



**St. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
SCHOOL OF BUSINESS**

**FACTORS INFLUENCING SUCCESS OF SCHOOL  
FEEDING PROGRAM IN ADDIS ABABA: THE CASE  
OF ARADA SUB CITY**

**BY  
MICHALE GENENE**

**JUNE, 2021**

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**A THESIS SUBMITTED TO St. MARY'S UNIVERSITY SCHOOL OF  
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**St. MARY’S UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF SOCIAL WORK**

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**BY**  
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## DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of \_\_\_\_\_ . All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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## **ENDORSEMENT**

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

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Signature & Date

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## ABSTRACT

School feeding program in Addis Ababa currently face significant gap in program success. Research has shown that different difficulties confront the implementation of the school feeding program effectiveness and sustainability. This study aims to investigate factors influencing success of school feeding program to increase effectiveness and sustainability of the program. Based on a review of the literature on the success of program and theories of those factors (program planning, financial management, community participation, and monitoring and evaluation), a survey questionnaire was distributed to concerned parties ground the relation to the program and additional interviews were engaged with officials and key informants to be more clear and triangulate the questionnaire responses. Respondents were selected purposefully from offices related to the program implementation and schools where the program was run and asked to respond the applicability of the listed factors on the program. Analysis of the responses demonstrated that those identified factors were associated with the success of the school feeding program. The result indicates that program planning, financial management, community participation, and monitoring and evaluation dose have an influence on the success of school feeding program. On this basis, it is recommended that the school feeding program implementers take those factors as a key element to be effective and build sustainable program. Further research is needed to identify other factors that could influence the success of school feeding program.

*Keywords:* success of school feeding program, program planning, financial management, community participation, monitoring and evaluation

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# CHAPTER ONE

## INTRODUCTION

### 1.1. Introduction

This chapter includes background of the study, statement of the problem, general and specific objectives, and research questions, significance of the study, scope of the study, delimitation of the study, limitation of the study, assumption of the study and organization of the study.

### 1.2. Background of the Study

The school feeding programs help students to attend school regularly and be mentally and physically healthy. The relationship between understudy health and academic success is complex. Understudies with poor wellbeing have a higher probability of school disappointment, grade review, and dropout (Steven et al., 2015).

According to world food program it is difficult to focal point or lessons with empty stomach to children. In simple speaks when students eat better they can learn better and when they cannot eat better they cannot attend school, and also hungry children cannot learn with thinking of food. Countless children turn up for school every day throughout the world. For all of them, having food at school each day can simply not only higher diet and health, but additionally extended get entry to a success in education. The school feeding causes students to go to their class with new and comfortable body and brain than intuition getting food (WFP, 2019).

Accordingly making sure children are healthy and well-nourished while in school is essential to their ability to learn and succeed. School Feeding Program (SFP) is a targeted safety net program designed to provide educational and health benefits to vulnerable children. School feeding as part of an integrated school health and nutrition package supports children to become better learners in school and to improve their overall wellbeing.

The 2019, report of World Food Program (WFP) indicates that the organization were working with more than 100 countries to set up sustainable national school feeding programs to support school feeding and health initiatives for six decades. The report says the ultimate goal of WFPs is to encourage and facilitate national government ownership of these programs which has already happened in 44 countries and transition made.

In 2019, 17.3 million school children received nutritious meals and snacks from WFP in 59 countries working with governments to build capacity, WFP helped to sustain the national school feeding programs of 65 countries benefiting a further 39 million children (WFP, 2019).

The school feeding program was introduced to the Ethiopia since 1994 Gregorian calendar (G.C) by World Food Program together with the Government of Ethiopia with the coordination of Regional Education Bureaus and communities. The program has been carried out in mostly areas vulnerable to food insecurity due to drought and other factors (MOE, 2012).

According to (ENA, 2020) report based on Ministry of Education , in 2018/19 academic year the program were expanded and benefits 1 million students across the country to reduce the absenteeism of children caused by shortage of food and lack of nutritional food. The program has been implemented in cooperation with Ministry of Agriculture, Ministry of Health and donor organizations. In addition to creating healthy and competent students and reducing dropouts, the programs also create market opportunity and enhance productivity of farmers. The School Feeding Programs yet need active participation of communities and collaboration of government and development partners in order to ensure sustainability of the program.

In 2018, World Food Programme evaluates Ethiopian School Feeding Program in two regions. The evaluation covers the period from 2013 to Dec, 2017. The evaluation findings shows that there are issues with in timeliness of delivery, in priority use of home grown school feedings, in sustainability and the Government is not ready to finance and run the National School Feeding Program (Muriel et al., 2018).

In the capital of the country Addis Ababa the school feeding programs are occupied by non-governmental organizations and donors. Among this Ye Enat Weg is the well-known charitable association which was established by the initiation of the former First Lady Mrs. Roman Tesfaye on February 2015 to support vulnerable children in all primary public schools of Addis Ababa with severe food shortage and children living in extreme poverty and women which are preparing meals for the children who selected with certain specified criteria. The organization gets its financial funding from different organizations from fund raised and plays a great part in the school feeding program in the Addis Ababa.

The program initially started in six Addis Ababa Sub-cities. The project benefited 21,043 primary school students in 210 governmental primary schools by providing breakfast and lunch with collaboration with Addis Ababa city Administration Bureau of Education and Addis Ababa city Administration Women and Children Affairs and creates job opportunity for more than 900 mothers in Addis Ababa City Administration (Bisratemariam, 2018).

But study shows that the program coverage is not good enough as the needy children's number is high relative to the program coverage. Besides, the program is not sustainable to bring long term impact on the children's nutritional status (Alemnesh, 2015).

As the new school feeding program is massive and addresses the whole primary schools of state-run it is good that the city administration looks to own the school feeding program and social safety net and helps vulnerable community. Effective school feeding program requires strong coordination among education, Food, Medicine and Health Care Administration and Control Office and urban agriculture sectors. This needs a well-organized program planning, financial management, stakeholder involvement and monitoring and evaluation of the program.

This study attempts to assess the factors influencing success of school feeding program to extent which school feeding program in state-run primary school in Addis Ababa. The study has been conducted in Arada sub city concerning to the influence of the program planning, community participation, financial management, monitoring and evaluation of all concerned offices of school feeding program. Furthermore the study shows the challenges faced the program management.

### **1.3. Statement of the Problem**

Nutrition for school-age children program guide for program managers (Rosso, 1999), articulates that a good school feeding program should have establishment of a policy and objectives. The guide indicates that for school feeding program focus on the most critical aspects of the programming is essential for success of the program. This critical aspect includes targeting, cost and financing issues, ration composition and meal delivery, program implementation, and monitoring and evaluation.

As Sylevester and Mahama (2011) says on their article titled running an effective and sustainable school feeding programme, key factors to consider; the delivery of food only does not make a successful School Feeding Program but likewise the organized preparations for delivering the food are also vital. As they mention many governments have embarked on SFPs, however they do not realize the expected benefit because of the design and implementation of the program.

Also they mentioned that there are challenges in the program activity mix, adequacy of infrastructure, level of awareness, agreements over stakeholder roles and function and cooperation between partners (Sylevester and Mahama, 2011). The findings further indicate that for the improvement of effective and sustainable program the institutions structure should have to open for partner's participation to build the institution capacity. Additionally; Kibet (2017) indicates that there was a positive relationship between planning, community participation, funding and monitoring and evaluation and implementation of SFP project.

According to Helen (2014) study titled as The Right to Food and School Feeding Programs in Addis Ababa: Experiences from Tsehay Chora and Dagmawi Minelik Kindergarten and Primary Schools there are stories of numerous students which have been incapable to get nourishment and blacking out in classes due to need of nourishment.

Which she state that there is lack of satisfactory legislations and clear policies, shortage of parents, community and understudies participation in the school feeding program. There is also lack of government association which is the part of the government shows up to be constrained to coordinating, identifying that nourishment uncertain ranges and under take some follow-up actions, and budgetary deficiency is the most issues in running the program as outlined.

Alemnesh (2015) study on Addis Ababa school feeding program also showed that the available school feeding program is not adequate enough to address most of the school children who are in have to be nourishing. In addition, the program is not maintainable to bring around long term impact on the children's wholesome status due to the budget imperatives.

Abiy (2017) in his study titled The Effect of School Feeding Program on the School Performance of Primary Public School Children in Arada Sub City, Addis Ababa. The study findings indicated that in Ye Enat Wegs School Feeding Program there is shortage of the source and amount of fund to scale up the coverage and service of the school feeding program, a problem



with continues assessment to evaluate the challenges and problems affecting the quality and performance of the implementation, shortage of awareness in policy draft developers, donors, school staff and the community so as to enhance efficiency and effectiveness of the program, and lack of professional social workers involvement at different levels of structure for further effect and quality of service delivery.

Gutama (2017) has conducted the study on nutritional status and school performance of children benefited from school feeding program in selected elementary school in Arada sub city Addis Ababa. The study finding showed that the nutrient content and the energy supplied to the children through the feeding program were below the recommended dietary allowance.

Most of the sizes of eating halls were not enough relative to the number of children in feeding program. Also a problem with a uniform supply of ingredients, planning and implementation problem and budget deficiencies are showed mostly. The students under the program believed that the program needed an improvement and the study recommended that for the concerned party in the designs and implementation of the program that addresses the nutrition and health needs have to effective involvement (Bisratemariyam, 2018).

Currently Addis Ababa city administration is working aggressively in many projects and programs that target the city residents. Among this the school feeding program is the one which the city administration gives attention and working on it to increases the accessibility of the service for the school age children in all the city sub city's pre and primary schools (Addis Ababa city Administration, 2019). According to Mulat (2019), so as the program is newly and massively established it needs comprehensive continual monitoring and evaluation to the improvement, effectiveness and sustainability of the program.

On October 16, 2019 the city administration has officially launched a new massive school feeding program by the deputy Mayor Takele Uma that benefits about 300,000 students aiming to boost enrollment and reducing absenteeism among school children. The program is undertaking in 223 pre and primary schools, in addition to the student benefiting from school meal over 10,000 unemployed parents have secured job opportunity in the program (ENA, 2019).

After the program is launched in October as part of the city's efforts to stop students at state-run schools from dropping out of education the cabinet of Addis Ababa city administration has approved the establishment of Students Feeding Agency which is assigned as a formal body to administrate the program work effectively and sustainably. The agency tasked to monitor the annual budget set aside by the city administration for the implementation of the feeding program and mobilize support and funds from donor organizations and tasked to run the program that will make sure that students in the city are not dropping out of school due to lack of access to food and educational resources and it will also be responsible to develop a system in which the administration and the community can contribute to the success of the program and will enable students to succeed in their education. The agency will be accountable to the city mayor office (ENA, 2020).

All the above studies are conducted on the effect and impact of the school feeding program on the students in the study area. Furthermore, to the best knowledge of the researcher there is no research study conducted on the factor influencing success of school feeding program in the study area. Lack of research into this problem may lead to ineffective and unsustainable of the school feeding program. Because of this reason this study investigated factor influencing success of school feeding program in Addis Ababa Arada sub city.

## **1.4. Objectives of the Study**

### **1.4.1 General Objective**

This research aims to assess factors influencing success of school feeding program in Addis Ababa which have contribution to improve the implementation of the program time to time for its effectiveness and sustainability with better and successful way for future.

### **1.4.2. Specific Objectives**

- ❖ To establish the extent to which program planning influence the success of school feeding program in Addis Ababa Arada Sub City.
- ❖ To examine the extent to which financial management influence the success of school feeding program in Addis Ababa Arada Sub City.

- ❖ To assess how community participation influence the success of school feeding program in Addis Ababa Arada Sub City.
- ❖ To assess how monitoring and evaluation influence the success of school feeding program in Addis Ababa Arada Sub City.

### **1.5. Research Questions**

Based on the statement of the problem and objectives of the study, the researcher sets the following research questions.

1. To what extent does program planning influences success of school feeding program in Addis Ababa Arada Sub City?
2. To what extent does financial management influence success of school feeding program in Addis Ababa Arada Sub City?
3. How does community participation influence success of school feeding program in Addis Ababa Arada Sub City?
4. How does monitoring and evaluation influence success of school feeding program in Addis Ababa Arada Sub City?

### **1.6. Significance of the Study**

This study is significant in identifying to what extent the listed factors will influence success of the school feeding program implementation and point out challenges faced in managing the program which has significance effect in the program effectiveness and sustainability. The policy makers, development partners, and related sectorial offices also use the study because of they spend funds in the program.

It helps the researcher to understand issues related to program management and provide improvement of problems associated with the implementation of program successfully. It gives a clue and serves as a basis for further research work in the areas of successful implementation of school feeding program. In general by indicating the extent to which the listed factors influence the success and point outing the challenges of the management which is helpful for the students feeding agency to improve school feeding program implementation and facilitating the program.

## **1.7. Scope of the Study**

The research study has focus on assessing factors influencing school feeding program in Addis Ababa, particularly in Arada sub city. Since the analysis was confined to Arada sub city, it has centered to the sub city samples. The study also limited within the 6 purposively selected schools feeding implementing sectors i.e. Student Feeding Agency, Finance and Economy Development Office, Education Bureau, Women and children Affairs Bureau, Food, Medicine and Health Care Administration and Control Office, and Job Creation and Enterprise Development Office sectors of the sub city.

Additionally the schools which were the program implemented in within the past three years. It focuses on those factors influencing the success of feeding program and does not assess effects on the program, not concerned with the effects of the feeding program in students.

## **1.8. Limitation of the Study**

While doing this study some challenges were encountered like shortage of well-organized reports as the program is newly established, getting the assigned managers because of frequent shifting of officials from their position. Incomplete vacancies associated with the program and the existence of information gap between offices related to the program that was make things difficult in data collection process, the risk of collecting inaccurate information due to bias by the respondent. Also the Coronavirus Disease (COVID 19) pandemic problem which is happened and making many things out of plan in completing the milestone of the program to receiving complete report, full information regarding evaluation of the program and makes the interview inconvenience.

## **1.9. Assumptions of the Study**

There are a number of assumptions that the study held constant. This study has been holds the assumptions that the four constructs; planning, financial management, stakeholder involvement, and monitoring and evaluation are some of factors influencing success of school feeding program in Addis Ababa; Arada sub city. The second assumption is the research instrument was enable optimal collection of data that has been relevant to all study objectives. Thirdly, all the six office managers, participant employee, and the directors of schools that run the feeding programs was readily allowing the research to be conducted in their institutions.

The fourth assumption was all respondents were available and honestly participate in the research and that the respondents understand what the feeding program is and have adequate knowledge to respond the questions contained in the research instrument.

### **1.10. Organization of the Study**

This paper is organized in five chapters. The first chapter introduce background of the study, statement of the problem, the objective of the study, research questions, and significance of the study. Scope of the study, delimitation and limitation of the study, and assumption of the study also covered in the first chapter. The second chapter presents the review of literatures related to the study, in these chapter basic subjects related to the study was discussed in detail. The third chapter focused on the research methodology issues which include the research design, research approach, research method, sampling frame, sample size determination and sampling procedures, also issues related to source of data, pretest, validity and data reliability, model specification and ethical consideration were discussed. Data analysis, data interpretation and discussion of results were enclosed in chapter four. Finally chapter five covers conclusion and recommendation of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITREATURE**

#### **2.1. Introduction**

This chapter presents different literatures reviewed theoretical and empirical studies concerned with factors influencing success of school feeding program. It was classified in to theoretical and empirical studies, which were previously undertaken by other researchers that determine to identify the research gap. In addition it was review and summarizes the major concepts associated with school feeding program success.

#### **2.2 .Theoretical review**

##### **2.2.1. Definition of program management**

According to PMBOK Guide, (2008) A program is a group of related projects managed in a coordinated manner to obtain benefits not available from managing them individually. Also a program defined as the sum of many projects linked together in order to meet a one business long term strategic goals. A project may a part of program or may not be a part of program but have related work outside the scope of program. But a program will always have projects. Projects within a program are related through the common outcome or collective capability.

Program management, then, is the centralized coordinated application of knowledge, skills, tools and techniques to meet the program strategic objective and benefits. Organizations with established program management are far more successful than those without it.

According to world Food Program School Feeding Programs are an essential safety net which helps to ensure that every child has access to education, health and nutrition. In the fight against hunger, school meals are a sound investment in the next generation and a country's human capital thus improving their future economic growth and development prospects which is that the program needs a good program management to properly designed and effectively implemented for the success of the program.

## **2.3. Empirical review**

In previous studies researchers have identified various factors which influencing success of school feeding program. Whenever ineffectiveness or failure does occur, its implications to the future performance of the program can be immediately unwavering and corrective action can be taken to reduce any impact on program effectiveness.

There are numerous factors that encourage the success of the school feeding programs; however in this study the factors influencing success of school feeding program and causing effectiveness and sustainability are listed. But the influencing factors are not only those. There are many factors which have influence on the effectiveness and sustainability of the school feeding program.

But, this study only discusses four independent variables related to factors influencing success of school feeding program. Other variables are ignored and considered to have no effect on the success of the program. There are also some criticisms on the concepts of factors influencing success. (Vandevorde and Vanhoucke, 2006) Mentioned that there is no agreed understanding of success concept, also (Jugdev and Muller, 2005) declare that “project success is a complex and ambiguous concept and it changes over the project and product life cycle”.

### **2.3.1. Program Planning and success of school feeding program**

In today’s world program is formed when an organization identifies a desire and creates a concept for addressing that require. In order to be successful, a program must have specific goals and a process to meet those goals. Program planning is the means by which this objective is achieved. When planning, an organization will consider the problem that has been identified potential solutions, desired outcomes and resource available to implement the problem. For the solidity of the planned program support and participation by stakeholders or other interested parties and monitoring and evaluation of the program are the key success elements.

Once planning outcomes are identified and established an organization is positioned to improve the strength of a program and to deliver a host of benefits for stakeholders and the population of interest (John, Cody G., et al. 2011).

According to (John et al., 2017), the incorporation of a planning process and the application of targeted, outcome focused planning principles are paramount in building a program capable of delivering sustainable and desirable outcomes to clients.

Kibet (2017) studied Factors Influencing Implementation of School Feeding Programs in Public Primary Schools on Baringo Central Sub-County in Kenya, the study indicates that there was a positive relationship between planning, community participation, funding and monitoring and the feeding program. The study confirmed that the school feeding program's implementation is aided by planning. Planning ensures that the program is implemented successfully by improving the coordination of activities and persons engaged in the program's implementation (Kibet, 2017). Also to addresses the nutrition and health needs of school age-children of the school feeding program needs design and effective employments (Bisratemariam, 2018).

### **2.3.2. Financial Management and Success of School Feeding Program**

Project budget is the well-coordinated and management approved financial plan of operations, indicating the amounts required for achieving assigned targets, and the expected services from the project or the value of work done (Chitkara, 2009). Effective cost control of project costs requires adherence to the project budget during implementation of the project.

Since the introduction of the newly established school feeding program in Addis Ababa in 2017/18, it has been noted that different donation organizations, communities have continued to fund school feeding program in collaboration with the city administration office (Addis Ababa Administration, 2018). Accordingly the city administration decided to establish an agency to control the program financial issues and implementation of the program to meet the desired goal of the program. The city administration will spend 42 million birr for 2019/20 academic year to feed 300,000 school age children in Addis Ababa (Addis Ababa Admmnstration, 2019).



According to Ministry of Education the government has developed the program to ensure transition from donor funded program to national ownership and expand coverage to more schools in national level (Desta, 2016). The strategy is the feeding program will be implemented by national capacity from financing up to supplying food. In addition to school feeding, the strategy also targets on the provision of healthy conducive and friendly school environment that the feeding scheme will help create healthier and efficient generation and ensure quality and better education system. An important part of project planning is financial management. Schools must evaluate both financial requirements and the expected availability of finance while planning a program, with the goal of staying with in the program budget (Margaret et al., 2015).

### **2.3.3. Community Participation and Success of School Feeding Program**

Community participation should be enhanced to ensure the program implementation is sustainable in the long run through their involvement in implementation process. Increase involvements of community members reduce resistance towards implementation of the program hence, enhancing successful implementation.

The government should instate SFP policies that work toward achievable goals. The school management committee should support the feeding program in schools by starting income-generating activities to raise funds to supplement the funds issued by the government towards the school feeding program.

According to the guide for program managers; Schools that depend on the community to organize and implement SFPs offer certain advantages. These advantages include: increasing the contact, and hence communication, between parents and teachers, officials and others; giving parents the opportunity to become more aware of what goes on at schools; and serving to raise the value of education the school for parents and the whole community. The findings of (Sylevester and Mahama, 2011) also show that good institutional structure enhances partner participation and capacity building which improve program effectiveness.

Abiy (2017), on his research of assessment the effect of School Feeding Program on the school performance of primary public school children in Arada sub city founds that the Feeding Program on academic achievement and attendance is not significant which does not have positive effect of School. Moreover, the program has not effect on children attention measure. At the end, the study recommends that to enhance the program effectiveness that all stake holders working on School Feeding Program need to focus.

#### **2.3.4. Monitoring and Evaluation and Success of School Feeding Program**

According to guide for school feeding program managers developing monitoring systems that focus on program processes, which is, how a program is functioning? And institute an evaluation system to assess the impact of the program on specific outcomes is essential for the success of the school feeding program.

Monitoring and evaluation is important towards successful implementation of the school feeding program to ensure that program execution is as per scheduled and done to the vital standard (Kibet, 2017).

As the African Union indicates in 2018 without a solid and executable approach to M&E, there is no way to track and measure outcomes from school feeding programs and without evidence of progress against programs indicators, it is difficult to evaluate a school feeding program's success in reaching its stated objectives or encourage financial contributions, often linked to the sectorial returns, from other involved line stakeholders.

#### **2.3.5. Competency of Program Managers and Success of School Feeding Program**

The ability and skills of the program manager can make or break a program. A combination of leadership ability, communication skills, operational background, and education is important. The program manager must be able to garner support for the program at higher levels, motivate the team and navigate the program toward successful achievement of its goals. Well-educated and trained people are essential to the success of a program. A reasonable amount of personnel stability and community is desirable.

(Choge and Muturi, 2014), Established that the success or failure of a project is dependent on the top management support. (Kwak and Ibbs, 2002), Established that World Bank Projects frequently fail to achieve their goals due to several problems that could be termed managerial and organizational. The challenges stated by the study are imperfect project design, poor stakeholder management, delays between project identification and start-up, delays during project implementation, cost overruns and coordination failures. (Ika et al., 2012), Identified five Critical Success Factors (CSFs) for World Bank projects success. These CSFs are; monitoring, coordination, design, training, and institutional environment. The study termed the five factors World Bank project supervision CSFs.

The research established that there is significant positive relationship between each of the five CSFs and project success. Ibid, (2012) recommended that project supervision be refocused from demonstrating results to the much needed managing of objectives for results in order to meet project, program and development goals of the project.

#### **2.3.6. Result Frame Work for Successful Implementation of School Feeding Program**

According to United Nation Development Program (UNDP) hand book on planning, monitoring and evaluation for development result; unless there is effective planning, monitoring and evaluation it would be difficult to judge work is going in the right direction, whether progress and success can be demanded, and how future efforts might be improved. But a good planning, monitoring and evaluation increase programs by creating links between previous, existing, and upcoming initiatives and development results. Monitoring and evaluation can be used as a basis for programmatic fine-tuning, reorientation and future planning of an organization by extracting relevant information from past and ongoing activities.

The structure of M&E reporting depends on a range of factors, such as the level of centralization for program implementation and program objectives, as there is no right way to design a school feeding program, also there is No right way to design an M&E framework for school feeding programs. So the design of result frame work is designed as such, the M&E section focuses on how comprehensive, integrated and ultimately automated cross-sectorial school feeding M&E should be pursued as part of program sustainability and strengthened national capacity (Agbor, 2018)

### **2.3.7. The City Administration Policy and Regulation**

As a guide for program managers (1999), says program managers and policy-makers need to agree on what problems or situations the school feeding program will to address, who the program will serve, and which program models are feasible for implementation. School feeding programs are highly visible and as a result often have a significant political dimension, particularly since they can represent a considerable income transfer. This reality should not inhibit establishing a policy and objectives that will take advantage of the substantial potential for improving the impact of SFPs on education.

For programs that may be introducing a new monitoring and evaluation system, policymakers should try to gather as much information as possible for selected indicators, as a way of setting up baseline data. The establishment of clearly stated monitoring and evaluation reporting schedules, guidelines and forms by the school feeding as well as the capacitation of all actors involved in monitoring and evaluation and reporting is the key to setting up consistent monitoring and evaluation systems that allow for policymakers to track changes and identify any problems.

### **2.4. Research Gap**

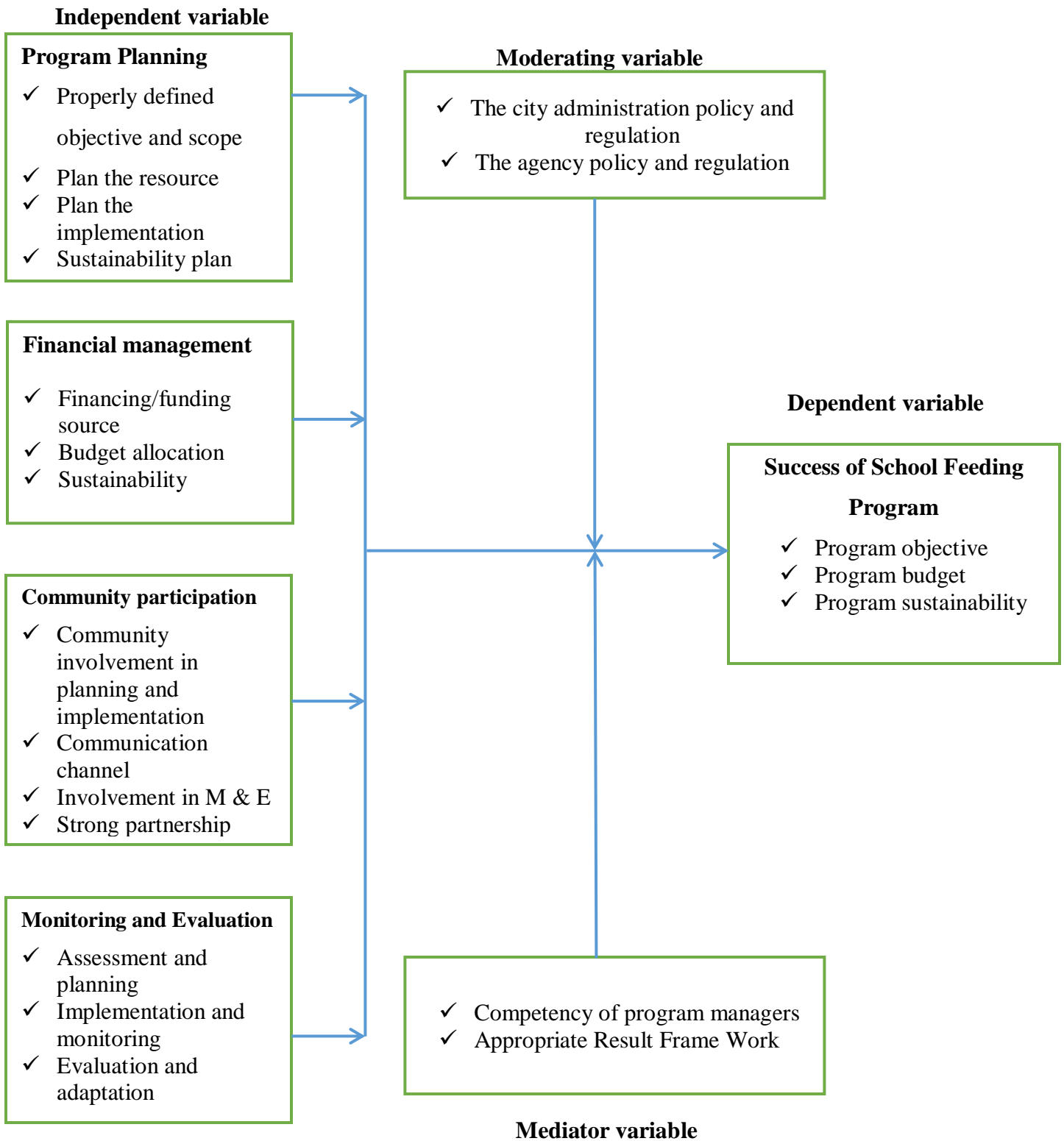
Empirical studies done has highlighted issues of factors influencing success of school feeding program implementation that includes among others; project planning, community participation, financial management, monitoring and evaluation, competency of program managers, and the policy and regulation for success of the program. It's therefore the purpose of this study that the researcher intend to explore is define the factors influencing the school feeding program and to what extent those factors influence the program success in Addis Ababa; Arada sub city.

When the study is conducted in a specific area, it may be changed the top factors that influence success of school feeding programs. In addition, in research area case there is no conducted study on any feeding program. Furthermore, to the best knowledge of the researcher there is no research study conducted on factors influencing success of school feeding program in the study area. Lack of research into this issue may lead to ineffective implementation and unsustainable of school feeding program. Due to these reasons the researcher was initiated to conduct the study.

## 2.5. Conceptual Framework

The Conceptual Framework illustrates how the variables are related to one another. The variable defined here was the independent and dependent variables. Correlation coefficient formulas are used to find how strong a relationship is between data. As kibet (2017), factors influencing implementation of school feeding programmes in public primary schools in Baringo central sub county, Kenya and Osiemo (2014), Factor influencing the success of school feeding programs in public primary schools in Dagoretti north constituency Nairobi county, Kenya; The independent variables in this studies are planning, community participation, funding and monitoring and evaluation also the explanatory variables that are considered in the study that predict the response variables are also included. The dependent variable is success of school feeding program.

The variable under the study can be represented diagrammatically in order to give coherence to this study, thus: alters



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter sets out various stages and phases that were followed in completing the study. Research methodology is an approach and a set of supporting methods guidelines to be used as a framework for doing design research and includes research approach, target population and sample, data collection procedures, data analysis procedures and expected output.

#### **3.2. Research design**

In designing this research, the researcher used a cross sectional design to address factors influencing success of school feeding program in Addis Ababa, Arada sub city. A representative sample was selected from the total target population to conduct the study using quantitative analysis method to investigate the independent variable and a descriptive research design were employed for the purpose of this study.

#### **3.3. Research approach**

Both quantitative approaches were employed to extract the response of the respondents. The instruments used were structured questionnaire for the respondents, office managers and directors and interview for directors and key informants. This is depending on the number, nature and source of data that was obtained from primary and secondary data sources.

#### **3.4. Research methods**

So, to address the research problem of the study using a cross sectional survey method, the researcher was used questionnaires with close ended type. Close ended type questionnaires are important because it would help simple to administer to code and analyze, minimize cost and time and easier for a respondent to answer. In addition, the researcher was used structured interviews to assess factor influencing success of school feeding program in the study area to triangulate the quantitative data.

The research technique were based on the general objective of the study, i.e. to assess factor influencing success of school feeding program in Addis Ababa; Arada sub city. So, in order to examine the influencing factors, the study focused on a target population and sample respondents that are selected in the study area.

### 3.5. Target Population

The sampling frame of the study implies the list of the number of managers and implementers of the feeding program which consists of employees from the 6 selected offices and all the program coordinators in the schools, which the program is undertaken in the sub city, were enclosed in the sampling frame.

*Table 3. 1 Target Population*

No	Description	Population
1	Student Feeding Agency	4
2	Finance and Economy Development Office	54
3	Education Office	37
4	Women and Children Affairs Office	22
5	Food, Medicine and Health Care Administration and Control Office	24
6	Job Creation and Enterprise Development Office	38
7	Office Managers	6
8	School Directors/ Coordinators of the program	24
	Total	209

### 3.6 Sample size determination and Sampling procedure

The researcher used non-random sampling techniques. Which is a purposive sampling technique was used to select the appropriate number of samples from the total population.

First, from a total of 32 sectorial offices in Addis Ababa City Administration, the 6 sector offices were selected through a purposive technique since these offices have a direct link with the feeding program and related work to the program also the appropriate primary data are available in these offices in case of the study area.



These offices are: - Student Feeding Agency, Finance and Economy Development Office, Education office, Women and children Affairs Office, Food, Medicine and Health Care Administration and Control Office, and Job Creation and Enterprise Development Office.

Additionally, all the program coordinators are included from all kindergartens and elementary schools which are held in the sub city were included. The schools are: - Hibret, John of Kennedy, Africa Andinet 1, key kokeb, Africa Andinet 2, Atse Fasil, Arbegnoch, Ethiopia Edget, Tibebe Edget, Ethiopia Tikdem, Alem Brihan, Yetimehert Bilechta, Ras Abebe Aregay, New Era, Atse Naod, Beherawi Bete Mengist, kebena, Behere Ethiopia, Meskerem 1, Dagmawi Menillik, Mehal Ginfele, Melkam Ermejachin, Abebech Gobena and Genet Kindergartens.

The basis for their selection is as they are the front line potential implementers of the feeding program. So, they have enough knowledge to respond the overall assessments of those factors influencing the success of the program. According to Arada sub city Civil Service office, there are 179 employees in the selected six offices. But the number of concerned employees with the research issue is limited accordingly the researcher selects all the directly concerned experts from each offices, managers of the selected offices and directors or program leaders from the schools which the program were implemented through a purposive technique. Then the number of concerned experts was 17 from the six offices.

In addition, a purposive sampling was used to collect data for the study. The study was employ key informant interview with a total of 27 participants. Members were selected purposefully to be clearer with the issue and to triangulate the results obtained through questionnaires, which makes the study more tangible. The respondents were organized from office managers, School Feeding Agency employees, and directors or program coordinators in schools. The sample size of the respondents from each office is presented in Table 3.2.

*Table 3. 2 Sample Size Determination*

No	Respondents	Target population	Sample	Sampling techniques
1	Student Feeding Agency	4	4	Purposive sampling
2	Finance and Economy Development Office	54	4	Purposive sampling
3	Education Office	37	2	Purposive sampling
4	Women and Children Affairs Office	22	3	Purposive sampling
5	Food, Medicine and Health Care Administration and Control Office	24	2	Purposive sampling
6	Job Creation and Enterprise Development Office	38	2	Purposive sampling
7	Office Managers	6	6	Purposive sampling
8	Directors/Program leaders	24	24	Purposive sampling
	Total	209	47	

### **3.7. Data collection techniques**

Both primary and secondary data sources were used to conduct the study. In case of primary data, the data were collected through close-ended structured questionnaire for the respondents, office managers and directors and interview for the directors and key informant. The types of data collected was on assessing the preparation of appropriate program planning, financial management, and community participation during implementation of the feeding program and on the effective monitoring and evaluation of the program. In addition to this the adequacy of top management support and the competency of program managers for the program were assessed and physical observation of program implementation was employed by the researcher himself to observe the effectiveness and sustainability of the program.

Secondary data were collected from the city administration policy and regulation physical and financial report of offices for the previous three years, Especially from Education office, Job Creation and Enterprises Development office, Office of Finance and Economy Development of past three years for the school feeding sectors allocated and executed budgets for analysis. In addition, appropriateness of indicators for monitoring and evaluation were watched.

### 3.8. Pre Testing

A pretest of questionnaire was carried out before the main study. The basis behind the pretest was to identify questions that do not make sense to participants, or problems with the questionnaire that might lead to biased answer. The validity of the questionnaire was tested using Pearson's correlation coefficient with the levels of significance 0.05 and the value of  $r$  was gotten as 0.301 (see Appendices C). Also the researcher identified respondents from Atse Naod Primary School, Dagmawi Menelik II Primary School, Mehal Ginfele Primary Public School and one respondent from School Feeding Agency to check problems with the questionnaire. The respondents identified for the pretest were not used to participate in the final study.

### 3.9. Validity and Data Reliability

Validity is concerned with whether the findings are really about what they appear to be about (Saunders et al., 2009). Validity defined as the extent to which data collection method or methods accurately measure what they were intended to measure (Saunders et al., 2009). The validity of the research instrument was verified using experienced professional in researches who assess and reviewed the suitability of the instrument in measuring the intended variables and its comprehensiveness in content. Before the questionnaires were used for data collection the draft copies were evaluated for content validity by my adviser.

A very common definition of reliability is "it is the consistency of measurement" (Babbie, 2010) and (MacMillan and Schumacher, 2001). The data which is used in this study is collected from different offices and varies from person to person depending upon their personal experience and nature of job. Data reliability is the extent to which data collection techniques or analysis procedures will yield consistent findings (Saunders et al., 2009). Reliability estimates provided researchers with an idea of how much variation to expect.

According to (Fraenkel and Wallen, 2000), reliability of at least 0.70 or higher is recommended for Social Science Research. Therefore, if Cronbach's reliability coefficient is more than 0.7, the instruments are deemed reliable. From the findings, Cronbach's Alpha was 0.903 which is more than 0.7 Table 3.3. Thus, the instrument was deemed reliable and therefore the researcher went ahead and collected data for the study.

Table 3. 3Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	38

### 3.10. Data analysis and interpretation

The data were processed to assess factor influencing success of school feeding program in Addis Ababa; Arada sub city. So, in order to analyze the data quantitative approaches were used. Through this process, an analytical software Statistical Package for Social Science (SPSS) I B M SPSS Statistics version 25 for statistical analysis were used to conducted descriptive analyses and spearman's rho analyses.

An appropriate test was used to analyze the data, like tests of reliability, spearman's rho correlation coefficient test for the nonparametric test. Spearman's rho correlation was used to identify the relationship between the existing independent factors and the dependent variable; success of school feeding program. Furthermore, the collected primary data were analyzed based on percentages, mean and standard deviations using tables which help to describe the data.

The study data was presented based on the research questions taken under consideration. The dependent variable of the study is success of school feeding program. Once the factors was identified, statistical tests i.e. tests of reliability, descriptive statistics, spearman's rho test for nonparametric were tested in order to answer the research question to identify the factors influencing success of school feeding program in Addis Ababa; Arada sub city.

In addition, tables and percentages also used to present the data and facilitate assessments. Generally, the data were analyzed in an understandable way by taking in to consideration the type of data, the nature, purpose and size.

To answer the research question to what extent these identified independent variables influence the success of the school feeding program, it needed to build a spearman's correlation coefficient model to measure the relationships of the dependent and independent variables. Spearman's correlation coefficient is a nonparametric test. It was used to test the correlation of the independent variables (program planning, financial management, community participation and monitoring and evaluation) in relation to success of school feeding program.

### **3.11. Ethical considerations**

The study was conducted in appropriate manner to promote good practice. An introductory letter from the university was obtained as it was useful for seeking permission to carry out research. Also available letters from the office of the sub city administration chief executive and from the sub city administration education office were made (see Appendices D). In the collection of the data ethical issues relating to the study were addressed by seeking permission from the respondents to collect data and a letter of introduction to the respondents attached to each questionnaire while maintaining high level confidentiality of the information volunteered by the respondents.

All Participants were included voluntarily with fully informed as to the purpose of the study and consented verbally. In addition, all respondents, officials, and coordinators was informed that the information they provide and record (for officials and coordinators) kept confidential and undisclosed to any party to avoid any harmful consequence from them. Also the ethical and legal issues of the data were managed to minimize the risk to participants, researcher, and third party including the university.

## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND DISCUSSIONS OF RESULTS

#### 4.1. Introduction

This chapter presents analysis, results and discussions of results on; factors influencing success of school feeding program in Addis Ababa; Arada sub city. It focused on samples of 6 sectorial offices which have related work with the feeding program and 24 schools which the program were implemented.

#### 4.2. Questionnaire Response Rate

The researcher issued a total of 47 questionnaires with respective to responsible employees of which 43 respondents filled and returned the questionnaire as a response of 91.49%, which was used for the analysis. The rest 4 respondents (8.51%) do not returned the questionnaire. So, it is significant enough to provide a basis for valid and reliable analysis with regard to factors influencing success of school feeding program in Addis Ababa; Arada Sub city.

*Table 4. 1 Response Rate*

Category	Response rate	Percentage
Questionnaire returned	43	91.49%
Questionnaire not returned	4	8.51%
Total	47	100%

Source: Collected questionnaire, 2021

#### 4.3. Demographics of the Respondents

In this section the finding with demographics characteristics among the respondents were presented. This includes gender, level of education, age group, Work experience in the program, and role in implementation of the program.

The study sought to establish the gender distribution of the respondents. From the findings below, male accounts the majority of the respondents' i.e. 25 (58.1%), while 18 (41.9%) were female. The distribution of gender presented in Table 4.2.

*Table 4. 2 Gender Information of Respondents*

		<b>Gender</b>			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Male	25	58.1	58.1	58.1
	Female	18	41.9	41.9	100.0
	Total	43	100.0	100.0	

The study also sought to establish the levels of education attained by the respondents. From the findings shown in the Table 4.3; 35 (81.4%) respondents have first degree, 4 (9.3%) respondents have diploma, 3 (7%) respondents have post-graduate degree, and 1 (2.3%) respondent have certificate holder. Since most of the respondents are well educated and university graduates in their academic status, it was expected to have a scientific knowledge how to lead or coordinate the school feeding program and it help to acquire the necessary data concerning factors influencing success of school feeding program. Nevertheless the study did not capture the specific course the respondents have undertaken.

*Table 4. 3 Respondents Level of Education*

		<b>Educational Level</b>			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	post-graduate degree	3	7.0	7.0	7.0
	Degree	35	81.4	81.4	88.4
	Diploma	4	9.3	9.3	97.7
	Certificate	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

The age distribution of the respondents was categorized in to five ranges. From these ranges, the frequency of the age group ranges above 41 and 30-35 years have the same frequency that is 11 (9.3%). Frequency of the age group 26-30 9 (20.9%), 36-40 8 (18.6%) and 20-25 4 (9.3%) respectively. Hence the majority numbers of respondents were above 30 years and the list number of respondent age group is 20-25 that is 4.

*Table 4. 4 Age Group of Respondents*

		<b>Age</b>			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	20-25	4	9.3	9.3	9.3
	26-30	9	20.9	20.9	30.2
	31-35	11	25.6	25.6	55.8
	36-40	8	18.6	18.6	74.4
	>41	11	25.6	25.6	100.0
	Total	43	100.0	100.0	

As shown in the table below the majority of the respondents that is 18 (41.9%) and 17 (39.5%) of the respondents had less than four years and less than one year work experience on the school feeding program. Five (11.6%) of respondents had work between 4-6 years. The rest 2 (4.7%) and 1 (2.3%) of respondents had work on the program for 7-9 and greater than 9 years respectively. This implies that as the program is newly established the majority of respondents are new for the school feeding program. The study finding shows that the program needs experienced personnel on the management level of the program.

*Table 4. 5 Work Experience on the Program*

		<b>Experience</b>			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	<1	17	39.5	39.5	39.5
	1-3	18	41.9	41.9	81.4
	4-6	5	11.6	11.6	93.0
	7-9	2	4.7	4.7	97.7
	>9	1	2.3	2.3	100.0
	Total	43	100.0	100.0	



#### **4.4. Analysis and Discussion of Descriptive Statistics**

The first objective of the study was to assess the factors influencing success of school feeding program. The dependent variable of the study was success of school feeding program and the independent variables are program planning, financial management, community participation, and monitoring and evaluation. The respondents' response about factor influencing school feeding program and the response rates of the respondents' were presented as follows.

##### **4.4.1. Program Planning and Success of School Feeding Program**

Among defined variables on the study the first was program planning that defined as the influence factor for the success of school feeding program in Addis Ababa, Arada sub city. The descriptive statistics on program planning and success of school feeding program is presented in Table 4.6.

Table 4.6 Descriptive Statistics Program Planning

### Descriptive Statistics

	SD		D		N		A		SA		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
The program planning process was inclusive	6	14.0%	6	14.0%	3	7.0%	15	34.9%	13	30.2%	3.53	1.420
The program planning was adequate	5	11.6%	9	20.9%	5	11.6%	12	27.9%	12	27.9%	3.40	1.400
The program planning process had provision for managing uncertainty during implementation	5	11.6%	6	14.0%	8	18.6%	15	34.9%	9	20.9%	3.40	1.294
The program planning process developed a program implementation schedule	2	4.7%	10	23.3%	6	14.0%	16	37.2%	9	20.9%	3.47	1.202
The program implementation schedule was adequate to guide the program successfully	3	7.0%	9	20.9%	6	14.0%	19	44.2%	6	14.0%	3.37	1.176
The planning process ensured efficient and effective coordination of resources	5	11.6%	7	16.3%	7	16.3%	14	32.6%	10	23.3%	3.40	1.330
The planning process ensured effective procurement of resources	5	11.6%	4	9.3%	10	23.3%	18	41.9%	6	14.0%	3.37	1.196
The planning process ensured effective program management	5	11.6%	4	9.3%	8	18.6%	20	46.5%	6	14.0%	3.42	1.200
The planning process ensured that timely decisions and actions were implemented on time	5	11.6%	5	11.6%	9	20.9%	14	32.6%	10	23.3%	3.44	1.297

From the above table 4.6 the study observed that for the question planning process was inclusive; 15 (34.9%) respondents were agree, 13 (30.2%) strongly agree, 3 (7%) were neutral, 6 (14%) respondents disagree and 6 (14%) respondents respond as strongly disagree on the issue. On the adequacy of the program planning 12 (27.9%) respondents strongly agree, 12 (27.9%) agree, 5 (11.6%) neutral, 9 (20.9%) disagree and 5 (11.6%) respondents were respond strongly disagree.

Majority of respondents 15 (34.9%) and 9 (20.9%) respondents agree and strongly agree respectively on the question that program planning process had provision for managing uncertainty while 5 (11.6%) and 6 (14.0%) respondents were strongly disagree and disagree respectively. The rest of 8 (18.6%) were respond as neutral.

While looking to the questions most of the results indicate that as the program planning were adequate, inclusive in the process of planning and had provision for managing uncertainty which that positively influence the program success. But there was also a problem related to those issues with the inclusiveness of the stockholder offices in practices.

The study also sought if the program planning process was developed a program implementation schedule and finds response 16 (37.2%) agree, 9 (20.9%) strongly agree on the issue. Whereas 10 (23.3%) respondents reply disagree, 2 (4.7%) strongly disagree and 6 (14.0%) as neutral. 19 (44.2%) and 6 (14.0%) of the respondents agree and strongly agree respectively on the adequacy of the program implementation schedule to guide the program successfully. while 9 (20.9%), 3 (7.0%) and 6 (14.0%) replies as disagree, strongly disagree and neutral on the subject respectively. The next question was that if the planning process ensured efficient and effective coordination of resources and the respondent replies 14 (32.6%) respond agree, 10 (23.3%) respond as strongly agree, 7 (16.3%) neutral, 7 (16.3%) disagree and 5 (11.6%) strongly disagree with the planning process efficiency and effectiveness in coordinating the resources.

For the questions regarding to the schedule development, schedule success in guiding the program, efficiency and effectiveness of planning in coordinating the resources more of they agree with the subjects which implies the planning was proper in terms of setting schedule and coordinating the resources.

The respondent's response about the planning process ensured effective procurement of resources was that 18 (41.9%) agree, and 6 (14.0%) strongly agree. Where 10 (23.3%), 5 (11.6%), 4 (9.3%) respondents answer as neutral, strongly disagree and disagree respectively. Furthermore the study wants to establish if the planning process ensured effective program management and gates response 20 (46.5%) agree and 6 (14.0%) strongly agree with the subject; while 5 (11.6%) strongly disagree, 4 (9.3%) disagree and the rest 8 (18.6%) respondents replies as neutral. Finally the study sought if the planning process ensured that timely decisions and actions were implemented on time. For the question the respondents' response were 14 (32.6%) agree, 10 (23.3%) strongly agree, 9 (20.9%) neutral, 5 (11.6%) disagree and 5 (11.6%) strongly disagree with the subject.

Generally looking to the issues with the program planning showed as planning has influence on the success of the school feeding program.

#### 4.4.2. Financial Management and Success of School Feeding Program

The other factor on the study was financial management that defined as it has influences on the success of school feeding program in Addis Ababa, Arada sub city. The descriptive statistics on financial management and success of school feeding program is presented in Table 4.7.

*Table 4. 7 Descriptive Statistics on Financial Management*  
**Descriptive Statistics**

	SD		D		N		A		SA		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
Funding of the project was adequate	8	18.6%	11	25.6%	8	18.6%	10	23.3%	6	14.0%	2.88	1.349
Funds were budgeted adequately	5	11.6%	11	25.6%	9	20.9%	11	25.6%	7	16.3%	3.09	1.288
Budgeted funds were allocated adequately towards program success	3	7.0%	10	23.3%	10	23.3%	12	27.9%	8	18.6%	3.28	1.221
Allocated funds were used optimally and efficiently towards success of the program	6	14.0%	7	16.3%	10	23.3%	12	27.9%	8	18.6%	3.21	1.319
A financial investment plan was available to ensure maximum utilization of the funds	3	7.0%	8	18.6%	11	25.6%	12	27.9%	8	18.6%	3.35	1.193
Management and accountability systems were in place to ensure funds were used efficiently	6	14.0%	4	9.3%	9	20.9%	9	20.9%	15	34.9%	3.53	1.420
Funds were disbursed in time	6	14.0%	4	9.3%	9	20.9%	13	30.2%	11	25.6%	3.44	1.351
Payments to suppliers and service providers were made in time	6	14.0%	5	11.6%	2	4.7%	15	34.9%	15	34.9%	3.65	1.429
Funds were allocated for program variations during implementation of the program	5	11.6%	5	11.6%	15	34.9%	8	18.6%	10	23.3%	3.30	1.282

According to the study finding on the question if funding of the project was adequate respondents replies 11 (25.6%) disagree, 8 (18.6%) strongly disagree on the adequacy of the funding. While 8 (18.6%) respondents respond neutral. The rest respondents replies on the issue that 10 (23.3%) agree and 6 (14.0%) strongly agree with the adequacy of the fund. 11 (25.6%) respondents agree and 7 (16.3%) respondents strongly agree with the question funds were budgeted adequately. Whereas 11 (25.6%) of respondents disagree and 5 (11.6%) respondents strongly disagree on the subject. 9 (20.9%) of respondent replies as neutral for the issue. The study further desires to establish if budgeted funds were allocated adequately towards program success and gets respond; 12 (27.9%) of respondents agree, 8 (18.6%) of respondents strongly agree and 10 (23.3%) of respondents respond neutral. While 10 (23.3%) and 3 (7.0%) disagree and strongly disagree respectively.

The other response of respondents were 12 (27.9%) agree and 8 (18.6%) strongly agree with the allocated funds were used optimally and efficiently towards success of the program. Whereas 7 (16.3%) of respondents disagree, 6 (14.0%) of respondents strongly disagree and 10 (23.3%) respondents neutral on the question. To the question regarding financial investment plan was available to ensure maximum utilization of the funds respondents response were 12 (27.9%) agree, 8 (18.6%) strongly agree and 11 (25.6%) of respondents respond neutral on the subject. whereas 8 (18.6%) and 3 (7.0%) disagree and strongly disagree respectively. Majority of respondents 15 (34.9%) strongly agree and 9 (20.9%) agree with the management and accountability systems were in place to ensure as funds were used efficiently. The rest 9 (20.9%), 6 (14.0%) and 4 (9.3%) of respondents replies as neutral, strongly disagree and disagree to the question. The respondents' respond about if the funds were disbursed in time were 13 (30.2%) and 11 (25.6%) answers as agree and strongly agree with the issue respectively. Whereas 6 (14.0%) strongly disagree, 4 (9.3%) and (20.9%) neutral. While majority of respondents 15 (34.9%) agree and 15 (34.9%) strongly agree with the question if the payments to suppliers and service providers were made in time the rest of respondents' respond that 6 (14.0%) replies as strongly disagree, 5 (11.6%) replies disagree and 2 (4.7%) of respond as neutral. For the last question related to financial management were if Funds were allocated for program variations during implementation of the program; 10 (23.3%) responds strongly agree and 8 (18.6%) agree with the issue and 15 (34.9%) of respondents were respond as they are neutral. Whereas 5 (11.6%) disagree and 5 (11.6%) strongly disagree.

### 4.4.3. Community Participation and Success of School Feeding Program

The third variable on the study was community participation that defined as factor influencing the success of school feeding program in Addis Ababa, Arada sub city. Table 4.8 presented the descriptive statistics on community participation and success of school feeding program.

*Table 4. 8 Descriptive Statistics on Community Participation*  
**Descriptive Statistics**

	SD		D		N		A		SA		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
Community engagement and participation was conducted	7	16.3%	7	16.3%	6	14.0%	13	30.2%	10	23.3%	3.28	1.420
Stakeholders fully involved the community in implementation of the program	6	14.0%	12	27.9%	5	11.6%	14	32.6%	6	14.0%	3.05	1.327
Effective communication between stakeholders and the community	4	9.3%	13	30.2%	5	11.6%	15	34.9%	6	14.0%	3.14	1.265
Community was consulted during implementation process of the program	5	11.6%	11	25.6%	7	16.3%	16	37.2%	4	9.3%	3.07	1.223
Community opinions and suggestions were considered during implementation of the program	6	14.0%	10	23.3%	11	25.6%	9	20.9%	7	16.3%	3.02	1.300
Resistance from community members during implementation of the program	9	20.9%	7	16.3%	11	25.6%	7	16.3%	9	20.9%	3.00	1.431
Community members appreciate the initiative of the program	7	16.3%	4	9.3%	3	7.0%	12	27.9%	17	39.5%	3.65	1.494

From the above table we observed the descriptive statistics of questions regarding community participation in the program. The first question were if community engagement and participation was conducted on the program and 13 (30.2%) respondents' agree, 10 (23.3%) strongly agree, 6 (14.0%) neutral. Where 7 (16.3%) respondents' respond as disagree and also other 7 (16.3%)

strongly disagree on the question. The next question was if stakeholders fully involved the community in implementation of the program. For this question respondents replies as follow; 14 (32.6%) agree, 6 (14.0%) strongly agree, 5 (11.6%) neutral, 12 (27.9%) disagree and 6 (14.0%) strongly disagree with the subject. The study findings on Effective communication between stakeholders and the community revealed that 15 (34.9%) agree and 6 (14.0%) strongly agree. 5 (11.6%) respondents' were neutral while 13 (30.2%) and 4 (9.3%) of respondents' disagree and strongly disagree.

Furthermore the study sought the response if community was consulted during implementation process of the program. Thus 16 (37.2%) and 4 (9.3%) of respondent agree and strongly agree respectively. Whereas 11 (25.6%) disagree, 5 (11.6%) strongly disagree and 7 (16.3%) of respondents replies as neutral. The study further revealed if community opinions and suggestions were considered during implementation of the program; which 11 (25.6%) of respondents' neutral, 9 (20.9%) agree, 7 (16.3%) strongly agree. While 10 (23.3%) respond disagree and the rest 6 (14.0%) respond as strongly disagree. To the question if there were resistance from community members during implementation of the program 9 (20.9%) of respondents' replies strongly agree, 7 (16.3%) of reacted as agree. 9 (20.9%) of respondents' answered strongly disagree and 7 (16.3%) respond disagree; while 11 (25.6%) of respondents' respond as neutral. The last question were if community members appreciate the initiative of the program that most of respondents respond as 17 (39.5%) strongly agree and 12 (27.9%) agree. Where 7 (16.3%) strongly disagree and 4 (9.3%) disagree with the issue and 3 (7.0%) of respondents' replies as neutral.

#### **4.4.4. Monitoring and Evaluation and Success of School Feeding Program**

The last defined variable on the study was monitoring and evaluation that defined as factor influencing the success of school feeding program in Addis Ababa, Arada sub city. The descriptive statistics on monitoring and evaluation and success of school feeding program is presented in Table 4.9.

*Table 4. 9 Descriptive Statistics on Monitoring and Evaluation*  
**Descriptive Statistics**

	SD		D		N		A		SA		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
Monitoring and evaluation systems were adequate to enhance successful implementation of the program	3	7.0%	10	23.3%	3	7.0%	14	32.6%	13	30.2%	3.56	1.333
Monitoring and evaluation process was inclusive of all stakeholders	6	14.0%	9	20.9%	7	16.3%	9	20.9%	12	27.9%	3.28	1.436
Program management team is capable of conducting the monitoring and evaluation process	5	11.6%	11	25.6%	6	14.0%	11	25.6%	10	23.3%	3.23	1.377
Monitoring and evaluation schedule was available	4	9.3%	10	23.3%	12	27.9%	7	16.3%	10	23.3%	3.21	1.301
Monitoring and evaluation schedule enhanced program success as per the planning schedule	3	7.0%	13	30.2%	6	14.0%	11	25.6%	10	23.3%	3.28	1.315
Program management team were adapt the arisen problems after evaluation of the program	7	16.3%	6	14.0%	10	23.3%	12	27.9%	8	18.6%	3.19	1.350



From the finding the table showed that out of 43 respondents' 14 (32.6%) agree and 13 (30.2%) strongly agree with the Monitoring and evaluation systems were adequate to enhance successful implementation of the program. while 10 (23.3%) respond disagree, 3 (7.0%) strongly disagree and 3 (7.0%) respond as neutral with the issue. For the second question it was found out that 12 (27.9%) strongly agree, 9 (20.9%) agree and 7 (16.3%) neutral regarding to Monitoring and evaluation process was inclusive of all stakeholders; whereas 9 (20.9%) and 6 (14.0%) of respondents replies as disagree and strongly disagree respectively. The study more explored that if the program management team is capable of conducting the monitoring and evaluation process. 11 (25.6%) respond as agree, 10 (23.3%) as strongly agree. whereas 11 (25.6%) of respondents' disagree, 5 (11.6%) strongly disagree and 6 (14.0%) neutral.

The other response of respondents' were 10 (23.3%) strongly agree and 7 (16.3%) agree with the availability of monitoring and evaluation schedule. While 12 (27.9%) of neutral, 10 (23.3%) of disagree and 4 (9.3%) strongly disagree with the availability of the schedule for monitoring and evaluation. 11 (25.6%) of respondents' agree and 10 (23.3%) of respondents' strongly agree with the subject monitoring and evaluation schedule enhanced program success as per the planning schedule while 13 (30.2%) disagree, 3 (7.0%) strongly disagree and 6 (14.0%) replies as neutral. Lastly the researcher want to explore if the Program management team were adapt the arisen problems after evaluation that 12 (27.9%) of agree, 8 (18.6%) of strongly agree and 10 (23.3%) respond as neutral. The rest 7 (16.3%) strongly disagree and 6 (14.0%) disagree with the idea that the arisen problem were adapted by project management team after evaluation.

#### **4.5. Spearman's Nonparametric Test**

Prior to identify factors influencing success of school feeding program in this study, the correlation was primarily concerned with finding out whether a significant relationship exists between independent variables and dependent variable. The results of the spearman's correlations coefficient were presented as follows.

A spearman's rho correlation coefficient was used to test the hypothesis that to what extent success of school feeding program would influenced with the factors (recorded as a score from 1 to 5 likert scale) as the outcome variable and program planning, financial management, community participation and monitoring and evaluation (categorized as 1 to 5 likert scale) as predictor variable. Accordingly, dependent variable (success of school feeding program) had

significant positive correlation with independent variables: program planning, financial management, community participation and monitoring and evaluation at p-value less than 0.05. Table 2 in Appendices B presents an overview of the Spearman's correlation coefficient.

Program planning was found to be positively correlated with success of school feeding program, ( $r_s = 0.663$   $\rho = 0.000$ ) that statistically significant. This supports the initial hypothesis that program planning would increase success of school feeding program. The spearman's rho revealed a statistically significant relationship between financial management and school feeding program ( $r_s = 0.689$   $\rho = 0.000$ ). The effect size of this relationship was moderate degree and the initial hypothesis was sustained as it has influence on the feeding program.

A spearman's rho correlation coefficient was performed to measure the relationship of community participation and school feeding program. Accordingly the result found as there was a moderate degree positive relationship between the dependent and independent variables the magnitude of the relationship was ( $r_s = 0.673$   $\rho = 0.000$ ). Also the initial hypothesis that monitoring and evaluation has influence on success of school feeding program would reinforced with Spearman's rho correlation coefficient and the result found as the variables has a moderate degree correlation ( $r_s = 0.638$   $\rho = 0.000$ ).

#### **4.6. Discussion of Results**

In this section, major findings of the study are discussed based on the data analysis and interpretation. The present study was designed to assess factors influencing success of school feeding program in Addis Ababa, Arada sub city. Thus, the following sections discussed the research finding in line with the relevant theoretical explanations provided, previous empirical studies on similar issue and the specific research questions.

The results indicates that the listed factors program planning, financial management, community participation and monitoring and evaluation has influence on the success of the school feeding program in the defined research area.

The result from this study describe the factors influencing success of school feeding program in Addis Ababa, Arada sub city and shows that the listed factors influence success of the program.

The majority of the correlations was expected earlier and could directly or indirectly support research hypothesis within the area.

In line with the hypothesis program planning has influence on success of school feeding program; the result implies that there was a positively moderate degree correlation between the two variables (the independent and dependent) and statistically significant. From the study result program success is linked to planning, both in terms of program efficiency and total program success. In the research results there was an issue with inclusiveness of the related offices in program planning process which influence the program success negatively. In accordance with, as observed during data collection, there is a lack of appropriate program planning of SFP. In all SFP implementing schools, there is no expertise in leading the program, especially in planning, monitoring and evaluation and reporting. Thus the concerned parties need to deliberately give emphasis in the planning process to be successful.

The study demonstrates a correlation between financial management and success of school feeding program was positive and statically significant with moderate degree. This implies that as increase in financial management the success of the feeding program also batter and effective. The study showed that the major problems related to financial deficiencies including infrastructure and equipment inadequacies as well as ineffective financial administration. According to the program leaders interview the allocated budget was not sufficient to the program. Among listed problems in the study area were poor quality of food, shortage of dining room, shortage of equipment's are recorded. One of the most reasons was shortage of allocated budget.

In addition, since implementation of school feeding program requires huge budget it needs additional budget for variations during implementation. In proportion to, as confirmed from the interview respondents while happen budget deficiencies which there was no planed budget for variation to undertake and implement the program rather the feeding agency were collect aid from different Non-Governmental Organizations (NGOs) and donors. There was a progressive increment of allocation of budget from year to year. But it is not proportionally increased with the increment of the program beneficiaries and inflation of the economy. The data contributes a clearer understanding of the need to financial management in the study area. The result of this study was found similar to that of (Margaret et al., 2015) who established that financial

management is crucial aspect of project planning. When planning a project, schools must consider both financial requirements and the likely availability of funds, with the goal of staying within the project budget.

The study confirms that community participation has influence on success of school feeding program was found to be moderately positive and statistically significant. Hence the research hypothesis was supported. This shows that an increase in community participation in the program would lead to a higher success in the school feeding program. The study also confirms that schools with less community involvement are not effective as schools with their communities behind them. Especially, where programs depend on the community to get ready and serve meals to children (Margaret et al., 2015). Also the interview participants maintained the idea of the community participation in the preparation of food is essential especially participation of the children parents increase the quality of food and service. So as to confirm effectiveness and sustainability of the school feeding program community participation is one of the main influencing factors.

According to (Rosso, 1999) assistance from the community in an SFP, parent-teacher or other community organizations can have an important role and ultimately bear some of the expenditures. It is strongly advised that efforts to build parent-teacher groups and enhance relationships between communities and school be made.

In proportion to the hypothesis of monitoring and evaluation has influence on success of school feeding program, the study shows there was a statistically significant positive correlation between independent variable (monitoring and evaluation) and the dependent variable (success of school feeding program). Prior studies have noted the importance of monitoring and evaluation for the school feeding program effectiveness and sustainability. However, the study confirms the trend of reducing the involvement of the related offices in monitoring and evaluation of the program which is negatively influence the school feeding program success. From the interviews with office managers the study found that there is no common evaluation timeline.

For effective and sustainable school feeding program the program leading institutions needs monitoring and evaluation in their institutional arrangements (Agbor, 2018). In Osiemo's (2014) study in Kenya Nairobi; titled Factors Influencing the Success of School Feeding Programs in

Public Primary Schools in Dagoretti North Constituency, the study found it is necessary to establish monitoring and evaluation as it has positive influence on the success of SFP. The findings more established that to be a successful in the school feeding program the parents' participation in supervision were also helpful for the program in identifying what is needed to make sure the program success.

However some of the results were unexpected and similar relationship could not be found in earlier studies. It may be interesting for both the leaders of the City School Feeding Agency and associate offices presented in this study. According to the result found in the study area there was difficulties in stakeholder participation and communication in run-through the implementation of the program with the offices. The fact that the study is based on six offices which have relation to the feeding program data collected in questionnaire and from participants and interviews with officials from every office regarding the school feeding program which enables the conclusions to be generalized.

It was observed that there is organization gap in between stakeholders like Feeding Agency with Finance Office, program implementer schools with Food, Medicine and Health Care Administration and Control Office, Job Creation and Enterprise Development Office with communities, Education Office with Feeding Agency.

In line with the competency of the expertise in School Feeding Agency all employees were new for the program and there was no experienced manager. Also most of the positions were open does not have appointed employee. In the stakeholder offices too there was a shortage of experienced employee with the issue. In keeping with, as observed during data collection the school feeding programs were leaded by the school director or vice directors. However in the schools where the program implemented most of the program coordinators have better experience in directing the program. Yet the program needs further more experts who manage the program with the integrated knowledge beyond coordination as the program mission is more than getting food, it is an integrated school health and nutrition package. Also the challenges such as lack of program planning, lack of financial management, lack of community participation during implementation of program, absence of effective and regular monitoring and evaluation were the main factors associated with these issues.

The methodological choices were constrained by only close ended type of questionnaire and structured interviews. Which is respondents with no knowledge can answer any way and very

little report be gathered from the interview which have impact on the result. Lacks of previous studies in the same field and area may encounter shortage of literature review. The generalizability of the results is limited by being the population too specific make limited access to information and because of frequent shifting of officials information gap may occur. Getting completed report, full information regarding evaluation was difficult due to the new arrangement of office and pandemic problem. Nevertheless the researcher uses all specified population, try to find literatures from different related studies respective to the research objective, collect almost all questionnaires with full data and interview all the respective officials and key informants.

Generally, from the discussed results the study shows that independent variables (program planning, financial management, community participation and Monitoring and evaluation) have a moderating positive correlation with the dependent variable (success of school feeding program), and also were affected by the mediator variable competency of managers and experts.

Further research is needed to establish using wide population with full report and evaluation after the program will be settled well and the completion of the program milestone.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents the conclusions and recommendations of the study. The general objective of the study was to assess factors influencing success of school feeding program in Addis Ababa: Arada sub city. Specifically, it was aimed to identify factors related to management that influence success of SFP and to examine the extent to which the factors under the study influence success of school feeding program in the study area.

#### **5.2. Conclusion**

This research aimed to assess factors influencing success of school feeding program in Addis Ababa, Arada sub city. Based on a quantitative analysis of the factors influence success of school feeding program, it can be concluded that program planning, financial management, community participation and monitoring and evaluation are influencing factors to consider in success of school feeding program. The result indicates that the program implementers had to work more on those factors. Success was influenced with those listed factors.

The study were used a cross sectional survey method, which was close ended questionnaire were functional to address the research problem of the study which was easy for a respondent to answer the questions of factors influencing success of school feeding program. And the result implies that the factors were influence the success. In addition, the study used structured interviews with officials and key informants to triangulate the questionnaire response.

This research clearly illustrates those expected factors, but also raises the question of stakeholder's participation. It was observed that there is organization gap in between stakeholders like Feeding Agency to Plan and Finance Office, program implementer schools with Food, Medicine and Health Care Administration and Control Office.

Based on the study findings the researcher came out with the following conclusions. The study concludes that the school feeding program had been implemented in Addis Ababa, Arada Sub City for the last three years was found satisfactorily successful. Factors influencing success of school feeding program were program planning, financial management, community participation, monitoring and evaluation. The study indicates that all those explained variables were influenced by competency of managers which have effect on the success of the school feeding program.

As the school feeding program is part of an integrated school health and nutrition package which supports children to become better learners in school and to improve their overall wellbeing; the program needs continuous assessments by the experts to evaluate the benefits of children from the program and success of the program.

An effective program planning, financial management, community participation and monitoring and evaluation are the corner stone of successful program implementation in SFP. Hence the city administration in the study area has to make cooperative efforts to plan, execute and monitor the school feeding program. Policy makers and management of the program in the city administration have a great role on project effectiveness and sustainability. Thus institutional structures required strong policy in planning the program, implementing the program, participating stakeholders and communities and monitoring and evaluating the program that would improve the success of program. It is therefore the urgent need for the city administrators to establish strong policy on school feeding program implementation to overcome those explained factors and make the program effective and sustainable.

In case of the study area, since program planning, financial management, community participation, and monitoring and evaluation have a significant influence on the success of SFP the program leaders and all participant officials must be conscious and give much attention in working cooperatively to the success of program. Thus successful SFP have a significant effect on socio-economic development especially it supports children to become better students in school and to improve their overall wellbeing, creating job opportunity for the food provider mothers, increase the government ownership of the program, and mainly effective and sustainable integrated school health and nutrition package for the beneficiaries.



Since the findings of the study have shown that program planning, financial management, community participation and Monitoring and evaluation influences success of program, then the feeding program would be managed and regular auditing of the program should be needed.

### 5.3. Recommendations

Based on these conclusions, practitioners should consider:-

The city administration body should be emphasized in implementation of effective program in addition to the budget allocation. As far as the School Feeding Agency management should assign experienced experts on the program management position.

Success of school feeding program needs adequate effort in implementation from each stakeholders. For the sake of that, managers must first increase their capacity and that of important stakeholders in order to verify effective and sustainable implementation of the school feeding program. In addition, adjusting short, medium and long term training programs for program managers, stakeholders, experts and program monitoring and evaluation committee members should establish strong knowledge in the management and increase success of the program.

In general, the Sub City School Feeding Program Agency

- Should develop plan for the program and implement timely knowledge based decisions that are supported by effective project performance evaluation
- Should establish studied and evidenced based appropriate allocation of budget
- Should increase in involvement of stakeholders and communities in the program to come up with effective and sustainable program
- Should be continuously monitoring throughout the implementation of program and make formative and summative evaluation of the program and adapt the arisen problems
- Should give continuous training for experts to improve their skill to settle challenges that affect effectiveness and sustainability of program and also
- Should give training to increase the technical knowledge of program coordinators

If all these recommendations are implemented appropriately with other supporting tools like Strategic Plan and annual Work Plan as well as setting of performance standards bench marked against the best national standards, the effective program implementation will improve thereby contributing to the achievement of vision of the program. So, more work will have to be undertaken by the Addis Ababa City Administration School Feeding Agency to develop and give a real-world solution that ensures the effectiveness and sustainability of SFP in the City.

To better understand the implications of these results, future studies could address a similar study in other Sub Cities. Also further research is needed to determine the effectiveness of school feeding program implementation in the City.

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## **APPENDICES A. Questionnaire**

1. English version of questionnaire

**St. Mary's University**

**School of Graduate Studies**

**Department of Project Management**

**Questionnaire to be filled by Employee**

**Dear respondent,**

### **Re: letter of introduction**

This questionnaire is prepared for academic purpose which is carried out by Michael Genene, who currently studying at St. Mary's University with a field of Project Management in Master's Program. It is aimed to undertake a research titled as:-**"Factor Influencing Success of School Feeding Program in Addis Ababa." The case of Arada Sub city, Addis Ababa.** Thus, you are kindly requested to fill the following questionnaires objectively. Your response is highly requested for a better understanding about the issues and it will helps to assess the required objectives. Thus, your genuine and timely response is highly appreciated.

The data to be collected from individual respondent will be kept confidential and it will be used only for academic purpose.

Thank you for your willingness!!

### **General Directions to Respondents**

1. No need of writing your name.
2. Please indicate your level of agreement or disagreement to each questionnaire.
3. Please fill the questionnaire using tick (✓) your choice where on the applicable space.
4. Thank you in advance for the available information you are sharing and the precious time you are going to spend for this purpose.

**Researcher Address: Mob. No. 0912784724; e-mail: Michaelgenene25@gmail.com**

## Research Questionnaire

### Section A: Demographics characteristics of the respondents

1. Gender: Male  Female

2. What is your level of education?

Post-graduate degree

Degree

Diploma

Certificate

Other (specify) \_\_\_\_\_

3. Indicate your age group

41 and above

36-40

31-35

26-30

20-25

4. What is your role in implementation of school feeding program?

\_\_\_\_\_

5. How long have you worked on the program?

\_\_\_\_\_

### Section B: Planning

1. What is your level of agreement with the following statement regarding planning and program success?

Use scale 1-5, where

1. Strongly agree (5)

2. Agree (4)

3. Neutral (3)

4. Disagree (2)

5. Strongly disagree (1)



		1	2	3	4	5
1	The program planning process was inclusive					
2	The program planning process was adequate					
3	The program planning process had provision for managing uncertainty during implementation					
4	The program planning process developed a program implementation schedule					
5	The program implementation schedule was adequate to guide the program successfully					
6	The planning process ensured efficient and effective coordination of resources					
7	The planning process ensured effective procurement of resources					
8	The planning process ensured effective program management					
9	The planning process ensured that timely decisions and actions were implemented on time					

2. In your opinion, to what extent do you think planning influences success of school feeding program?

- Great extent
- Moderate extent
- Neutral
- Little extent
- Not at all

**Section C: Financial Management**

1. What is your level of agreement with the following statements regarding financial management and program success?

Use scale 1-5, where

- 1. Strongly agree (5)
- 2. Agree (4)
- 3. Neutral (3)
- 4. Disagree (2)
- 5. Strongly disagree (1)

		1	2	3	4	5
1	Funding of the project was adequate					
2	Funds were budgeted adequately					
3	Budgeted funds were allocated adequately towards program success					
4	Allocated funds were used optimally and efficiently towards success of the program					
5	A financial investment plan was available to ensure maximum utilization of the funds					
6	Management and accountability systems were in place to ensure funds were used efficiently					
7	Funds were disbursed in time					
8	Payments to suppliers and service providers were made in time					
9	Funds were allocated for program variations during implementation of the program					

2. In your opinion, to what extent do you think financial management influences success of school feeding program?

- Great extent
- Moderate extent
- Neutral
- Little extent
- Not at all

**Section D: Community Participation**

1. What is your level of agreement with the following statements regarding community participation and program success?

Use scale 1-5, where

- 1. Strongly agree (5)
- 2. Agree (4)
- 3. Neutral (3)
- 4. Disagree (2)
- 5. Strongly disagree (1)

		1	2	3	4	5
1	Community engagement and participation was conducted					
2	Stakeholders fully involved the community in implementation of the program					
3	Effective communication between stakeholders and the community					
4	Community was consulted during implementation process of the program					
5	Community opinions and suggestions were considered during implementation of the program					
6	Resistance from community members during implementation of the program					
7	Community members appreciate the initiative of the program					
8	Community were engaged in monitoring and evaluation process					

2. Give three examples of community participation aspects during implementation of school feeding program?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. In your opinion, to what extent do you think community participation influences success of school feeding program?

- Great extent
- Moderate extent
- Neutral
- Little extent
- Not at all

**Section E: Monitoring and Evaluation**

1. What is your level of agreement with the following statements regarding monitoring and evaluation and program success?

Use scale 1-5, where

- 1. Strongly agree (5)
- 2. Agree (4)
- 3. Neutral (3)
- 4. Disagree (2)
- 5. Strongly disagree (1)

		1	2	3	4	5
1	Monitoring and evaluation systems were adequate to enhance successful implementation of the program					
2	Monitoring and evaluation process was inclusive of all stakeholders					
3	Program management team is capable of conducting the monitoring and evaluation process					
4	Monitoring and evaluation schedule was available					
5	Monitoring and evaluation schedule enhanced program success as per the planning schedule					
6	Program management team were adapt the arisen problems after evaluation					

2. In your opinion, to what extent do you think monitoring and evaluation influences success of school feeding program?

- Great extent
- Moderate extent
- Neutral
- Little extent
- Not at all

**Key informant interview with Directors and program leaders**

1. How do you coordinate the implementation of program in your office/school?  
\_\_\_\_\_
2. What is the existing factors influencing implementation of school feeding program in your office/school?  
\_\_\_\_\_
3. How do the existing problems influence success of school feeding program?  
\_\_\_\_\_
4. What does your office/school carried out to tackle the existing problems?  
\_\_\_\_\_
5. What should the city administration or other concerned bodies do to take corrective measures for the present existing problems?  
\_\_\_\_\_

**Thank you for your time and participation in the study!**

2. Amharic version of questionnaire

**ቅድስት ማርያም ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ክፍል**

በጥናቱ ተሳተፊ የሚሞላ መጠይቅ

ውድ የጥናቱ ተሳታፊ ፣

የመግቢያ ደብዳቤ

ይህ መጠይቅ የተዘጋጀው ለትምህርት ዓላማ ሲሆን ይህም በአሁኑ ወቅት በቅድስት ማርያም ዩኒቨርሲቲ በድህረ ምረቃ ፕሮግራም በፕሮጀክት ማኔጅመንት ትምህርት መስክ ውስጥ ትምህርቱን በማጥናት ላይ በሚገኘው ሚካኤል ገነነ የተዘጋጀ ነው። ዓላማው-“በአዲስ አበባ ከተማ በአራዳ ክ / ከተማ በሚገኙ ትምህርት ቤቶች የምገባ መርሃ ግብር ውጤታማነት ላይ ተጽዕኖ የሚያሳድሩ ጉዳዮችን መዳሰስ” የሚል ርዕስ ያለው ጥናት ለማድረግ ነው ። ስለሆነም የሚከተሉትን መጠይቆች በትክክል እንዲሞሉ በአክብሮት እጠይቃለሁ። ስለጉዳዮቹ የተሻለ ግንዛቤ እንዲኖር የእርስዎ ምላሽ በጣም ወሳኝ ሲሆን አስፈላጊ የሆኑትን ዓላማዎችም ለመገምገም ይረዳል ። ስለሆነም የእርስዎ እውነተኛ እና ወቅታዊ ምላሽ በጣም አስፈላጊነት አለው።

ከግለሰብ የሚሰበሰበው መረጃ በሚስጥራዊነት የሚጠበቅ ሲሆን ለትምህርት ዓላማ ብቻም ይውላል ።

ስለ ፈቃደኝነትዎ አመሰግናለሁ !!

ለምላሽ ሰጪዎች አጠቃላይ አቅጣጫዎች

1. ስምዎን መጻፍ አያስፈልግም።
2. እባክዎን የመስማማት / አለመስማማትዎን ለእያንዳንዱ መጠይቅ ያመልክቱ ።
3. እባክዎ ለመልስ በተዘጋጀው ሰንጠረዥ ውስጥ የመረጡት የስምምነት ደረጃ ላይ የ (✓) በመጠቀም መጠይቁን ይሙሉ።
4. ለሚያጋሩት መረጃ እና ለዚህ ዓላማ ስለሚወስዱት ውድ ጊዜዎ አስቀድሜ አመሰግናለሁ ።

**የጥናት አድራጊው አድራሻ : የሞባይል ቁጥር. 0912784724;**

**ኢሜል: Michaelgenene25@gmail.com**

ክፍል U: የምላሽ ሰጪዎች ግለሰባዊ መረጃ

1. ያታ: ወንድ  ሴት

2. የትምህርት ደረጃ

ማስተርስ

ዲግሪ

ዲፕሎማ

ሰርተፍኬት

ሌላ \_\_\_\_\_

3. እድሜ

41 እና በላይ

36-40

31-35

26-30

20-25

4. በምገባ ፕሮግራሙ ትግብራ ላይ የእርስዎ ሚና ምንድን ነው?

\_\_\_\_\_

5. በፕሮግራሙ ላይ ለምን ያህል ጊዜ ሰሩ?

\_\_\_\_\_

ክፍለ ለ: እቅድ ማውጣት

1. እቅድ እና የፕሮግራም አተገባበርን በተመለከተ ከሚከተሉት መግለጫዎች ጋር የስምምነት ደረጃዎ ምን ይመስላል? የስምምነት ደረጃዎን ለመግለፅ ለጥያቄዎቹ በተዘጋጀው ከ1 እስከ 5 ሰንጠረዥ ውስጥ የ "√" ምልክት በመረጡት ደረጃ በማስቀመጥ ይግለፁ።

1. በጣም እስማማለሁ (5)

2. እስማማለሁ (4)

3. አላውቅም (3)

4. አልስማማም (2)

5. በጣም አልስማማም (1)



		1	2	3	4	5
1	የፕሮግራሙ እቅድ ሂደት አካታች ነበር?					
2	የፕሮግራሙ እቅድ ሂደት በቂ ነበር?					
3	ፕሮግራሙ በመተግበሪያው ወቅት የመርህ ግብሩን እርግጠኛነት ለመቆጣጠር የፕሮግራሙ እቅድ ሂደት ዝግጅት ነበረው?					
4	የፕሮግራሙ እቅድ ሂደት የፕሮግራም አተገባበር መርህ ግብር አዘጋጅቷል?					
5	የፕሮግራሙ አተገባበር መርህ ግብር የፕሮግራሙን አፈፃፀም ለመምራት በቂ ነበር?					
6	የእቅዱ ሂደት ግብአቶችን ቀልጣፋ እና ውጤታማ በሆነ መንገድ ለመጠቀም ረድቷል?					
7	የእቅዱ ሂደት የግብአቶችን ውጤታማ ግዥ አረጋግጧል?					
8	የእቅዱ ሂደት ውጤታማ የፕሮግራም አያያዝን አረጋግጧል?					
9	የእቅድ አፈፃፀም ሂደቱ በወቅቱ የተደረጉ ውሳኔዎች እና እርምጃዎች በወቅቱ እንዲተገብሩ ረድቷል?					

2. በዕርሶ አስተያየት እቅድ ማውጣት በትምህርት ቤት ምገባ መርህ ግብር አተገባበር ላይ ምን ያህል ተፅዕኖ ያሳድራል ብለው ያስባሉ?

1. በጣም ተፅዕኖ አለው
2. መጠነኛ ተፅዕኖ አለው
3. አላውቅም
4. ትንሽ ተፅዕኖ አለው
5. ምንም ተፅዕኖ የለውም

ክፍል ሐ: የገንዘብ አያያዝ

1. የገንዘብ አያያዝ እና የፕሮግራም ስኬታማነትን በተመለከተ ከሚከተሉት መግለጫዎች ጋር የስምምነት ደረጃዎ ምን ይመስላል? የስምምነት ደረጃዎን ለመግለፅ ለጥያቄዎቹ በተዘጋጀው ከ1 እስከ 5 ሰንጠረዥ ውስጥ የ“√” ምልክት በመረጡት ደረጃ በማስቀመጥ ይግለፁ።

1. በጣም እስማማለሁ (5)
2. እስማማለሁ (4)
3. አላውቅም (3)
4. አልስማማም (2)
5. በጣም አልስማማም (1)

		1	2	3	4	5
1	ለፕሮጀክቱ የሚደረግ የገንዘብ ድጋፍ በቂ ነበር?					
2	የገንዘብ ድጋፎች በበቂ ሁኔታ በበጀት ተመድበዋል?					
3	ለፕሮግራሙ ስኬት የተመደበ ገንዘብ በበቂ ሁኔታ ተሰራጭቷል?					
4	የተመደበው ገንዘብ ለፕሮግራሙ ስኬት በተመቻቸ እና በብቃት ጥቅም ላይ ውሏል።					
5	የተገኘውን የገንዘብ ድጋፍ አግባብነት ባለው አጠቃቀም ለመጠቀም የፋይናንስ ኢንቬስትመንት ዕቅድ ተዘጋጅቷል?					
6	የገንዘብ ድጋፍ በብቃት ጥቅም ላይ መዋሉን ለማረጋገጥ የአስተዳደር እና የተጠያቂነት ስርዓቶች ተዘርግተዋል?					
7	የገንዘብ ድጋፍ በወቅቱ ተሰራጭቷል?					
8	ለአቅራቢዎች እና ለአገልግሎት ሰጪዎች ክፍያዎች በወቅቱ ተከፍለዋል?					
9	በፕሮግራሙ አፈፃፀም ወቅት ለሚፈጠሩ የፕሮግራም ልዩነቶች ገንዘብ ተመድቧል?					

2. በዕርሶ አስተያየት የገንዘብ አያያዝ በትምህርት ቤት ምገባ መርህ ግብር ስኬት ላይ ምን ያህል ተፅዕኖ ያሳድራል ብለው ያስባሉ?

- 1. በጣም ተፅዕኖ አለው
- 2. መጠነኛ ተፅዕኖ አለው
- 3. አላውቅም
- 4. ትንሽ ተፅዕኖ አለው
- 5. ምንም ተፅዕኖ የለውም

ክፍል ሙ: የህብረተሰብ ተሳትፎ

1. የህብረተሰቡን ተሳትፎ እና የፕሮግራም ስኬታማነትን በተለከተ ከሚከተሉት መግለጫዎች ጋር የስምምነት ደረጃዎ ምን ይመስላል? የስምምነት ደረጃዎን ለመግለፅ ለጥያቄዎቹ በተዘጋጀው ከ1 እስከ 5 ሰንጠረዥ ውስጥ የ “√” ምልክት በመረጡት ደረጃ በማስቀመጥ ይግለፁ።

- 1. በጣም እስማማለሁ (5)
- 2. እስማማለሁ (4)
- 3. አላውቅም (3)
- 4. አልስማማም (2)
- 5. በጣም አልስማማም (1)

		1	2	3	4	5
1	መርህግብሩ ተግባራዊ ሲደረግ ህብረተሰቡን ባሳተፈ መልኩ ነበር?					
2	መርህ ግብሩን ተግባራዊ ለማድረግ ባለድርሻ አካላት ህብረተሰቡን ሙሉ በሙሉ አሳትፏል?					
3	በባለድርሻ አካላት እና በህብረተሰቡ መካከል ውጤታማ ግንኙነት ነበር?					
4	በፕሮግራሙ አፈፃፀም ሂደት ውስጥ ህብረተሰቡን የማማከር ሁኔታ ነበር?					
5	በፕሮግራሙ ትግበራ ወቅት የህብረተሰቡ ጥቆማዎች እና አስተያየቶች ተወስደዋል?					
6	መርህ ግብሩ በሚተገበርበት ጊዜ ከህብረተሰቡ አባላት ተቃውሞ ነበር?					
7	የህብረተሰቡ አባላት የፕሮግራሙን ተነሳሽነት ያደንቃሉ?					

1. በትምህርት ቤት የምገባ መርህ ግብር ተግባራዊ ወቅት የህብረተሰቡን ተሳትፎ የሚያሳይ ሶስት ምሳሌዎችን ዘርዝር?

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2. በዕርሶ አስተያየት የህብረተሰብ ተሳትፎ በትምህርት ቤት ምገባ መርህ ግብር አተገባበር ላይ ምን ያህል ተፅዕኖ ያሳድራል ብለው ያስባሉ?

- 1. በጣም ተፅዕኖ አለው
- 2. መጠነኛ ተፅዕኖ አለው
- 3. አለውቅም
- 4. ትንሽ ተፅዕኖ አለው
- 5. ምንም ተፅዕኖ የለውም

ክፍል ሠ:ክትትል እና ግምገማ

1. የክትትል እና ግምገማ እና የፕሮግራም ስኬታማነትን በተመለከተ ከሚከተሉት መግለጫዎች ጋር የዕርስዎ የስምምነት ደረጃዎ ምን ይመስላል? የስምምነት ደረጃዎን ለመግለፅ ለጥያቄዎቹ በተዘጋጀው ከ1 እስከ 5 ሰንጠረዥ ውስጥ የ "√" ምልክት በመረጡት ደረጃ በማስቀመጥ ይግለፁ።

- 1. በጣም እስማማለሁ (5)
- 2. እስማማለሁ (4)
- 3. አለውቅም (3)
- 4. አልስማማም (2)
- 5. በጣም አልስማማም (1)

		1	2	3	4	5
1	የፕሮግራሙን ስኬታማ አፈፃፀም ለማሳደግ የክትትልና ግምገማ ስርዓቶች በቂ ነበሩ?					
2	የክትትልና ግምገማ ሂደቱ ሁሉንም ባለድርሻ አካላትን ያካተተ ነበር?					
3	የፕሮግራም ማኔጅመንት ቡድን የክትትልና ግምገማ ሂደቱን የማካሄድ ብቃት አለው?					
4	የክትትልና ግምገማ የጊዜ ሰሌዳ በግልፅ የሚታወቅ ነበር?					
5	የክትትልና ግምገማ መርሃ ግብር በእቅድ መርሃ ግብሩ መሠረት የፕሮግራሙን ስኬት አጠናክረዋል?					
6	የፕሮግራም ማኔጅመንት ቡድኑ ከግምገማ በኋላ የተፈጠሩትን ችግሮች አስተካክለዋል?					

2. በዕርሶ አስተያየት ክትትል እና ግምገማ በትምህርት ቤት ምገባ መርህ ግብር ስኬታማነት ላይ ምን ያህል ተፅዕኖ ያሳድራል ብለው ያስባሉ?

1. በጣም ተፅዕኖ አለው
2. መጠነኛ ተፅዕኖ አለው
3. አለውቅም
4. ትንሽ ተፅዕኖ አለው
5. ምንም ተፅዕኖ የለውም

በትምህርት ቤት ርዕሰ መምህራን/ በፅ/ቤት ሀላፊ የሚመለስ

1. በፅ/ቤትዎ በትምህርት ቤቱ ውስጥ የፕሮግራሙን ትግበራ እንዴት ያስተባብራሉ ?

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2. በፅ/ቤትዎ በትምህርት ቤቱ ውስጥ የትምህርት ቤት ምግባ መርሀግብር ትግበራ ላይ ተፅዕኖ የሚያሳድሩ ነባራዊ ሁኔታዎች ምንድን ናቸው?

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3. አሁን ያሉት ችግሮች በትምህርት ቤት ምግባ ፕሮግራም ስኬት ላይ እንዴት ተፅዕኖ ያሳድራሉ?

---

---

4. አሁን ያሉትን ችግሮች ለመቅረፍ ፅ/ቤትዎ /ትምህርት ቤትዎ ምን አከናውኗል?

---

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5. አሁን ላሉት ችግሮች የእርምት እርምጃዎችን ለመውሰድ የከተማ አስተዳደሩ ወይም ሌሎች የሚመለከታቸው አካላት ምን ማድረግ አለባቸው?

---

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ስለተሳትፎዎ እና ጊዜዎ እናመሰግናለን።

## APPENDICES B. Tables of SPSS Result

Table 1 Multicolliniarity Relationship between Independent Variables

**Coefficients<sup>a</sup>**

Model		Collinearity Statistics	
		Tolerance	VIF
1	C	.559	1.790
	D	.516	1.939
	E	.526	1.903

a. Dependent Variable: Program Planning

**Coefficients<sup>a</sup>**

Model		Collinearity Statistics	
		Tolerance	VIF
1	E	.512	1.954
	B	.533	1.876
	C	.583	1.715

a. Dependent Variable: Community Participation

**Coefficients<sup>a</sup>**

Model		Collinearity Statistics	
		Tolerance	VIF
1	D	.475	2.107
	E	.513	1.948
	B	.470	2.127

a. Dependent Variable: Financial Management

**Coefficients<sup>a</sup>**

Model		Collinearity Statistics	
		Tolerance	VIF
1	B	.503	1.989
	C	.584	1.714
	D	.473	2.112

a. Dependent Variable: Monitoring and Evaluation

Table 2 Spearman's rho Correlation Coefficient

**Correlations**

			success of school feeding program	Program Planning
Spearman's rho	success of school feeding program	Correlation Coefficient	1.000	.663
		Sig. (2-tailed)	.	.000
		N	43	43
	Program Planning	Correlation Coefficient	.663	1.000
		Sig. (2-tailed)	.000	.
		N	43	43

**Correlations**

			success of school feeding program	Financial Management
Spearman's rho	success of school feeding program	Correlation Coefficient	1.000	.689
		Sig. (2-tailed)	.	.000
		N	43	43
	Financial Management	Correlation Coefficient	.689	1.000
		Sig. (2-tailed)	.000	.
		N	43	43



### Correlations

			success of school feeding program	Community Participation
Spearman's rho	success of school feeding program	Correlation Coefficient	1.000	.673
		Sig. (2-tailed)	.	.000
		N	43	43
	Community Participation	Correlation Coefficient	.673	1.000
		Sig. (2-tailed)	.000	.
		N	43	43

### Correlations

			success of school feeding program	Monitoring and Evaluation
Spearman's rho	success of school feeding program	Correlation Coefficient	1.000	.638
		Sig. (2-tailed)	.	.000
		N	43	43
	Monitoring and Evaluation	Correlation Coefficient	.638	1.000
		Sig. (2-tailed)	.000	.
		N	43	43

## APPENDICES C. Pearson's Correlation Coefficient


Values of  $r$  for the .05 and .01 Levels of Significance

$df(N - 2)$	.05	.01	$df(N - 2)$	.05	.01
1	.997	1.000	31	.344	.442
2	.950	.990	32	.339	.436
3	.878	.959	33	.334	.430
4	.812	.917	34	.329	.424
5	.755	.875	35	.325	.418
6	.707	.834	36	.320	.413
7	.666	.798	37	.316	.408
8	.632	.765	38	.312	.403
9	.602	.735	39	.308	.398
10	.576	.708	40	.304	.393
11	.553	.684	41	.301	.389
12	.533	.661	42	.297	.384
13	.514	.641	43	.294	.380
14	.497	.623	44	.291	.376
15	.482	.606	45	.288	.372
16	.468	.590	46	.285	.368
17	.456	.575	47	.282	.365
18	.444	.562	48	.279	.361
19	.433	.549	49	.276	.358
20	.423	.537	50	.273	.354
21	.413	.526	60	.250	.325
22	.404	.515	70	.232	.302
23	.396	.505	80	.217	.283
24	.388	.496	90	.205	.267
25	.381	.487	100	.195	.254
26	.374	.479	200	.138	.181
27	.367	.471	300	.113	.148
28	.361	.463	400	.098	.128
29	.355	.456	500	.088	.115
30	.349	.449	1000	.062	.081

## APPENDICES D. Cooperation Letters

### 1. University cooperation letter

የትምህርት ሚኒስቴር  
የትምህርት ሚኒስቴር

 St. Mary's University  
School of Graduate Studies

+251-11-552-45 37/66 1211, 18490 Fax 552 83 49 e-mails: sgs@smuc.edu.et, Addis Ababa, Ethiopia

Ref No: smu-800, 2020  
Date: September 17, 2020

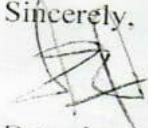

**Request for Cooperation**


**TO WHOM IT MAY CONCERN**

Mr MICHAEL GENENE ,ID No.SGS/0114/2011B is a graduate student in the department of **PRPJECT MANAGEMENT** . He is working on his thesis entitled **“ASSESSMENT OF SCHOOL FEEDING PROGRAM IN ADDIS ABABA:THE CASE OF ARADA SUB -CITY.”**, and would like to collect data from your institution.

Therefore, I kindly request your good office to allow him to access the data he needs for his research.

Any assistance rendered to him is highly appreciated.

Sincerely,  
  
Dessalegn Nigussie  
  
Guidance Counselor & Thesis Coordinator



2. Sub City administration chief executive cooperation letter



የአድዳ ስብሰባ አስተዳደር

Arada Sub City Administration  
Chief Executive Office  
Addis Ababa

ቀን: 18/8/13  
Date

ቁጥር: አክ/የ/ወ.ቁ/562/13  
Ref. No

- በአራዳ ክ/ከተማ አስተዳደር
  - ለተማሪዎች ምግብ ጽ/ቤት
  - ለፋይናንስ ጽ/ቤት
  - ለትምህርት ጽ/ቤት
  - ለምግብና መድሃኒት ቁጥጥር ጽ/ቤት
  - ለሴቶችና ህፃናት ጽ/ቤት
  - ለስራ ዕድል ፈጠራና ኢንተርፕራይዞች ልማት ጽ/ቤት
- አራዳ ክ/ከተማ

**ጉዳይ ትብብር እንዲደረግላቸው ስለመጠየቅ:-**

አቶ ሚካኤል ከነነ ከቅድስት ማሪያም ዩኒቨርሲቲ ድህ-ምረቃ ት/ቤት በAssesment of school feeding program in Addis Ababa the Case of Arada sub city የመመረቂያ ፅሁፋቸውን ለመስራት መረጃ እንዲሰጣቸው ከት/ቤታቸው በተላከ ደብዳቤ ጠይቀውናል። ስለሆነም በእናንተ በኩል ለጥናታቸው የሚሆናቸውን አስፈላጊ ድጋፍ እንዲደረግላቸው እየጠየቅን ከት/ቤቱ የተላከውን 1 ገፅ ኮፒ አድርገን የላክን መሆኑን እንገልጻለን።



ከሠላምታ ጋር

*[Signature]*  
 ደማል አስማኤል አብይ  
 የአራዳ ክ/ከተማ ምክር ቤት ሥራ  
 አስፈጻሚ ጽ/ቤት ኃላፊ

**ግልጻፎ**

- ለዋና ስራ አስፈጻሚ ጽ/ቤት
- አራዳ ክ/ከተማ

3. Sub city administration education office cooperation letter



በአራዳ ክፍለ ከተማ አስተዳደር

ADDIS ABABA SUB-CITY ADMINISTRATION EDUCATION OFFICE

ትምህርት ጽ/ቤት

ADMINISTRATION EDUCATION OFFICE

አዲስ አበባ

ADDIS ABABA

☎ 0111-57-18-64/0111 26 50 29

ቁጥር: አ/ክ/ከ/ት/ጽ/ቤት/የመም/ል/ቡ/138 /2013 ዓ.ም

ቀን 14/8/2013 ዓም

ለ 23 ቶ ..... የመጀ/ደ/ት/ቤት

አዲስ አበባ

**ጉዳይ:- ትብብር እንዲደረግላቸዉ ስለመግለጽ**

ከላይ በርዕሱ እንደተጠቀሰው የቅድስተ ማርያም ዩንቨርሲቲ የድህረ-ምረቃ ተማሪ የሆኑት ማካኪል ገነነ በአ/ክ/ከተማ አስተዳደር ትም/ጽ/ቤት ስር ምገባ በማካሄድባቸዉ ት/ቤቶች ጥናት ስለሚያካሂዱ በእናንተ በኩል አስፈላጊዉን ትብብር እንድታደርጉላቸዉ እናሳስባለን።



ከሠላምታ ጋር

ሰብስቤ በቀለ

መም/የትም/አመራር ልማት ቡድን መሪ

**ግልባጭ:-**

በአራዳ ክ/ከተማ አስተዳደር

➤ ለአራዳ ክ/ከተማ ት/ት ጽ/ቤት ለመም/ትም/አመ/ልማት ቡድን

አ.አበባ