



Assessing the Implementation of Feeding Program in Educational Achievement in Community Secondary Schools at Kigamboni Municipality, in Dar es Salaam Region, Tanzania

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Abstract: This study investigates the implementation of the School Feeding Program (SFP) and its influence on educational achievement in community secondary schools within Kigamboni Municipality, Tanzania. Employing a mixed-methods approach, the research explores how stakeholder participation particularly in financial oversight affects the effectiveness and sustainability of the SFP. Data collected from teachers, head teachers, parents, and education officers through questionnaires and interviews. The findings reveal limited and inconsistent involvement of teachers and parents in budget planning and financial decision-making, contributing to inefficiencies in program management. Although stakeholder engagement fosters transparency and accountability, inadequate government funding and weak communication structures hinder program outcomes. The study concludes that institutionalizing stakeholder participation and ensuring equitable funding are essential to achieving the SFP's educational and nutritional objectives. Recommendations include consistent government funding for both day and boarding students, regular financial meetings, and capacity-building initiatives to strengthen financial management and program sustainability.

Keyword: School Feeding Program (SFP); Stakeholder Participation; Financial Oversight; Educational Achievement

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INTRODUCTION

The study focuses on the implementation of the School Feeding Program (SFP) and its influence on educational achievement in community secondary schools within Kigamboni Municipality. It introduces the background, research problem, objectives, and significance of the study, along with its conceptual framework and definitions of key terms. The SFP is explored as a vital intersection between education and public health, emphasizing its role in addressing malnutrition and enhancing learning outcomes among vulnerable children (World Bank, 2020). Globally, SFPs reach approximately 388 million children across 161 countries, proving their significance as tools for social protection and human capital development (WFP, 2020). Successful models from countries such as Brazil, India, and Ethiopia demonstrate that well-implemented SFPs increase enrollment and attendance while boosting children's future earning potential (Bundy et al., 2018; WFP, 2021).

In Tanzania, the government has established policies to support SFPs through the Education and Training Policy (2014, updated 2023) and the National Guidelines on School Feeding and Nutrition Services (2020). These frameworks mandate nutritious meals in all basic education institutions and outline infrastructure, nutrition, and hygiene standards to ensure effective delivery (MoEST, 2020). Responsibilities are divided among the Ministry of Education, local governments, schools, and parents or guardians, emphasizing a shared commitment to sustainability. The policies also require regular monitoring, nutrition education, and food handler health checks,

creating an integrated approach that links education and nutrition outcomes.

However, despite these policies, Tanzania continues to face challenges in implementing SFPs effectively. Only 30 to 40% of public schools provide regular meals, and infrastructure deficits such as inadequate kitchens and storage facilities remain widespread (Roothaert et al., 2021; Sibanyoni et al., 2016). Financial limitations and inconsistent parental contributions further hinder program continuity (MoEST, 2020). Additionally, weak stakeholder coordination and limited community engagement reduce program effectiveness (Iro, 2020). Quality control is another issue, with a significant percentage of food handlers lacking hygiene training and many meals failing to meet nutritional standards (Shafii, 2021). These challenges result in inconsistent program outcomes and limited student participation across schools.

In Kigamboni Municipality, SFP implementation is further complicated by its urban peripheral setting. Although closer to urban infrastructure, the area's rapid population growth has strained school facilities and resources (NBS, 2022). Only about 35% of community secondary schools have functional kitchens, and water access remains unreliable. Socioeconomic disparities among residents affect parental contributions, while fluctuating food prices and cultural diversity add to implementation difficulties. Given the scarcity of research on urban peripheral areas in Tanzania, this study aims to fill that gap by examining how national SFP policies are applied in Kigamboni's context. The findings will offer valuable insights into improving stakeholder engagement, overcoming infrastructure and funding barriers, and

strengthening SFP implementation to enhance both educational and nutritional outcomes in similar urban peripheral communities (Roothaert et al., 2021; Iro, 2020; Shafii, 2021).

Statement of the Problem

Despite Tanzania's establishment of School Feeding Programs (SFPs) through key policies like the Education and Training Policy (2014) and National Guidelines on School Feeding and Nutrition Services (2020), implementation challenges persist nationwide. Many schools lack proper kitchen infrastructure, face inconsistent funding streams, and experience weak coordination between government bodies, school administrations, and local communities. These operational deficiencies result in irregular meal provision, undermining the programs' potential to enhance student attendance, classroom engagement, and overall academic performance. The situation is particularly critical in resource-constrained settings where SFPs could most benefit vulnerable student populations.

In Kigamboni Municipality, these national challenges are worsened by unique urban-peripheral dynamics. The area's rapid population growth, socioeconomic disparities, and complex food supply chains create additional logistical hurdles for SFP implementation. Most community secondary schools operate without proper cooking facilities, while fluctuating parental contributions - often due to economic constraints further threaten program sustainability. Preliminary field observations reveal that meal quality and consistency vary significantly across schools, with some institutions unable to provide daily meals.

This study investigates these implementation barriers in community secondary schools. The study focused on stakeholders' participation in financial oversight and effect of SFP implementation on students' learning achievement.

Study Objective

To investigate how participation of key stakeholders in financial oversight affects SFP implementation and subsequent learning achievement.

LITERATURE REVIEW

Theoretical Framework

The Sociocultural Theory, developed by Lev Vygotsky (1978), emphasizes that learning and cognitive development occurs through social interaction and cultural participation. Vygotsky argued that parents, caregivers, peers, and the broader community play essential roles in a child's educational development (Vygotsky, 1934). This perspective is relevant to School Feeding Programs (SFPs) as it highlights the importance of collective involvement and cultural adaptation within learning environments. When communities engage collaboratively in educational initiatives such as SFPs, they help bridge the gap between home and school, fostering environments conducive to both learning and well-being.

In the context of SFPs, effective implementation depends on active collaboration among schools, families, and local stakeholders. Community involvement ensures sustainability, cultural appropriateness, and shared accountability for program outcomes (Narcisse, 2007). Given Kigamboni's cultural and socioeconomic diversity, schools must tailor SFPs to respect local dietary preferences, religious norms, and

available food resources. Culturally sensitive meal planning enhances student participation and program acceptance, while social scaffolding through mentorship and teamwork among teachers, parents, and community leaders supports students' nutritional and academic needs. These collective efforts contributed to improved health and better learning outcomes.

Applying Vygotsky's principles to SFP implementation in Kigamboni reveals that collaborative structures such as parent-teacher associations and community committees are vital for program success. Involving parents in meal planning and monitoring promotes accountability and ensures cultural relevance. Epstein (1995) supports this view, noting that strong school-community partnerships improve both school environments and student performance. For SFPs to be effective, they must align with local food practices and economic realities, such as incorporating familiar and affordable meals like ugali and beans. While political pressures for "free education" can weaken community participation, educating families on the long-term benefits of SFPs fosters ownership and sustainability, as demonstrated by practices in Kigamboni Municipality.

Empirical Literature Review

Sekiyama et al. (2018) examined Indonesia's school feeding program implementation through a situational analysis of the PROGAS pilot program. Conducted in Indonesia, the study employed a mixed-methods approach combining secondary data review with nutritional impact measurements. Findings revealed Indonesia's extensive

experience with school feeding programs since 1991, with PROGAS demonstrating success in improving dietary intake and promoting local agriculture. However, the study identified critical challenges including low national coverage (0.14% in 2016) due to governance difficulties and resource limitations. The researchers concluded that expanding program coverage and integrating nutrition education were essential for addressing malnutrition. This study underscores the importance of examining systemic barriers to scaling up successful pilot programs - a key consideration for Tanzania's efforts to implement feeding programs in Kigamboni's community secondary schools, where similar scaling challenges may exist.

Ann and Mwangi (2019) studied Kenya's pre-primary school feeding challenges in Isiolo County through a descriptive survey of 200 schools. The research identified critical implementation barriers including water shortages, food insecurity, and limited parental participation, with programs being heavily dependent on external funding. Researchers emphasized the need for diversified financing and community engagement strategies. This study's focus on resource-constrained settings parallels Kigamboni's context, where similar environmental and economic challenges may affect feeding program sustainability. The findings highlight the importance of examining local constraints that may require tailored implementation approaches rather than standardized national models.

The study of D'Souza et al. (2022) evaluated New Zealand's school food environments. The study involved primary and secondary schools to complete a cross-

sectional questionnaire. School nutrition policies were analysed using an adapted Wellness School Assessment Tool. Canteen menus were analysed using the National Food and Beverage Classification System, and a sample of menus (n=54) were validated using fieldworker observations. The findings revealed weak nutrition policies and unhealthy canteen offerings despite positive efforts like vegetable gardens. The study highlights the gap between policy intentions and actual food quality, suggesting stronger national regulations. While contextually different, this research underscores the importance of policy enforcement and monitoring a relevant insight for Tanzania, where inconsistent implementation may undermine SFP objectives.

METHODOLOGY

This study utilized a mixed-methods approach in Kigamboni Municipality to comprehensively evaluate School Feeding Program (SFP) implementation, combining quantitative surveys with administrators and document reviews with qualitative interviews, focus groups, and observations involving head teachers, parents, and education officers. Through stratified and purposive sampling, the research gathered both numerical data on operational metrics and rich narrative insights on community engagement and governance challenges. The convergent design enabled methodological triangulation, cross-verifying findings through statistical analysis (SPSS) and thematic coding to ensure validity and reliability. Conducted with strict ethical adherence, this integrated methodology provided a holistic understanding of how financial management, stakeholder participation,

and contextual factors collectively influence SFP effectiveness in community secondary schools.

RESULT AND DISCUSSION

Involvement of stakeholders in SFP Budget

This objective sought information on how participation of key stakeholders in financial oversight affects SFP implementation and subsequent learning achievement. To answer this specific objective the researcher collected data through questionnaire and interview from teachers, head teachers, and students. To begin with, teachers asked three questions and their response presented in Table 1, 2, and 3.

Table 1.
Involvement of stakeholders in SFP Budget

Involvement of stakeholders in SFP Budget		
	Frequency	Percent
Yes, Always	3	18.8
Sometimes	9	56.3
Rarely	4	25.0
Total	16	100.0

Source; Field Data (2025)

The data presented in Table 1 reveals limited and inconsistent involvement of teachers who are key stakeholders in the financial oversight of the School Feeding Program (SFP). Only 18.8% of teachers reported being "Always" involved in budget-related decisions, while the majority (56.3%) participated "Sometimes," and 25% were "Rarely" engaged. Notably, 75% of teachers had no consistent role in SFP budget oversight, combining the "Sometimes" and "Rarely" responses. The low percentage of "Always" responses (18.8%) suggests that financial oversight not institutionalized for teachers, despite their frontline role in SFP implementation. The high "Sometimes"

and “Rarely” responses indicate that teacher involvement is irregular and likely reactive such as during crises rather than structured. This absence of consistent participation implies a significant accountability gap in SFP budgeting, potentially leading to mismanagement or misalignment with school needs.

Without teacher input, budgets may fail to reflect on-ground realities such as meal quality and timing, risking program efficiency. Limited oversight also fuels doubt about resource use, reducing stakeholder trust and buy-in. Poor SFP implementation often slowing from budget mismatches and can negatively affect student attendance, concentration, and academic performance. Research shows that teacher-involved budgeting correlates with improved program outcomes. In successful models like Brazil’s National School Feeding Program, teachers and parents are mandated budget monitors. This ensures transparency and needs-based allocation, reinforcing the importance of structured stakeholder involvement.

To address these gaps, structural reforms needed to integrate teachers into formal SFP budget committees through memoranda of understanding or school policies. Training teachers on financial tracking would empower their oversight role. Accountability mechanisms such as quarterly budget reviews with teacher participation can help align spending with school priorities, including reducing meal shortages. Consistent teacher involvement has the potential to enhance SFP efficiency, thereby improving student attendance and academic performance. Further investigation needed to understand how the frequency of teacher involvement such as “Sometimes” versus “Always”

correlates with SFP success metrics. Teacher exclusion from SFP budget oversight undermines program effectiveness and learning outcomes. Institutionalizing their role is essential for transparency, accountability, and aligning resources with student needs.

Financial Meeting

The study also needs to understand the frequency of financial meeting conducted by the school. The findings presented in Table 2 below.

Table 2.
Regular Meetings for Financial Matters

Regular meetings for financial matters		
	Frequency	Percent
Yes, Regularly	5	31.3
Occasionally	3	18.8
Rarely	8	50.0
Total	16	100.0

Source; Field Data (2025)

The results from the Table 2 indicate the frequency and percentage distribution of teachers’ responses regarding regular meetings for financial matters. Out of the 16 respondents, only 31.3% reported that such meetings held regularly, while 18.8% stated that they occur occasionally. The largest group, representing 50% of the teachers, indicated that these meetings are rarely conducted. This distribution highlights that half of the teachers surveyed do not experience regular engagement in financial discussions within their schools. The findings reveal a notable lack of consistency in holding financial meetings among the surveyed teachers. A significant majority, 50%, reported that these meetings are rarely held, pointing to systemic weaknesses in financial communication and oversight. Only a minority of 31.3% affirmed that financial meetings occur

regularly, which shows that even where good practices exist, they are not widespread.

In addition, 18.8% of the respondents noted that such meetings happen only occasionally. Taken together, nearly 70% of teachers do not enjoy a consistent platform for financial discussions, which underscores a considerable communication gap. The cumulative percentages further emphasize this issue, as half of the respondents reported participating only occasionally or regularly, while the other half fell into the "rarely" category. This highlights a clear divide in access to financial information, suggesting possible shortcomings in transparency and inclusion within school governance. These results have important implications for school administration and governance.

First, the lack of regular financial meetings reduces transparency and accountability, as teachers are not consistently informed about financial decisions or expenditures. This can undermine trust in school leadership and weaken accountability mechanisms. Secondly, the findings suggest that teachers have limited opportunities to participate in financial planning or decision-making, leaving them disengaged from key aspects of school operations. This lack of involvement may lower their sense of ownership and commitment to the institution's success. Third, the absence of regular meetings may encourage the spread of rumors and misinformation, as weak formal communication channels often replaced by informal ones. This can create internal conflict and harm the school climate. Finally, missed opportunities for collaboration arise when teachers excluded from financial discussions, as their insights

and suggestions could improve resource allocation and enhance school efficiency.

Overall, the findings demonstrate that regular meetings for financial matters are not common practice among the surveyed teachers. This inconsistency reflects gaps in transparency, communication, and participatory decision-making. To address these challenges, school administrations should establish a structured and consistent schedule for financial meetings, ensuring that teachers regularly informed and actively engaged in discussions about school finances. Doing so would likely enhance trust in leadership, strengthen accountability, improve morale, and foster a more collaborative and effective financial management system.

The Role of Stakeholders

Moreover, the study seek to understand teachers' perception on the role of stakeholder engagement in ensuring efficient fund utilization on SFP. The response of teachers measured in five Likert scale and presented in Table 3.

Table 3.
Role of Stakeholders' Engagement

Descriptive Statistics						
/N	Statement	N	Min	Max	Mean	SD
	The School Management Committee (SMC) actively participates in planning SFP funds.	16	1.00	3.00	1.88	0.72
	Teachers regularly informed about how SFP funds are used.	16	1.00	4.00	2.13	0.96
	Community involvement improves financial accountability in the SFP	16	1.00	3.00	1.94	0.85
	Parents' associations contribute to oversight of SFP spending	16	1.00	4.00	2.56	1.15
	Irregular stakeholder	16	1.00	3.00	2.00	0.73

engagement leads to inefficiencies in SFP implementation						
Monitoring by local stakeholders improves the quality of meals provided.	16	1.00	5.00	2.44	1.41	
There is a clear communication channel for reporting concerns about SFP finances	16	1.00	5.00	2.50	1.41	

Source; Field Data (2025)

The descriptive statistics table presents teachers' responses regarding various aspects of the School Feeding Program (SFP), using a 5-point Likert scale where 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly Disagree. The results show that teachers generally agree the School Management Committee (SMC) actively participates in planning SFP funds, with a mean of 1.8750 and a low standard deviation of 0.72, indicating a high level of consensus. Similarly, the statement that community involvement improves financial accountability received a mean of 1.94, also reflecting strong agreement. Teachers also agreed that irregular stakeholder engagement leads to inefficiencies in SFP implementation, with a mean of 2.00 and a relatively low standard deviation of 0.73.

On the other hand, responses more varied for other statements. Teachers reported a mean of 2.13 regarding whether they regularly informed about how SFP funds are used, suggesting general agreement but with some differences of opinion, as shown by the higher standard deviation (0.96). The statement about parents' associations contributing to oversight of SFP spending had a mean of 2.56, close to neutral, and a high standard deviation of 1.15, reflecting mixed views

among teachers. Similarly, the statements about the existence of clear communication channels for reporting concerns (mean 2.50) and monitoring of meal quality by local stakeholders (mean 2.44) also approached neutral, with the highest standard deviations (1.41 and 1.41). These wide variations suggest significant disagreement and uncertainty among respondents.

The findings show areas of strength as well as critical weaknesses within the SFP. Teachers strongly agree that the SMC plays an active role in financial planning, and they acknowledge the importance of community involvement in ensuring accountability. These positive aspects provide a strong foundation for the program. However, the results also point to serious challenges. Teachers' responses reveal uncertainty about communication channels, parents' associations' contributions, and monitoring of meal quality. The high variability in opinions highlights inconsistencies in how the program implemented across different schools. In particular, the neutral ratings for communication and monitoring raise concerns about transparency, accountability, and consistency in the delivery of the program.

The mixed findings have several implications for the administration of the SFP. On the positive side, the strong role of the SMC in financial planning is a strength that should be maintained and expanded. Teachers' agreement on the value of community involvement also highlights an opportunity to deepen partnerships with stakeholders. On the negative side, the weaknesses lie in the lack of structured communication channels, limited involvement of parents' associations, and inconsistent monitoring of meal quality.

Without clear communication, teachers may not know where to report concerns, leaving space for mismanagement. Similarly, without active parental oversight, financial accountability weakened, and without proper monitoring, the quality of meals can decline. These gaps undermine both the efficiency and credibility of the program.

Generally, while the School Feeding Program benefits from strong SMC participation and recognition of community involvement, it faces significant weaknesses in communication, parental engagement, and quality monitoring. To address these gaps, the program should establish formal and reliable channels for reporting concerns empower parents' associations to take an active role in financial oversight, and ensure consistent monitoring of meal quality by local stakeholders. Strengthening these areas will not only improve financial accountability but also enhance the overall effectiveness and sustainability of the SFP, ultimately contributing to better educational outcomes and student well-being.

Furthermore, the study interviewed four visited head of schools and their response presented as quote followed by discussion.

Head of School A said that;

"The government doesn't allocate any specific funds for our school feeding program. The financial resources are solely collected from parents through their contributions. This is a significant challenge because these funds are often insufficient to cover the costs of providing nutritious meals. Consequently, we're constantly struggling to maintain the quality and quantity of the food, which I worry might not be enough to truly enhance

student academic achievement. The insufficient funding is a major barrier to the program's success."

"Stakeholders are crucial, and we try to involve them as much as possible to ensure proper fund utilization. We hold regular meetings with parents and teachers to discuss financial matters and report on spending. For the boarding students, the teachers are primarily responsible for organizing the SFP work, while for the day students, we have a specific committee formed by parents that manages the funds and logistics. These meetings are the primary way we ensure everyone is on the same page and that funds are used appropriately.

"

Head of School B added that;

"The government provides funds for our boarding students at a rate of 1500 per day, but there is no such allocation for our day students. For the day students, the funds are collected from parents, which, to be frank, are never enough to run a sustainable and quality program. The insufficient funds are a constant headache, and I'm not confident that the meals we provide can significantly impact the academic performance of our day scholars. The disparity in funding between the two groups is a major issue."

"We believe in a collaborative approach to ensure accountability. Stakeholders, particularly parents, are involved through a series of meetings. These regular meetings allow us to present the financial reports, discuss any challenges, and get their input on how funds are utilized. Teachers are also involved; for the boarding students, they organize the SFP work, ensuring the funds are used for their intended purpose. The parents' committee handles the finances and

management for the day students, providing a layer of oversight."

Head of School C said that;

"Our SFP is entirely dependent on parent contributions; we don't receive any direct funding from the government for this program. While the parents are very supportive, the collected funds are always insufficient due to the rising costs of food items. We have to stretch every shilling, which often means compromising on the nutritional value of the meals. I honestly don't believe that the current level of financial resources is adequate to provide the kind of nutrition that would truly help our students' academic achievement. It's a continuous balancing act."

"To ensure proper utilization of the funds, we rely heavily on regular meetings with all stakeholders. Parents, teachers, and even local authorities are invited to these meetings. The teachers, for instance, are primarily tasked with organizing the SFP work for the boarding students, while the parents' committee takes the lead for the day students. This clear division of labor and the consistent meetings help to maintain transparency and ensure that every shilling contributed by parents is used efficiently and for the benefit of the students."

Head of School D said that;

"The government allocates a specific amount for the boarding students, which is about 1500 per student per day, but it's a completely different situation for our day students. For them, we depend solely on funds from their parents. These funds are consistently insufficient, and we often face shortfalls. It's a significant concern because we can't provide the quality of meals that we believe are

necessary to support student academic success. The program's effectiveness is hampered by this chronic lack of adequate funding."

"Ensuring proper fund utilization is a collective effort. Stakeholders like parents and teachers are deeply involved through regular meetings. During these meetings, we review budgets, discuss expenditures, and plan for future needs. The teachers are in charge of organizing the SFP work for the boarding students, making sure the government funds are used correctly. For the day students, a committee specifically formulated by the parents oversees the management and finances of the program, providing a robust mechanism for accountability and oversight."

The interviews with heads of schools highlight a consistent theme: stakeholder participation is crucial for the success of the School Feeding Program (SFP), especially in the context of inadequate government funding. School heads reported that stakeholders, including parents and teachers, are actively involved through regular meetings, which serve as platforms for financial accountability and decision-making. This participation goes beyond formality; it plays an essential role in bridging financial gaps and ensuring transparency.

For day students, where funding depends entirely on parental contributions, stakeholder involvement is particularly significant. As one head explained, parents form committees to manage the funds, creating a system of checks and balances that fosters a sense of investment and trust. Regular meetings, in which financial reports presented and discussed, provide a formal mechanism for accountability. This structure reassures parents that their contributions being used responsibly,

encouraging those to continue supporting the program even though resources described as “always insufficient.”

In contrast, the government provides funding, with teachers taking a central role in managing and supervising the program for boarding students. While parents and stakeholders remain engaged through meetings, the financial management is largely internal and overseen by teachers. This arrangement reflects a different model of oversight but underscores the same principle: stakeholder involvement viewed as a communal responsibility rather than a purely administrative function. Overall, the consistent engagement of stakeholders demonstrates that, financial oversight in the SFP is shared collectively, helping schools cope with financial instability and promoting transparency.

Active participation by parents and other stakeholders promotes trust and transparency in the program’s management. Open discussions about budgets and expenditures during regular meetings help prevent misinformation and build confidence in how contributions utilized. This transparency is crucial for the sustainability of the SFP, as continued parental support ensures the program’s survival, particularly for day students. However, the persistent issue of insufficient funding remains unresolved. While stakeholder participation improves accountability, it cannot eliminate the underlying problem of financial shortfalls, which means the program may still provide meals that are inadequate in quality or quantity.

The heads of schools expressed concerns that the limited funds hinder their ability to provide adequate nutrition, admitting they are “not confident that the

meals we provide can significantly impact the academic performance” of students. This is a critical observation because the primary goal of the SFP is to supply nourishment that supports concentration, cognitive development, and overall health as key prerequisites for academic achievement. While stakeholder oversight ensures funds used efficiently, it cannot generate additional resources, and therefore cannot resolve the root problem of underfunding. As a result, even the most transparent and well-managed SFP fails to deliver its full educational benefits when resources are insufficient.

The difference in funding models further compounds the problem. Day students, who rely solely on parental contributions, face greater financial vulnerabilities, which limit the nutritional quality of their meals and negatively affect their academic achievement. Boarding students, on the other hand, benefit from government funding of 1500 per day, ensuring more consistent and higher-quality meals. Since teachers oversee the day-to-day management of boarding programs, the combination of stable funding and direct supervision creates a more reliable system. This disparity suggests the potential for a widening achievement gap between day and boarding students, with the former disadvantaged by nutritional deficiencies.

Teachers and heads of schools emphasized the importance of regular meetings and parental involvement, though in practice engagement was often limited to financial contributions. The empirical studies that support this including Ann & Mwangi (2019) and Athumani et al. (2024) stressed the need for community participation and ethical management, while Sekiyama et al. (2018)

identified governance challenges in scaling feeding programs due to weak stakeholder structures. Collectively, these findings converge to show that while stakeholder involvement is essential, it is frequently insufficient or poorly structured. Stakeholder participation is vital for maintaining transparency, accountability, and trust in the School Feeding Program. Regular meetings and active involvement of parents and teachers provide essential oversight that helps sustain the program despite financial constraints. However, the findings also reveal a fundamental limitation: participation alone cannot compensate for insufficient funding. The lack of adequate financial resources directly undermines the quality of meals provided, which in turn diminishes student-learning outcomes, particularly for day scholars who depend solely on parental contributions. Addressing the funding gap is therefore critical if the SFP is to achieve its intended impact on student achievement.

CONCLUSION AND RECOMMENDATION

Conclusion

The study concludes that the successful implementation of the School Feeding Program (SFP) in Kigamboni Municipality's community secondary schools largely depends on the active participation of key stakeholders particularly teachers, parents, and school committees in financial oversight and management. While stakeholder engagement fosters transparency, accountability, and community trust, it remains insufficient to address fully the program's persistent financial and infrastructural challenges. The findings reveal that inconsistent government

funding, irregular stakeholder meetings and inadequate communication channels hinder the sustainability and impact of the SFP. Consequently, despite positive governance practices, many schools continue to struggle with meal quality and frequency, limiting the program's effectiveness in improving students' attendance, concentration, and academic performance. Therefore, strengthening financial structures, enhancing stakeholder coordination, and ensuring equitable funding across school types are crucial steps toward achieving the SFP's intended educational and nutritional goals.

Recommendations

To enhance the effectiveness of the SFP, the study recommends that the government allocate dedicated and consistent funding for both day and boarding students to ensure nutritional adequacy and equity. Schools should institutionalize stakeholder participation through formalized budget committees, regular financial meetings, and transparent reporting mechanisms to reinforce accountability and trust. Furthermore, training programs for teachers, parents, and committee members should be introduced to improve financial management and monitoring skills. For future research, studies should explore the long-term impact of SFP participation on student academic performance and health outcomes, using longitudinal data. Comparative studies across urban and rural districts recommended identifying best practices in stakeholder collaboration and funding models that can guide national policy reforms for sustainable school feeding programs.

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- Conceptualization:** All authors ;
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