

# Does the Provision of Meals Affect Teachers' Performance?

## An Empirical study of Public Primary Schools in the Bugisu Sub-Region in Uganda

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### ABSTRACT

Food is universally accepted as one of the most important human needs. Providing meals during morning, lunch and afternoon helps contribute to teachers' physical health. It also gives them more time to attend to learners and prepare their lessons. Previous research concentrated on pupils' and students' feeding programmes in schools without considering teachers, whose performance as educators is showing a decline in most rural areas in Uganda. This study aims to establish the effect providing meals to teachers has on their performance in public primary schools. Research was conducted in the Bugisu sub Region of Uganda using a mixed set of approaches. Of the 630 subjects who were sampled, 559 returned the survey instruments, suggesting a response rate of 88.7%. The findings reveal that providing meals at school has a statistically significant effect (0.000 at  $p < .05$  level) on teachers' performance in public primary schools in the Bugisu sub-region. The findings are compared with both local and international empirical studies to suggest policy and managerial recommendations.

### INTRODUCTION

Teachers play a key role in the teaching and learning process and their contribution to quality education cannot be ignored (Singh and Sarkar 2015:153). However,

teachers' performance is still a critical factor in most developing countries that are implementing Universal Primary Education (UPE). The concept of performance may mean different things to different people depending on the perspective from which one approaches it. It refers to efficiency, economy, results, or return (profits) on investment (Summermatter and Siegel, 2009:1–9; Herath and Rosli, 2013:431). With regard to current research, teacher performance is the extent to which the teacher achieves school objectives by arriving at school on time, preparing lessons that involves drawing up schemes, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, managing learners' discipline, involvement in co-curricular activities, as well as counseling and guidance. Undoubtedly, the quality of an education system depends on teachers' performance (Ochwo, 2013:3; Akpanobong & Asuquo, 2015:177; Muthoni & Wafula, 2016:237).

Past research by the Uwezo (2012:2–23) shows that rampant teacher absenteeism in both primary and secondary schools is a root cause for a decline in quality education. Many teachers do not attend to their duties as educators, even when they are present in school. Absenteeism and failure to cover the syllabus are signs of poor teacher performance, which affect the overall academic achievement of pupils at the primary education level. Kagolo (2014:22) reports that teacher absenteeism in Uganda's rural areas was 35%, which is the highest in the world. The research highlights that, on average, Ugandan teachers miss two days of work per week. Subsequently, government and its development partners suffer financial losses, since teachers are paid on a monthly basis. Several stakeholders in education, such as parents and employers, have raised questions about the quality of teaching and learning at all levels, from nursery schools to university. Unsurprisingly, a study by Uwezo (2012:4–23) reveals that primary school children lack basic numeracy and literacy skills across the East African region.

Over the years, the Ugandan Government has made efforts to enhance the quality of public primary education (Ministry of Education and Sports 2013:6; Oonyu 2012:43; Nsubuga 2008:1–5). Nevertheless, the performance of teachers in public primary schools in the Bugisu sub-region in Uganda is still substandard, as it is characterised by poor time management, absenteeism and inadequate preparation of lessons and syllabus coverage, poor pupil discipline management and inadequate teaching methods (Nairuba 2011:33; Kasiisa and Maurice 2013:69; Wandira Onen and Kimoga 2015:231). This article is based on research that was conducted to investigate why teachers in public primary schools in the Bugisu sub-region do not perform their roles as educators. The article focuses on explaining to which extent the provision of meals influence teachers' performance in public primary schools in the Bugisu sub-region in Uganda.

In this study, providing food is contextualised as providing morning tea, lunch and afternoon tea to teachers (Musaazi 1982:90). Food is universally

accepted as the most important human need (Akinmoladun and Oluwoye 2007:589). Guller (2011:11) has traced school feeding programmes back to mid-19<sup>th</sup> Century France when the Paris guards established a fund to provide needy children with school lunches. This initiative spread to other countries like Japan. By the late-1940s, it had been established in US and later to several other countries. Providing meals such as morning tea, lunch and afternoon tea helps address teachers' physical health and enables them to have more time to prepare lessons and spend time with learners (Musaazi 1982:90).

A number of studies have been conducted with regard to the correlation between school feeding programmes and performance. Pettigrew, Pescud and Donovan (2012:996–997) assessed the extent to which parents and school-based stakeholders (principals, teachers, canteen managers, parents and citizen committee presidents) were supportive of potential expansions to a new school food policy in Australia. The findings of their study revealed that parents and teachers supported expansions of existing and nominated policy components as other school stakeholders. Furthermore, the study revealed that little research had been undertaken to investigate the extent of support for specific potential school feeding policy components. The study recommended further research in other countries to assess to which extent education stakeholders would find these policy expansions appropriate.

It is widely recognised that teachers' performance plays a key role in providing quality education. However, teachers have sometimes been seen as the cause of low-quality education (Carr-Hill and Ndalichako 2005 cited by Tao 2013:1) or victims of a flawed system due to poor service conditions (Tao 2013:11). In terms of teacher management, Bennell and Akyeampong (2007:3–18) state that school-level teacher mentoring at school level plays a pivotal role in motivating teachers – a factor that might affect their performance. A number of empirical studies highlight contextual factors that affect teachers' performance, such as interpersonal demands, lack of professional recognition, discipline problems in the classroom, the diversity of tasks required, bureaucracy, lack of support, workload, time pressure, the amount of paperwork required and inadequate provision of resources (Chan 1998:146; Kokkinos 2007:239). Others include a lack of social recognition, large class sizes, isolation, fear of violence, lack of classroom control, role ambiguity and limited professional opportunities (Travers and Cooper 1996:36; Kokkinos 2007:239).

In this article, teachers' performance is associated with their ability to be present at school during class time. Research conducted in Tanzania by Tao (2013:11) demonstrates how teachers' absenteeism was attributable to the need to generate extra income from side businesses because their salaries were insufficient. This is corroborated by Singh and Sarkar's study (2015:158), which states that factors such as transport problems, long-distance travel and teachers'

involvement in personal activities contribute to absenteeism and subsequent poor performance. In Uganda, Kakuru (2006:78) ascribes teachers' absenteeism to the magnitude of HIV/AIDS in school communities. Teachers are either infected by the virus, take care of sick family members, attend funerals or are engaged in income-generating activities due to AIDS-induced poverty.

With a focus on improving effective education, Ikenyiri and Ihua-Maduenyi (2011:790) conducted a needs assessment of teachers in Omoku, Rivers State, Nigeria. The research revealed that prompt payment for food and clothing were statistical predictors of teachers' effectiveness. As such, the researchers recommended that teachers should receive their salaries on time to maintain their motivation. Although it is clear from empirical studies that various factors affect teachers' performance, little is known about how provision of meals, or lack thereof, affect their performance. This article contributes to the existing body of knowledge by examining how provision of meals is related to teachers' performance in public primary schools in Uganda's Bugisu sub-region.

## **HISTORY OF MEALS PROVISION TO TEACHERS**

Missionaries introduced the Ugandan school education system in 1877. The British education system was used, as Uganda was a British protectorate from 1894 to 1962 when it attained independence. During that time, teachers were held in high esteem and benefits included housing, medical care, bread and tea during break time, while the school environment was largely conducive for teachers to perform their duties as educators. From 1971 to 1979, all working sectors, including teachers' meals at school, were affected. This period was characterised by insecurity, breakdown of economic activities, brain drain, and a decline in social services, which led to poor teacher welfare.

Subsequently, Parents and Teacher Associations (PTA) were formed, which helped to reduce teachers' financial burdens by providing meals at school, among other things (Aguti 1996:3; Oonyu, 2012:43; Okuda, 2014). With the introduction of Universal Primary Education (UPE) in 1997, the PTA charges were abolished in public primary schools and this affected the provision of meals to teachers at school. This article discusses how a lack of meals for teachers at public primary schools in Bugisu influences their performance.

## **METHODOLOGY**

A descriptive cross-sectional survey-based research design was adopted with both qualitative and quantitative approaches. The researchers followed this approach

in the hope of triangulating and enhancing the quality of the study's findings (Amin 2005:63). A descriptive cross-sectional survey-based research design is a research plan that focuses on systematically describing the characteristics of an event, place, population or item being studied at a given time (Amin 2005:212; Kothari 2010:37). In terms of the cross-sectional component, a cross-section of respondents was chosen within a short period of time and it was not necessary to follow up with respondents (Picho 2014:3). A survey was chosen because it allowed the researchers to get a detailed description of the effect of feeding on the performance of public primary school teachers in the Bugisu sub-region. The researchers were interested in a systematic description of the effect feeding teachers had on their performance. As such, they deemed the aforementioned research design as most appropriate.

The study's target population consisted of district education officers (DEOs), district inspectors of schools (DISs), staff of the directorate of education standards (DES), members of school management committees (SMCs), head teachers and teachers in selected public primary schools in the Bugisu sub-region. The sample size was 630 respondents.

The researchers employed a multi-stage, purposive, cluster and convenience sampling to select districts, sub-counties and schools. Districts (Bulambuli, Sironko and Manafwa), sub-counties and schools were selected by simple random sampling to avoid bias. In the selected schools, cluster sampling was employed. Cluster sampling is a technique that involves identifying the clusters of informants that represent a sample and including them in the study to increase sampling efficiency levels while reducing costs (Amin 2005:235–242; Koul 2009:208–216).

The respondents (teachers) were grouped into two clusters: males and females, and simple random sampling were performed on the clusters. While collecting data from the district education officers, purposive sampling was applied, as there are only a handful of district school inspectors, directorate of education staff. In addition, these individuals were directly involved in managing schools at district level and were expected to be informed about the welfare and performance of public primary school teachers. Purposive sampling, also referred to as judgment sampling, is a non-random sampling technique where a specific informant is deliberately chosen due to his/her qualities (Amin 2005:242; Tongco 2007:148–149). With regard to members of school management committees, a convenient, time-saving sampling method was applied. Convenient sampling involves selecting informants as it is easy to access them (Amin 2005:242; Koul 2009:209–216; Kothari 2010:57–67).

Data was collected from both primary and secondary sources using questionnaires and interviews. The researchers used verbal interviews with purposively selected DEOs, DISs and head teachers in a structured way to minimize on time wastage. Interviews allow flexibility and this enabled the

researchers to adjust the interview to meet the diverse situations in the field (Koul 2009:262, Amin 2005:282). Since open-ended questions are perceived as less threatening, the interview guide followed this question approach, so that respondents had leeway give more unrestricted responses (Picho 2014:5). Interviews allowed explanations of meanings to the questions to eliminate ambiguity and provided an opportunity to correct any misunderstanding between the interviewer and respondents. Further in-depth investigation of the responses served the purpose of triangulation (Koul 2009:262; Amin 2005:63). Data was also collected through questionnaires. The researchers prepared questionnaires containing several questions concerning the study objectives. Respondents wrote down the answers in the spaces provided in the questionnaire, which made it more economical and convenient (Amin 2005:269–270).

Data collected from the field was examined to ensure that the information was accurate and complete, where after it was cleaned, sorted and entered into SPSS (Version 20) computer software for analysis. Mean and standard deviation were used to generate reports for discussion. Least square regression analysis was employed to determine the effect meals provision had on teachers' performance at public primary schools in the Bugisu sub-region. Qualitative data analysis was conducted through thematic content analysis that was recorded during face-to-face interviews and through observation.

## **TEACHERS' PERFORMANCE IN BUGISU SUB-REGION**

To establish the status of teachers' performance at public primary schools in Bugisu sub-region, a questionnaire with 20 items relating to teachers' performance was designed. The findings are presented in Table 1.

The first item on teachers' performance at public primary schools related to whether or not teachers always arrive at school by 7:30am. The respondents' scored mean value was 1.59 and the standard deviation was .702. The scored mean value of 1.59 implies that teachers' time for reporting to school for work in public primary schools in Bugisu sub-region was unsatisfactory.

The second sub-construct on whether or not work schemes of work were ready by the first day of the term. Here, the scored mean value was 1.45, with a standard deviation of .875. The scored mean value of 1.34 means that teachers' performance in terms of handing in completed work schemes on the first day of the term was unsatisfactory.

With regard to the teachers' performance in terms of preparing daily lessons daily, the scored mean value was 1.45, with a standard deviation of 1.021. In terms of preparing daily lessons, the respondents' scored mean value of 1.45

**Table 1: Teachers' Performance in Bugisu sub-region**

	Statement	Mean	Standard deviation
1	Teachers always arrive at school by 7:30 am.	1.59	.702
2	There are schemes of work by the first day of the term.	1.34	.875
3	Teachers prepare lessons daily.	1.45	1.021
4	Teachers always come with lesson plans in class.	1.83	.992
5	Teachers always use lesson plans in class.	1.94	.987
6	Teachers are always present at school supervising all school activities.	1.57	.585
7	There is active teacher involvement in co-curricular activities in school.	1.53	.801
8	There is efficient teacher management of pupil's discipline at school.	2.00	.849
9	There is regular attendance to all lessons by all teachers at school.	1.80	.577
10	There is regular assessment of pupils through tests.	1.80	.768
11	There is efficient counseling and guidance of pupils by teachers at school	1.88	.976
12	Teachers maintain pupil's records properly (e.g. registers, academic progress records)	2.71	.976
13	The turn up of teachers in staff meetings is high.	2.63	1.253
14	There is effective teacher participation in staff meetings.	2.91	1.057
15	Teachers always maintain a record of work covered.	2.65	1.006
16	The head teacher is always at school supervising school activities.	1.30	.656
17	Teachers in this school mark pupils' work given in class	1.51	.786
18	Teachers in this school conduct remedial lessons for slow learners.	1.20	.398
19	Teachers always use pupil-centered teaching methods in their lessons.	1.56	.632
20	Teachers in this school create a friendly learning environment for their pupils.	1.50	.783
	<b>Average Mean</b>	<b>1.835</b>	<b>.834</b>

Source: Primary data

implies that teachers' performance at public primary schools in the Bugisu sub-region was unsatisfactory.

The fourth sub-construct stated: "Teachers always come with lesson plans in class." Here, the findings revealed a scored mean value of 1.83 with a standard deviation of .992. The scored mean value indicates that teachers' performance at public primary schools in Bugisu sub-region in terms of always going to class with lesson plans was unsatisfactory. Table 1 also reveals that when it comes to always using lesson plans in class, the respondents' mean value score was 1.94, with a standard deviation of .987. The respondents' scored mean value of 1.94 indicates that teachers' performance at public primary schools in terms always following lesson plans in class was unsatisfactory.

Furthermore, the researchers investigated whether or not teachers are always present at school and supervise all school activities. The findings in Table 1 indicate that respondents' scored mean value was 1.57, while the standard deviation was .585. The scored mean value of 1.57 implies that teachers' performance in terms of always being present at school and supervising school activities in Bugisu sub-region was unsatisfactory.

The seventh item measures active teachers' involvement in co-curricular activities at school. Respondents' scored mean value was 1.53, with a standard deviation was .801. The respondents' scored mean value of 1.53 implies that active teacher involvement in co-curricular activities in public primary schools in Bugisu sub-region was unsatisfactory.

With regard to whether teachers maintain discipline at school, the respondents' scored mean value was 2.00 and the standard deviation was .849. The scored mean value of 2.0 implies that teachers' performance in terms of management of pupils' discipline in public primary schools was fairly satisfactory.

On the subject of whether teachers attended all lessons at school, the findings reveal that respondents' scored mean value was 1.80 and the standard deviation was .577. The scored mean value of 1.80 implies that teachers' regular attendance of all lessons in public primary schools in Bugisu sub-region was unsatisfactory.

Table 1 also reveals that on the item of whether teachers regularly assess pupils through tests by, the respondents' scored mean value was 1.80 and the standard deviation was .768. The aforementioned implies that teachers' performance in terms of regularly assessing pupils through tests was unsatisfactory/satisfactory.

Responses were also sought on whether teachers counsel and guide pupils at school. Table 1 reveals that the respondents' scored mean value for this item was 1.88, with a standard deviation was .976. The respondents' scored mean value of 1.88 implies that teachers' performance in terms of counseling and guiding pupils in public primary schools in Bugisu sub-region was unsatisfactory.

With regard to whether teachers maintain pupils' records properly (e.g. registers and academic progress records), Table 1 indicates that the respondents'

scored mean value was 2.71 and the standard deviation was .976. The scored mean value of 2.71 implies that teachers' maintenance of pupils' records in public primary schools in Bugisu sub-region was fairly satisfactory. In terms of whether teachers attend staff meetings, the respondents' scored mean value was 2.63 and the standard deviation was 1.253. This implies that teachers' attendance of staff meetings in public primary schools in Bugisu sub-region was fairly satisfactory.

With respect to whether teachers participated in staff meetings, Table 1 reveals that the respondents' scored mean value was 2.91 and the standard deviation was 1.057. As such, teachers' participation during meetings in public primary schools in Bugisu sub region was fairly satisfactory.

In terms of whether teachers kept record of work covered, Table 1 illustrates that the respondent scored mean value was 2.65, with a standard deviation was 1.006. The scored mean value of 2.65 implies that teachers' record-keeping of work covered was fairly satisfactory.

Additionally, concerning whether or not head teachers are always at school supervising activities, the scored mean value was 1.30, with a standard deviation of .656. The scored mean value of 1.30 implies that the performance of head teachers attendance and supervising school activities in public primary schools in Bugisu sub-region was unsatisfactory.

Furthermore, Table 1 reveals as scored mean value was 1.51 with a standard deviation of .786., with regard to whether teachers marked pupils' class work. This implies that teachers' performance with regard to marking pupils' class in public primary schools in Bugisu-sub region was unsatisfactory.

Similar results were attained on teachers' performance in terms of conducting remedial lessons for slow learners. Table 1 reveals that the respondents' scored a mean value was 1.20, with a standard deviation of .398. The scored mean value of 1.20 implies that teachers' performance in terms of conducting remedial lessons for slow learners in public primary schools in Bugisu sub-region was unsatisfactory.

The second-last sub-construct was stated as, "Teachers always use pupil-centered teaching methods in their classes". Table 1 reveals that the respondents' scored mean value was 1.56, with a standard deviation was .632. The scored mean value of 1.56 implies that teachers' performance in terms of using pupil-centered teaching methods was unsatisfactory.

The last sub-construct focused on whether teachers created friendly learning environment for their pupils. Table 1 reveals a scored mean value of 1.50, with a standard deviation of .783. As such, teachers' performance in terms of creating a friendly learning environment for their pupils in public primary schools in Bugisu sub region was unsatisfactory.

Based on the findings in Table 1, research shows that respondents' scored average mean value on the status of teachers' performance 1.835, with a

standard deviation of .834. The implication is that the status of teachers' performance at public primary schools in Bugisu sub region was not satisfactory and there was not much variation in the responses.

## THE EFFECT OF MEALS ON TEACHERS' PERFORMANCE

Having established that teachers' performance was unsatisfactory, as demonstrated by the findings presented above. The researchers did further analysis on how providing meals affect teachers' performance. Therefore, the researchers performed an ordinary least square regression analysis (Field 2009:627–672). Teacher performance was used as a dependent variable to establish the level of significance ( $p < .05$ ) of each of the components of providing meals. This approach was followed to determine to which extent providing meals affected teachers' performance at public primary schools in Bugisu sub-region. The results of the ordinary square regression analysis are presented in Table 2.

**Table 2 Table heading to be supplied by author**

Meals	Coefficient	T	P>t	[95% Conf. Interval]	
Provision of teachers' meals	0.192	11.820	0.000	0.160	0.224
Quality of teachers' meals	-0.009	-0.580	0.565	-0.041	0.023
Food supportive systems	-0.013	-0.770	0.442	-0.044	0.019
Management of the food systems	0.093	5.710	0.000	0.061	0.125
Planning for teachers' meals	0.026	1.610	0.107	-0.006	0.058
Concern about teachers' meals	0.014	0.880	0.380	-0.018	0.046
Constant	1.835	113.010	0.000	1.803	1.867
R Square 26.3% F-test 29.4(0.000)					

Table 2 clearly indicated that provision of teachers' meals was significant at 0.000; the quality of teachers' meals was not significant at 0.565; food-supportive

systems were not significant at 0.442; managing food systems was significant at 0.000; planning for teachers' meals was not significant at 0.107, while concern about teachers' meals was not significant at 0.380. The R Square value of 26.3% implies that supplying teachers with meals accounts for 26.3% variation in their performance at public primary schools in Bugisu sub-region in Uganda.

This implies that better provision of teachers' meals will increase teachers' performance significantly. The positive nature of the relationship implies that the change in the two variables was linear, whereby an improvement in teachers' meals was related to better teachers' performance at public primary schools in Bugisu sub-region, and vice versa. Thus, if schools want to increase teachers' performance, they need pay more attention to ensuring that teachers receive meals at school.

To triangulate this quantitative data from the questionnaires that were given teachers and school management committee members, structured interviews were conducted with DEOs, district school inspectors, staff of the directorate of education standards and head teachers. Interviews with head teachers supported the quantitative findings, as illustrated in Table 2, that providing meals to teachers has a statistically significant positive effect on their performance at public primary schools in Bugisu sub-region. This is in line with Pettigrew, Pescud, and Donovan (2012:996–997), who argue that parents and school-based stakeholders (principals, teachers, canteen managers and parents) support potential new school food policies in Australia. Ikenyiri and Ihua-Maduenyi (2011:790), also corroborates these findings. They established that prompt payment for food and clothing were a statistical predictor of teachers' effectiveness. This is also true for teachers in Bugisu sub-region as was noted by one head teacher SH14, who said:

"...this school is unique from other schools in the district. This school is both day and boarding. It is also one of the oldest schools not only in the district but also in the country. Therefore teachers in this school receive both break tea and lunch. They get lunch at the same time with the pupils in the boarding section of the school. Teachers in this school are happy with this arrangement and are almost never absent. Most teachers in the district would like to be transferred here because of good welfare for staff. You can see them in the staff room doing their work. They arrive here early and leave late because all is well including my management. Their only problem is the low salary by the government".

The above excerpt from one of the interview responses suggests that teachers who receive meals are happier and probably perform better than those who do not get meals at school. All head teachers interviewed agreed that many schools in Bugisu sub-region did not have an official feeding policy for teachers. The DEOs and DISs who participated in this study also agreed with this view. As earlier noted, the DEO of district W remarked that:

"...there is no official policy in the district in regard to food support systems but this is something we may think about in the future. Some of our schools have some land on which teachers' food may be grown. Currently, some of this land is used by teachers to grow their crops for their families and not to be consumed at school. Some head teachers even hire it out to local residents while others have given it to school management committee members who use it for their private gain. For our biggest and oldest school in the district which is also partly boarding, the story is different. The land in that school is used to grow food for the children and the teachers even when the teachers have been given some portions to grow their own private crops. As regards food rations, our teachers do not receive any food rations. School budgets do not cater for this type of arrangement."

Most teachers indicated that they made personal arrangements for their meals at school, which implies that feeding affects teachers' performance. This is in line with findings in Table 2, which shows that providing food at school has a statistically significant effect on teachers' performance.

The findings were found to be consistent with both local and international empirical studies related to the effect of feeding on teachers' performance in Bugisu sub-region. The findings have revealed that teachers in public primary schools in Bugisu sub-region contribute money for their meals at school. A lack of meal provision at school, contributes to absenteeism and ultimately poor teacher performance. The status of teachers' performance at public primary schools in Bugisu sub-region was not satisfactory. It can be argued that this is related to the status of their feeding.

## **CONCLUSIONS AND RECOMMENDATIONS**

This article is based on research that set out to examine the relationship between providing meals and teachers' performance in public primary schools in Bugisu sub-region in Uganda. Quantitative and qualitative data was collected in 2015 from the districts of Bulambuli, Sironko and Manafwa. Teachers' performance was measured in terms of various constructs. These include time management, preparing lessons, creating lesson plans, keeping record of work done, preparing and using learners' registers, actual classroom teaching, assessing and evaluating learners, attending staff meetings, managing learners' discipline, involvement in co-curricular activities, counseling and guidance.

Provision of meals was perceived as giving teachers morning tea, lunch and afternoon tea. The authors conducted ordinary least squares regression with teachers' performance, as the dependent variable and the findings demonstrate that an R Square value of 26.3%. This implies that providing teachers with meals accounts for 26.3% variation in their performance at public primary schools

in Bugisu sub region in Uganda. Therefore, the findings suggest that a lack of meals for teachers affects their performance. This implies that an improvement in the provision of teachers' meals at public primary schools in Bugisu sub-region leads to a significant increase in teachers' performance.

Subsequently, the authors make the following recommendations;

- To increase teachers' performance, it is recommended that education policy makers, implementers and managers pay more attention to providing teachers' meals at school in public primary schools to address short-term and hidden food needs while at work.
- Head teachers and SMC members in public primary schools with land should provide school gardens so that teachers can grow food, as most of these schools are found in rural areas with favourable climate and fertile soils. This would help secure teachers' food security in public primary schools in Bugisu sub-region.
- The Ministry of Education, Science, Technology and Sports, should have a feeding policy for teachers in public primary schools, since they are required to be at school from 7:30 to 5:00 pm during the school term from Monday to Friday. Yet there is no clear mechanism to address their hunger needs while at school.
- Since most teachers in public primary schools in Bugisu sub-region pool resources and plan for joint meals at school, the Ugandan Government could use this teachers' initiative with a view of improving and supporting it. Undeniably should be food support systems for teachers in public primary schools.

## NOTE

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