

**PARENTS' AND TEACHERS' PERSPECTIVES ON THE GOVERNMENT LUNCH
POLICY AND ITS EFFECTS ON PUPILS' MOTIVATION IN UPE SCHOOLS:
A CASE STUDY OF BULERA-MUSAALE SUB-COUNTY
MITYANA DISTRICT, UGANDA**

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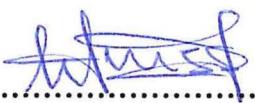
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**DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN
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DECLARATION

I, **Kanaabi Moses**, declare that this dissertation entitled; “**Parents’ and Teachers’ Perspectives on the Government Lunch Policy and its Effects on Pupils’ Motivation in UPE Schools: a case study of Bulera-Musaale Sub-County, Mityana District, Uganda**” is my original work and has not been submitted for any award in any other institution.

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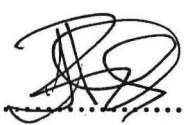
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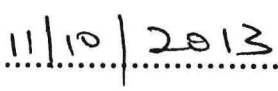
APPROVAL

This dissertation entitled: **“Parents’ and Teachers’ Perspectives on the Government Lunch Policy and its Effects on Pupils’ Motivation in UPE Schools: a case study of Bulera-Musaale Sub-County, Mityana District, Uganda”** is the original work of **Mr. Kanaabi Moses**, and was done under our supervision and has been submitted for examination with our approval as university supervisors.

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DEDICATION

This piece of work is dedicated to my three dear children; Nandawula Erone Kathleene, Kimuli Moses Kanaabi Jr. and Ssekyole Emmarobert Kanaabi. You are the very reason I have to keep moving forward. To my mother Nandawula Erone Nnalongo, thank you for supporting me through this academic journey. It has not been easy but you have been there for me all the way. May the good Lord reward you abundantly.

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ABSTRACT

This study sought to find out the perspectives of parents and teachers on the government lunch policy and to establish its effect on pupils' motivation to study in UPE schools in Bulera-Musaale sub-county, Mityana District. The study was guided by three specific objectives namely; to find out (i) parents' and (ii) teachers' perspectives on whose responsibility it was to provide mid day meals at school, and (iii) to establish the effect of the government lunch policy on pupils' school motivation. Perspectives were conceptualised as views, feelings, opinions and judgement in regard to the policy while pupils' motivation was conceptualised in form of school enrolment, attendance, afternoon attendance, classroom behaviour, school survival and completion.

A co-relational research design guided the study using both qualitative and quantitative research approaches. A sample of 56 teachers, 30 parents and 150 pupils participated in the study. Questionnaires, interview guides, observation guides and document check lists were used to collect quantitative and qualitative data. Pearson's Linear Co relational Coefficient (r) was used to determine the magnitude, significance and direction of the relationship between the lunch policy as the independent variable and pupils' motivation as the dependent variable.

The study found out that most of the pupils in UPE schools went without lunch at school and their parents wanted government to take over the responsibility of feeding pupils at school. However, teachers remained divided on who should be responsible for feeding pupils at school, with a slight majority in for parents as opposed to government. The study also established that the policy indeed reduced the motivation of pupils to study. There was a marked decline in

pupils' enrolment and attendance, pupils' classroom attention, concentration, and participation in the afternoon sessions was low. There was also a high school dropout rate and low completion of the primary school cycle. The researcher therefore concluded that the policy has failed to meet its objectives and needs amendment, for government to compel parents to pay for their children's feeding at school.

The study therefore recommended massive sensitisation and mobilisation of parents by the Central and Local governments' leaders, and school managers to enable parents appreciate their responsibility to feed children at school. It was also recommended that the government should review the policy and compel parents to pay mandatory lunch fees for all pupils to be fed on better and nutritious meals at school.

CHAPTER ONE

INTRODUCTION

1.1 Background

Children are every nation's greatest treasure, and ensuring their health and education is one of the fundamental duties of parents, families, communities and governments. Children's continued ability to learn in the classroom, grow up healthy and reach their full potential depends on what is done now to secure their future. We shall have a much brighter future if we ensure that all children have access to school meals, since nutrition is critical for children everywhere (Obama, 2011). Hunger reduces children's ability to think, concentrate and retain what they have learnt at school. DelRosso (1999) argued that hungry children have acute difficulty concentrating and performing complex tasks even if otherwise well nourished. Ahmed (2004) asserted further that hungry children are less likely to stay in school. Research and programme experiences continue to show that improving children's nutrition and health motivates them to learn. This can lead to better performance, fewer repeated grades and reduced dropouts (DelRosso, 1999).

Food attracts hungry children to school and education broadens their options and lifts them out of poverty. According to the World Food Programme (2007), there are approximately 300 million chronically hungry children in the world. One hundred million of them do not attend school, and two thirds of those not attending school are girls. Sub-Saharan Africa with the highest rates of malnutrition, also has the lowest rates of primary school attendance and completion rates, where only 65% of the primary school aged children are in school, and over 80% of the children who drop out of primary schools are

largely due to lack of school feeding programmes (UNICEF, 2010). In Uganda, less than 20% of primary school children complete grade seven (UNICEF 2010). It is for this reason that The New Partnership for Africa's Development (NEPAD) of which Uganda is a member adopted a resolution urging African governments to support school feeding programmes using locally produced food stuffs.

In Uganda, Universal Primary Education (UPE) was rolled out in 1997 and further refined in 2002. The programme aims at improving access, equity and quality, by eliminating the direct costs of Primary Education. UPE provides free education to all primary school going age (6-13 years) children in Uganda on a cost-sharing arrangement, where parents are expected to provide exercise books, pens and uniforms, in addition to meals at school (EFA, 2000, MoES 2004). No school under UPE is permitted to turn away pupils for lack of a uniform or failing to pay for meals, yet the capitation and school facilitation grants from government are not in any way expected to be spent on food. This implies that in most government primary schools, pupils do not have lunch if parents do not pay for it. This does not only make them unable to concentrate in class, but could also significantly reduce their motivation to study.

While UPE regulations prohibit turning away from school pupils that default on UPE related charges including lunch fees, President Museveni has on several occasions announced definitively that he would not spend scarce resources on school feeding programmes, reasoning that it should be the responsibility of parents. He emphatically threatened to jail head teachers, who flout his directive against charging lunch fees under

the UPE scheme (New Vision 26 Nov, 2010). It should be noted that like in other parts of the country, most of the people in rural Mityana district where Bulera-Musaale sub-county is located are peasants who fail to produce enough food for their families, and can not therefore easily get what to pack for lunch for children from Monday to Friday. Due to lack of alternative incomes in families living in Bulera, much of the food produced is sold, leaving very little for the children to feed on.

While the Government introduced the Universal Primary Education (UPE) to ease the burden of fees off the shoulders of poor families, many children, even those from areas where food is in abundance go without lunch during school days. In many schools, even teachers do not have meals at school (Masaba, 2012). UPE policy guidelines state it clearly that the responsibility of providing lunch among other things like scholastic materials and uniforms lies on the parents (MoES 2004). However, many parents look at UPE as a president's project and its success therefore, as his sole responsibility. They often regard their children in UPE as "Museveni's children" and consequently resist any efforts by school managers to have them make contributions for the smooth running of the programme including payments for lunch. Parents' contributions have been politicized, arguing that president Museveni promised to pay for everything. The situation has been worsened by the populist vote seeking politicians including the president himself who portray UPE as his personal initiative yet it had been long recommended by the Educational Policy Review Commission report of 1989. In some schools, headteachers levied a fee for lunch meals and every parent was required to contribute. However, president Museveni banned the arrangement following complaints

from parents that head teachers were failing the president's project by forcing their children out of school over failure to pay lunch fees. Such headteachers were branded unpatriotic, anti people, anti NRM and therefore fighting the president's vision, hence the need to crush them.

In Buliisa District, authorities said that parents had abandoned their children in school because they construed the president's directive as relief from parenting duties (Odongo, 2012). This left them free to spend most of their earnings in bars. In Rakai district, head teachers continue to lament that even when most households in the area grow enough food and own several heads of cattle, children turn up at school without packed food (Masaba, 2012). Even for the few parents who pack lunch for their children, by break time all containers are evidently empty. A headteacher who used to demand for lunch contributions from parents so that the school could prepare lunch for children that would be served at the right time, had to abandon the programme when politicians started victimizing him to be "anti Museveni." He confessed that for the sake of keeping his job, it was wise for him to keep quiet and wait for the situation to find its own level (Masaba, 2012). A P.7 teacher from Rakai narrated that as a result of hunger at School nearly half the number of children in his class does not turn up in the afternoon and even then, those who turn up spend much of the afternoon dosing because they attend class on empty stomachs (Masaba, 2012).

Another teacher from the same district lamented that their grades were continually dropping with each passing year. For instance in 2009, his school had only three pupils

passing in second grade and a handful of others in third grade out of the 65 who sat for the Primary Leaving Examinations. In 2010, performance dropped further with only two students in second grade. To them, first grades are a luxury only heard of on radio as a reserve for Kampala and Wakiso schools. Out of the 121 Government aided UPE schools in Hoima district, only 23 managed to produce a candidate in the first grade in the 2011 PLE results (Senkaaba, 2012). The situation was not any better in the researcher's area of study. The parents in Bulera-Musaale seem not to appreciate their role in feeding children at school, yet hunger at school remains one of the factors directly responsible for the poor quality of education in UPE schools. PLE results for the last five years from the once renowned performing schools in the area indicated a declining trend in the quality of education provided in UPE schools, with almost no candidates in first division and very few in second division. Majority of the candidates presented for P.L.E. from UPE schools in the area pass in third and fourth divisions. The table below presents the PLE performance for KMU, one of the once big primary schools in Bulera-Musaale sub-County.

Table 1.1: PLE performance from KMU from 2006 to 2010

Year	Grades					
	First	Second	Third	Fourth	Ungraded	Total
2006	-	11	10	4	-	25
2007	1	11	5	4	-	21
2008	-	10	12	2	2	26
2009	-	14	8	3	-	25
2010	1	16	1	-	-	18
Total	2	62	36	13	2	115

Source: P.L.E records from UNEB (Head teacher's records)

Motivation

According to Cole (2000) motivation is the process that initiates, guides and sustains goal oriented behaviours. It is the inner power or energy that pushes towards acting, performing and achieving (Remez, 2001). Motivation is a management function that stimulates individuals to accomplish laid down institutional goals. It is a purposive, designated, and goal oriented behaviour that involves certain forces acting on, or within the individual in order to initiate, sustain and direct behaviour (Olochukwu, 2000). Motivation is therefore the desire to achieve a goal, combined with the energy to work towards that goal.

Motivation strengthens ambition, increases initiative and gives direction, courage, energy and the persistence to follow one's goals. Motivation helps to awaken and push one forward towards taking action and making the vision a reality. Possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do. Intrinsic motivation is from within the individual for mainly self gratification. On the other hand extrinsic motivation involves rewards, such as trophies, money, food, social recognition or praise (Tracy, 2000). Motivation therefore involves biological, emotional, social and cognitive forces that activate behaviour. A motivated person is happier, determined, and more energetic and sees the positive end results in his mind. Motivation is therefore key to success.

Pupils' motivation

Pupils' motivation refers to all processes and conditions that stimulate the desire and ambition of pupils to actions that enable them to accomplish their educational goals. Although it is generally accepted that the competence and commitment of teachers is an important determinant in students' learning outcomes, other factors, such as walking long distances to and from school, home conditions and hunger at school also greatly affect students' motivation. This manifests itself through low students' enrolment, irregular attendance, poor classroom behaviour, low school survival and completion.

It is common to find children walking to school as late as 9:00 am on normal school days. Break and lunch times are characterized by faces of hungry children wandering slowly back and forth, or resting under trees on the school compound, with no hope of finding anything to eat before the mid-morning or afternoon learning sessions begin. Some children leave school and walk long distances back home to have lunch, only to return to school as late as 3:00 pm for the afternoon session, which is supposed to begin at 2:00 pm. Others do not even come back for the afternoon sessions. All this indicates the low learning motivation among pupils in UPE schools.

There were also reported anti-social conduct cases among children. Those with nothing to pack from home end up either stealing the few coins given to the seemingly fortunate ones, to buy a snack at school, or stealing the packed cold food brought by those who can have an extra cold potato, maize or piece of yam for lunch. In the same regard, there were several unfortunate reported cases of children sneaking out of school at lunch time into

neighbours' gardens and bushes to steal food stuffs, including sugarcane, jackfruits, mangoes and bananas. Some hungry children have reached the extent of uprooting cassava, sweet potato tubers and ground nuts from people's gardens as a survival strategy. Many are chased even using dogs, with their stolen food stuffs. The embarrassment suffered can force such children to abandon school; hence the high school dropout rates in UPE schools. Some of these children have been badly pricked by sharp tree stumps and metallic objects as they try to flee, others could suffer snake bites and falling off trees while striving to find what to eat for lunch in the bushes. Those who cannot withstand such study hardships simply drop out of school, contributing to the low survival and completion rates in UPE schools. These are indicators of low motivation to continue with studies.

Many UPE schools thus practically operate half day, since most of the teachers and pupils who go home for lunch do not always come back to schools for afternoon sessions, and those who remain at school can hardly concentrate on the teaching- learning tasks due to hunger, hence a de-motivating effect from the teaching- learning functions of such schools.

1.2 Statement of the Problem

There is a decline in motivation of pupils in government primary schools in Bulera-Musaale sub-county after the introduction of Universal Primary Education (UNESCO, 2002). It is not clear whether that low motivation is a result of not having meals at school or other factors. What seems clear, however, is that there are high rates of absenteeism,

school dropout rates, low pupil school survival and completion rates, poor classroom behaviour in terms of low pupils' attention, concentration and participation, poor academic performance, and low school attainment levels. For instance, school survival rates dropped from 59% before UPE to 37% after UPE introduction (Okuni, 2003). There is evidence that out of every 100 pupils who joined primary one in 1999, only 25 reached P.7 in 2005, an implication that 75% of UPE pupils either dropped out of school or did not complete the school cycle in record time (Businge, 2010). While all the above are contributing to the deteriorating quality of primary education in Uganda, there remains a misconception among parents and teachers, on who should provide lunch for pupils, between government and parents. It was therefore upon that background that the researcher set out to examine the parents' and teachers' perspectives on the lunch policy, and to find the extent to which the policy was contributing to the low pupils' motivation in UPE schools found in Bulera-Musaale sub-county.

1.3 Purpose of the Study

The study intended to establish the impact of the Government Lunch Policy on pupils' motivation in primary schools in Bulera-Musaale Sub County, Mityana District.

1.4 Objectives of the Study

The study was intended to:

1. To find out parents' perspectives on whose responsibility it is to provide mid day meals at school.

2. To find out the teachers' perspectives on whose responsibility it is to provide mid day meals at school.
3. To find out the effect of Government lunch policy on pupils' school motivation.

1.5 Research Questions

The study was guided by the following research questions:

1. What are the parents' perspectives on whose responsibility it is to provide mid day meals at school?
2. What are the teachers' perspectives on whose responsibility it is to provide mid day meals at school?
3. What effect does the Government lunch policy have on pupils' motivation to study and perform well at school?

1.6 Scope of the Study

The study was carried out in Bulera-Musaale sub-county in Mityana district. Bulera-Musaale is a rural area with even population settlements. Its people are mainly peasant mixed farmers, produce traders and labourers on tea estates. This is the home area of the researcher where he grew up and could therefore find it relatively convenient in terms of associating with the population and reducing the costs of transport and accommodation since he could commute from home. The study focussed on UPE parents, teachers and pupils as its target population, focusing on their perspectives on the lunch policy and its effect on pupils' motivation. This study was intended to cover the period starting from 2006 to 2011.

1.7 Significance of the Study

It was the hope of the researcher that the results of this study would be used:

1. UPE parents and those intending to send their children to UPE schools to ensure that their children were provided with adequate nutritional lunch for effective and learning to take place.
2. UPE school administrators and managers, and local government leaders to sensitize parents and lobby government about the need to provide all pupils with lunch at school.
3. Ministry of Education and Sports officials to lobby government to consider changing the policy, to compel all parents to pay for their pupils' lunch at school, as a step towards improving access, equity and quality of primary education in Uganda.
4. The President, Minister of Education and sports, Members of Parliament, The Education funding donor community and other policy makers to streamline the lunch policy, and ensure that all school children have access to adequate and nutritional lunch at school, in their effort to ensure education for all.

1.8 Limitations

Studies about school feeding policies and programmes or their absence require enormous financial resources, manpower and time to which the researcher did not have access. He however, overcame this limitation by using both qualitative and quantitative methods of collecting information from the very population experiencing the problems under

investigation. He observed the respondents and took note of their feelings. He analysed school records and mobilized enough resources to carry out a thorough, exhaustive and comprehensive study.

Some of the information collected in the study was sensitive to individual parents, teachers and students. Since most of the information was extracted from rural peasant parents and their children, who could not readily appreciate the significance of such a study. Some parents asked for money from the researcher to be interviewed. To manage this, the researcher clearly explained the significance of the study to the respondents themselves and assured them of their anonymity and confidentiality. Many finally felt free and accepted to be interviewed. The few who insisted on being paid were left out.

Many rural UPE schools did not keep proper records from which data could to be collected. This made it difficult for the researcher to get accurate information about absenteeism, school dropout rates, and pupils' completion rates. Where this arose, the researcher depended on approximate figures and details from parents, students and teachers to draw his conclusions.

1.9 Theoretical Review

This study was rooted in Maslow's Theory of Human Motivation (1943 and 1970) as cited in Kawemba (2010), in which man's behaviour is seen to be dominated by his unsatisfied needs. The basis of Maslow's motivation theory is that human beings are motivated by unsatisfied needs, and that certain lower level needs are satisfied before

higher needs can be satisfied. This indicates that the most fundamental, basic survival needs, such as food, water, air and sleep have to be met and satisfied before the individual can focus and pursue higher level (motivators) needs along the line of self fulfilment. The Theory is summarized as in Figure 1.1:

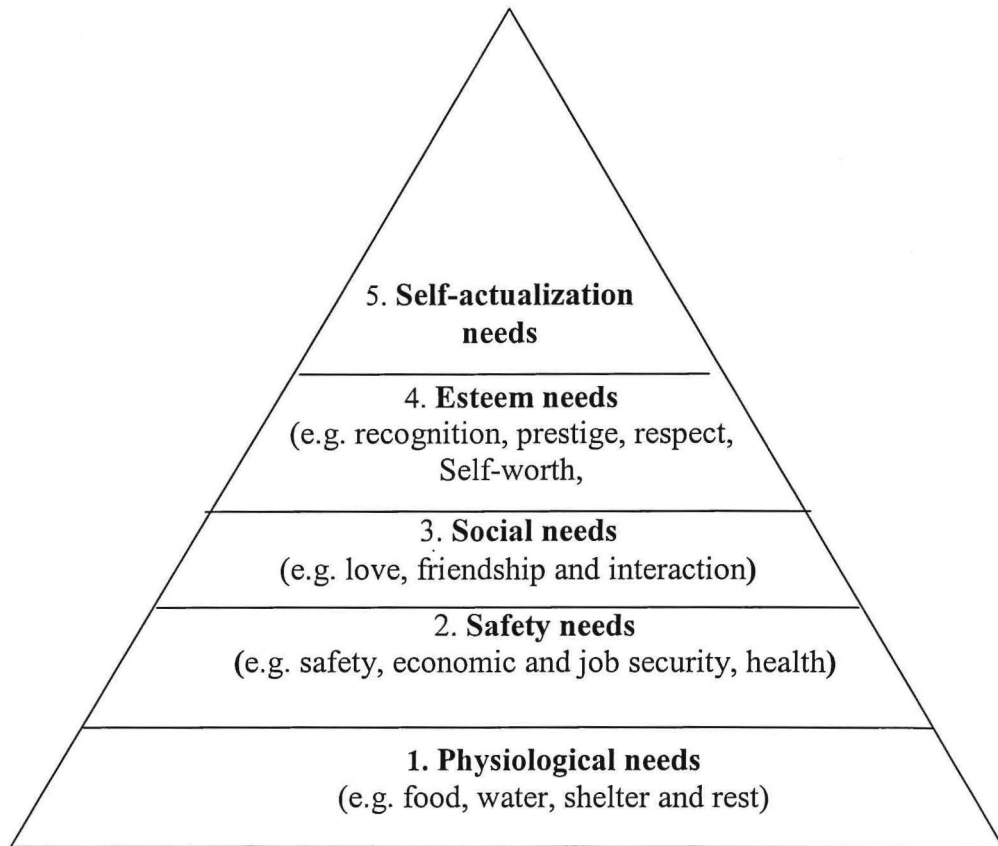


Fig. 1.1: Maslow's Hierarchy of Needs

Source: Kawemba (2010)

Maslow's (1943) Hierarchy Needs Theory points out as Fig. 1.1 suggests that a human being is a perpetually wanting animal. The needs then act as a stimulation that makes a person to act in a certain manner, for instance, performing very well to earn enough money for satisfying the needs. Maslow places the basic human needs in an ascending

order of importance. First, are physiological needs, which are basic needs that sustain human life its self. They include food, water, shelter and rest. At the second level are the safety needs, which people want in order to be free of physical danger, such as the fear of losing a job, property or food. The third level has social needs. These imply that people as social beings, need to belong and to be accepted by others. At the fourth level are the esteem needs. According to Maslow, once people begin to satisfy their needs to belong, they tend to want to be held in esteem both by themselves and by others. Finally, is the need for self-actualization. Maslow regards this need as the highest in his hierarchy. It is the desire to become what one is capable of becoming. It is achieved by maximizing one's potential in order to accomplish something in life. This theory therefore implies that without lunch, hungry pupils cannot focus on working harder to perform better, and can therefore not concentrate on academic achievement for themselves and for the school as a whole on empty stomachs.

1.10 Conceptual Framework

Figure 1.2 provides a framework developed by the researcher to relate the variables in the study.

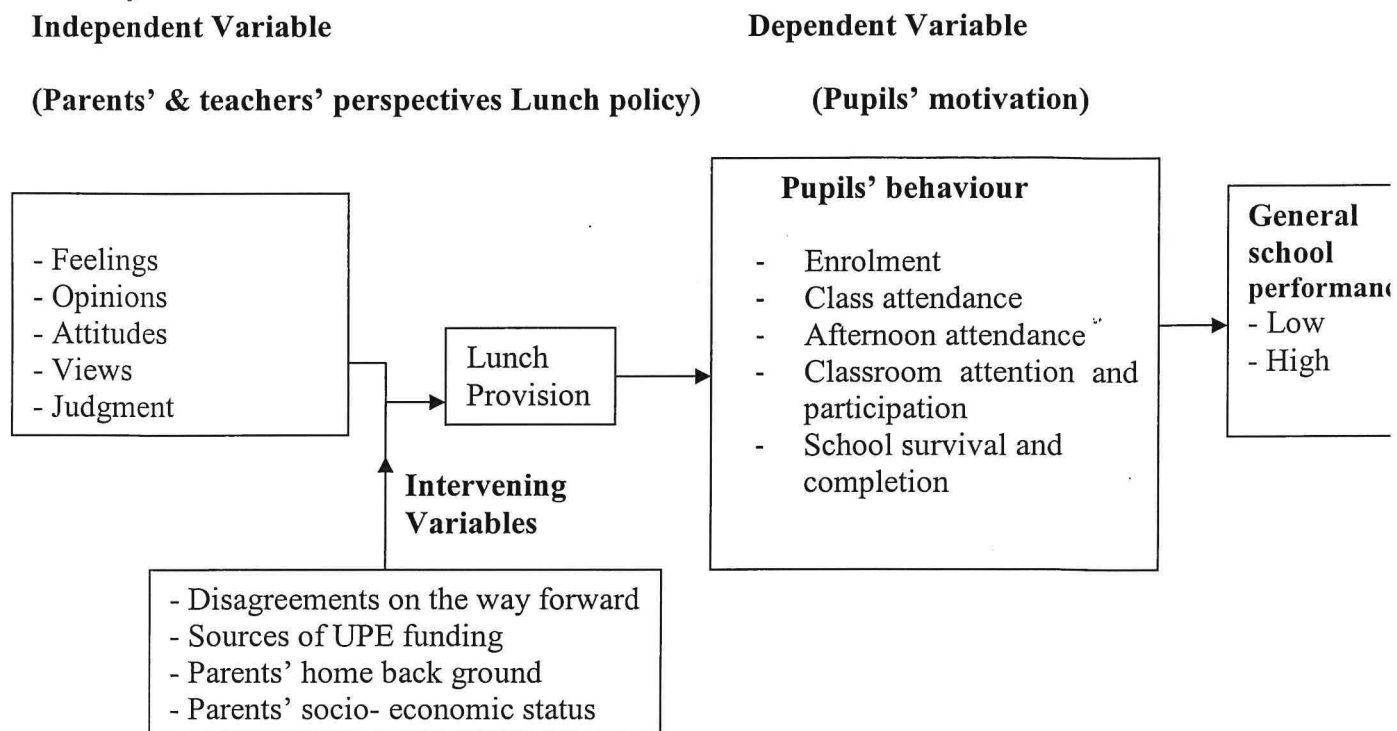


Fig. 1.2: Conceptual framework or model relating lunch policy to pupils' motivation (Developed by the researcher)

The conceptual frame work above pre-supposes that parents' and teachers' perspectives on the lunch policy affect the provision of pupils' lunch in their schools. Lunch provision in turn affects the pupils' motivation to learn. This is reflected in their behaviour which takes the form of enrolment and attendance to school, classroom attention, concentration and participation especially in the afternoon sessions (after lunch), school survival and completion. The frame work also indicates that Government sources of UPE funding,

parents' background, socio-economic status and disagreements on the way forward also affect pupils' lunch provision, which can in turn affect pupils' motivation, hence the general school performance.

1.11 Definition of Terms

- **Absenteeism:** The number of days a pupil does not attend school out of those he/she is supposed to attend, or the number of pupils who do not attend school regularly, out of the total enrolled number of pupils.
- **Academic performance:** The degree of pupils learning and study success measured against specific standards and objectives
- **Attendance:** The number of days a pupil attends school out of those he/she is supposed to attend or, the number of pupils who regularly go to school, out of the total enrolled number of pupils.
- **Completion rate:** The number of children who complete the primary school cycle in record seven years, out of those enrolled for school in primary one.
- **Dropout rate:** The number of pupils who get out of school before completing the seven year cycle, out of those enrolled in primary one.
- **Lunch policy:** Government's official position not to provide meals to pupils in UPE schools, but leave it to individual parents to find ways of feeding their children at school.
- **Motivation:** A feeling of determination, enthusiasm and interest among teachers and pupils in UPE schools to achieve academic success.

- **Perspectives:** The views, opinions, thinking, feelings, judgment or stand of parents and teachers about the government lunch policy in UPE schools.
- **Survival rate:** Number of pupils who remain in school and complete the primary school cycle, out of those enrolled for school in primary one.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Universal Primary Education (UPE) programme was designed to provide free primary education as a step towards achieving universal access to basic education for all (Jomtien Declaration, 1990; Dakar Declaration, 2000). Though the policy relieved parents of meeting most of the direct costs of education, such as general school fees, examination fees, building and maintenance fees, text book fees and teachers salary top ups, parents are expected to meet other direct and indirect costs, such as providing exercise books, writing tools, uniforms and lunch at school for their children (MoES, 1998). The review is arranged in sub-headings; (i) parent's perspectives (ii) teachers perspectives on lunch provision at school, and (iii) lunch provision and pupils motivation, all corresponding to the study objectives

2.2 Parents' Perspectives on Lunch Provision at School

In Uganda, it is clearly stipulated in the UPE guidelines that feeding is the responsibility of parents (MoES, 2004). Areas in which parents' contribution is crucial are referred to as Basic Child Survival Requirements (MoES, 1998). These include pupils' feeding, hygiene, medical care, shelter and clothing. While parents seem to be comfortable with meeting all the other requirements, a common perspective held by parents from differing backgrounds and livelihoods indicates that they are unhappy with the extra UPE charges including lunch fees (EFA report, 2002). DelRosso (1999) asserted that school feeding programmes and other school based nutrition and health programmes motivate parents to

enrol their children to schools and to see that they attend regularly. McGregor (1998) also observed that the provision of school meals reduced the parents' cost of sending children to school. Programme evaluation results from Pakistan, Morocco and Niger (WFP, 2002) indicated that while food was the initial motivation for sending girls to school, parents of participating children developed an interest in the education of their children. This change of attitude is an important factor in enhancing parents' commitment to education.

While supporting school lunch is upholding a human right to food recognized by the UN Charter (1945), Universal Declaration of Human Rights (1948), and other international instruments, and while feeding children is recognized in Uganda's 1995 constitution and the Uganda Children Statute (1996), many parents do not appreciate their role in spite of schools having been well guided to leave it to them (Kasente, 2007). In an evaluation study of a school feeding programme carried out in Bangladesh from 2002 to 2004, Ahmed (2004) observed that all the mothers interviewed noted that their children's interest in attending school and concentration on studies had increased as a result of lunch provision. This position was in tandem with results from Karamoja, where a similar program was conducted from 2004 to 2006 (WFP, 2007). This implies that in principle, parents support lunch provision for their children at school. What they do not appreciate, however, is their contribution in providing that lunch. After interviewing parents in Gulu, Arua and Jinja, Ninsiima (2011) reported that many parents thought that UPE was completely free. They therefore maintain that government should take full responsibility and provide pupils with meals at school.

In a project monitoring and evaluation report from Kyenjojo District, parents' involvement and support to their children's education demonstrated the low value they attached to the significance of feeding. Only between 26% and 49% of parents interviewed in school parents' meetings indicated giving support to provision of lunch to their children at school (Kasente, 2007). Although parents under the UPE policy are obliged to provide lunch for their children either by packing lunch from home, giving them money to buy something to eat at school or paying the school to organize meals for children, Kyeyune (2007) observed that in both urban and rural areas, most family incomes are still very low and hardly support a nutritious family meal. In such contexts where even family supper and breakfast before school were in reality a luxury that many families could not afford, parents cannot raise a minimum of 500/= for lunch per child, per day. Consequently, this study had to discover whether this is the reason why parents often complain and report to political leaders, the head teachers who insist on lunch provision through parents' contributions, as saboteurs of the UPE programme.

Kakooza (2003) observed that when parents are asked for money to run some school activities, they do not pay because they do not know why they are paying. To that end, most parents had failed to provide meals for their children in schools. He further gave the example of Iganga District where parents' contributions had been politicized, arguing that the president had promised to pay for everything. Rwendeire (2008) remarked that if parents appreciated the role of feeding their children in schools through effective sensitization, they could accept their responsibility and operationalise it. Nsubuga (2011) recognized that attaining quality education would be only achieved if parents changed

their attitude towards school lunch. He advised parents to replicate what successful schools are doing in terms of feeding, which comes at a cost. Kyeyune (2007) also opined that unless parents realize that their children cannot learn on an empty stomach, all other UPE stakeholders are fighting a losing battle. The above positions implied that there was still need to educate parents about the components of free education, by emphasizing the roles played by government and those parents had to play. This study could also establish whether the parents' negative attitude was due to excessive poverty, lack of enough knowledge by parents on their roles in the implementation of the UPE programme, or both.

2.3 Teachers' Perspectives on Lunch Provision at School

According to the UPE policy guidelines on roles and responsibilities, parents are supposed to provide their children with mid-day meals (MoES, 1998). While the policy does not compel parents to contribute towards their children's lunch, most teachers felt it was inevitable that they did so because government's UPE capitation grants contribution was too meagre (Ninsiima, 2011). Government spends 5000 Uganda shillings per year, per pupil in P1-P3, and 8100 shillings per year, per pupil in P4-P7. Yet the estimated cost of feeding a primary school pupil in rural rich agricultural areas is 30,000 shillings per term (Ninsiima 2011). This caters for food, firewood and wages for cooks. In urban areas, the figure is much higher due to the higher cost of living. Birungi (2011) observed that the existing policy of feeding pupils on food harvested from school gardens, home packed food, running back home for lunch and contribution of lunch fees by willing

parents has not been fully adopted by stake holders. She further argued that this is causing low school motivation, mainly among pupils.

After lamenting about the poor turn up of the pupils in his candidate class for the afternoon lessons, and that even those who turned up spent most of their time dozing due to hunger, one primary seven teacher from Rakai District alleged that even when parents were invited to school for sensitization meetings about lunch provision, many did not turn up and even to those who turned up, nothing changed and if teachers insisted, parents withdrew their children from school (Masaba, 2012). He further revealed that even packed lunch from pupils' homes was not adequate. Another teacher from Rakai observed that even when some parents packed lunch for children, they ate and finished it before the end of mid-morning break. Consequently, children spent most of the time dozing in class during the afternoon sessions.

A teacher from Mpigi District reasoned that the absence of a clear feeding programme was responsible for the constantly high rates of absenteeism among pupils in UPE schools (Masaba 2012). In Lyantonde District, teachers lobbied the district authorities to enact a by-law compelling parents to contribute some money to enable schools prepare meals for their children (Masaba, 2012). There seems to be a general feeling among teachers that the lunch policy has failed to deliver on its objectives, needs re-defining and change of direction. This study was therefore intended to find out the perspectives of the teachers on the lunch policy, which would help to ensure that pupils did not remain hungry at school.

2.4 Lunch Provision and Pupils' Motivation

The level of pupils' school motivation was indicated by their enrolment, attendance, classroom behaviour, school survival and completion rates.

2.4.1 Lunch Provision and Pupils' Enrolment

Since education is a basic human right, Kyeyune (2007) remarked that it was therefore a duty of those engaged in providing education and in raising children to make it available through attractions like food. Friends of World Food Programme (2007) reported that food provision at school served the dual benefit of fighting hunger among poor children and drawing them to school, thereby granting them an education. McGregor (1989) observed that since the provision of school meals reduced the parents' cost of sending children to school, it was therefore possible that children would enrol earlier if meals were provided.

A study conducted in Malawi by WFP showed that a small pilot school feeding programme over a three-month period led to a 5% increase in enrolment (WFP, 1996). DelRosso (1999) also emphasized that school feeding programmes motivated parents to enrol their children in school. In societies where children are not fed at school, many children are in poor health. Such children start school later in life or not at all. A study in Nepal found that the probability of enrolment into school was 5% for children with no meals at school as opposed to 27% for children with meals provided at school (Moock and Leslie, 1986). In Ghana, children entered schools that did not provide meals at a later

age and completed fewer years of school than in cases where meals were provided (Glewwe and Jacoby, 1994)

In Niger, a country with one of the lowest school enrolment rates in the world, school feeding programmes among the nomadic and transhumant populations had successfully improved enrolment among school age children, particularly girls by over 36% (WFP, 1996). In Bangladesh, a programme of school based food distribution increased enrolment by 20%, as opposed to a decline of 2% in non-participating schools (Ahmed and Billah, 1994). A similar programme among school-age girls in Pakistan improved enrolment by 62% (Ahmed, 2004). However, the above studies did not indicate whether education in each of those cases was free, compulsory, both or not. It was thus not clear whether the stated increase in enrolment was only a result of free meals at school, or a combination of factors including the low cost and the legal implications, as with the case of free and compulsory education in Uganda. This study was therefore intended to establish the extent to which lunch provision affected pupils' enrolment under free and compulsory primary education.

2.4.2 Lunch provision and pupils' school attendance

Nutritious meals are considered to be among the attractions for children to attend school regularly. While evaluating a school feeding programme in Congo, Loristen (2011) observed that providing primary school students with a hot meal coincided with an increase of 32% attendance between 2007 and 2010 in Congo Brazzaville. In Bangladesh, Ahmed (2004) clarified that a school feeding programme did not only increase enrolment

by 14.2%, but also raised school attendance by about 1.3 days in a week. Interviews with mothers of participating children indicated that their children's interest in attending school and concentration on studies had increased.

When a small pilot feeding programme in Malawi was evaluated, there was up to 36% improvement in attendance in participating schools compared to control schools, over a three month period (WFP, 1996). In Pakistan, provision of lunch in a school feeding programme increased attendance from 73% to 95% among participants (WFP, 1996). In line with these findings, another evaluation of a school feeding program in Burkina Faso also found that school meals were associated with increased school enrolment and regular attendance among others (Moore and Kunze, 1994).

Though provision of meals at school was credited with helping to maintain high school enrolment and attendance, a study conducted in Kenya did not find a difference in attendance rates between schools with and without meals provided (Meme et al, 1998). However, an evaluation of a school meal programme in Jamaica by McGregor et al (1983) found that after the first semester, the treatment classes showed improved school attendance compared to the control classes. It was therefore the interest of the researcher to find out the extent to which lunch provision affected pupils' school attendance under free and compulsory education.

2.4.3 Lunch provision and pupils' classroom behaviour

Pupils' classroom behaviour refers to the engaged time, attention, concentration and participation of pupils in the learning process to enhance achievement and performance. Engaged time refers to the time a learner concentrates on a task. This is an essential component of learning since the more time children spend on a task; the more likely they are to learn. McGregor (1998) asserted that alleviation of hunger improved on children's concentration, attention and participation. This in turn increased their engaged time and finally led to higher attainment levels. Pollit (1990) concluded after an experimental study, that giving children a meal at school could improve their attention to tasks, thereby improving their achievement.

DelRosso (1999) also affirmed that alleviation of short-term hunger through breakfast and lunch provision helped to increase the attention and concentration of students. In the same vein, Kyeyune (2007) reasoned that hungry children could hardly concentrate in class, were bound to participate little during learning activities and would dislike school, or at least be anxious to leave and find something to eat if they could. Kakooza (2003) also observed that there was a risk of low participation, especially during afternoon lessons by children from poor families who could not afford lunch. This affected their learning abilities, hence the poor quality of education. However, in a study conducted in Jamaica, McGregor et al (1990) clarified that changes in pupils' classroom behaviour which referred to attention, concentration and participation seemed to depend more on the school structures, organization and facilities, than on feeding. It was thus the intention of this study to find out the extent to which the absence of lunch at school affected pupils' classroom behaviour.

2.4.4 Lunch provision and pupils' school survival and completion

Since school lunch programmes address the problem of low school attendance by providing an additional incentive for children to continue attending school, there is therefore a high likelihood of pupils remaining in school until they complete the primary cycle. Moore (1994) affirmed from evaluation results of a school feeding programme in Burkina Faso that lunch provision led to consistently lower class repetition rates, lower school dropout rates and higher school completion rates. In Ghana, provision of lunch in schools increased the years children completed in primary schools (Glewwe and Jacoby, 1994).

A US study showed the benefits of providing meals to disadvantaged primary school students to include improved attendance, survival in school and completion of the cycle in record time (Meyers, 1989). In Niger, whenever the lunch provision project was terminated, even temporarily, immediate and high absenteeism followed, and many children were withdrawn from school until new food stocks would arrive (WFP, 1996). In Bangladesh, a school feeding programme reduced the probability of dropping out of school by 7.5% (Ahmed 2004). Loristern (2011) had even more impressive findings. Due to the meals at school in Congo Brazzaville, the school completion rate rose from 56% to 92%, and dropout rate dropped from 40% to 4%. It is however, not clear whether other factors that contribute to school dropout and completion had been well analyzed or controlled in all these studies.

In East Africa, Uganda has the highest school dropout rates and the lowest proportion of children staying in school up to primary seven. A UNESCO (2006) report on a follow up of every 100 pupils who joined primary one in 1999 showed that only 25% reached primary seven in 2005. Yet the same stood at 84% in Kenya, 81% in Tanzania and 74% in Rwanda. Data from the Ministry of Education (2010) also showed that half the pupils who enrolled in primary one did not complete primary seven in the set time-frame of seven years. Empirical and unimpeachable evidence showed that only 444,019 students sat for PLE in 2009 out of the 890,997 who had enrolled in primary one in 2003. This implied that a total of 446,978 had either dropped out, or repeated a class. Though the report did not clearly specify the particular causes of this high school dropout rate, the mere fact that school dropout rates were higher at primary than at secondary levels (MoES 2010), had a stronger bearing on the UPE policies that make learning conditions harsh for students, of which the absence of meals at school would top the list.

A previous report on the causes of school dropout found that failing Examinations and the need to repeat a grade contributed 10%, disability and illness 10%, pregnancy and early marriages 13%, the need to work 12% and high costs of education 55% (MoES, 2003). Since lunch fees are some of the major indirect costs, whether paid directly to the school, or given to children to buy something to eat at school, it can therefore be affirmed that lunch provision or lack of it contributes to high or low school survival and completion. In Uganda and Malawi where fees were abolished, many more children from poor families enrolled in schools, yet in both countries, half of the house-holds who had dropouts of school children cited lack of money as the main problem. The condition was

worsened by schools which demanded pupils to pay for charges like lunch fees (Avenstrup, 2004). The source did not, however, indicate whether and to what extent the absence of lunch at school could also have been a de-motivating factor for such children from continuing with education. That was what the study intended to find out. Okuni (2003) revealed that primary school survival rates had dropped from 59% before UPE to 37% after UPE. Another study by Acen et al (2007) indicated that there were increasing school dropout rates in UPE schools. The study revealed that on average, three pupils dropped out per term in an urban school, while six children dropped out per term in a rural school, with girls being the majority. This study therefore intended to find out the extent to which hunger at school was responsible for that high school dropout rate.

The EFA report (2002) indicated that there were increasing figures of repetition rates from 9.5% in 2001 to 11% in 2002, and declining figures for school survival rate from 66% to 58% over the same period. Could this be the reason why government came up with a policy of automatic promotion of children in UPE, to try and curb the high school dropout rate? The report did not, however, single out the causes of this appalling situation. This study was therefore intended to find out how far hunger at school could have been the cause of low motivation among pupils, resulting into the rising repetition rates and consequently low school survival and completion. As meals remain high on the priority list in UPE schools, many children still go without meals at school.

In a UPE monitoring study Acen et al (2007) reported that most pupils did not eat at school because they could not contribute for the meals. They further reported that even

for those who did, the contributions were so meagre that schools provided only porridge, which was sometimes watery and half a cup with no sugar. As a result of hunger, they further observed that children became unruly and ended up stealing people's sugarcane, mangoes and money, more so, from parents, teachers, fellow pupils and from neighbouring community gardens.

Children also engage in income generating activities, such as fetching water, selling polythene bags, collecting scrap metals and plastics, working in sugarcane plantations and carrying luggage in order to raise money for buying food at school. This forces them to leave school early without completing the school day, habitual absenteeism and finally dropping out of school. Kakooza (2003) also observed that the absence of meals at school led to indiscipline among children, manifesting itself in form of stealing, running away from school and defilement. He further reported that primary school girls engaged in commercial sex, going at as low as 2000/= per encounter. This resulted into irregular attendance and absenteeism, commercial sexual exploitation of children, early and unwanted pregnancies, abortion, marriages and exposure to HIV/AIDS.

Acen et al (2007) indicated that in the third term of 2007, four girls in Kakogwa Primary School in Jinja, six girls from Oje Primary School in Gulu and four in Pokea Primary School in Arua were defiled and forced into marriage. This was an indicator of poor motivation among children in UPE schools. This study therefore intended to find out how far the absence of meals could be one of the major causes of this appalling situation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This Chapter presents the design, study population and sampling, data collection methods and instruments, validity and reliability of the instruments, research procedure and data analysis techniques to be used in the study.

3.1 Research Design

The study employed both the quantitative and qualitative approaches. The study mainly took a quantitative approach since it involved the collection of numerical data in order to explain, predict, and control phenomena of interest, with mainly statistical data analysis (Amin, 2005). In particular, the study was a correlational, cross-sectional survey. It was correlational as it was interested in relating lunch policy to pupils' motivation. The study was cross-sectional survey in that it gathered data from different groups of respondents (i.e. teachers, head teachers, pupils and parents). The qualitative aspects helped to promote a deeper understanding of the current trend of teachers and parents' views regarding lunch policy and its implication on pupils' motivation (Amin, 2005). Using a mixed method approach (triangulation) helped to test the consistency of the findings that were obtained through different instruments, as noted by Amin (2005).

3.2 Study Population

There are 16 UPE primary schools in Bulera-Musaale sub-county, with 137 teachers and pupils' enrolment of 5865 children, as shown in Table 3.1 below.

Table 3.1: Schools and their enrolment

No.	School	No. of teachers	Pupils enrolment
1.	Namutamba Dem. Sch.	13	734
2.	Kitemu Primary School	8	497
3.	Kibaale Primary School	7	177
4.	Buyambi R/c	10	576
5.	Buyagga Primary School	9	408
6.	Bulera Primary School	10	509
7.	Bakijulula C/U	7	139
8.	Kyetume C/U	7	202
9.	Nambute Primary School	7	240
10.	Jjungwe Primary School	9	490
11.	Mwererwe R/C	8	389
12.	Namutidde R/C	8	205
13.	Nakatembe C/U	8	184
14.	Ggema R/C	9	403
15.	Mwererwe C/U	7	166
16.	Nalyankanja R/C	10	512
	Total	137	5865

Source: Mityana District Education Department, June 2012

The target population in this study was constituted by 250 respondents in Bulera-Musaale sub-county, Mityana of whom 150 were pupils, 30 parents, 54 teachers and 16 head teachers. Head teachers were suitable for the study because they were the school managers and lunch policy implementers, with information about why lunch was provided or not provided in their schools, and its effect on pupils' motivation to study. Their views could also give an insight into parents' perspectives on the policy and what could be done to address the problem of hunger at school. Teachers were important in the study because their perspectives towards the policy affected its implementation, and implementation in turn could affect pupils' motivation.

Parents were relevant to the study since they were primarily responsible for their children's feeding at school. Their perspectives on the policy affected its implementation which could in turn affect pupils' motivation. As the core beneficiaries of the success, or victims of the failure of the policy, pupils were central to the study. Information from them would be of great importance to the researcher in his quest to find out the extent to which lunch policy affected pupils' motivation to learn. All the above categories of respondents were therefore appropriate because they were differently affected by the government lunch policy.

3.3 Determination of the Sample Size

Given the cost, time and other constraints, the study involved sampling. Questions arose on how large the samples were to be and how they were to be selected. Of the target

population of 250 respondents, Krejcie and Morgan (1970)'s Table of Sample Size Determination cited in Kawemba (2010) suggested a minimum sample size of 108 pupils, 28 parents, 44 teachers and 15 head teachers. Table 3.2 presents a summary of the study sample population:

Table 3.2: Sample size

Category of respondents	Target population	Sample size
Pupils	150	108
Parents	30	28
Teachers	54	48
Head teachers	16	15
Total	250	199

3.4 Sampling Techniques and Procedure

To ensure representativeness of the samples, randomization became a suitable approach. To attain the respective sample size from the said population, the researcher used stratified sampling on the respondents because the population was big, diverse and heterogeneous (Amin, 2005). Selected respondents were represented in order to control the effects of extraneous variables. To limit the sample to a manageable size, a given number of respondents were selected from each school.

3.5 Research Instruments

This section presents the instruments that were used in data collection;

3.5.1 Self-Administered Questionnaire

A self-administered questionnaire was used to collect information from head teachers and teachers. It had three sections, A, B and C. Section A had background information of the respondents; section B had items on lunch policy while section C dealt with pupils' motivation. The responses were based on a 4-point Likert scale using the Strongly, Agree, Agree, Disagree and Strongly Disagree optional responses. These helped the researcher to collect information about head teachers and teachers' views on the lunch policy, how provision or absence of lunch affected pupils' enrolment, attendance, school survival and completion, and pupils' classroom behaviour especially in the afternoon learning sessions. The researcher assumed that head teachers and teachers were proficient in the English language and capable of interpreting statements in the questionnaire. This also helped the researcher to cover a large population quickly and at a reasonable cost. A sample of the said questionnaire is found in Appendix B.

3.5.2 Interview guide:

Interview guides were administered to parents and pupils in the samples. Pupils were grouped into focus groups of five and interviewed through focus group discussions. The researcher assumed that most of the parents and pupils in the area of study could not have been literate and proficient enough to interpret questionnaires. This was why an interview remained the most viable data collecting instrument from them. Interviews were also conducted to teachers and head teachers. These provided the researcher with an opportunity to interact with them, by probing and prompting to seek for clarification of unclear information (Amin 2005), in order to get first hand information about their

perspectives on lunch provision and the general situation in their schools that self administered questionnaires could not adequately bring out. Interview guide samples are found in Appendices D, E and F.

3.5.3 Observation guide

Observation was conducted in 12 sample schools for the researcher to witness and get first hand information about attendance, punctuality and pupils' classroom behaviour. The observation guide sample is found in Appendix H.

3.5.4 Document analysis

The researcher analyzed enrolment records, class attendance registers and academic performance records in every school in the samples. This enabled him to easily obtain data about pupils' enrolment, attendance and academic performance. The document analysis guide is found in Appendix G.

3.6 Data Quality Control

This section dealt with the validity and reliability of research instruments.

3.6.1 Validity

Validity of research instruments refers to the measure of the extent to which an instrument used to collect data is accurate, correct, true and meaningful (Enon, 1998). Validity therefore refers to the degree to which instruments measure what they are supposed to measure. Research instruments must be valid for the study objectives to be

achieved. Content validity of the said instruments was determined by sending the constructed items to the supervisors for their personal opinion and to give the necessary guidelines. The supervisors were given the instruments to study on the scale of relevant or irrelevant. The supervisors also evaluated the relevance, wording and clarity of each question or item in the instrument, in regard to its ability to measure a specific objective. The researcher then computed the Content Validity Index. The instruments were revised until the content validity index was at least 0.7. This is because 0.7 is the least content validity index recommended in Social Science (educational) Studies (Amin, 2005).

Content validity index was computed by:

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items in the instrument}}$$

See Appendix G for content validity calculation.

3.6.2 Reliability

Reliability refers to the ability of an instrument to produce consistent results (Enon, 1998). Amin (2005) defines reliability as the degree to which a research instrument consistently returns same results after repeated use. In this regard, a test-retest reliability test was conducted at a two weeks interval to establish the degree of consistence of the instruments to be used. Reliability of the instruments on multi-item variables was tested using the Cronbach Alpha Method (α). This was obtained by;

$$\alpha = \frac{k}{K-1} \left(\frac{1 - \sum \sigma_k^2}{\sigma^2} \right)$$

Where $\sum\sigma_k^2$ is the sum of variances of the k parts or sections, and σ is the standard deviation of the test. Table 3.3 shows pertinent results:

Table 3.3: Reliability indices for the respective sections of the questionnaire

Variable	Description	Construct	Number of items	Cronbach alpha
Dependent	Pupils motivation		26	.812
Independent	Lunch policy	Parents perspectives	8	.771
		Teachers perspectives	9	.542

According to Cronbach's Alpha Coefficient Test, the questionnaire was reliable for the study as all coefficients in Table 3.3 were above 0.5 which is the minimum standard reliable value for educational researches according to Amin (2005) (see Appendix H).

3.7 Data Collection Procedures

After the approval of the proposal, the researcher obtained an introductory letter from his Head of Department to be presented to the relevant authorities in selected schools and to individual parents. The researcher visited each selected school, introduced himself to school heads, seeking permission to conduct research in their schools with the head

teacher, teachers and pupils. After explaining what the study was all about, self-administered questionnaires were distributed to Head teachers and teachers. The researcher agreed with the respondents on the collection date and time.

Regarding the interview guide, the researcher made appointments with head teachers for the interview date, time and venue. Teachers were requested to spare some minutes for interview individually. Interview schedule questions for pupils and parents were translated from English to Luganda by the researcher, for the respondents to understand them. He then referred a sample of the translated items to two colleagues who were teachers of Luganda language in secondary schools to evaluate whether the original meaning of each question had not been lost in the process of translation. The researcher followed their opinion and advice to improve the wording in order to retain the meaning of the items in the instrument. He then interviewed the respondents in Luganda and recorded the responses in English. Questions were designed to enable respondents give precise and accurate answers. Pupils were heterogeneously put in groups of five comprising boys and girls from primary three to primary seven, and were interviewed using a group discussion method.

The researcher was guided by teachers and pupils to selected parents' homes and requested them for a brief interview. Throughout the data collection process, the privacy and confidentiality of the respondents was respected. Their names were not required but only their consent was sought and the responses were recorded.

However, some Head teachers would not easily be met for filling the questionnaire and for the interview since many of them were not always present at their schools. Some teachers also gave excuses for not being interviewed and for failing to complete the questionnaire in time. The researcher had to make repeated trips to the same schools to meet Head teachers for interview and to pick the questionnaire from such teachers. Some parents also asked for money to be interviewed. The researcher clearly explained to them that this was not a money generating venture for any one, and showed them how their children would benefit if the findings and recommendations of the study were adopted by the UPE stake holders. Many changed their minds and willingly accepted to be interviewed. The few who still insisted on pay were left out.

The researcher observed punctuality especially for the afternoon sessions, pupils' attendance and classroom behaviour in general, and for the afternoon sessions in particular, and recorded the observations. The researcher sought permission to access schools' enrolment records, class attendance registers, general attendance records and PLE performance records. He spent eight weeks in the field collecting information. However, some schools did not keep proper enrolment and attendance records since some class teachers lacked up to date registers. Even some children who had dropped out of schools remained in the registers, always roll called as absentees. To sort this out, the researcher asked children in the affected classes to give the names of those pupils who had left the school in order to arrive at accurate enrolment and dropout rate figures.

3.8 Data Analysis

The data collected from interviews and questionnaire was coded and entered into computer, using the Statistical Package for Social Sciences (SPSS) for analysis. Descriptive analysis was applied to analyse the first two objectives (parents and teachers' perspectives on the lunch policy). This involved the presentation of findings in form of frequency tables and graphs with their respective percentages. The quantitative data collected using Self Administered Questionnaire was organised and processed for analysis. It was edited, categorized and entered into computer using SPSS for generation of summary frequency tables and graphs. The actual data analysis at univariate level was based on relative frequencies from frequency tables and descriptive statistics. At bivariate level, lunch policy was correlated with pupils' motivation using Pearson's' linear correlation method

Data collected from observation of lunch provision, early morning and afternoon punctuality, pupils' participation and concentration in learning activities was organised and presented in a table and interpreted. Other observations about sources and means of obtaining lunch in schools were presented and analysed by text explanation and description.

Similarly, data from analysis of pupils' enrolment records and Primary Leaving Examinations results was organised and presented in tables with their respective percentages, and interpreted by the researcher.

3.9 Ethical considerations

The study was approved by the School of Graduate Studies, Kyambogo University. The researcher obtained an introductory letter from the Head of Department, Educational Planning and Management, Kyambogo University which enabled him to get authorization from Managements of different schools to access the respondents. Different schools' management and teachers were particularly informed of the nature of the study that was to be carried out, the title, purpose and reasons for the study. The names, telephone numbers and addresses of the researcher and the head of department were provided for further reference.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study intended to establish the impact of the Government Lunch Policy on pupils' motivation in primary schools in Bulera-Musaale Sub County, Mityana District. This Chapter presented the background of respondents, description of the dependent variable and ended with the achievement of the respective objectives. The findings were presented, analysed and interpreted following the research questions.

4.1 Description of Respondents' Background

The researcher collected data on the background of the respondents. This information was assumed to be valuable for the study because it would help in determining whether or not, the data collected was appropriate to the study population. Therefore, in this Section, distribution of respondents by category (i.e. religious denominations that founded their schools, sex, marital status, academic qualification, position held and length of teaching experience) is reported first.

Table 4.4: Distribution of teachers according to academic qualification

Educational level	Number	Percent	Cumulative percent
Grade III	35	55	55
Grade V	25	39	94
Degree	4	6	100.0
Total	64	100.0	

According to Table 4.4, out of the total number of respondents (65) that were given questionnaires, 99% (64 teachers) declared their education levels, 1% (only 1 teacher) declined to respond to that question. From Table 4.4, the majority (55%) of respondents were of Grade III level. Thirty nine percent (39%) of the teachers were of Grade V level while about 6% were graduates. Cumulatively, the majority (94%) of the teachers in the said schools were of Grade V and below. Uganda is a country that emphasizes paper qualifications before one can be employed in formal sectors like Education. The majority being Grade III teachers is therefore not surprising because this is the minimum qualification expected of a primary school teacher. Degree qualification is only demanded for aspiring head teachers and high level officials in the Education sector, hence their small number in the sample. This implies that all the respondents were qualified primary school teachers, capable of understanding the research questions and to give objective and unbiased responses.

Table 4.5: Distribution of teachers by position held in the school

Position held	Number	Percentage
Classroom teacher	35	57
Head of Department	7	11
Deputy head teacher	6	10
Head teacher	12	20
Others (Specify)	1	2
Total	61	100.0

According to Table 4.5, out of the total number of respondents (65) that were given questionnaires, 94% (61 teachers) declared their positions in school. 6% (only 4 teachers) never responded to that question. Out of the 61 respondents, 57% were classroom teachers, 11% were heads of departments, 10% were deputy head teachers and 20% head teachers. Such findings imply that many of the teachers in UPE Schools in Bulera-Musaale Sub-county, Mityana District are classroom teachers. Since classroom teachers remain closer to, interact more and longer with pupils, being the majority of the respondents implies that the views and opinions given were based on sound knowledge and experience with the problem at hand.

Table 4.6: Distribution of teachers by teaching experience

Length of teaching	Number	Percent	Cumulative percent
Below five years	5	8	8
Between five and ten years	20	31	39
Over ten years	40	61	100.0
Total	65	100.0	

Table 4.6 shows that many of the respondents (31%) have been teaching for a period of between five and ten years. Cumulatively, 39% of the respondents have been teaching for a period of ten years and below, while 61% have been teaching for a period of over ten years. This suggests that the majority of the teachers in the sample had enough experience about pupils motivation to study before and after the new government lunch policy, and therefore able to give objective opinions on the matter.

4.2 Research Question One: What are the Parents' Perspectives on whose responsibility it is to provide midday meals at school?

The first research question sought the parents' perspectives on whose responsibility it was to provide mid-day meals at school. To gather the various views from parents regarding the government lunch policy and pupils motivation, the researcher interviewed several parents. The findings were presented in the sub sections that follow:

4.2.1 Do your children have lunch at school?

The researcher was interested in establishing whether parents provided their children with lunch while at school. The researcher asked parents whether their children had lunch at school.

Regarding the question, parents gave varying opinions. Table 4.7 gives the descriptive statistics there from:

Table 4.7: Parents' opinions regarding lunch provision to their children

Question	Opinion	Frequency	Percentages
Do your children have lunch at school?	Yes	10	33
	No	20	67
	Total	30	100.0

According to Table 4.7, 33% (10 parents) revealed that their children had lunch at school. They claimed that they paid lunch fees and the schools prepared the meals. Some parents claimed that they packed food for their children, saying that they could not afford money to pay for school lunch. Such findings suggest that many of the children in the UPE schools in Bulera-Musaale Sub-county stay at school without anything to eat. From table 4.7, 67% of the parents reported that their children did not have lunch at school. They revealed that children only ate when they came back home. Many reported that school lunch was expensive. This showed that the majority of the children stayed hungry at school, which implied that their concentration and participation in the learning activities was greatly affected, especially in the afternoons.

The above findings were in agreement with those obtained from the focus group interviews conducted with pupils. The researcher asked pupils whether they had lunch while at school. Pupils gave varying opinions regarding the matter. Table 4.8 gives the descriptive statistics accruing therefrom:

Table 4.8: Pupils' opinions regarding lunch at school

Question	Opinion	Frequency	Percentages
Do you have lunch at school?	Yes	45	30
	No	105	70
	Total	150	100.0

According to Table 4.8, the majority of the pupils (70%) who participated in the focus group interview revealed that they did not have lunch at school. Pupils claimed that their parents never paid lunch fees for the schools to prepare their meals. Such findings clearly suggest that the majority of the pupils stay at school without lunch. From table 4.8, 30% of the pupils reported that they had lunch at school. Few of these pupils stated that their parents paid lunch fees for the schools to arrange for their meals. Some of the pupils claimed that parents packed food for them for lunch while at school. Such views from pupils were in line with responses from parents, presented in table 4.7, where 67% (20) of the parents reported that their pupils did not have anything to eat while at school, and 33% revealed that their pupils had lunch at school.

4.2.2 Responsibility of providing meals at school

The researcher was also interested in finding out from parents, who they considered responsible for providing pupils' meals at school. Various opinions were provided by the parents who were interviewed. Table 4.9 provides a summary of their opinions.

Table 4.9: Parents' opinions regarding lunch provision responsibility

Question	Responsibility			
	Government		Parents	
Who should be responsible for providing meals pupils' meals at school	Frequency	Percent	Frequency	Percent
		25	83	5

According to table 4.9, 83% of the parents opined that the government should provide lunch to their pupils. Many parents argued that their pupils' education under UPE was the government's responsibility, and since the programme was free, government should also provide lunch at school. Other parents argued that UPE was a president's project and as such, should not only pay their fees but also for their lunch at school. Table 4.9 showed that only 17% thought that it was the parents' responsibility to provide lunch to pupils while at school. Such findings clearly indicate that the majority of the parents (83%) are not ready to pay for their children's lunch at school.

The researcher was also interested in finding out from pupils, who they considered responsible for providing meals for pupils at school. Various opinions were provided by the pupils who participated in the focus group interview. Table 4.10 provides a summary of their opinions.

Table 4.10: Pupil's opinions regarding lunch provision responsibility

Question	Responsibility			
	Government		Parents	
Who should be responsible for providing pupils' meals at school	Frequency	Percent	Frequency	Percent
		26	17	124

According to table 4.10, the majority (83%) of the pupils felt that parents should be responsible for providing lunch to pupils at school, as opposed to only 17% who thought that the government had the duty to provide them (pupils) with lunch at school. There was therefore a sharp contrast in opinion between parents and pupils, where the majority of pupils (83%) argued that their parents should provide them with lunch, yet the same majority of the parents (83%), thought that the government had the duty to provide pupils with lunch at school.

4.2.3 Parents' views on the government lunch policy in UPE schools collected using interviews

The researcher was also interested in gathering parents' views regarding the government lunch policy in the UPE schools in Bulera-Musaale Sub-county, Mityana District. The researcher asked parents, "What are your views about the government lunch policy in UPE schools?" Most of the parents who did not pay for lunch felt that the policy had failed because parents did not have money to pay for meals at school. Some reasoned that;

Government should give our children lunch because we are poor. Since UPE implies free education, government should take total responsibility of feeding children at school as well. Others argued.

Even parents who paid for lunch at school felt that the policy was not effective since it left most of the children hungry at school. These parents complained;

We are not happy with the policy because our children are mainly fed on porridge, instead of nutritious meals.

They also showed concern for those who did not eat at all. However, in contrast with those who did not pay for meals at school, most of the parents who paid for lunch did not feel that the government should take full responsibility of feeding children at school. Most of them

instead urged the government to sensitise parents that UPE was not entirely free, so that parents could play their role in feeding children at school. Others suggested;

There should be a policy change to compel parents to pay for lunch at school since many do not have enough food to pack for their children.

Some of these parents even suggested that;

The education ministry should institute a parents-government partnership in which all parents would be compelled to pay half of the cost of feeding children at school, and government tops up the other half, for children to get better food than just porridge at school.

Such views clearly show that parents have negative attitudes towards the government lunch policy. The majority of the parents have a feeling that the government should provide lunch to their children.

The first research question wanted to find out the parents perspectives on whose responsibility it was to provide mid-day meals at school. It was empirically and substantially revealed that the majority of the parents never provided lunch to their children while at school, and they believed it was the government's responsibility to provide lunch to pupils at school.

4.3 Research Question Two: What are the teachers' perspectives on whose responsibility it is to provide midday meals at school?

The second research question sought the teachers' perspectives on whose responsibility it was to provide mid-day meals at school. To gather the various views from teachers regarding the government lunch policy and pupils motivation, the researcher interviewed several teachers in the selected UPE schools in Bulera-Musaale Mityana District. The findings were presented in the sub sections that follow:

4.3.1 Are mid-day meals provided in your school?

The researcher was interested in establishing whether pupils were provided with lunch while at school. The researcher asked teachers whether mid-day meals were provided to pupils in their schools. Teachers gave varying opinions. Table 4.11 gives the descriptive statistics there from:

Table 4.11: Teachers' opinions regarding provision of lunch in their schools

Question	Opinion	Frequency	Percentages
Are mid-day meals provided to pupils in your school	Yes	17	31
	No	37	69
	Total	54	100

According to Table 4.11, 31% of the teachers revealed that their schools provided lunch to pupils while at school, in contrast with 69% who revealed that their schools did not provide lunch to pupils. The revelations from teachers (31% against 69%) were in conformity with those from parents (33% against 67%), and from pupils (30% against 70%). This explicitly revealed that majority of the schools in Bulera-Musaale Sub-county, Mityana did not provide lunch to pupils. Many teachers from schools that provided lunch reported that parents paid a lunch fee for their pupils' lunch at school. However, some children bring packed lunch from home, while others bring money to buy some light snack to keep the digestion going.

4.3.2 Responsibility of Providing Meals at School

The researcher was also interested in finding out from teachers, who they considered responsible for providing meals at school for pupils. Various opinions were provided by the teachers interviewed. Table 4.12 provides a summary of their opinions.

Table 4.12: Teachers’ opinions regarding lunch provision responsibility

Question	Responsibility			
	Government		Parents	
Who should be responsible for providing pupils’ meals at school	Frequency	Percent	Frequency	Percent
		23	43	31

According to table 4.12, 43% of the teachers revealed that the government had the responsibility of providing lunch to pupils while at school, compared to 57% who believed that the parents had the responsibility of providing their children with lunch at school. Teachers therefore remain generally divided over who should be responsible for pupils’ lunch provision.

4.3.3 Teachers’ views on the government lunch policy in UPE schools collected using interviews

The researcher also asked teachers to give their views on the current government lunch policy in their schools. Several opinions were generated and obtained from teachers. They all indicated that the policy had failed to deliver, since most of the parents were both unable and or unwilling to pay for lunch, yet they did not have enough food at home to pack for their children, let alone the means to pack it well so that it could not go bad before lunch.

All teachers irrespective of rank and academic qualification level were of the view that,

Government should either compel parents to pay for lunch at school, or meet the cost of feeding children at school.

Most of the teachers seemed to have given up on voluntary lunch contributions by parents.

They argued;

Most parents do not appreciate their role in feeding children at school, let alone realizing its relevance and importance

Many teachers observed that;

The policy in its current form amounts to a violation of children's right to education and to food, since most of them are being virtually taught on empty stomachs

They further asserted;

The policy has given parents a lee way to abandon their parenting and nurturing responsibility, and instead punished the innocent children by subjecting them to daily hunger, as we teachers remain helpless and sulking with our hands tied, with no immediate remedial solution to save the children.

From the teachers' views, it can be clearly concluded that the majority of the parents who have pupils in UPE schools in Bulera-Musaale, Sub-county, Mityana District are not willing to pay for lunch for their children while at school. Many have a feeling that the government should pay for their children's lunch at school, yet the government is not also willing to shoulder such a heavy cost, hence a failure of the policy.

The second research question sought to find out the teachers' perspectives on whose responsibility it was to provide mid-day meals at school. The researcher first of all found out that most of the pupils did not have lunch at school. Regarding who is responsible for providing lunch to pupils while at school, the majority of the teachers were of the view that parents were responsible for providing pupils with lunch while at school.

4.4 Research Question Three: What effect does the Government lunch Policy have on pupils' motivation to study and perform well at school?

The third research question sought to establish the effect of the Government lunch policy on pupils' motivation to study at school. To gather the various views on the effect of the government lunch policy on pupils' motivation, the researcher distributed questionnaires to several teachers in the selected UPE schools in Bulera-Musaale Mityana District.

4.4.1 Description of the Dependent Variable: Pupils' Motivation

Pupils' motivation, the dependent variable in the study was conceptualized as enrolment, class attendance, afternoon attendance, classroom attention and participation, school survival and completion. Pupils' motivation was broken into fourteen quantitative questions asking teachers to do self-rating about pupils' motivation in their schools. Responses were based on a Likert scale ranging from one which represented strongly disagree, two for disagree, three for agree and four for strongly agree. Table 4.13 gives descriptive statistics there from:

Table 4.13: Descriptive statistics on respondents' self rating on pupils' motivation

Indicators of pupils motivation	Strongly Agree 4		Agree 3		Disagree 2		Strongly Disagree 1		Mean	Standard Deviation
	NO.	%	NO.	%	NO.	%	NO.	%		
My pupils attend school regularly	03	5	26	41	25	39	10	15	2.66	0.801
My pupils are punctual for classes	04	7	25	40	30	48	03	5	2.52	0.695
My pupils do their home work on a timely basis	04	7	18	30	27	44	12	19	2.77	0.844
My pupils attempt their classroom exercises on a timely basis	05	8	17	27	07	11	34	54	2.32	0.779
My pupils participate actively during lessons in class	02	3	19	30	32	50	11	17	2.19	0.753
Pupils participate actively in school co-curricular activities	06	9	—	—	29	45	29	46	1.64	0.651
Pupils do all the revision tests given	01	2	28	44	25	39	10	15	2.31	0.753
All pupils sit for the exams given at school	10	16	11	17	32	50	11	17	2.69	0.941
All pupils report back for afternoon lessons	21	33	27	42	13	20	03	5	3.03	0.854
Pupils are punctual for afternoon lessons	03	5	17	27	31	48	13	20	2.84	0.801
Pupils remain attentive in class in the afternoon lessons	39	61	16	25	08	13	01	1	3.09	0.660
Pupils participate actively in class in the afternoon lessons	17	27	35	57	09	15	01	1	3.10	0.694
Most pupils enrolled complete the seven year school cycle	29	47	18	29	11	18	04	6	3.16	0.944
Most pupils show interest in their studies	06	10	25	40	21	33	11	17	2.59	0.891

Table 4.13 gives views on how teachers in the Universal Primary Schools of Bulera-Musaale Sub-county, Mityana rated pupils' motivation in their schools. It was revealed that four of the fourteen quantitative questions used to measure pupils' motivation had higher cumulative percentages lying on the side that represents high levels of pupil motivation. For example, on item "All pupils report back for afternoon lessons," cumulatively, 75% of the respondents (48 teachers) agreed with the statement while cumulatively, 25% of the respondents (16 teachers) revealed that not all pupils reported back for afternoon lessons. This suggests that the majority of the pupils attend afternoon lessons, with or without lunch. Looking at item "Pupils remain attentive in class in the afternoon lessons," cumulatively, 86% (55 teachers) responded in the affirmative, while cumulatively 14% (only 9 teachers) disagreed with the issue at hand. This implies that most of the pupils in the schools under study remain attentive in class regardless of whether they have lunch or not. Regarding item "Pupils participate actively in class in the afternoon lessons," cumulatively, 84% (52 teachers) agreed that pupils participated actively during afternoon lessons. On the other hand, 16% (10 teachers) were not in agreement with the issue. Focusing on item "Most pupils enrolled completed the seven year school cycle," cumulatively, 76% (47 teachers) revealed that most pupils enrolled complete the seven year primary school cycle, as opposed to 24% who disagreed. Such findings surprisingly and interestingly suggest high levels of pupil motivation.

On the other hand, ten of the fourteen items used to measure pupils' motivation had cumulative percentages lying on the side representing low levels of motivation. For example, item "Most pupils show interest in their studies," cumulatively; 51% (32 teachers) disagreed with the issue while 49% (31 teachers) were in agreement. This implies that teachers were evenly divided in opinion, in regard to pupils' show of interest in their studies. Looking at item "Pupils are

punctual for afternoon lessons,” cumulatively, 69% (44 teachers) never supported the statement at hand while 31% (20 teachers) did. This implies that the majority of the pupils were late for afternoon lessons. On item “All pupils sit for the Examinations given at school,” cumulatively, 67% (43 teachers) revealed that not all pupils sat for the Examinations given at school, compared to 33% (21 teachers) who supported the issue. This means that many pupils missed examinations at school.

Focusing on item “My pupils attend school regularly,” cumulatively, 55% (35 teachers) disagreed with the statement, compared to 45% (29 teachers) who did. This means that the majority of the pupils in the Universal Primary Schools of Bulera-Musaale Sub-county, Mityana District do not attend school regularly. On item “My pupils are punctual for classes,” cumulatively, 53% (33 teachers) revealed that their pupils were not punctual for classes, as compared to 47% (29 teachers) who affirmed their pupils’ punctuality. Teachers therefore remain generally divided on pupils’ punctuality. Regarding item “My pupils do their home work on a timely basis,” cumulatively, (64%) (39 teachers) revealed that pupils did not attempt their home work on a timely basis, compared to 36% (22 teachers) who affirmed that their pupils did home work. This implies that the majority of the pupils in the said schools did not always do their home work.

Table 4.13 shows that cumulatively, 65% (41 teachers) revealed that their pupils never attempted classroom exercises on a timely basis, against 35% (22 teachers) who agreed that pupils did classroom exercises. This implies that most of the pupils in the area do not complete the given classroom exercises in time. Cumulatively, 67% (43 teachers) indicated that pupils rarely participated actively during lessons in class, as opposed to 33% (21 teachers) who

supported the statement in question. Such findings clearly imply low levels of pupil motivation. Looking at item “Pupils participate actively in school co-curricular activities,” cumulatively, 91% (58 teachers) disagreed with the statement, in contrast with 9% (only 6 teachers) who agreed that pupils participated actively in co-curricular activities. This implies that the majority of the pupils in the schools studied did not actively participate in co-curricular activities. Cumulatively, 55% (35 teachers) revealed that pupils did not do all the revision tests given, compared to 45% (29 teachers) in support of the matter. This implies that slightly more pupils do not do revision tests given by their teachers. The above findings suggest low levels of pupil motivation in the Universal Primary Schools of Bulera-Musaale Sub-county, Mityana District.

The above findings were in line with those from the Table 4.13. Four of the Items “All pupils report back for afternoon lessons, pupils remain attentive in class in the afternoon lessons, pupils participate actively in class in the afternoon lessons and most pupils enrolled complete the seven year school cycle,” had mean values above the average (3.0), suggesting that some pupils motivation levels are above average. The remaining ten items, (the majority) had their mean values below the average, suggesting low levels of pupil motivation. To get an overall view of how respondents rated pupils’ motivation in their schools, all the items in Table 4.13 were aggregated into one average index, PupilMo which stands for pupil motivation. Table 4.14 gives common descriptive summary statistics there from.

Table 4.14: Descriptive summary statistics on respondents self rating on pupil Motivation

Statistic	Value	
Mean	2.638	
95% Confidence Interval	Upper	2.768
	Lower	2.509
Median	2.571	
Standard deviation	.475	
Range	1.93	
Skewness	-.156	

Table 4.14 shows that respondents ratings of pupils' motivation practices were low and/ or poor (mean = 2.638 and median = 2.571) with a 95% confidence interval ranging from 2.509 to 2.768. This suggests that the respondents rated pupils' motivation as low in the Universal Primary Schools of Bulera-Musaale Sub-county, Mityana District. Respondents showed no difference in their opinions regarding pupils motivation (standard deviation = 0.475). This suggests that their views regarding pupils motivation did not differ so much, with a small negative Skewness (Skewness = -0.156), implying that their opinions regarding pupils motivation were centrally located. To confirm the above, a histogram and curve were generated (Figure 4.1):

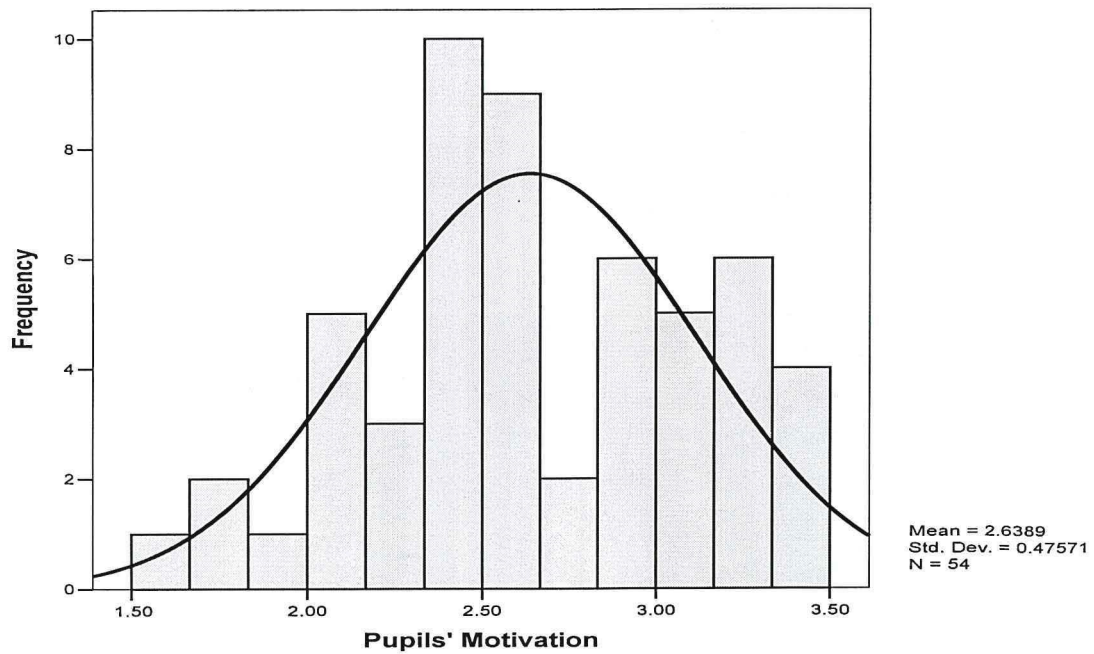


Fig. 4.1: Histogram and curve showing normal distribution on pupils' motivation

Figure 4.1 confirms the normality suggested when all items in table 4.11 were aggregated into one average index, pupils' motivation (PupilMo).

4.4.2 Description of Independent Variable: Government lunch Policy

Government lunch policy was the independent variable in the study. This is because nutritious meals are considered to be among the attractions for children to attend school regularly. The researcher wanted to first establish whether respondents' schools provided lunch to all pupils, did not provide lunch to pupils, and provided lunch to only pupils who paid for it. Respondents were asked to give their responses in regard to the issue. Table 4.15 provides descriptive statistics there from:

Table 4.15: UPE schools and lunch policy in Bulera-Musaale Sub-county

Question	Opinion	Frequency	Percentages
My school	Provides lunch to all pupils	6	10
	Does not provide lunch to pupils	31	52
	Provides lunch to only pupils who pay for it	23	38
	Total	60	100

According to table 4.15, 52% (31 teachers) revealed that their schools did not provide lunch to pupils, while 38% (23 teachers) reported that their schools provided lunch to only pupils who paid for it. 10% (6 teachers) revealed that their schools provided lunch to all pupils at school. The above findings suggest that the majority of the UPE schools in Bulera-Musaale Sub-county, Mityana District do not provide lunch to their pupils. These findings were in conformity with the researcher's observation where he found only one school out of the sixteen in the sub-county providing a mid-day meal to all pupils, after compelling all parents to pay for their children's lunch at school. The observation findings are presented in Table 4.16:

Table 4.16: Observation results about School status in regard to lunch provision

SCHOOL NAME		SCHOOL STATUS		
		Provides lunch to all Pupils	To only Pupils who pay	Does not provide lunch to all pupils
1	NBD		✓	
2	KMU		✓	
3	KLE			✓
4	BB	✓		
5	BG			✓
6	BR			✓
7	BL			✓
8	KYM		✓	
9	NT			✓
10	JGW			✓
11	MRW			✓
12	NMD		✓	
13	NTB			✓
14	GM		✓	
15	MRC			✓
16	NKJ			✓
	TOTAL	1	5	10

According to table 4.16, BB was the only school in the area of study that provided lunch to all pupils in the school. Five other schools provided lunch to only those pupils who paid for it. The number of pupils having lunch in such schools varied from school to school. On the other hand, ten schools did not provide lunch to their pupils. The revelations imply that most of the pupils in UPE schools found in the area of study remain hungry at school.

To gather more information regarding lunch policy in relation to pupils' motivation, the researcher formulated eight items in the questionnaire and requested teachers in UPE schools found in Bulera-Musaale Sub-county, Mityana to provide their views on the lunch policy in regard to pupils' motivation. The responses were based on a Likert scale from strongly disagree to strongly agree. Table 4.17 presents the descriptive statistics of teachers' opinions.

Table 4.17: Descriptive statistics showing respondents' self rating about lunch policy

Indicators of pupils motivation	Strongly Agree 4		Agree 3		Disagree 2		Strongly Disagree 1		Mean	Standard Deviation
	NO.	%	NO.	%	NO.	%	NO.	%		
Absence of lunch at school has reduced pupils' enrolment	18	30	27	44	07	11	10	15	1.95	1.031
Presence of lunch at school can increase pupils enrolment	21	46	10	22	08	17	07	15	2.26	0.976
There is reduced pupils school attendance as a result of lack of meals at school	23	38	19	31	09	15	10	16	2.10	1.091
There can be increased/improved school attendance as a result of lunch provision at school	10	21	25	53	06	13	06	13	2.17	0.916
Presence of meals increases pupils' attendance for afternoon sessions	24	44	19	35	04	7	08	14	1.85	0.931
Absence of lunch at school reduces pupils' attendance for afternoon sessions	24	49	19	39	—	—	06	12	1.61	0.912
Pupils concentrate less in the after-lunch lessons, when not given lunch	14	22	48	75	—	—	02	3	1.31	0.639
Some pupils have dropped out of school due to absence of meals at school	15	23	30	47	11	17	08	13	2.19	0.941
Pupils have developed a negative attitude towards schooling due to hunger at school	24	38	30	47	06	9	04	6	1.34	0.840

Table 4.17 gives views of how teachers in the Universal Primary Schools of Bulera-Musaale Sub-county, Mityana rated lunch policy in their schools. It was revealed that all the nine quantitative items used to measure lunch policy had higher cumulative percentages lying on the side that represents poor practices of the lunch policy. For example, on item “pupils have developed a negative attitude towards schooling due to hunger at school,” 84% (54 teachers) agreed with the statement, as opposed to 16% (10 teachers) who disagreed. This implies that the lunch policy has reduced pupils’ interest in formal schooling. Cumulatively, 70% (45 teachers) agreed that some pupils dropped out of school due to absence of meals at school, compared to the 30% (19 teachers) who disagreed with the issue. This implies that there is a high school dropout rate among UPE schools in the researcher’s area of study. Cumulatively, 97% (62 teachers) supported the view that pupils concentrate less in the after-lunch lessons, when not given lunch, as opposed to 3% (only 2 teachers) who disagreed with the statement. This implies that there isn’t much learning taking place in the afternoon sessions in most of the UPE schools in the area of study. Referring to item “Presence of meals increases pupils’ attendance for afternoon sessions,” 79% (43 teachers) supported the issue, as compared to 21% (only 12 teachers) who did. Such findings suggest that the lunch policy could have had serious negative effects on pupils’ motivation to study, leading to poor performance and forcing many of them to drop out of school.

Looking at item “absence of lunch at school has reduced pupils’ enrolment,” cumulatively, almost 73% (45 teachers) supported the statement as opposed to 27% (17 teachers) who never agreed with the issue. This implies that there is a decline in pupils’ enrolment in UPE schools found in the area of study. Focusing on item “presence of lunch at school can increase pupils’ enrolment,” cumulatively, 67% (31 teachers) supported the statement, in contrast with 33% (15

teachers) who did not. Cumulatively, 69% (42 teachers) agreed that there was reduced pupils school attendance as a result of lack of meals at school, as opposed to 31% (19 teachers) who disagreed with the statement. This indicates that there is low school attendance in most of the UPE schools in Bulera-Musaale, since the majority of the schools do not provide lunch to their pupils. Cumulatively, 75% (35 teachers) supported the idea that there can be increased/improved school attendance as a result of lunch provision at school, compared to 25% (12 teachers) who disagreed with the issue at hand. The above findings were in line with the researcher's analysis of enrolment records, which indicated a continuous drop in enrolment in most of the schools for every following year, and a gradual decline in enrolment numbers for every proceeding class in the primary school cycle. These findings were also in consonance with the researcher's observation of afternoon sessions where he noted a significant difference in classroom attention and participation between pupils who had lunch, and those who remained hungry. The above findings suggest that there is a negative relationship between the lunch policy and pupils' motivation towards studies.

The above findings also concurred with mean values found in Table 4.17. All the nine items used to measure lunch policy had their mean values below the average (3.0), which means that the lunch policy negatively affected pupils' motivation towards learning. To get an overall view of how respondents rated lunch policy in their schools, all the items in Table 4.17 were aggregated into one average index, LunchPo which stands for lunch policy. Table 4.18 gives common descriptive summary statistics there from:

Table 4.18: Descriptive summary statistics on respondents self rating on lunch Policy

Statistics	Value	
Mean	2.002	
95% confidence interval for mean	Upper	2.164
	Lower	1.840
Median	1.944	
Standard deviation	.520	
Range	2.22	
Skewness	.909	

Table 4.18 shows that respondents rated lunch policy as low and/ or poor with (mean = 2.002 and median = 1.944) with opinions ranging from 1.840 to 2.164. There was similarity in respondents' opinions regarding lunch policy (small standard deviation = 0.520), suggesting that respondents views regarding lunch policy did not vary widely from one to another. The difference in opinion regarding poor or good lunch policy was at 2.22. Similarly, Table 4.18 indicates that there was almost no skew. This suggests that the opinions were normally distributed (Skewness = 0.909), implying that their opinions were centrally located. To confirm the above, a histogram and curve were generated (Figure 4.2):

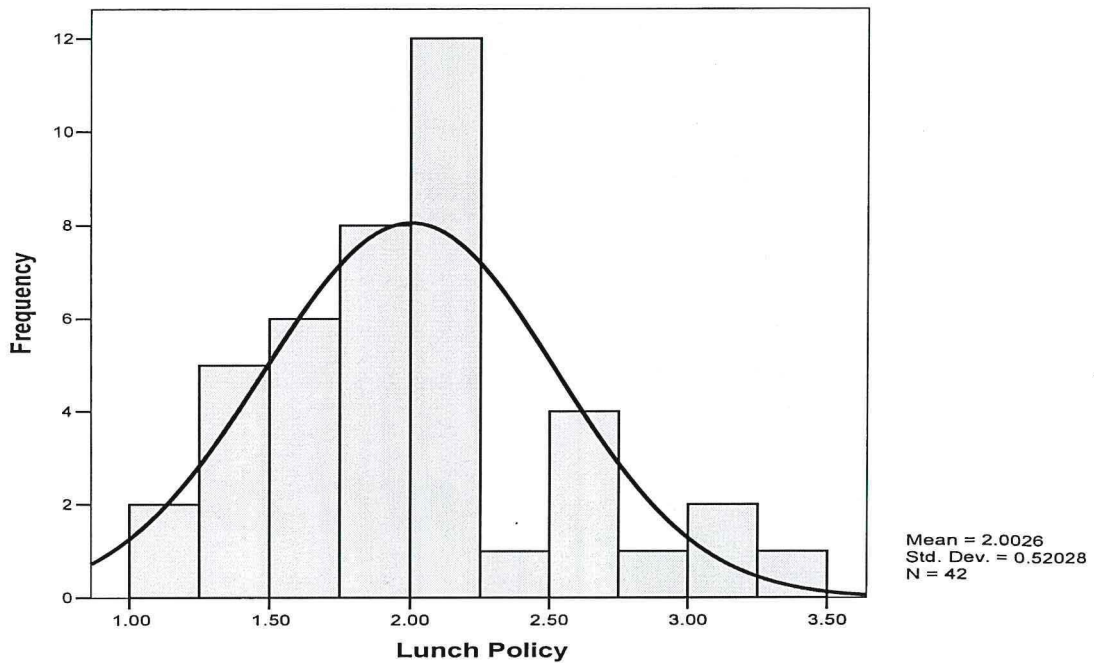


Fig. 4.2: Histogram and curve showing normal distribution on lunch policy

Figure 4.2 confirms the normality suggested when all items in table 4.17 were aggregated into one average index, lunch policy (LunchPo).

4.4.3 Response to question three: What effect does the government lunch policy have on pupils' motivation to perform well at school?

To establish the effect of (and/or relationship between) government lunch policy on (and) pupils' motivation to study and perform well at school, for each respondent, composite indices for the independent and dependent variables were computed by obtaining the average of all valid responses intended to obtain respondents' opinions for each of the variables. The reason for obtaining the average of the responses was that the method of analysis used by the researcher (i.e. Pearson correlation coefficient) required data which is continuous. Thus, it was important to turn the categorical data into quantitative form. In view of that, extreme negative

responses (e.g. Strongly Disagree) were allocated a score of 1 and the extreme positive responses (e.g. Strongly Agree) given a score of 4. For purposes of testing the null hypotheses, the indices for each of the independent variable were correlated with the index of the dependent variable in order to establish whether there was a linear relationship between the independent and the dependent variables. To test whether lunch policy had a positive relationship with pupils' motivation in the UPE schools of Bulera-Musaale Sub-county, Mityana District, the two indices (PupilMo and LunchPo) were graphically correlated as shown in Figure 4.3:

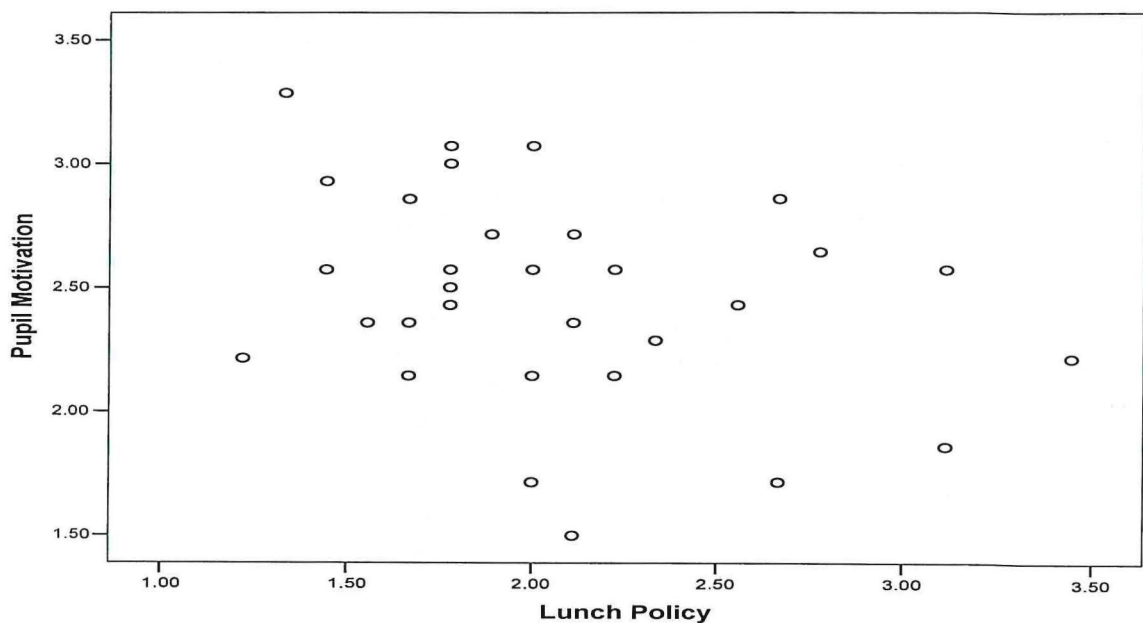


Fig. 4.3: Scatter graph showing correlation between lunch policy and pupils motivation

The scatter graph in Figure 4.3 suggests that there was a negative linear co-relation between lunch policy and pupils' motivation in the UPE schools of Bulera-Musaale, Mityana District. To confirm this relationship, the two numerical indices were correlated using Pearson Correlation and the correlation index was computed. Table 4.19 gives the pertinent results:

Table 4.19: Pearson’s Linear Correlation between lunch policy and pupils motivation

		Lunch policy	Pupils motivation
Lunch policy	Pearson’s correlation	1	-0.343*
	Sig. (2-tailed)		0.047
	N	65	65
Pupils motivation	Pearson’s correlation	-0.343*	1
	Sig. (2-tailed)	0.047	
	N	65	65

***Correlation is significant at the 0.05 level (2-tailed)**

Table 4.19 shows, that the correlation between the two indexes yielded $r = -0.343$ whose Sig. = 0.047 which is less than $\alpha = 0.05$. Hence the research question is answered that the lunch policy has a negative effect on pupils’ motivation in the UPE schools of Bulera-Musaale Sub-county, Mityana District at the five percent level of significance. This suggests that the government lunch policy has a negative effect on pupils’ motivation to study and perform well at school. The researcher concludes that when pupils miss lunch while at school, they develop a negative attitude towards schooling. Many concentrate less towards their studies, perform poorly and end up dropping out of school.

The researcher also interviewed parents about the effects of lunch provision on pupils’ attitude and devotion towards schooling. Most of the parents’ opinions showed a negative effect. Most parents revealed;

Hungry children sneak out of school to look for what to eat, many of them go back to school late for the afternoon session

. All parents concurred that hunger at school had reduced pupils' interest in studying. Many parents intimated that;

Some children often feign sickness to miss school, or to study half-day and return home at lunch time.

They further revealed;

Most of the children do not miss or regret, but feel relieved not to go to school whenever something that necessitates them to stay at home happens, such as death of a relative, sickness or early morning rain among others.

Such revelations imply that many children in the area of study have lost interest in going to school.

The researcher also interviewed teachers on the subject. Like the parents, all the teachers interviewed opined that studying on empty stomachs had indeed reduced pupils' passion for school, resulting into a decline in performance. In agreement with the parents, teachers revealed that;

Many pupils escape from school to look for what to eat and return late for the afternoon lessons, and if it had not been that pupils who do not return to school for the afternoon sessions are punished the following day, classes would remain empty in the afternoons.

In a quest to further examine the effect of the government lunch policy on pupils' motivation in UPE schools, the researcher analyzed and compared school records to establish relationships between lunch provision and school enrolment, attendance, survival and completion, and academic performance of various schools in the area of study. Table 4.20 gives the pertinent results:

Table 4.20: Pupils' enrolment in seven schools for a period of six years, 2007 - 2012

NO.	School Name	2007	2008	2009	2010	2011	2012	% DECLINE
1.	NBD.	800	788	744	753	760	734	8
2.	BR	643	601	547	512	525	509	21
3.	KLE C/U	343	311	327	319	249	177	48
4.	BB	606	598	588	579	584	576	5
5.	BGP/S	547	509	497	456	426	408	25
6.	KMU	583	566	546	522	505	497	15
7.	NKJ	626	588	567	526	520	512	18
TOTAL		4148	3961	3816	3667	3569	3413	18

According to Table 4.20, there is a general decline in pupils' enrolment for every proceeding year in each school. The percentage decline in total enrolment for the seven sampled schools between 2007 and 2012 was 18%. This indicates a high dropout rate. The dropout is rather surprising, bearing in mind that Uganda's population is increasing at 3.2% per annum (World Bank, 2011). The dropout rate was higher in schools where lunch was not provided like KLE at 48%, BG at 25%, BR at 21% and NKJ at 18%, than in BB where lunch was provided to all pupils, at 5% and NBD where lunch is provided to most of pupils in the school, at 8%.

This analysis was in agreement with Self Administered Questionnaire findings where 70% of the teachers agreed that pupils had dropped out of schools due to absence of midday meals at school. Further analysis of class level enrolment established that there were more children in infant classes, and the number continued to drop with a rise in class levels. Table 4.21 gives the pertinent results:

Table 4.21: Class level enrolment figures in seven selected schools for the year 2012

NO.	School Name	P.1	P.2	P.3	P.4	P.5	P.6	P.7	TOTAL	% Decline
1.	NBD	141	134	125	109	82	70	73	734	48
2.	BR	109	97	67	72	61	54	49	509	55
3.	KLE C/U	32	36	27	25	22	19	16	177	50
4.	BB	105	102	89	80	72	63	65	576	38
5.	BGP/S	92	87	65	57	45	39	23	408	75
6.	KMU	97	92	85	79	65	47	32	497	67
7.	NKJ	103	95	88	77	65	49	35	512	66
Total		679	643	546	499	412	341	293	3413	57
% Decrease			5	15	9	17	17	14		

According to the Table 4.21, there was a percentage decline of 57% total enrolment between primary one and primary seven for the seven selected schools. Further analysis indicated that the decline rate was higher, at 17% in upper primary classes where pupils needed lunch at school, as opposed to 5% in infant classes, where they did not need lunch at school since they studied half day. The decline rate was also higher in schools that did not provide lunch to pupils, like BGP/s at 75%, KMU at 67% and NKJ at 66%, as opposed to lunch providing schools like BB (which provides lunch to all) at 38% and Namutamba Dem (which has most of its pupils having lunch at school) at 48%. These were some of the schools where the percentage differences between primary one and primary seven enrolments for 2012 were computed.

The above situation implies that absence of lunch could be one of the major factors contributing to the high school dropout rates, and reducing enrolment rates in UPE schools. This analysis was also in agreement with Self Administered Questionnaire findings, where 73% of the teachers agreed with the assertion that absence of lunch at school had reduced pupils' enrolment.

The researcher also analyzed the P.L.E performance of several schools and in all, schools that provided lunch to pupils performed better than those that did not. The researcher noted a striking contrast in P.L.E performance between two schools, BB which provided lunch to all its students and teachers, and BG which did not provide lunch to its pupils and teachers. The two schools were a distance of about 1½ kilometers from each other and served the same community in terms of demographic settlement patterns, and income levels. Both schools had averagely well built classrooms and sanitary structures, teachers in both schools were at the same level of academic qualifications and experience, and at the same government remuneration scales. The two schools therefore shared many characteristics in common. The main point of disparity between the two was lunch provision. Table 4.22 gives the pertinent results:

Table 4.22: P.L.E performance for BB and BGs from 2007 to 2011

YEAR	DIV. 1		DIV.2		DIV.3		DIV.4		U		X		TOTAL (TT)	
	BB	BG	BB	BG	BB	BG	BB	BG	BB	BG	BB	BG	BB	BG
2007	0	0	12	1	5	4	4	8	1	7	3	11	25	31
2008	0	0	3	4	13	8	7	6	2	8	6	6	31	32
2009	0	0	12	5	20	3	10	3	3	12	1	5	46	28
2010	1	0	21	6	18	3	6	3	2	7	2	5	50	24
2011	0	1	31	1	16	4	11	4	1	4	2	2	61	16
DIVISION TOTALS	1	1	79	17	72	22	38	24	09	38	14	29	213	131
DIVISION PERCENTAGE	0.5	0.8	37	13	34	17	18	18	04	29	06	22		

From table 4.22, the number of candidates registering for P.L.E steadily increased in BB, from 25 in 2007 to 61 in 2011. This was in sharp contrast with BG where the number of candidates registering for P.L.E gradually reduced from 31 in 2007 to 16 in 2011. The increase in the number of candidates registering for P.L.E in BB which is the only school providing lunch to

all pupils in Bulera–Musaale Sub–County is rather surprising, bearing in mind that there is a general gradual decline in enrolment in all the schools studied. This reflects a higher motivational effect among other factors, of lunch provision on pupils to enroll for P.7 in BB.

There was also a sharp contrast in the number of candidates who registered but did not turn up to write the P.L.E Examination (x column) in the two schools, with BB having 6% of its total registered candidates not turning up, as opposed to 22% in BG. This implies that more registered P.L.E candidates in BG do not turn up for examinations, which is a sign of low pupil motivation towards studies. This analysis was in tandem with Self Administered Questionnaire findings, where 69% of the teachers who responded agreed that there was reduced pupils' school attendance due to lack of meals at school.

Regarding performance, there were sharp contrasts as well. Apart from Division one and four where both schools registered less than 1% and 18% respectively, in division two, BB registered 37% as opposed to BG's 13%. In division three, BB had 34% compared to BG's 17%. On the other hand, BG had a bigger percentage of ungraded candidates (failures) standing at 29% as opposed to BB with only 4%. The above findings imply that P.7 candidates in BB which provides lunch are more motivated to perform better than in BG where lunch is not provided. This analysis was in conformity with the Self Administered Questionnaire findings which revealed that 84% of the teachers agreed that pupils had developed a negative attitude towards schooling due to hunger at school, hence the poor performance.

The researcher also observed the time at which early morning and afternoon lessons began, pupils' concentration, attention and participation during the after – lunch sessions. His observations are explained in Table 4.23:

Table 4.23: Observation results about pupils' classroom behaviour in selected schools

		A	B	C				1	2	3	1	2	3
1	NBD		✓		8:00a.m	2:10p.m	4:00 p.m			✓			✓
2	KMU		✓		8:00a.m	2:20 p.m	3:30 p.m				✓		
3	KLE			✓	8:30a.m	2:40 p.m	3:30 p.m				✓		
4	BB	✓			8:00a.m	2:05 p.m	4:00 p.m			✓			✓
5	BG			✓	8:20a.m	2:45 p.m	3:30 p.m				✓		
6	BR			✓	8:25a.m	2:35 p.m	3:30 p.m				✓		
7	BL			✓	8:20a.m	2:40 p.m	3:30 p.m				✓		
8	KYM			✓	8:15a.m	2:20 p.m	3:45 p.m				✓		
9	NT			✓	8:30a.m	2:50 p.m	3:30 p.m				✓		✓
10	JGW			✓	8:25a.m	2:40 p.m	3:30 p.m				✓		
11	MRW			✓	8:30a.m	2:40 p.m	3:30 p.m				✓		
12	NMD			✓	8:20a.m	8:25a.m	3:30 p.m				✓		
											✓		

KEY

A: Schools that provide lunch to all Pupils.

B: Schools that provide lunch to only Pupils who pay for it.

C: Schools that do not provide lunch to Pupils.

1: High participation / concentration

2: Moderate participation / concentration

3: Low participation / concentration

All schools observed regardless of whether they provided lunch or not, had their lessons beginning before 8:30am which is the recommended time for lessons to commence. However, for the afternoon sessions, schools that did not provide lunch had afternoon sessions beginning between 2:30 and 3:00pm instead of the recommended time of 2:00pm. Some classes remained

without teachers for the entire afternoon sessions. This was largely because of teachers' failure to turn up in time, or not at all when they went home to look for what to eat at lunch. It is also due to some pupils who come back to school late from either home or wherever they go out of school for lunch. This was in sharp contrast with schools that provided lunch especially to teachers, where lessons were always in progress by 2:15pm. This implies that schools that do not provide lunch lose about 30 minutes every day Monday to Friday, which grossly affects syllabus coverage hence poor performance.

However, in all schools, most of the children who attended in the morning reported back (though some a bit late) for the afternoon sessions. This was due to the fact that those who failed to return were punished the following day. Regarding pupils' concentration, attention and participation in the afternoon session in all classes with teachers conducting lessons, pupils were quiet, regardless of whether they had lunch or not. However, in schools where many pupils went without lunch, most of the pupils looked tired, sleepy and miserable, with very low concentration and participation drive in the learning activities. This observation was in agreement with the Self Administered Questionnaire findings where 97% of the teachers agreed that pupils concentrated less in the after – lunch lessons when not given lunch.

The researcher further observed the sources and methods of obtaining food at school and who the beneficiaries were. The number of pupils who took porridge at school differed from school to school that provided it, with BB having all children taking porridge, NBD had about 75% of its pupils taking porridge at school while 25% remained hungry at school. Other schools like KMU and BL had smaller numbers of pupils taking porridge. Many pupils, however, were seen buying small eats like sugarcanes, Bananas, fried cassava and “chapatis” from nearby canteens

that were operated by school staff members. Most of those buying were mainly bigger boys from upper primary classes. Upon interview on their source of funding, the majority claimed that they worked on people's gardens in the evenings and week – ends for a pay, to raise money for buying what to eat at school. Asked why they did not pay for lunch at school from their earnings, most of them responded;

I rather keep my money and buy what i want to eat than paying for a mere cup of porridge with neither milk nor sugar in it.

This indicates that lunch in form of porridge provided at school is not enough for the pupils' nutritional requirements and if given an alternative, many would rather not take it. Many bigger girls were also seen buying food stuffs from makeshift canteens. When interviewed about their sources of funding, many claimed that;

We are given some little up keep ranging between 200 and 1000 Uganda shillings by our parents/ relatives, and we prefer buying what we want to eat, to paying for thin porridge with no accompanying snacks.

It is rather ironical that parents, who cannot raise money to pay for lunch at school, can manage to raise daily funding for their children to buy what to eat at school. If the pupils' claims are genuine, it is further indication that many pupils feel porridge is not worth paying for. This observation was also in line with the focus groups' interview results where many pupils proposed an improvement in the quality of lunch provided. They suggested better meals like posho, cassava, "katogo," potatoes, rice and "matooke" with beans, instead of only a cup of watery porridge without sugar and milk, and with no accompaniments.

Some other pupils were seen with packed cold food from home in plastic food containers. Many of these would exchange their packed cold food for porridge with those who had paid

and qualified for a cup of porridge at school. This observation strengthened pupils' revelation in interviews that the only cup of porridge provided at school is indeed not enough for lunch.

Many other children were observed with completely nothing to eat. They would strategically sit near those who took porridge and stretch a "begging hand" to them, or sit near canteens and garbage heaps to pick the remains of the upper ends of sugar canes, usually thrown away by the seemingly more fortunate ones who would buy sugar canes from canteens or bring them from home. Others would go straight and beg from whoever had bought something to eat or had brought from home, while the rest would just sit or sleep under trees with misery plastered on their faces, and wait for the afternoon bell to go. Those with some energy would join the "fed" ones to play either football for boys or dodge ball game for girls, for the entire lunch period.

The third research question wanted to establish the effect of the Government lunch policy on pupils' motivation to study at school. It was empirically established that the government lunch policy had a negative effect on pupils' motivation in UPE schools of Bulera-Musaale Sub-county, Mityana District. This implies that when pupils are not provided with lunch while at school, they develop a negative attitude towards formal schooling. Many concentrate less at their studies, resulting into low school enrolment and attendance, low school survival and completion rates, hence poor school performance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of results, conclusions and recommendations as well as areas for further research.

5.1 Purpose of the Study

The purpose of this study was to find out the perspectives of the parents and teachers on the government lunch policy, and to establish its effect on pupils' motivation to study in primary schools found in Bulera–Musaale Sub County, Mityana District.

5.2 Summary of major Findings

The first research question aimed at obtaining the parents' perspectives on whose responsibility it was to provide mid-day meals at school. It was empirically revealed that the majority of the parents never provided lunch to their children while at school, as they felt that it was the government's responsibility to do so. Therefore, parents are of the view that the issue of lunch at school should be government's concern and responsibility, but not theirs.

The second research question wanted to find out the teachers' perspectives on whose responsibility it was to provide mid-day meals at school. Similarly, the researcher found out that majority of the pupils went without lunch at their schools. Regarding the responsibility of providing lunch to pupils at school, a slight majority of the teachers opined that parents had the responsibility of providing pupils with lunch while at school, as opposed to government.

The third research question sought to establish the effect of the Government lunch policy on pupils' motivation to study at school. It was empirically established that the government lunch policy had a negative effect on pupils' motivation to study in UPE schools of Bulera-Musaale Sub-county, Mityana District. This implies that when pupils are not provided with lunch while at school, they develop a negative attitude towards schooling. Due to hunger at school, many concentrate less towards their studies and do not attend school regularly. This results into high school dropout rate, low school survival and completion rates, hence the general poor school performance.

The study thus revealed that most of the parents did not provide lunch to their children and felt it was the government's responsibility to feed children at school. On the other hand, the majority of the teachers placed the responsibility of pupils' lunch provision on their parents. The study also established that the government lunch policy had a negative effect on pupils' motivation to study in UPE schools.

5.3 Discussion

The findings on Parents' and teachers' perspectives on the government lunch policy and its effect on pupils' motivation in UPE schools in Bulera-Musaale sub-county were presented in chapter four. The discussion of results in this chapter answered the research questions raised and the objectives set.

5.3.1 Discussion on Research Question One: Parents' Perspectives

The first research question stated, "What are the parents' perspectives on whose responsibility it is to provide mid-day meals at school?"

To gather the various views from parents regarding the government lunch policy and pupils motivation, the researcher interviewed several parents using different sub-themes for example, whether their children had lunch at school, who was responsible for providing meals at school, parents' views on the government lunch policy in UPE schools and their views on the effect of lunch provision on pupils' attitude and devotion towards schooling. Parents' perspectives were conceptualized as opinions, feelings, attitudes, views and judgment. It was empirically revealed that the majority of the parents never provided lunch to their children while at school. Their children either returned home for lunch or stayed hungry at school. Regarding whose responsibility it was to provide lunch to pupils while at school, most of the parents reported that government had the duty of providing lunch to pupils. The findings were in line with those from pupils, who revealed that most of them did not have lunch at school. The findings also concurred with those from teachers who indicated that most of their pupils did not have anything for lunch at school. This implied that most of the pupils in UPE schools went hungry .

The findings on this question were in agreement with the works of several earlier researchers as reviewed in chapter two. For example, the above findings were in agreement with Masaba (2012) who reported that many children, even from areas where food was in abundance went without lunch during school days. The study findings were in tandem with the EFA report (2002) which indicated that parents of differing backgrounds and livelihoods held a common perspective of being unhappy with the extra UPE charges including lunch fees. The findings were also in agreement with Kasente (2007) who observed that many Parents did not appreciate their role in feeding children at school, in spite of schools having been well guided to leave it to them. Many parents felt the current policy which placed the "burden" of pupils' lunch provision on parents' shoulders was a failure since most of them did not have money to

pay for meals at school due to poverty, yet they did not even have enough food to pack from home for their children's lunch at school.

This finding was in agreement with Kyeyune (2007)'s observation that in both urban and rural areas, most family incomes were too low to support a nutritious family meal. In such contexts, parents could not afford to pay for their children's lunch at school. This could have been one of the main reasons why they often reported to political leaders, those head teachers who insisted on parents' contributions for provision of lunch at school for their children.

Another finding that was clearly revealed by the study was the mentality among parents that UPE implied completely free education donated by the president to his voters and supporters, hence no need for parents to make any financial contribution towards its smooth running. This finding was in conformity with Ninsiima (2011), who reported that many parents thought that UPE was completely free. The findings also concurred with Kakooza (2003), who observed that when parents in Iganga District were asked to contribute money to run some school activities, they declined to pay because they did not see the reason, arguing that the president had promised to pay for everything under UPE.

However, in reality the parents' argument for government to feed their children at school was premised on a wrong fact that the UPE programme was free, yet it was actually a cost sharing arrangement between government and parents. Government constructs classrooms and equips them with furniture. It also provides instructional materials and pays teachers' salaries. These are the direct costs of primary education. Parents on the other hand have to provide school uniform dressing, stationery for their children and to cater for their feeding at school. This

arrangement greatly reduced the financial burden of providing education off the parents' shoulders. It should also be noted that before instituting UPE, parents used to meet most of the direct costs of education through paying the government's prescribed school fees, PTA charges for teachers' salary top ups, building fees, administrative and management costs fees, in addition to buying uniforms and scholastic materials for their children. It therefore becomes illogical of the same parents who were educated when their parents would meet all the education costs to turn around and refuse to meet even the reduced responsibility of feeding their own children, and instead want to leave it to government.

Parents need to understand that what makes them fathers and mothers is not the ability to co-create, but the courage and responsibility to raise and provide for their children. Educating children is a primary responsibility of both parents and government and they cannot run away from it. The parents' irrational reasoning could also affirm the view that most of the pupils in UPE schools are those who would not be going to school had it not been for the UPE programme. Their parents feel they have no business in providing education to their children, and would not mind whether they attended school or not. Consequently, such parents feel that their children's education is entirely the responsibility of the government, hence their negative attitude towards contributions to support it.

Rwendeire (2008) remarked that parents could not accept and operationalise their responsibility of feeding children in schools, unless they were effectively sensitized. The study established that in addition to the excessive poverty, lack of clear information especially from government political leaders on parents' roles in the implementation of the UPE programme was also responsible for the parents' widely maintained view that government should take full

responsibility and provide pupils with meals at school. In summary therefore, the majority of the parents never provided lunch to their children while at school. Household poverty, lack of interest in their children's education and the unclear information from government actors in regard to the roles and responsibilities of parents under the UPE programme, were seen as the major reasons for parents' widely held view that the government had the duty of providing lunch to pupils.

5.3.2 Discussion on Research Question Two: Teachers' perspectives

The second research question stated, "What are the teachers' perspectives on whose responsibility it is to provide mid-day meals at school?"

To gather the various views from teachers regarding the government lunch policy and pupil's motivation, the researcher interviewed several teachers in the selected UPE schools in Bulera-Musaale Mityana District using different sub-themes including, whether mid-day meals were provided in their schools, who was responsible for providing meals at school, teachers views on how parents perceive the government lunch policy in UPE and teachers views on the effect of lunch provision on pupils attitude and devotion towards schooling. Teachers' perspectives were conceptualized as opinions, feelings, attitudes, views and judgment. The majority of the teachers revealed that their schools did not provide lunch to pupils. Regarding the responsibility of providing lunch to pupils while at school, a slight majority of the teachers (57%) felt that parents had the responsibility of providing pupils with lunch, as opposed to government. The study findings implied that although most of the teachers felt the lunch policy had failed to deliver on its objectives, parents still had the responsibility to ensure that their children were fed at school.

The findings on this question were in agreement with the works of several earlier researchers as reviewed in chapter two. For instance, the findings were in tandem with Masaba (2012), who reported that teachers in Lyantonde district had lobbied the district authorities to enact a by-law compelling parents to contribute some money for the schools to prepare meals for their children. The findings also indicated the teachers' low expectations and loss of hope in the government's commitment towards providing quality education under UPE. This line of thought was in agreement with Ninsiima (2011), who reasoned that it was inevitable that parents had to contribute for lunch at school for their children, since government's UPE capitation grants were too meagre and not promptly released to schools, to cater for feeding children. It should be noted that government spends 5000 shs per year on a pupil in primary 1-3, and 8000 shs per year on a pupil in P4-P7, yet the estimated cost of feeding a primary school pupil in a rural rich agricultural area is about 30,000 shs per term (Ninsiima 2011). This implies that if government was to fund the feeding of the approximately eight million pupils in UPE schools, it would need about 720 billion shillings a year in addition to the logistical costs involved in procurements, storage, transportation and distribution of food stuffs to schools across the country, if the programme was to be centrally implemented by the ministry or at districts level. It is highly doubted that the Uganda government has the capacity to raise funds to sustain such a costly programme on a long-term basis.

Yet if parents were compelled to pay for lunch at school as it was the case before UPE, individual schools would be left to organize the implementation at minimal costs. It would require the Head teachers to constitute school feeding committees in their schools comprising few teachers and parents' representatives. The food could be supplied by individual farmers who could even be parents of the schools, or from other local suppliers at minimal costs. On

the other hand, the relatively big percentage of teachers who placed the responsibility of providing lunch for pupils on government (43%) could also indicate the teachers' frustration and disgust with parents' negativity towards their children's education. Such a feeling from teachers was in line with Kasente (2007), who revealed that parents attached very low value on the significance of feeding their children at school. This possibly explains why a sizable percentage of teachers resorted to the government as the only panacea to alleviate children from hunger at school. The above situation indicates that teachers generally remain divided over who should be responsible for providing lunch in UPE schools.

5.3.3 Discussion on Research Question Three: Effect of the government lunch policy on pupils' motivation

The third research question was; "What effect does the Government lunch policy have on pupils' motivation to study at school?"

To gather the various views on the effect of the government lunch policy on pupils' motivation, the researcher distributed questionnaires to several teachers in the selected UPE schools in Bulera-Musaale Mityana District. The researcher asked respondents to do self rating on pupils' motivation in their schools basing on a Likert scale ranging from one which represented strongly disagree, two for disagree, three for agree and four for strongly agree. Pupils' motivation was conceptualized as enrolment, class attendance, afternoon attendance, classroom attention, concentration and participation, school survival and completion.

Pearson Linear Correlation Coefficient Index was used to determine the magnitude, significance and direction of the relationship. It was empirically indicated that the lunch policy had a negative effect on pupils' motivation in the UPE schools of Bulera-Musaale Sub-county,

Mityana District, at the five percent level of significance. This suggested that the government lunch policy had a negative effect on pupils' motivation to study and perform well at school. Thus, when pupils miss lunch, they develop a negative attitude towards schooling due to hunger at school. There is little concentration towards their studies and many end up dropping out of school.

The findings on this question were in agreement with the works of several earlier researchers as reviewed in chapter two. For example, these findings were in tandem with the World Food Programme (2007), which asserted that school food provision did not only fight hunger at school, but also drew children to school, thereby granting them an education. The findings were also in line with McGregor (1989) and DelRosso (1999) who emphasized that providing meals at school motivated parents to enroll their children in school earlier than if meals were not provided. Study findings from analysis of enrolment records of schools in the study indicated a continuous drop in enrolment in all schools regardless of whether they provided lunch or not, for every proceeding year and class level in the primary school cycle. This implied that there were other factors responsible for the drop in enrolment apart from the absence of meals at school.

However, the drop was more pronounced in schools that do not provide lunch than in those that do. This implied that much as the provision of meals was not the only contributing factor, it had a significant negative effect on enrolment. Such a decline would ordinarily be surprising in a country with a high population increase of 3.2 % per annum (World Bank, 2011). However, many teachers and pupils intimated that a sizable number of children who dropped out of UPE schools joined the private schools that are coming up in the researcher's area of study. The

serious parents, frustrated by the poor quality of education provided and negligence in UPE schools, might have decided to take their children to the more serious and progressive private schools started either by individuals for commercial gain, or by non-profit making organizations. These provide meals to pupils, among other things. This implies therefore that not all children who leave UPE schools actually drop out of school; some instead join the better managed and organized private schools available in their areas.

The above situation was therefore a clear testimony that the current government lunch policy, which left many children hungry at school has a negative effect on pupils' school enrolment. Such a finding was in line with Moock and Leslie (1986) who found that in Nepal, enrolment in schools that provided children with meals was higher than in schools that did not provide meals to pupils. The findings were also in consonance with Glewwe and Jacoby (1994) who revealed that in Ghana, children entered schools that did not provide meals at a later age and spent there fewer years than in cases where meals were provided. The World Food Programme (1996) also reported that in Niger, school feeding programmes successfully improved enrolment of school age children by 36%. In the same vein, Ahmed (2004) affirmed that school feeding programmes in Pakistan increased the enrolment of school – age girls by 62%. The study thus clearly confirmed that absence of lunch reduced pupils' enrolment into schools.

According to study findings, teachers agreed that there was reduced pupils' school attendance as a result of lack of meals at school. Likewise, teachers affirmed that lunch provision greatly increased school attendance. These findings were in conformity with the researchers' findings from the analysis of classroom registers where the rate of absenteeism was generally high. Relatedly, the majority of the teachers in the study were in agreement that presence of meals

increased pupils' attendance for the afternoon session. These findings were in line with teachers' revelations during the interviews, that when teachers realized that afternoon attendance was always very low as compared to morning attendance, they instituted punishments to those pupils who failed to turn up for the afternoon sessions. Such pupils would be punished the following day. Many teachers confirmed that hadn't it been for these punishments, many classes would have remained almost empty in the afternoons. This indicated that it was because of punishment rather than positive motivation to learn that many pupils attended afternoon sessions.

Such findings were in line with Loristen (2011) who observed that providing primary school pupils with a hot meal at school coincided with an increase in attendance in Congo Brazzaville. The World Food Programme (1996) also reported that a 3 – month's pilot feeding programme in Malawi increased school attendance by 36% in participating schools, compared to control schools. Similar school feeding programmes in Pakistan and Bangladesh according to WFP (1996) are said to have improved school attendance greatly.

Interview findings from parents also indicated the negative effect of absence of meals at school on pupils' attitude and devotion towards schooling. Many parents revealed that their children often feigned sickness to miss school, or study half – day and return home at lunch time. Parents further revealed that their children would feel happy and relieved not to go to school whenever something that necessitated them to stay at home happened. Such revelations were in line with Moore and Kunze (1994) who clarified that provision of meals was associated with increased school enrolment and more regular attendance among school children in Burkinafaso. Such revelations should serve as a wakeup call and indeed an eye opener for both

government and parents to put in place favourable conditions that can motivate children to attend school regularly, such as lunch provision.

The researcher was also interested in finding out pupils' behaviour in the afternoon class sessions. This referred to pupils' engaged time, attention, concentration and participation in the learning process. According to the findings, teachers in the study area agreed to the view that pupils concentrated less in the afternoon learning sessions when not given lunch. However, some teachers maintained that their pupils participated actively in class during afternoon sessions. This revelation seems to contradict the first finding, bearing in mind that pupils in the schools studied did not have lunch at school according to the findings from parents, pupils and teachers. Though most of the classes observed in session had quiet and non disruptive pupils, in schools where most of the pupils did not have lunch, they looked tired, sleepy, and miserable with very low concentration. The contradiction could therefore imply that many teachers misinterpreted pupils' being quiet and non disruptive for concentration and participation on studies, whereas many were actually not.

The researcher also observed that in schools that did not provide lunch, afternoon lessons started between 30 minutes and hour late (2:30 – 3:00pm) as opposed to those where lunch was provided, whose lessons started between 5 and 15 minutes late (2:05 – 2:15pm). The situation was always worse in schools that did not provide lunch to teachers. In such schools many teachers would not even show up for the entire afternoon sessions. The study findings were in conformity with McGregor (1998)'s assertion that alleviation of hunger improves children's classroom attention and participation, which in turn increases their engaged time and finally leads to higher attainment levels. The findings were also in tandem with Pollit (1990)'s

conclusion after an experimental study, that giving children a meal at school could improve their attention to tasks, thereby improving their achievement. In the same context, the findings were also in consonance with DelRosso (1999) who affirmed that alleviation of short term hunger through breakfast and lunch provision helps to increase the attention and concentration of students. Study findings also reflected Kyeyune (2007)'s observation that hungry children could hardly concentrate in class, disliked school, or at least were anxious to leave and find something to eat if they could. The findings re-enforced Kakooza (2003)'s view that there was a risk of low participation, especially during afternoon lessons by children from poor families, who could not afford lunch. The study findings were supported by Walker (1998) who observed that chronic short- term hunger retards concentration and other cognitive functions such as memory and information processing efficiency, making children to learn less in the available time.

DallAcua (1991) also established after carrying out studies in Peru and Brazil that concentration and other cognitive functions were more vulnerable to the effects of short term food deprivation, and that this is more pronounced in the undernourished than in adequately nourished children. Furthermore, study reviews conducted by Pollit (1995) in Chile, UK and USA concluded that concentration, which is a brain function was sensitive to short-term variations in the availability of nutrient supplies, and that this is particularly strong in undernourished children for whom skipping a meal alters brain function, particularly in the speed and accuracy of information retrieval in the working memory. In the same line, DelRosso (1990) also confirmed after clinical trials that there was a critical link between concentration and school children's health and nutrition. This suggests that school meals have a huge effect on children in developing countries like in the area of study where malnutrition is

still a challenge, with large percentages of school children who are nutritionally at risk. It remains clear therefore, that all primary education stake holders should work together to improve children's health and nutrition through providing quality and nutritious meals at school if a substantial gain in pupils' classroom behaviour and general school performance is to be realized.

5.4 Conclusion

The problem undertaken by the researcher was to survey the parents' and teachers' perspectives on the government lunch policy, and to investigate its effect on pupils' motivation in UPE schools.

1. To that end, the researcher concluded that parents did not understand and appreciate that they were solely responsible for feeding their children at school. They thought that it was the government's responsibility to feed children at school.
2. With regard to teachers, most of them felt the policy had failed to deliver on its objectives, needed re-defining and redressing to ensure that all pupils have access to quality nutritious meals at school. They were, however, divided in opinion, on who should be responsible for providing meals at school between government and parents, with a slight majority still maintaining that parents should have the responsibility to feed their children at school.
3. Regarding the effect of the lunch policy on pupils' motivation to study, the researcher concluded that absence of meals at school had reduced pupils' school enrolment and attendance. It also reduced pupils' attention, concentration and participation in

classroom learning activities, and resulted into high school dropout, low school survival and completion.

5.5 Recommendations

1. Through radio talk shows, area members of parliament, local government leaders and school managers, government should advise parents to appreciate their roles and responsibilities, towards their children's education and accept to contribute towards lunch provision for their children at school. To that effect, parents need to understand that packing cold food cannot be a viable option for lunch provision at school, since by the time it is supposed to be eaten at lunch time, in most cases it is spoilt, owing to the long time between preparation in the previous evening and consumption the next day, moreover under poor packaging and sanitation. Parents should therefore readily accept to contribute enough money for schools to prepare nutritious meals for pupils, instead of mere porridge without any accompaniments.
2. Teachers, school managers and local government leaders should sensitize and mobilize parents to appreciate and accept their role in feeding children by contributing money for schools to prepare meals for their children. In that regard, they should institute school feeding committees comprising teachers and parents to organize how to provide lunch for children. They should be transparent in their dealings and operations to ensure that the money collected for feeding children is put to its intended use.
3. Government should amend the policy to make lunch fees payments by parents compulsory to ensure that all children have access to adequate and nutritious meals at

school, in its effort to provide education for all. Government actors should clearly communicate the policy to the parents and avoid confusing the public that UPE is completely free from any costs, so that Parents can fully be aware of their duty to feed children at school.

5.6 Areas for Further Studies

This study was intended to establish the perspectives of Parents and teachers on the lunch policy, and its effect on pupils' motivation in UPE schools. There were however many other factors that contributed to the poor quality of Education under UPE that the study came across, but did not go into a detailed study to find out. The researcher therefore suggests further studies to be conducted by all those concerned into other factors that have contributed to the poor quality of Universal Primary Education. For instance;

- Why there is a very high drop in pupils' enrolment in UPE schools.
- Why many UPE teachers are abandoning the profession for non-formal sectors like Boda boda riding.
- Why many pupils in UPE lack the basic literacy and numeracy skills, hence the poor performance in P.L.E.
- Why many parents in rural UPE schools have lost interest in their children's education.

All those are pertinent issues worth undertaking detailed studies.

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APPENDICES

APPENDIX A

**SELF-ADMINISTERED QUESTIONNAIRES FOR TEACHERS AND HEAD
TEACHERS ON THE GOVERNMENT LUNCH POLICY AND PUPILS
MOTIVATION IN UPE SCHOOLS OF BULERA-MUSAALE
SUB-COUNTY, MITYANA DISTRICT**

Kyambogo University,

Kampala

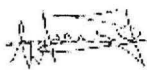
April, 2012

Dear Sir / Madam,

I am carrying out a survey on Parents and Teachers' Perspectives on the Government Lunch Policy and its Effects on Pupils' Motivation in UPE Schools in Bulera-Musaale sub-county, Mityana District, in partial fulfilment of the requirements for an award of the degree of Master of Educational Policy, Planning and Management of Kyambogo University. It is against this background that you have been selected to participate in the research by completing the questionnaire. It will therefore be very helpful if you can assist by answering the questionnaire as per the instructions at the beginning of each section. The information sought is required for academic purposes; therefore, it will be treated with the highest level of confidentiality.

Thank you.

Yours faithfully,



.....
Kanaabi Moses

(Researcher)

SECTION A: BACKGROUND VARIABLES: CLASSIFICATION OF TEACHERS'

Please classify yourself as per the instructions of this section.

Kindly tick the correct answer

A1. Religious denominations that founded your school

- 1. Catholics
- 2. Protestants
- 3. Muslims
- 4. Others (specify).....

A2. Sex of respondent: 1. Male 2. Female

A3. Marital status

- 1. Married
- 2. Single

A4. Academic qualification

- 1. Grade III
- 2. Grade V
- 3. Degree
- 4. Others (specify).....

A5. Which of the following positions do you hold?

- 1. Class teacher
- 2. Head of department
- 3. Deputy Head teacher
- 4. Head teacher
- 5. Others (specify).....

A6. For how long have you been teaching?

- 1. Less than three years
- 2. Between five and ten years
- 3. Over ten years

Section B: Lunch Policy

Please tick the appropriate statement

My school;

1 = provides lunch to all pupils

2 = does not provide lunch to pupils

3 = provides lunch to only pupils who pay for it

Please react to the questions given using a scale where 1 = Strongly Agree (SA); 2 = Agree (A);

3 = Disagree (DA); 4 = Strongly Disagree (SD).

Section C: Dependent Variable: Pupils' motivation

Please kindly rate each of the following practices using a scale provided. Kindly tick (✓) the best opinion using the scale where; 4 = Strongly Agree (SA); 3 = Agree (A); 2 Disagree (D); 1 = Strongly Disagree (SD);

No	Lunch policy	SA 4	A 3	D 2	SD 1
B1	Absence of lunch at school has reduced pupils' enrolment				
B2	Presence of lunch at school has increased pupils enrolment				
B3	There is reduced pupils school attendance as a result of lack of meals at school				
B4	There is increased/improved school attendance as a result of lunch provision at school.				
B5	Presence of meals increases pupils' attendance for afternoon sessions				
B6	Absence of lunch at school reduces pupils' attendance for afternoon sessions				
B7	Pupils concentrate less in the after-lunch lessons, when not given lunch				
B8	Pupils participate less in the after-lunch lessons, when not given lunch				
B9	Some pupils have dropped out of school due to absence of meals at school				
B10	Pupils have developed a negative attitude towards schooling due to hunger at school				

No.	Pupils' Motivation	SA	A	D	SD
C.1	My pupils attend school regularly				
C.2	My pupils are punctual for classes				
C.3	My pupils do their home work on a timely basis				
C.4	My pupils attempt their classroom exercises on a timely basis				
C.5	My pupils participate actively during lessons in class				
C.6	Pupils participate actively in school co-curricular activities				
C.7	Pupils do all the revision tests given				
C.8	All pupils sit for all exams given at school				
C.9	All pupils report back for afternoon lessons				
C.10	Pupils are punctual for afternoon lessons				
C.11	Pupils remain attentive in class in the afternoon lessons				
C.12	Pupils participate actively in class in the afternoon lessons				
C.13	Most pupils enrolled complete the seven year school cycle				
C.14	Most pupils show interest in their studies				

APPENDIX B

**FOCUS GROUP INTERVIEW SCHEDULE FOR PUPILS IN BULERA-MUSAALE
SUB-COUNTY, MITYANA ON GOVERNMENT LUNCH POLICY AND PUPILS**

MOTIVATION

INTERVIEWER; KANAABI MOSES

INTERVIEWEE; PUPILS IN FOCUS GROUPS

1. Do you have;
 - a). lunch prepared at school?
 - b). lunch packed from home?
 - c). something to eat for lunch bought at school?
 - d). nothing to eat at all at school?

2. What is your comment about the existing lunch policy in your school?

3. Who should be responsible for providing pupils with meals at school?
.....
.....

4. What is your parents' stand on lunch provision in this school?
.....
.....

5. How does the lunch policy affect your;
 - a). attendance to school?
 - b). attendance in the afternoon session
 - c). classroom attention and participation in the afternoon session?

d). survival and completion of the school cycle?

e) General feeling towards studying/ schooling?

8. What should be done to ensure that all pupils have meals at school?

APPENDIX C

INTERVIEW SCHEDULE FOR HEAD TEACHERS AND TEACHERS

TOPIC: Parents and Teachers Perspective on the Government Lunch Policy and its Effects on the Pupils' Motivation in UPE Schools: A Case study of Bulera-Musaale Sub-County, Mityana District

Interviewee Title: Teacher / Head teacher.

1. Are midday meals provided for pupils in your school?
.....
2. If yes, who provides midday meals for pupils at your school?
3. Who should be responsible for providing pupils with meals at school?
.....
4. What has been the reaction of parents towards the current lunch policy?
.....
5. Do parents appreciate their role in feeding children at your school?
.....
6. How does lunch provision affect pupil's attitude towards their studies at your school?
.....
7. How does lunch provision affect pupil's devotion towards their studies at your school?
.....
8. How does lunch provision affect pupils?
(a)Enrolment?
.....

(b) General school attendance?

.....

(c) Afternoon attendance?

.....

(d) Classroom behaviour?

.....

(e) School survival and completion?

.....

9. What should be done to improve on the effectiveness of the lunch policy?

.....

APPENDIX D

INTERVIEW SCHEDULE FOR PARENTS

TOPIC: Parents and Teachers Perspective on the Government Lunch Policy and its Effects on the Pupils' Motivation in UPE Schools: A Case study of Bulera-Musaale Sub-County, Mityana District

Interviewer: **Kanaabi Moses**

Interviewees: Parents

Date of interview..... Time

Name of interviewee..... Venue

Step I: Self-introduction

Step II: Questions and discussions

1. Do your children have lunch at school?
.....
2. If yes, who provides the meals to your children at school?
.....
3. Who should be responsible for providing pupils with meals at school?
.....
4. What are your views about the government lunch policy in UPE schools?
.....
5. How does lunch provision affect pupil's attitude towards their studies at your school?
.....
6. How does lunch provision affect pupil's devotion towards their studies at your school?

-
7. How does lunch provision affect pupils?
 - a. Enrolment?
 - b. General attendance?
 - c. Afternoon attendance?
 - d. Classroom behaviour?
 - e. School survival and completion?,.....
 8. What should be done to improve on the effectiveness of the lunch policy?
.....

APPENDIX E

DOCUMENT ANALYSIS CHECKLIST

**TOPIC: Parents and Teachers Perspective on the Government Lunch Policy and its Effects
on the Pupils' Motivation in UPE Schools: A Case study of Bulera-Musaale
Sub-County, Mityana District**

The researcher will analyse at the following documents

1. Classroom registers
2. Termly examination results
3. PLE results
4. Pupils' enrolment records

This is intended to establish trends in;

1. Enrolment rates since the introduction of UPE lunch policy.
2. Pupils' attendance rates.
3. Variations between enrolment figures and attendance figures.
4. Pupils' afternoon attendance rates.
5. Termly, and PLE examination results.

APPENDIX F
OBSERVATION GUIDE

1. Number of pupils in class in the morning and afternoon

Morning:

.....

Afternoon:

.....

2. Time at which early morning and after-lunch lessons begin

Morning

Afternoon

Recommended:

Recommended:

Actual:

Actual:

Variation:

Variation:

3. Pupils' concentration, attention and participation in

a). Morning lessons

b). Afternoon lessons

4. Sources of meals at school

5. Methods of obtaining meals

6. Who mainly eats and who does not eat

APPENDIX G

CONTENT VALIDITY INDEX CALCULATIONS FOR THE QUESTIONNAIRE

	R	NR	
J1	8	2	
J2	6	4	
			10

Where,

R = Relevant

NR = Not relevant

J1 = Judge one

J2 = Judge two

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of judges items declared valid}}{\text{Total number of items in the instrument}}$$

$$\frac{7}{10}$$

0.7

APPENDIX H

RELIABILITY STATISTICS FOR SECTIONS OF THE QUESTIONNAIRE

Reliability Statistics for pupils' motivation

Cronbach's Alpha	Number of Items
.812	26

Reliability Statistics for parents' perspectives

Cronbach's Alpha	Number of Items
.771	8

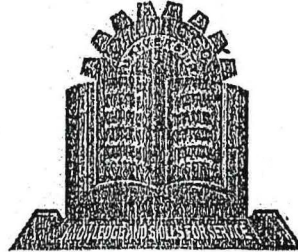
Reliability Statistics for teachers' perspectives

Cronbach's Alpha	Number of Items
.542	9

APPENDIX I

INTRODUCTORY LETTER

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www. Kyambogo.ac.ug

Department of Educational Planning Management

Our Ref:

Your Ref:

Date: 28th - May - 2012

TO WHOM IT MAY CONCERN

This is to certify that Mr. Kanaabi Moses, Reg. NO. 2010/U/HD/019/MEPPM is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Parents' and Teachers' Perspectives on the Government Lunch Policy and its effects on teachers' and pupils' motivation. A case of Bulera – Musaale Sub county, Mityana District.

Any assistance rendered to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.


Okongo Wilberforce.

HEAD OF DEPARTMENT

