average score across groups (school feeding program beneficiary and non-beneficiary but needy) because the obtained ($P=0.493$) is greater than (0.05) at 5% level of significance and 95% confidence level. The correlation coefficient also inferred that, and there was significant positive correlation between school feeding program and academic achievement of students at schools it was showed ($\text{sig}= 0.493$) that is greater than (0.05) at 5% level of significance and 95% confidence level. The finding also goes through there were cause and effect relationship between school feeding program and academic achievement of students. That means if students become the beneficiary of school feeding program, his or her academic achievement will increase significantly. It is clear that, these finding acquired as a result of imple-

menting school feeding program because teachers, grade level and age of students and the statues of students more similar.

Thus, the finding showed that, school feeding program beneficiary students got advantage or chance in achieving best academic score as compared to non- school feeding program beneficiary but needy students in the school. The program also offered chance even achieving academic result as like as students who are living above poverty this is the practical implication of this finding. It too imply that, developing and implementing school feeding program in schools had a lot of positive contribution in advancing students' academic result of students. In support of this finding Desalegn, (2011) researched that, there was evidence that school feeding programs increase school attendance, cognition, and educational achievement, particularly if supported by complementary actions or supplementation. Hence, the finding is consistent with theoretical literature that was reviewed before.

The finding further imply that, though indicators of quality education is all rounded that can affected by different obstacles scoring best academic result is one of indicators of quality education that the program achieved. Therefore, if the school feeding program delivered continued it declines hunger and poverty of students in the society and the program could also contribute to achieve safety net program beyond enhancing students' academic achievement.

4.2.3. Research objective three and four: Students Psychological makeup, Completion Rate and school feeding program

Students' Psychological makeup and school feeding program

As summarized in chapter two, creating physical and psychological environment in the school is important to bring quality education through attracting students and a student seems not to learn much, or to be unmotivated, or unfriendly or whatever. There are different challenges such as, diversity of special educational needs making classroom increasingly diverse has been the inclusion of students with special needs in to classrooms with non-needy peers (Seifert & Sutton, 2009).

Findings points out that, in terms of attention school feeding program beneficiary students had high level of class room attention with greater life span towards learning were better than non-beneficiary but needy students. Even, non-beneficiary but needy students were inattention than beneficiary in class during teaching learning process. Since, the attention of students

in teaching learning process affected by different factors the finding indicated that students who are provided of school feeding better in class room attention. It supported by the reviewed literature, hungry children encounter difficulties to concentrate and perform complex tasks than well-nourished ones. Poor nutrition among children affects their cognitive function and hence reduces their ability to participate in learning activities at school and Maslow also argues that humans cannot concentrate and pay attention to attain academic achievement unless their basic nutritional need is satisfied (Woodhouse et al., 2012). On the other hand, the finding contradicts with Abiy (2017) who come with the finding school feeding program has not affected on attention measure. These findings highly depend on those of students who had similar teacher, status and age level it hints the finding dependable.

The other research finding indicated that, school feeding program beneficiary students were inter collaborated, interested in taking responsibility and decision-making processes than non-beneficiary but needy students in the school. It because of students who were beneficiary from the program got a chance of eating, communicating and helping each other in the process of feeding. Thus, school feeding program beneficiary students benefited from school feeding program in making cooperation. The finding infer that, delivering school feeding program to those of school feeding program non-beneficiary but needy students enable them strong in decision making, inter-collaborated and responsible to action. Therefore, it stated that there is a need of expanding the program in achieving the target. The other research finding in similar section of the result was that, non-beneficiary but needy students did not achieved daily on time attendance and participation in class room than beneficiary students. The findings agreed with Woodhouse et al., (2012) who have found the significant positive effect of school feeding program on students' attendance.

The surprising finding that, non-beneficiary but needy students have positive interaction with teachers and self-directional than school feeding beneficiary students this may because of the proper implementation problem of the school feeding program. It is also in support of UNICEF (2000) as summarized in chapter two, close and confidential relations of the child with the peers and teachers, verbal expression of the needs and feelings, participation to the activities, ready to start the school both physically and mentally (emotional stability), sense of independence, discipline, commitment, the ability to self-management), motivation and personality traits is necessary for the formation and development of psychological readiness to learn. But, in terms of self-discipline or ethics and ready to teach school feeding

program beneficiary student better than non-beneficiary this may as a result of school feeding program beneficiary students think of his or her destination after the program.

These findings converge to the literature but contradict to the result that was from school vice directors data. However, these activities observed in class room and teachers had a chance of observing these behaviors of students in class room or at the time of feeding therefore the result from teachers' response originated and consistent with the theory. The result may be because of students who are beneficiary of the program get chance of having foods with peers as well teachers this result discipline and readiness to learn. Similarly, the result described that, school feeding program beneficiary students are better in academic achievement, motivation and invest more time-on-task than non-beneficiary but needy students. Here, academic achievement included to measure the students readiness because readiness could observe by the achievement also. However as result point to, school feeding program beneficiary students lack persistence in the face of challenging tasks and competence (integration of knowledge and skill) than non-beneficiary but needy students. In support of this finding, graduates of primary education lack competence which requires integration of knowledge, skills and the necessary values at first cycle (Ministry of Education, 2018).

Students' academic semester (2019) Completion Rate and school feeding program

As the result section presented that, in completion rate school feeding program beneficiary students better than non-beneficiary but needy students in first academic semester 2019. It indicates school feeding program has a role of completing academic semester than non-beneficiary but needy students. Moreover, the reason for dropouts was because of food i.e., illness, hunger and work for food were still major problem of students in schools and the other reason was changing schools but changing school also may because of proper feeding system.

5. Conclusion

The major findings in related to the research objective were:

In general, the findings could infer that, effective implementation of school feeding program has different contribution in achieving quality education at school. The extent of implementing school feeding program was both appropriate and inappropriate to the needs of students and schools. Findings of this study provided more than enough evidence that, school-feeding program has statistically significance positive contribution to students' academic achievement and there is significant positive correlation and cause and effect relationship between school feeding program and academic achievement of students. It denoted that, implementing the program in schools had a lot of positive contribution in advancing students' academic achievement and the program contribute positive and significance result for improving academic performance of students in a research area.

The finding also showed that, students who were provide of school feeding program better in class room attention, in class room participation (i.e., inter-collaborated, interested in taking responsibility and decision-making processes), motivation to learn (i.e., self-discipline or ethics and more ready to learn) and improve academic achievement and invest more time-on-task than non-beneficiary but needy. Therefore, the extent of the contribution of school feeding program to students' psychological makeup for learning is much more than expected. It suggested that, the findings were because of school feeding program i.e., students who were beneficiary of the program got chance of having foods with peers and communicate with teachers. In general the findings had the implication to the implementation process of general education quality improvement program two that if the program implementation continued and enhanced the implementation status it could contribute to achieve quality education and will improve the achievement of the objectives.

6. Recommendation

The following recommendations were made based on the findings and the conclusion:

Recommendation for Practice;

Education policy developers and evaluators should due consideration to enhance efficiency and effectiveness of the school feeding program programs in implementing Education Development Road Map of Ethiopia.

Ministry of education or Yeka Sub City education office with the cooperation of non-governmental organizations better to introduce school feeding programs to most children come to school from low income families or scale-up the implementation of the program to the needy students that help to advance academic achievement of students

Yeka Sub City education office or schools should link inter-sectorial collaboration like health office by signing memorandum of understanding with the nearest health center and checking the quality, the health and nutrition component of the food and feeding in implementation of the program

Yeka Sub City education office or schools should conduct training to school feeding program coordinators or vice directors in the area of data student management practice and school communities (principals, teachers and support staff and student parents (i.e., school feeding program beneficiary and non-beneficiary but needy students) in psychological child care system

In order to fully enhance school feeding program, a strong school governance is essential i.e., schools should give due consideration for the effective implementation of the school feeding program to improve the quality education at school

Schools with the help of sub city or wereda level education office should in stole quality assurance system to continuously monitoring and evaluation the implementation of the school feeding program

school feeding program attention should not be only to food provision, but also to learning and educational conditions.

Recommendation for Further Study:

School feeding program is newly established program fully by government so it needs comprehensive continual program evaluation research to the improvement of the program implementation or changing the direction of implementation

This research used post only design that could not observe the change comparatively in time because the program newly started by this year fully by the government therefore, further studies better conducted by comparing before after result of the student achievement as a result of school feeding program

Researches on the area with large research participants and longitudinal basis, are highly recommended to test the long term contribution of the program

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