

**Challenges in implementing the National School Nutrition Programme at  
Khomela Primary School**

**In Vhembe District of Limpopo Province**

By

**TSHIMANGADZO ROBERT NETSHIPISE**

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## **DEDICATION**

This work is dedicated to my late wife Netshipise Ndivhoniswani who supported me during this research writing. She allowed me to use the family `s money in order to accomplish the research. You died before you saw my academic success.

.

Thank you

## DECLARATION

I declare that the mini-dissertation hereby submitted to the University of Limpopo, for the degree of Masters in Development Studies has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledge.

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**Netshipise, TR (Mr)**

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**Date**

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- My young brothers: Thomas and David, my daughters Mpho, Tshamano and Muneiwa who I encourage to follow my footsteps.

## **ABSTRACT**

The purpose of this study was to investigate the challenges in implementing the Nutrition Programme at Khomela Primary School in Vhembe District, Limpopo Province. A qualitative research was conducted using case study research design method. The Non-probability sampling method was done through purposive sampling method to select Grade 6 and 7 learners and convenient sampling method for teachers and parents. Data collection was done using individual unstructured interviews. Data was analysed using qualitative data analysis method.

Four groups of respondents participated in the study: learners group (n=10) giving information on the meal preference; teachers (n=8) managing and administering the Nutrition Programme at school level; parents and food handlers (food handlers n=2, parents n=5). The study focused on the following challenges: management, infrastructure, training, motivation, food safety, quality of food, delivery by suppliers and feeding time as the main challenges of the Nutrition Programme. The findings of the study concluded that there was poor involvement of teachers and parents in the Nutrition Programme. The study also concluded that the aim and principles of the Nutrition Programme were not well understood at Khomela Primary School. The participants also made suggestions on how the Nutrition Programme could be improved effectively. The study suggested that the school had to conduct awareness campaigns of learners, teachers and parents indicating the importance of the Nutrition Programme in schools. The study also concluded that the school had to be provided with modern a kitchen and a school dining hall. Despite the challenges, the Nutrition Programme had a positive impact on the school enrolment.

To minimise the challenges of the Nutrition Programme, the study recommends that the principal and the School Governing Body draft a School Nutrition Policy which is in line with the Nutrition Programme guidelines. The Nutrition Policy should cover issues such as management and administration of the Nutrition Programme.

## **ACRONYMS AND ABBREVIATION**

NSNP : National Schools Nutrition Programme

TB : Tuberculosis

SGB : School Governing Body

DBE : Department of Basic Education

REQV: Relative Education Qualification Value

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## **CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY**

### **1.1 Introductory Statement**

This chapter gives the introduction and background to the study. The Chapter also introduces the background of the National Schools Nutrition Programme. It also explains the rationale and the problem of the study. This chapter further gives the aim and objectives of the study and the research questions following the research objectives. The key concepts are also explained in the chapter. The summary of the literature review and the methodology employed are discussed. The chapter also gives the research paradigm, study area, population, sampling, data collection method and analysis. It also explains how validity and reliability were achieved and ends with an outline of the study.

### **1.2 Background to the Study**

Before 1994 there were many learners who dropped out of school because of the shortage of food in South Africa. Learners went to school without food and this resulted in poor concentration of learners in the classroom. The Feeding scheme was then implemented in South Africa for the primary schools. After 1994 the new government realised that the feeding scheme that was implemented by the old South African government was again implemented in few primary schools (Limpopo Provincial Report, 2010/ 2011). The government realised that the problem of teaching and learning was also caused by shortage of food in schools. Some of the learners went to school without food. During the time of Kaddar Asmal, the first minister of education in 1994, the Primary Schools Feeding Scheme was introduced in order to address the challenge of ineffective teaching and learning because of the shortage of food in schools. From 2004 The Primary Schools Feeding Scheme was renamed the National Schools Nutrition Programme in order to address the challenges of the Primary Schools Feeding Scheme. (Montgomery, 2012). After the introduction of the National Schools Nutrition Programme, there were also challenges in its implementation. The reason for conducting this study was to find the challenges of the implementation of the National Schools Nutrition Programme.

The National Schools Nutrition Programme was introduced as the Primary feeding scheme after South Africa's first democratic elections in 1994. This feeding scheme was introduced in South Africa because primary school children went to school without food. This shortage of food disturbed teaching and learning in schools (The Limpopo Provincial Report, 2010/2011).

The Limpopo Provincial Report (2010/ 2011) also indicates the challenges of The Nutrition Programme as the constraints of the programme. Investigating the challenges of The Nutrition Programme assisted the Department of Education to achieve the programme's aim and objectives. The purpose of The Nutrition Programme was to increase learners' attendance, and performance and reduce school dropout rates. This study investigated the factors that hindered proper implementation of The Nutrition Programme at Khomela Primary School. The findings also improved the smooth running of the programme.

Literature indicated that the shortage of food made learners lose concentration and participation; hence the government responded by introducing the feeding scheme to facilitate good teaching and learning (Montgomery, 2012). Montgomery (2012) also indicates that before The Nutrition Programme was introduced there was irregular school attendance by learners. Learners used to collapse because of the shortage of food and low stamina. There was also low school performance and because learners were always hungry, they were inactive and participated less in the school activities. (Montgomery, 2012: Maja, 2011).

Both Montgomery (2012) and Maja (2011) indicate lack of concentration and participation of learners. It seems as if this was happening because of the shortage of food in schools; hence this was the reason for the introduction of The Nutrition Programme.

Jacobs indicates that the implementation of The Nutrition Programme in the whole of South Africa and in other countries. Jacobs (2012) conducted a study in the Western Cape on the evaluation of The National School Nutrition Programme. The researcher identified the problem of poor involvement of stakeholders.

The Limpopo Provincial Report (2010, 2011) indicates the challenges of implementing The Nutrition Programme which include poor administration by

teachers, poor involvement by parents and lack of infrastructure. The report states that educators, parents and learners should understand the value and objectives of the programme. It points out that the feeding time was a challenge to The Nutrition Programme.

The report also indicates that the Nutrition Programme was not implemented according to The Nutrition Policy Guidelines (2008). The policy guidelines indicate that if teachers and parents volunteered as part of the programme, the challenges would be minimised. In spite of all these policy guidelines, it appears that parents and teachers do not understand the objectives of the programme. The policy guidelines state that learners should eat at 10:00 am. In some schools especially Khomela, learners still eat after 10:00 am while at some schools they still cook outside. Therefore, the purpose of this study was to investigate the challenges of implementing The Nutrition Programme at Khomela Primary School.

### **1.3 Rationale of the Study**

I have also realised that many learners drop out from the school because of the shortage of food at school. I was motivated to study about The Nutrition Programme because nutrition is important to learners. Montgomery (2012) also indicates that a Nutrition Programme is important in schools because it reduces school dropout and absenteeism. Many learners could not have dropped out from schools if The Nutrition Programme were there (Montgomery, 2012). That was the reason why I decided to find out the challenges of the implementing The Nutrition Programme at Khomela Primary school.

I was motivated to study about The Nutrition Programme at Khomela Primary School in Vhembe District of Limpopo Province because of a Government report (2010) which indicated that little studies have been conducted in Limpopo Province on the evaluation of The Nutrition Programme.

The study focused on the challenges of implementing the Nutrition Programme. The findings and recommendations might help teachers, parents and learners to understand the value of The Nutrition Programme in the schools. The recommendations might also encouraged teachers and parents to volunteer to be part of the programme and also benefit the learners. They also might help the school

to draft its own Nutrition Policy. The District may also improve its Nutrition Policy through the findings of the study. Therefore, the results of the study may benefit the school, the community and the Vhembe District Municipality.

#### **1.4 Literature Review**

The Limpopo Provincial Report (2010/ 2011) on Nutrition stated that some schools were still facing the challenges of implementing the Nutrition Programme. The report indicated that the Nutrition Programme in all the Provinces of South Africa was not implemented according to the Nutrition Guidelines. Different studies were conducted in South Africa as well as in other countries on the Nutrition Programme. (Seoketsa, 2007 and Henry, 2006). In this section I have indicated the relevant studies that were conducted on the research topic, the challenges of implementing the Nutrition Programme.

The Government Report of (2008,2010) also indicated that the Nutrition Policy was introduced in schools after South Africa`s first democratic election in 1994.The introduction of the Nutrition Programme was based on the fact that children learn more when they are not hungry or suffering from a deficient diet. According to a Government Report (2010), many children attending primary and secondary schools in rural areas go to school without food.

The Government Report (2010) also indicated that the Nutrition Programme was introduced because children went to school on an empty stomach, which resulted in learners` poor attendance and concentration.

Although Nutrition Programmes were introduced with good intentions, the Limpopo Provincial Report (2011/2011) indicated that schools are facing challenges of implementing them. In this regard, this study intends to find out causes of poor management of the Nutrition Programme at one primary school.

Different studies were done nationally and internationally based on the same research topic: **The Challenges of the Nutrition Programme**. The following discussion is about the literature review conducted in South Africa and in other countries based on the research topic.

Henry (2006) and Seoketsa (2007) conducted a study on the evaluation of South Africa's Primary Schools Nutrition Programme. The researchers concluded that the Nutrition Programme improved learners' performance through good health. Henry (2006) also mentioned that the studies were conducted in India, Togo, Burkina Faso and Indonesia. All the studies concluded that Nutrition Programme improved the performance of learners. A study that was conducted by Musvaire (2009) also concluded that the Nutrition Programme in South Africa has significantly reduced absenteeism and also improved concentration of learners in participatory schools.

Tym (2012) made a study in United State of America on The Impact of School Feeding Programs in Educational, Nutritional, and Agricultural Development Goals. The researcher concluded that the Nutrition Programme increased school enrolment alleviated short term hunger and improved cognitive skills. The programme also decreased school dropout, absenteeism and increased academic performance. The findings prompt the researcher to regard the Nutrition Programme as most important to the education of the learners.

Montgomery (2012) did a study on the evaluation of the South African National Schools Nutrition Programme. The study indicated the importance and benefits of the Nutrition Programme in South Africa. The researcher indicated that countries like Brazil, India, Bangladesh, Swaziland and Jamaica confirmed that the introduction of their schools feeding scheme increased the school enrolment and attendants. The researcher further indicated that the Nutrition Programme in those countries improved the educational outcome and the learning ability. The researcher concluded that the programme encouraged poor children to go to school.

All the researchers indicated the importance of the Nutrition Programme. This shows us that even if the study was about the challenges of the implementation of the Nutrition Programme, the programme is also benefiting the schools.

Oyewole and Amosu (2013) discovered a study on the Nutrition challenges in Africa looking on the challenges of Nigeria. As reported by the Limpopo Provincial Government, the researchers found that the Nutrition Programme in Nigeria was not well implemented because of the lack of information and poor quality training of the nutrition stakeholders. The high death rate of the nutrition professionals was also a problem to the Nutrition Programme because it reduced the number of professionals.

Like what was reported by the provincial report of 2010, Oyewole and Amosu (2013) had also pointed that there was poor understanding of the meaning of nutrition and agriculture. The government of Nigeria paid much emphasis on agriculture than on Nutrition Programme.

Another challenge to the programme was that the nutrition professionals in Nigeria applied to further their studies in other countries; instead of coming back and work at home. They went to other countries to search for high paid jobs. This was a major problem of Nigeria which caused the Nutrition Programme not to be well implemented.

The researchers also recommended that the Nutrition Programme should be implemented in schools in South Africa. To improve the programme, adequate training and good planning was also recommended. The researchers further recommended that the quality of the programme could be achieved through good monitoring and evaluation.

Iversen, Marais, du plessis and Herselman (2012) founded a study in South Africa on the assessment of the Nutrition Programme between 1994 and 2010. According to the Nutrition Programme Guidelines “the programme was introduced in order to help learners in rural schools to reduced short term hunger.” The researchers concluded that the programme was not well implemented because of the poor infrastructure in rural schools. Budgeting was also a problem which led the programme not to be implemented effectively because of the lack of finance. They also identified corruption as a stumbling block to the programme. Corruption was identified among the nutrition officials who gave tenders to their friends or relatives expecting payback from the winners of the tenders. This also resulted in the shortage of money to run the Nutrition Programme.

Oosthuizen, Wilman and Napier (2011) discovered a study on *The Challenges of Implementing the Nutrition Programme in all the Provinces of South Africa*. They concluded by identifying the challenges of poor infrastructure such as storage facilities, cooking of food outside and lack of interest by teachers and parents to be involved in the programme. They also concluded that learners went to the bush to search for wood because schools lacked finance to buy wood or electricity. They

came to the conclusion that government should increase the funding of the programme so that schools could be financed in buying wood or electricity.

In Zimbabwe Madina (2012) identified the challenge of inadequate infrastructure, and negative attitude of parents towards the programme, He concluded that workshops and training had to be conducted to arouse the interest of parents and teachers towards the National School Nutrition Programme.

A study discovered in Mozambique by Reme (2012) identified the challenges of lack of nutrition awareness, resource constrains and lack of coordination. Reme (2012) identified coordination as the main challenge to The Nutrition Programme. The researcher also identified the challenge of lack of capacity and human resources. His finding was that Mozambique did not implement the Nutrition Programme properly. He identified Mozambique as a low income country. Her solution was that there should be coordination among the nutrition stakeholders to improve the quality of the programme.

Guthrie, Newman and Ralson (2010) also researched about the challenges of implementing the National Schools Lunch Programme in the United States of America. They identified the challenges of lack of finance and labour. They concluded that the government should address those challenges to improve the quality of meals. A study founded by Hongo (2008) in Kenya identified the challenge of the lack of a clear Nutrition Policy in the country .The researcher concluded that a clear Nutrition Policy should be drafted.

Neil (2010) discovered a study in Eastern Cape of South Africa and identified the challenge of poor administration and participation of role-players. The researcher concluded that role players had to be trained on how to administer the programme.

McNulty (2013) also founded a study in Italy on the challenge of the Nutrition Programme. The researcher identified the problem of the lack of knowledge and skills to the nutrition educator's. In the conclusion, the researcher indicated the need for professional development and in-service training for the nutrition programme.

Musvaire (2009) and Carolyn (2008) did the same study on the challenges of nutrition programme. Both identified the challenge of poor interest of nutrition stakeholders and lack of infrastructure. Both concluded that parents and teachers



had to be involved in the programme. Government should initiate the awareness campaign and strategies of reducing the challenges of the nutrition programme.

Olivier and Marc (2012) also founded a study on the challenges of the Nutrition Programme in developing countries. The researchers identified poor involvement of the society in the implementation of the programme. This poor implementation was caused by poor training and lack of knowledge in the developing countries.

Gavarapu (2014), like the other researchers, also discovered a study in India on the challenges of the Nutrition Programme. Lack of skills of the nutrition stakeholders was identified a great challenge to the implementation of the programme. The researcher recommended that the nutrition stakeholders had to be well trained for the good implementation of the programme. The researcher also recommended that the awareness campaigns should be done for the facilitation of the nutrition programme.

Hendricks (2014) also made a study in Cape Town, South Africa on an integrated approach to malnutrition in child-hood. He identified the challenge of lack of human resources and lack of in-service training. He also indicated that the malnutrition programme was not well implemented because of the poor implementation of the nutrition policies. Lack of support, leadership and low staff morale were seen as the main challenges to the nutrition programme. The researcher also recommended that in order to improve the capacity of the programme the government had to provide a clear vision to the malnutrition programme. The challenge of parents to increase their participation into the programme was encouraged by providing good incentive to attract parents to volunteer into the programme.

Slusser and Prelip (2013) in the United States of America also research about the challenges of parent's nutrition education. The study identified the resistance of parents to the nutrition programme and lack of knowledge. The researchers concluded that parents had to be trained about the importance of the nutrition programme.

Vorster, Margetts, Venter and Wissing (2013) also made a study in South Africa on the challenges of the Nutrition Programme looking on the integrated nutrition science

from theory to practice. The researchers identified the challenge of the shortage of basic resources and qualified nutrition professionals. The researchers concluded that the government had to allocate enough resources for the effective implementation of the nutrition science.

Iversen (2011) also discovered a study on the Nutritional Health of young children in South Africa over the first 16 years of democracy. The aim of the Nutrition Programme was to alleviate poverty and hunger in rural schools. The researcher found that the programme was not well implemented because of the shortage of infrastructure in rural schools. The researcher also found that budgeting was also a problem to the programme. Lack of capacity was also a problem to the Nutrition Programme. Though the programme had some challenges in its implementation it had increased the school attendance and also reduced malnutrition in schools.

All the studies conducted by the above researchers indicated that the Nutrition Programmes were not well implemented both in South Africa and in other countries. The researchers pointed out the challenge of infrastructure, lack of finance, lack of training and poor understanding of the Nutrition Principles. As a researcher, I have realised that if the government of all those different countries minimised the challenges of the Nutrition Programme, the programme would be implemented effectively and the aim and objectives of the programme would be achieved.

## **1.5 Purpose of the Study**

The purpose of the study is explained under the following.

### **1.5.1 Research aim**

The aim of the study was to investigate the challenges of implementing the National Schools Nutrition Programme at Khomela Primary School in Vhembe District of Limpopo Province.

### **1.5.2 Research objectives**

The study was conducted in order to achieve the following objectives of the challenges of the National Schools Nutrition Programme at Khomela primary school.

1.5.2.1 To identify the challenges of implementing the Nutrition Programme at Khomela Primary School.

1.5.2.2 To establish the extent to which teachers were well versed with the intentions of the Nutrition Programme at Khomela Primary School.

1.5.2.3 To find out if parents of Khomela Primary School learners volunteered to become food handlers.

1.5.2.4 To find out the extent to which parents of learners at Khomela Primary School understood the benefits of this programme.

1.5.2.5 To suggest the possible ways of implementing the nutrition programme at Khomela Primary School.

## **1.6 Research Questions**

The study was based on the following research questions in investigating the challenges of the Nutrition Programme at Khomela Primary School in Vhembe District of Limpopo Province:

1.6.1 What are the challenges of implementing the nutrition programme in Vhembe District Municipality?

1.6.2 To what extent do teachers at Khomela School understand the principles of the Nutrition Programme in schools?

1.6.3 How are the teachers at Khomela Primary School involved in administering the Nutrition Programme?

1.6.4 How are the parents at Khomela Primary School participating as food handlers of the programme?

1.6.5 What could be done to implement the programme effectively in the school?

1.6.6 To what extent is the aim of the food programme understood at Khomela Primary School?

## **1.7 Research Methodology**

The research methodology described how the study was conducted. In conducting a research there are three approaches namely, the qualitative, quantitative and mixed

methods research. Maree (2011) described the qualitative research design as the method which uses words rather than numbers. The qualitative research design is a method which is used by researchers to search and explore the information.

This study was an exploratory study because it sought to search and investigate the challenges of the programme as indicated by Maree (2011) in qualitative research. In qualitative study, the research should search and explore just as I did. This was relevant to my study, hence I made use of the qualitative research design.

The study also made use of qualitative research in order to arrive at an in-depth understanding of the challenges of implementing the National Schools Nutrition Programme. The approach was used because it describes and interprets people's perceptions and experiences in human terms (Mcmillan and Schumacher, 2006). Qualitative research is defined as the approach which studies people by interacting with them and observing the participants in their natural environment

As the study made use of the qualitative research, there were different research designs. As mentioned by Maree (2011), those designs are phenomenology, grounded theory, generic qualitative, ethnography and case study. A Case study is an in-depth study of a specific unit that e.g. an individual, an organisation or a programme (Matthew and Carole, 2011). The qualitative research design helped the present researcher to achieve the results of identifying the challenges of the National Schools Nutrition Programme at Khomela Primary School.

Green (2014) describes a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life in which multiple sources of evidence are used. Green also indicates that a case study method is a useful method in exploratory study. This was a study of a small case, because Khomela Primary School is one of many primary schools in the Vhembe District. Because of the above reason I have decided to use the Case of Khomela primary school in order to study how participants at the school relate and interact with each other.

### **1.7.1 Population and sample**

In any research, the researcher should conduct a study in a given population. Population is important in any study conducted. The study cannot be conducted without a given population. When conducting a study the researcher should also

choose the number of participants in a given population. All the teachers were interviewed. The sample size had five parents, two food handlers, eight teachers and 10 learners making a total of 25 participants.

According to Maree (2011), population is a group of individuals from which a sample is drawn. A sample was drawn from the population. Khomela Primary School was the sampled school: its teachers, learners and parents that were represented by the School Governing Body. The study was to investigate the challenges of Nutrition Programme at the school. The school had 280 learners, 9 teachers, 2 food handlers and 5 School Governing Body members.

Maree (2011) defines sampling as a process used to select a portion of the population from the population of the study. The research grouped sampling into probability and non-probability sampling methods. In probability sampling method the subjects are drawn from larger population whereas the non-probability sampling methods draws its subjects from the smaller population. Because the population and the sample in the study were small, I have used the non-probability sampling method because it was relevant to my study. Maree (2011) also indicates that probability sampling methods can be convenient, purposive and quota sampling methods. I have also used non-probability sampling which was a purposive sampling method to choose Grade 6 and 7. The reason for choosing purposive sampling method was that Grade 6 and 7 learners understood the interview questions better. Matthew and Carole (2011) cited in Morgan (1997) defined purposive as a sampling method with a specific plan in mind.

A small group of learners who had better knowledge about the Nutrition Programme was purposefully selected. Matthew and Carole (2011) also define non-probability sampling method to be used to select subjects from a small group and select subjects that are accessible or represent certain types of characteristics like a class of students. Non-probability sampling method which was referred to as purposive sampling method was the best method to select learners from Grades 6 and 7. SGB members were conveniently selected to represent the parents because they were the only parents who were available at school. Matthew and Carole (2011) also defined convenient sampling method as a method selected on the basis of being accessible.

### **1.7.2 Data collection instruments**

I have indicated that the study is a qualitative research. This means that the study made use of the qualitative data collection instruments. In a qualitative research, Matthew and Carole (2011) indicate that data is collected in the form of primary data collection instrument.

Matthew and Carole (2011) also mention different types of data collection methods used in qualitative research like interview, focused group and observation. Since the study was a qualitative research, I made use of the interview method to collect data. I collected data from the participants; hence the interview was relevant as a primary data collection method in the study. I also thought that primary data in the form of interviews was appropriate to achieve the aim of the study which was to investigate the challenges of the Nutrition Programme. Matthew and Carole (2011) categorised data into primary and secondary data. Primary data is referred to as data collected in the form of interview whereas secondary data is the collection of data from the previous researchers.

In this study I made use of primary data. Primary data was collected using an interview method. The participants were interviewed individually. Individual interviews help to achieve higher response (Matthew and Carole (2011)). McMillan and Schumacher (2006) also classify interviews into structured, semi-structured and unstructured. In this study, I made use of unstructured questions to interview all the participants because this was an exploratory study. I made use of unstructured interview method in order to make participants express their own views. Since the study was exploratory study, the unstructured interview method was relevant for the study because the participants had to be given chances to express their own views about the challenges of the nutrition programme.

Babbie (2011) indicates that unstructured interview method is good for an exploratory study. The method was appropriate because it helped the researcher to investigate the challenges of the Nutrition Programme. This method was also good because it helped the participants to answer the interview questions using their own experience of the challenges of the nutrition programme. The unstructured interview method was also advantageous because every participant suggested his or her own challenges to the Nutrition Programme at the school. I have also used the

unstructured interview method to interview the participants because I was able to obtain new information from different participants. This method allowed the participants to express their own views.

Babbie (2011) also stress that the unstructured interview method is good because it encourages the quality of data collected. The weak point of this method is when the interviewer is not competitive and biased questions.

### **1.7.3 Data analysis**

Tichapondwa (2010) defined data analysis as a process of making meaning from collected data. The researcher further indicated that data analysis entailed applying procedures and techniques that helped to extract and describe information, detecting and describing patterns.

I made use of qualitative data analysis method to analyse data. Babbie (2011) describes qualitative data analysis as a non-numerical examination and interpretation of observations, for the purpose of discovering underlying meanings and patterns of relationships. The researcher read and reread the information to identify the themes in order to prove the validity of information.

### **1.7.4 Reliability and validity**

Matthew and Carole (2011) defined validity as closeness between data and reality. They categorise validity into external and internal validity. They define external validity as the reality of a wider population whereas internal validity expresses reality of lives and beliefs. I made sure that the collected data was trustworthy and reliable by spending enough time with the interviewed participants. If there was a gap between the data, I went back to the participants to get the additional information in order to make sure that the information was trustworthy.

### **1.7.5 Bias**

According to Maree (2011), the researcher tries by all means to avoid generalisations. To avoid generalisation, I have generated the understanding of the participant`s views. The study was a qualitative research which made use of the case study method. A case study according to Maree (2011) was suitable for a small

case like one school. Khomela Primary School was a small school and it was difficult for the researcher to generalise the findings to other schools.

### **1.8 Ethical Considerations**

Chooper and Schindler (2006) define ethics as norms or standards of behaviour that guide moral choices about the behaviour and relationship with others. The goal of ethics in research was to ensure that no one was harmed or suffer adverse consequences from the research activities. (Wellman, Kruger and Mitchell, 2008). Donald (2004) states that participants have the right to decline to participate and to withdraw from the research once participation had begun. According to McMillan and Schumacher (2006), the researcher is ethically responsible for protecting the rights and welfare of subjects who participated in the study. I have sought permission for conducting the study from the school principal and the circuit manager. After the permission was granted I informed all the participants. To emphasise confidentiality, the names of all participants do not appear in the study report. I have also provided the school with the results of the study.

### **1.9 Significance of the Study**

The study focused on the challenges of implementing the Nutrition Programme .The findings and recommendations may help teachers, parents and learners to understand the value of the Nutrition Programme in the school. The recommendations also may encourage teachers and parents to volunteer to be part of the programme. The recommendations also may benefit the learners. Recommendations also help the school to draft its own nutrition policy. The district may also improve its Nutrition Policy through the findings of the study. Therefore, the results of the study may benefit the school, the community and the Vhembe District Municipality.

### **1.10 Definitions of Terms**

The study used the following definitions for the whole dissertation:

**Challenges:** These are the factors which impeded (Oxford Schools Dictionary, 2007) the implementation of the nutrition programme.



**National Schools Nutrition Programme:** Seoketsa (2007) defined the NSNP as a project that was introduced by government in 1994 with the aim of alleviating and improving learning capacity of children and intended to help poor children in rural schools.

**Nutrition policy:** Olivier and Mark (2012) defined a Nutrition Policy as governmental guidelines pertaining to public food supply and nutrition, including recommendations for a healthy diet and changes in food habit.

**Food handler:** a parent or community member (usually female) who volunteered to offer services in the preparation, cooking and serving meals to learners in return for monthly stipend (Department of Basic Education, 2010).

**Implementing:** means starting to plan about the programme or project (Oxford Schools Dictionary, 2007).

### **1.11 Sequencing of Chapters**

The following outline was used for the research as a whole:

#### CHAPTER 1: Introduction and Background to the Study

The chapter explained the problem statement which motivated the study, aims of the study, definitions of key concepts and the significance to the study.

#### CHAPTER 2: Literature Review

The chapter was comprised by relevant sources of literature. Sources provided detailed information of current research, theories, and methods used to investigate the problem.

#### CHAPTER 3: Research Methodology

The chapter consisted of methods and methodology, instruments and procedure of data collection and data analysis.

#### CHAPTER 4: Data Presentation, Analysis and Discussions

The analysis of data collected, discussions and research results was reported in this chapter.

## CHAPTER 5: Summary, Conclusions and Recommendations

In this chapter, the researcher indicated how the results were related to the research problem and indicated the implications of the study for future researchers and gave an overall conclusion.

### **1.12 Summary**

The aim of this chapter was to summarise the background to the Nutrition Programme, give the problem statement, rationale and the significance of the study. The chapter also explained the aim and objectives of the study. The summary of the literature review was also discussed based on the previous research conducted. It also described the population of the study and the sampling method used to select the target population. The chapter also explained how data were collected using the relevant data collection method in qualitative research. The researcher also indicated how data analysis was done. A summary of ethical considerations was also given. The chapter also explained how reliability and validity had to be achieved. The chapter also ended by giving the sequencing of all the chapters included in the study.

### **1.13 Conclusion**

In conclusion, Chapter one presented the background to the study. The research problem was also formulated. The next chapter is about the literature review based on the research topic.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter reviewed the literature looking on the challenges of the implementation of the Nutrition Programme. The Chapter also gave the background of the Nutrition Programme and explained the challenges of the implementation of the Nutrition Programme based of the studies conducted. I have discussed the previous literature looking on the challenges of the Nutrition Programme, the benefits of the programme, involvement of parents and teachers to the programme, Theoretical Framework and the extent to which the Nutrition Programme was understood by parents and teachers. In this chapter, I have conducted literature review by reading the previous literatures that were conducted by other researchers on similar research topic. The literature included research conducted nationally, in South Africa and those that were conducted internationally. The researcher discussed the literature based on the research objectives and questions.

### **2.2 Background of the National Schools Nutrition Programme**

Before 1994, children's nutrition was a problem in South African schools especially in rural areas. The South African Government had introduced different Nutrition Programmes before 1994. After 1994 children's nutrition was still a problem. After the Presidential elections in 1994, the government introduced a project which was referred to as the Primary School Feeding Scheme in order to solve the nutrition problem in primary schools. The Nutrition Programme in South Africa was introduced after the first democratic government in 1994 under the leadership of the late president Dr Nelson Mandela. The programme was introduced by the Government Nutrition Committee with the aim of assisting the vulnerable children in rural schools (Iversen, Marais and Herselman: 2012).

The Primary School Feeding Scheme was introduced only for the rural primary schools. In 2004, the Primary Schools Feeding Programme was renamed the National Schools Nutrition Programme. The aim of the programme was to alleviate poverty by reducing short term hunger in rural schools in order to facilitate good teaching and learning for children. In 2009 the programme was extended to the

secondary schools. The programme was supposed to be implemented according to the Nutrition Programme Guidelines. Literature shows that the programme was not implemented according to the Nutrition Guidelines. It also indicated that the programme was still facing some challenges in its implementation (Seoketsa, 2007).

The Nutrition Programme was started by countries based on children`s right which indicate that children have the right to food and basic nutrition (Chirwa, 2009). Before 1994 the South African government had already started the Malnutrition Programme Scheme which supplied milk and butter to the children living in disadvantaged communities.

The aim of the Nutrition Programme was to alleviate poverty in rural schools. (Seoketsa, 2007). The government had discovered that children went to school without food and this prevented them to learn and concentrate. According to Seoketsa (2007) the programme should be implemented in such a way that the aim and objectives of the Nutrition Programme are achieved. The programme was also aimed to improve school attendance and teaching and learning. Literature also highlighted that, the National School Nutrition Programme had reduced absenteeism and decreased children`s school drop-out.

When the Nutrition Programme was introduced, it was controlled by the Department of Health and the Gauteng Department of Education. In 2008 the Programme was transferred to the National Department of Education. Initially the programme was referred to as the Primary Schools Feeding Scheme. It was introduced only for the primary school children. Around 2004 the programme was renamed from Primary School Feeding Scheme to the National Schools Nutrition Programme. The programme was also shifted from the Department of Health to the Department of Education. In 2006 the programme was also introduced to secondary schools.

The majority of secondary schools implemented the programme from 2009. The government reported that little research was conducted on the evaluation of the Nutrition Programme in Limpopo Province. (Government Report, 2010).

The (2010) Guidelines on Nutrition Programme revealed that schools should get money for the programme from the norms and standards money. The guidelines also indicate that parents should volunteer to become food handlers and should be

compensated by honoraria. Teachers were to become administrators of the programme and learners had to become recipients of the programme. The Nutrition Guidelines also indicate that learners should eat at 10 am.

Chapter 3 of the South African Constitution, Section 28(1) indicate that children have the right to basic food and this was the reason why the Government introduced the Nutrition Programme in South Africa. Section 39 of the South African schools Act of 1996 also indicate that the Nutrition Programme was to be funded by Section 39 of the South African Schools Act of 1996.

Seoketsa (2007) also indicates that the Free State and Limpopo Provinces had adopted the model of procurement. Free State had adopted a model of procurement which transferred funds to the schools so that, schools buy their own food. Limpopo Province adopted the model of procurement where money had to be transferred to the districts so that each district should pay the service providers

The National Schools Nutrition Programme is a success even today because literature indicates that the programme improved school and classroom performance. (Iversen,Marais and Herselman, 2012, Seoketsa, 2007, Chirwa, 2009)

Looking at the background of the Nutrition Programme, it seems as if the Programme was introduced with good intension without realising that there could be challenges in its implementation.

### **2.3 Reasons for Introducing the South African National Schools Nutrition Programme**

Literature proved that the Nutrition Programme in South Africa was introduced because learners went to school without food and the majority of learners depended on government social grant. Because of little social grant provided by government learners were unable to bring lunch boxes to schools. The problem of food resulted in high absenteeism and also caused lack of concentration and participation of learners in the school activities. When the government realised that the nutrition problem in schools was causing poor schools performance which also resulted in high school dropout, it responded by implementing the Nutrition Programme in order to encourage good attendance (Montgomery, 2012).

## **2.4 The Issue of Parental Involvement**

In spite of all the challenges of the implementing of the Nutrition Programme it seems as if parents did not want to volunteer to cook for their own children. The 2010, Provincial Report on the Nutrition Guidelines indicates that parents should volunteer to cook for their own children and educators should become administrators of the programme. This study was guided by the model of parental involvement in order to encourage parents to become volunteers in the programme.

Maria, McKenna and Miller (2013) define parental involvement as the amount of participation a parent has when it comes to schooling and his or her child's life. The study was also based on parents' narratives and grounded theory model of their voices, presence and engagement.

According to Maria, McKenna and Miller (2013), the model of parental involvement brought parental involvement at the forefront of the educational discourse. This indicates that parents are regarded as the most important stakeholders in all the educational activities.

Epstein (2011) in her theory of parental involvement also views parents as the main stream of education discourse. The researcher demonstrated the involvement of parents in school activities using the New Model of parental involvement which was parent voice, and parent presence. The use of this theory was to involve parents in all the school activities. In this case, the theory supported the Nutrition Guidelines which indicated that parents should become volunteers in the programme. The Epstein theory of parental involvement is regarded as the best theory by other theories of parental involvement because it brought positive academic outcomes. It was the most tested and accepted model of parental involvement (Epstein, 2011).

Epstein (2011) in her Theory of parental involvement also portrays parents as communicators, volunteers, decision-makers and helpers in school activities. This also demonstrated that parents should become volunteers in school activities. In this case, parents should become volunteers of the implementation of the National Schools Nutrition Programme.

Jeynes (2011) also views that the theory of parental involvement was bounded by the Grounded Theory Model. The researcher demonstrated ways of involving

parents which were language barriers, cooking food or working in the school, safe keeping, arranging transport for children and presence in the classroom. This was the indication that the model was also supporting that parents should cook for their own children at school. (Caneon, Drate and Barto, 2005).

Jeynes (2011) further demonstrated that if parents were involved in school activities, “ it will result in positive effects on learners, improved students behaviour, improved learners attitude towards school and good community relations with the schools.”

Epstein (2011) and Jeynes (2011) Model of parental involvement in school activities, Gordon`s Model (2009) also indicates about five key notes of parental involvement in school activities: parents as teachers, parents as volunteers, parents as professionals, parents as adult learners and parents as decision-makers. The findings were that Gordon`s parental involvement attracted parents to participate fully in the school programmes (Kavanagh, 2013)

Gordon`s Model (2009) of parental involvement was also supported by Epstein typology of parental involvement which are volunteering, leading at home, communicating, parenting and collaborating (Kavanagh, 2013). Epstein parental involvement, Gordon`s Model indicates that parental involvement in school programme can influence learners` positive attitudes towards school. This also indicates that if learners` positive attitudes are achieved, absenteeism will be reduced. This can also increase the learner`s enrolment. This implies that Epstein`s Model of parental involvement was the most tested and accepted model. It seems as if it was the accepted model of parental involvement because of its engagement of parents in school activities. It can also be good if the South African Government can use this Model to encourage parents to be volunteers in the implementation of the Nutrition Programme.

## **2.5 The Challenges of the Nutrition Programme**

Studies on the Nutrition Programme were conducted in South Africa as well as in other countries. It seems as if children`s nutrition is a Global concern and that is the reason why different studies were conducted in different countries making recommendations on how the programme should be implemented. I have discussed

the relevant literature conducted in South Africa and in other countries. The literature discussed here was to support the aim and objectives of the study.

In South Africa, different studies were also conducted on the challenges of the Nutrition Programme. (Neil, 2010, Marais and Herselman, 2012). Studies were also conducted on the evaluation of the Nutrition Programme. The researchers concluded that the Nutrition Programme either in South Africa or in other countries were not implemented in the recommended ways of certain challenges.

The following discussion is based on the literature review conducted on the same topic. I have gone through the relevant literature conducted in South Africa, Africa as well as abroad. I have discussed the challenges of the Nutrition Programme based of the following themes:

### **2.5.1 Management of the Nutrition Programme**

Like other researchers, Iversen, Marais and Herselman (2012) conducted a study that was to assess the Nutrition Programmes addressing malnutrition among young children in South Africa from 1994-2010. The aim of the research was to assess the challenges of the Primary Schools Nutrition Programme and the National Schools Nutrition Programme between 1994 and 2010. Based on the Primary Schools Nutrition Programme the researchers identified the following challenge: lack of capacity, inefficient and inappropriate management. They viewed that the programme was implemented ineffectively because of poor management of the nutrition stakeholders. The poor management as a challenge to the programme resulted in corruption which also made the programme not to be well implemented. The success of the Primary School Nutrition Programme depended on the quality of good management as Iversen, Marais and Herselman (2012) suggest. This shows that the programme was not managed effectively because of poor management and lack of leadership. Iversen, Marais and Herselman (2012), also concludes that the poor monitoring was also identified as a challenge to the programme.

### **2.5.2 Administration of the Nutrition Programme**

Neil (2010) conducted a study on the Evaluation of the Nutrition Programme in the Grahamstown Education District. The researcher identified the challenge of corruption, leakage of funds and poor administration of the programme and poor



participation of the role players. The researcher also found that there were chaotic problems in delivery of food to the schools. The recommendations were that educators had to manage the delivery of the food until consumption. The researcher further recommended that the delivery of food should be done during the school days. He also recommended that teachers had to receive more training on how to run the Nutrition Programme successfully. It seems as if the issue of management and administration of the programme are the main challenges to the programme which implies that the programme was poorly managed.

### **2.5.3 Infrastructure of the Nutrition Programme**

Different studies were conducted and they revealed that there was poor quality of infrastructure. Iversen, Marais and Herselman (2012) conducted a study on the Nutrition Programme and concluded that “poor infrastructure in rural schools was also a stumbling block to the Primary Schools Nutrition Programme”. They identified some of the challenges to the National Schools Nutrition Programme. According to them, research of the National Schools Nutrition Programme like the Primary Schools Feeding Scheme was also not well implemented. The problem of infrastructure was the main challenge in the researcher’s findings. Lack of funds was also a problem. Mkosi, Wenhold and Sibanda (2014) also identified the challenges of insufficient infrastructure, poor kitchens, and shortage of fridges to store vegetables, lack of gas cookers, utensils and storage space.

Mkosi, Wenhold and Sibanda (2014) further suggested that the challenge of poor maintenance plans for the cooking equipments. Poor maintenance sometimes resulted to the equipment’s breakdowns which resulted to shortage of food during that particular day. Another challenge to the Nutrition Programme was that there were no safety measures. Gas and stoves were stored in one room because of the lack of infrastructure.

Mkosi, Wenhold and Sibanda (2014) also indicated that, the lack of school dining halls was a challenge to this programme. Many learners ate their food in their classrooms which lead to many classrooms being polluted for example, diseases and deterioration of the school furnitures. (Mkosi, Wenhold and Sibanda, 2014).

Mkosi, Wenhold and Sibanda (2014) and Iversen, Marais and Herselman (2012) suggested that the lack of infrastructure as the main challenge to the programme. It seems as if poor infrastructure was caused by lack of funds to buy that infrastructure. This implies that it can be improved if the government increases their budget for the buying of enough infrastructure.

Mkosi, Wenhold and Sibanda (2014) concluded that the government should raise the Nutrition Programme funds in order to minimise the challenges regarding the shortage of infrastructure. The researchers also concluded that the tertiary institutions should carry further studies on the Nutrition Programme focusing on the academic performance and learners' achievement. The researchers also encouraged the schools to form partnerships with the non-governmental organisations in order to request additional funds to support the Nutrition Programme.

Oosthuizen, Wilman and Napier (2011) also conducted a study on the challenges of implementing the Nutrition Programme in all the provinces of South Africa. In their study, the main challenge of infrastructure remained. The researchers identified the challenges of poor infrastructure such as poor storage facilities and of food outside. Lack of interest by parents and teachers to be involved into the programme was also a major challenge. Learners also went to the bush in search of wood because schools lacked finance for wood or electricity. They came to the conclusion that if the government increased the funding, the Nutrition Programme may be implemented effectively. They recommended that schools should be funded in buying wood to reduce the risk of children for searching wood in the bush.

Musvaire (2009) also conducted an assessment study in South Africa on the impact of the Nutrition Programme. The researcher identified the challenges of weak coordination, inadequate funds, Lack of interest by nutrition stakeholders including parents and teachers. The researcher also identified the challenge of poor infrastructure, lack of skill and low interest of learners to the meal. The researcher concluded that the government should increase funds so that schools should improve their infrastructure.

Sangweni (2010) conducted the study in Limpopo and the Eastern Cape Provinces on the Evaluation of the National Schools Nutrition Programme. The Nutrition

Programme was specifically design to alleviate poverty and short term hunger in rural provinces. According to the researcher Eastern Cape and Limpopo Provinces were regarded as the poorest provinces in the country.

The researcher identified the challenge of inadequate infrastructure, lack of capacity, non-delivery of suppliers, shortages of the necessary items and poor involvement of stakeholders.

According to Sangweni (2010) the majority of the schools in Limpopo and Eastern Cape do not have enough infrastructures to support the implementation of the programme. The majority of the schools in the two provinces do not have infrastructure like storage facilities, refrigerators to store perishable food, kitchen and cooking equipments.

Sangweni (2010) and Musvaire (2009) also found the shortage of infrastructure as the main challenge to the implementation of the programme. They concluded that schools do not have enough infrastructure to implement the Nutrition Programme. Similarly,

Maja (2011) also identified that there were poor storage and food preparation facilities. The quality of food was poor because cooking was done outside. Lack of security was also a challenge. Some schools did not have security guards while others had poor security fencing and these challenges resulted to food being stolen by the community. Poor security also resulted in vandalism and theft. The main challenge that was also identified was the unsuitable environment where schools were serving their meals. The serving environment was not conducive to the health of learners. Maja (2011) also identified that the School Governing Bodies were not monitoring the food in full. It had also been concluded that food handlers were also not taking care of the food, instead of controlling the food, they took the food to their homes. The researcher also identified that the Department was not monitoring the Programme in Schools. The other finding was that there were shortages of the vehicles for the Departmental officials to visit the schools.

Henry (2012) also conducted the same study in Western Cape on the evaluation of the Primary Nutrition Programme. The researcher identified the challenge of poor quality of food, disruption of teaching, poor water and sanitation. The researcher also

found that learners were sent to the bush to collect wood and variation of the feeding time, inadequate management, poor infrastructure, poor electricity in schools, poor kitchens and poor storage facilities. The researcher concluded that the government had to increase the funds for the programme. The study concluded that the feeding time should not disturb teaching and learning in schools.

Iversen (2011) also conducted a study in South Africa`s Western Cape Province on the Nutritional Health in young children 16 years into democracy. In the researcher`s findings poor infrastructure was also pointed out. According to the researcher, there was poor infrastructure in rural schools which led to the Nutrition Programme not well implemented. Lack of finance was also a problem in developing countries. The researcher indicated that the Nutrition Programme in the Western Cape was not given enough budget which also lead to its poor implementation.

According to the studies conducted in all the Provinces of South Africa, it seems that poor implementation of the Nutrition Programme was caused by lack of infrastructure because of the shortage of finance. The United Nations categorised South Africa as a developing country. Hence developing countries were characterised by poor infrastructure. This shows us that the programme cannot be well implemented in developing countries like South Africa because of poor finances.

Madina (2012) conducted a study in Zimbabwe on the challenges of implementing the Food and Nutrition Curriculum in Secondary Schools in the Civic District of Zimbabwe. The researcher identified the challenge of inadequate infrastructure, inadequate utensils, inadequate human resources and inadequate electrical power. The researcher recommended that the government should increase the infrastructure, improve the solar power and train teachers.

Hongo (2008) conducted a study in Kenya on the success and the problems of the Nutrition Programme. The researcher identified the problem of the lack of clear policy of the Nutrition Programme. He also identified the problem of lack of infrastructure. He recommended that all the nutrition stakeholders should be involved and the school gardening should be implemented.

Fonier (2012) conducted a study in Ghana on the perceptions of local Ghanaian stakeholder after one year of a New School Feeding Program in Adejeikrom, Ghana.

Fonier (2012) like other researchers, identified lacked of infrastructure as the main challenge to the Nutrition Programme in Ghana. Infrastructure like shortage of transport to deliver food to the schools was also a problem in Ghana. Another problem was that parents no longer gave their children money for food during the day because they were dependent on the nutrition programme. The researcher also indicated that Ghanain schools were using wood and charcoal to cook food. The study recommended that the government in Ghana should increase finance to enable schools to provide wood and charcoal. It seems as if infrastructure was the main challenge to the nutrition programme in many countries.

Ghana and Kenya were categorised by the United Nations as underdeveloped countries. Studies conducted in those countries concluded that poor Nutrition Policy was also a problem to underdeveloped countries. This implies that failure by the country to have a clear Nutrition Policy resulted in the poor implementation of its Nutrition Programme.

Oyugu (2012), also identified the challenge of the lack of resources and inadequate equipment. This implies that lack of cooking equipment was a big challenge to the implementation of the Nutrition Programme.

#### **2.5.4 Knowledge of the Nutrition Programme**

The Nutrition Programme was not well implemented because of the lack of support, supervision and leadership. There was no policy which governed how the National Schools Nutrition Programme should be implemented. The government only drafted the nutrition guidelines instead of the Nutrition Policy.

Hendricks and Bourre (2014) viewed low staff morale as the challenge to the Nutrition Programme. Teachers were not interested to the programme. The researchers also conclude that other teachers also indicated that the programme took their time for break. They demonstrated that the programme disturbed teaching and learning. Sometimes learners had to use their teaching time because of the late preparation of food.

Hendricks and Bourre (2014) concluded that government should improve the quality of the programme. It should also provide the clear vision of the programme. Parents and teachers should know the vision of the programme for them to be interested in

the volunteering and administration. The government should also provide enough training to teachers and parents because these are the front runners of the programme. According to the researchers, government should also provide good incentives to the parents so that they should be encouraged to volunteer into the programme.

Oyewole and Amosu (2013) conducted a study in Nigeria looking at the Nutrition Profession in Africa. According to the two researchers many countries in Africa like Nigeria were also not implementing the Nutrition Programme correctly. The researchers concluded by identifying the challenge of lack of information. The programme was not well implemented because schools lacked information on how the programme had to be run. Another challenge facing the Nigerian Nutrition Programme was the poor quality of training of the nutrition professionals. The community lacked information for the implementation of the programme because of poor quality training and singled out the rate of the nutrition professionals to be a problem to the programme.

Oyewole and Amosu (2013) further recommended that quality Nutrition Programme should be implemented in Nigerian schools. They also indicated that good planning should be done as well as adequate training. Lastly, they recommended good monitoring and evaluation for the programme. Because of the poor quality of training of the nutrition professionals in Nigeria, one can also indicate that Nigeria was also facing the challenge of poor finance like South Africa. This also implies that poor training and lack of knowledge were caused by shortage of finances

Carolyn (2008) conducted a study in the United States of America in Kentucky Province on the challenges and opportunities to rural nutrition education programme. The researcher identified the problem of the lack of knowledge which was caused by the lack of training to the nutrition stakeholders. The researcher recommended that the nutrition stakeholders should be trained in order to fill the gap of the knowledge of the programme.

Olivier and Marc (2012) conducted a study on the challenges the Nutrition Programme and on Nutrition Policies in Developing Countries. The researchers identified poor involvement of countries and the society as the main challenges to

the programme. They concluded that if countries were fully involved into the programme it would have been implemented effectively.

Another study conducted by Slusser and Prelip (2013) in California in the United States also identified the challenge of the parents as the nutrition stakeholder as being not interested in the Nutrition Programme. The researchers indicated that parents resisted the programme because they lacked knowledge about it. The lack of knowledge of parents resulted to the poor implementation of the programme. The researchers also indicated that the problem of low incentives given to the parents resulted in the poor implementation of the programme. The researchers concluded that parents had to be trained to understand the importance of the programme. If parents understood the aim and objectives of the programme, the quality of the programme could be improved.

Shauna and Farmer (2012) conducted a study in Canada about the barriers of adopting Nutrition Guidelines in schools. The researchers found that the Nutrition Programme in Canada was not well implemented because of the following challenges: lack of knowledge to the Nutrition Programme and the fact that learners did not prefer the provided menu by the government. They regarded the provided menu as being of poor quality. Lack of human resource was also identified as the barrier to the Nutrition Programme. From all the studies conducted in South Africa and in other countries it seems as if lack of knowledge was also the main challenge to the programme. This implies that the nutrition stakeholders cannot implement the programme effectively if they lack knowledge and skills.

### **2.5.5 Safety of food of the Nutrition Programme**

Mkosi, Wenhold and Sibanda (2014) conducted a case study in South Africa on the National Schools Nutrition Programme. In their findings, different challenges were identified. They identified the challenge of lack of insufficient security. Insufficient security was identified in the sense that, equipment, stored food products and food gardens were not protected which resulted in theft.

Unlike the other researchers, Mkosi, Wenhold and Sibanda (2014) also identified the challenge of which-craft in Mpumalanga Province. The researcher viewed that learners in the province were afraid to eat the nutrition food because of the fear of

which-craft. The researcher's findings demonstrated that some of the schools in the province, had their food at some time poisoned and learners were admitted to the hospitals because of food poisoning.

Mkosi, Wenhold and Sibanda (2014) recommended that the community and the school governing body should be encouraged to participate in the schools nutrition committee for the school hygiene, school safety and food production.

If food is poisoned as a practice of which-craft, this can also be a challenge to the learners because children may fear to the food. This can no longer solve the aim and objectives of the programme.

This indicates that food poisoning, which-craft and theft happened in schools because of the lack of school safety. This can be eradicated if the government can reintroduce the security programme in schools, including erection of security fences and appointment of permanent school security guards.

### **2.5.6 Motivation of parents and teachers in the Nutrition Programme**

Mkosi, Wenhold and Sibanda (2014) pointed that the volunteers or food handlers were not committed to their work. They also indicated that they were not committed because the honoraria given to them were too little for the provision of the basic needs.

The researchers also founded that educators were always complaining that the Nutrition Programme took their academic duties and it was not part of their job description. Another challenge which the researchers had identified was that young parents or food handlers were less interested to participate in the Nutrition Programme (Mkosi, Wenhold and Sibanda, 2014).

Sangweni (2010) also found that teachers and parents were not interested in participation in the implementation of the Nutrition Programme because the aim of the programme was not well introduced to them.

Parents and educators were referred as the implementers of the programme in schools. Therefore, it can be good if the government can motivate both the parents and teachers to implement the National Schools Nutrition Programme effectively.



### **2.5.7 Training of teachers and parents in the Nutrition Programme**

Literature founded that poor training of parents and teachers resulted in the poor implementation of the Nutrition Programme. Prusent (2008) concluded that parents and teachers were not properly trained on how to take care and prepare the food. The researcher also found that food gardens were controlled by learners and teachers because parents were not trained on how to become food gardeners

Hendricks and Bourre (2014) also identified the challenge of poor training of parents and teachers. Parents were not well trained on how to prepare the required menu and this resulted in poor quality of the menu. According to the researchers, teachers were also not well trained on how to administer the programme; hence it resulted in poor administration of the programme.

Mark (2010) conducted a study in Canada assessing the impact of the primary schools based nutrition intervention. The researcher in founded that the Nutrition Programme was not well implemented because the nutrition stakeholders like parents and educators did not attend workshops that were conducted by the department; hence it resulted in the lack of knowledge about the Nutrition Programme. The researcher concluded that parents or the community workshops should be conducted to reduce the challenge of poor training of parents.

In Italy a study was conducted by McNulty (2013) on the challenges of the nutrition education. The researcher identified the challenge of the lack of knowledge and skills in nutrition education. The researcher concluded that lack of knowledge was caused by lack of in-service training of the nutrition educators. The researcher recommended that there was a need for a professional training in nutrition education like in-service training of the nutrition educators and curriculum training.

Gavarapu (2014) conducted a study in India on the challenges of the Nutrition Programme. The researcher identified the challenge of lack of skills to the nutrition stakeholders. The researcher recommended that the nutrition stakeholders should be trained in order to develop the programme effectively. The researcher further recommended that the awareness campaign should be done and the community should also be trained about the Nutrition Programme by a nutrition expert. It can

also be good if food handlers were trained on how to cook the meal. This can also improve the quality of meal such as good taste.

### **2.5.8 Feeding time of the Nutrition Programme**

Maja (2011) conducted a study in Gauteng Province about the management of the Schools Nutrition Programme at primary schools in Tembisa. Gauteng Province was given the mandate to control the Nutrition Programme in all the provinces of South Africa. Even if the Gauteng Province was given the mandate to control the programme, the researcher shown that the province was also had challenges in the implementation of the Nutrition Programme. The researcher founded that that the feeding time was a challenge to the implementation of the Nutrition Programme. The Nutrition Programme guidelines required learners to be fed at 10:00 am but the researcher identified that some of the schools around Thembisa were feeding their learners after 10:00 am. The reason for late feeding was that the food was not prepared in time because of the shortage of food and proper cooking facilities in schools.

In Kwazulu Natal Province Napier and Hlambelo (2014) conducted a study in Durban on the contribution of lunch boxes to the daily food intake of adolescent girls. The researchers identified the challenge of late feeding of learners, theft, irregularities of suppliers and a burden to teachers. The researchers recommended that the circuits should monitor the Nutrition Programme. In order to limit the problem of late feeding, it can be good if government can supply quality infrastructure in schools. This implies that if schools are supplied with quality infrastructure, including quick cooking equipment, the challenge of late feeding can be solved.

### **2.5.9 Coordination of the nutrition stakeholders**

In Western Cape Jacobs (2012) conducted a study on the evaluation of school based nutrition and physical activity programmes for Grade 4 learners. Poor coordination was identified as the challenge to the Nutrition Programme hence the researcher recommended that the government should encourage good coordination between the nutrition stakeholders.

Reme (2012) conducted a study in Mozambique on the challenges of the Nutrition Programme. The researcher identified the challenge of resources constraints and

lack of coordination. He also identified the challenge of the lack of capacity and shortage of human resources. According to the researcher, coordination was identified as the main challenge to the Nutrition Programme and Mozambique was also identified as the low income country. The findings showed that Mozambique was not implementing the Nutrition Programme properly. The researcher recommended that there should be coordination among the nutrition stakeholders to improve the quality of the nutrition programme.

Reme (2012) and Madina (2012) conducted a similar study in similar countries. According to the United Nations in 2010, Zimbabwe and Mozambique are both categorised as underdeveloped countries. The two researchers found that the Nutrition Programmes were not effectively implemented in Zimbabwe and Mozambique because there was poor coordination between the nutrition stakeholders.

Oyugu (2012) conducted a study in Kenya on the effect of schools feeding programme on performance of pre-school in Awendo zone, Migon Country. The researcher identified the first challenge as lack of coordination amongst the nutrition stakeholders. There was no relationship between teachers, parents and the government. This made the nutrition programme difficult to be implemented.

#### **2.5.10 Lack of funds to finance the Nutrition Programme**

In Limpopo Province, Prusent (2008) conducted a study on the Evaluation of the Nutrition Programme. The aim of the study was to evaluate whether the allocated resources for the Nutrition Programme was used effectively and inefficiently. The researcher identified the challenge of insufficient funds, lack of support to the educators and lack of involvement by the circuit manager to the programme.

The Dietitians Association in Columbia (2013), in America conducted a similar study like Slusser and Prelip's (2013) on the children nutrition education. The Association identified the challenge of the lack of funds. The Association further found that the programme was not well implemented because of the little budget allocated to the Nutrition Programme and recommended that government should increase the budget for the effective implementation of the Nutrition Programme.

In the United States, Guthrie, Newman and Ralson (2010) conducted a study about the challenges of implementing the National Schools Lunch Programme. The researchers identified the challenge of poor meals because of the lack of funds. They recommended that the government should increase the funds to improve the quality of meals or lunch boxes supplied to the learners.

The United States of America and Italy were rated by the United Nations as the developed countries and Canada and Columbia as developing countries. The researchers concluded that there were challenges of the problem of finance which resulted in poor training of human resources. This implies that the shortage of funds for the Nutrition Programme was a challenge for both developed, developing and under-developed countries. The problem was identified as the shortage of finance that can lead to poor training and infrastructure.

#### **2.5.11 Human resources of the Nutrition Programme**

Hendricks and Bourre (2014) concluded that the Nutrition Programme was not well implemented because of the shortage of permanent and full-time workers. Parents and teachers were the stakeholders of the programme; hence they did not want to participate in the programme and this made the Nutrition Programme ineffectively implemented. It can also be good if the government can appoint full-time food handlers to avoid the problem of the shortage of volunteers.

#### **2.5.12 Quality of food provided by the Nutrition Programme**

To improve the quality of meal, Sangweni (2010) recommended that animal protein like milk, meat and eggs should be added to the menu in order to improve the quality of food. Kitchen facilities should be provided for the quality preparation of food. Food handlers should be well remunerated in order to increase their full participation into the programme. Regular delivery of the supplier should also be encouraged to reduce the late preparation of food and undisturbed teaching and learning. Sangweni (2010) recommended that the government should always review its menu in order to improve the quality of meals.

#### **2.5.13 Availability of food in the Nutrition Programme**

According to the Nutrition Policy Guidelines (2010), learners were the stakeholders of the Nutrition Programme and this programme was also introduced in order to provide learners with food. Though learners were given food during their break time, they also complained that the provided food was not enough for them. They complained about the provision of the poor quality of meals. Seoketsa (2007) concluded that some learners complained about the shortage of food. The indication was that little food was supplied during their break time. Some of the schools lacked money for the provision of the bore whole water. The researcher concluded that the shortage of water made the school not to start the gardening project and this resulted in the shortage of vegetables in schools. The Nutrition Guidelines also indicated that every school which participated into the programme should start a garden project for the provision of vegetables. The researchers founded that some of the schools lacked food gardens because of the shortage of water, lack of seeds, pests grazing and shortage of fences around the school yard (Department of Basic Education Report, 2010).

#### **2.5.14 Delivery of food by the supplier of the Nutrition Programme**

Sangweni (2010) founded that the programme was not well implemented because of the late delivery by the supplier. The conclusion was that the suppliers did not deliver food in time and this resulted in late preparation of food which disturbed the time of teaching and learning.

#### **2.5.15 Lack of responsibilities of the nutrition stakeholders**

Sangweni (2010) found that the stakeholders did not participate in the Nutrition Programme because they were not aware of their responsibilities into the programme. The nutrition stakeholders whom the researcher talked about were parents and teachers. The researcher concluded that workshops should be conducted so that teachers and food handlers should be aware of their responsibilities.

### **2.6 The Involvement of Parents in the Nutrition Programme**

Prusent (2008) identified poor involvement of parents as one of the challenges to the implementation of the Nutrition Programme. Different studies were conducted and also concluded that parents were not fully involved in the Nutrition Programme.

Different studies were conducted across all the provinces of South Africa and in Europe, Africa, Asia as well as America. (Prusent, 2008, Henry, 2012). A study was conducted by Prusent (2008) in South Africa on the evaluation of the Nutrition Programme. The researcher identified the challenge of poor involvement of parents to the Nutrition Programme. The researcher recommended that in order to encourage parents to be fully participating in the programme, they should be permanently appointed with competitive salary. The study concluded that food handlers should be well paid so that they should fully participate into the programme.

Henry (2012) indicated that parents volunteered to become food handlers of the Nutrition Programme but they were discouraged because they were paid little honoraria. (Prusent, 2008). The researcher found that parents did not fully participate in the programme because of little honoraria they were given. The researcher recommended that the honoraria given to the food handlers be reviewed.

Henry (2012) conducted a study in Western Cape, Kwazulu Natal, North West, Mpumalanga, Limpopo, Gauteng, Eastern Cape, Northern Cape and Free State. In all the provinces the researcher concluded that parents were not interested in the participation of the Nutrition Programme. The poor participation of parents in the programme was that they were given little amount of money. They were also regarded as volunteers of the programme and little honoraria was paid to them. The researcher concluded that in order to encourage parents to participate in the programme they should be given competitive salaries. The researcher suggested that the increased payment of the food handlers can encourage parents to participate into the programme.

Jacobs (2012) conducted the same study on the evaluation of the school nutrition and physical activities for the Grade 4 learners in the Western Cape. The researcher identified poor involvement of parents and educators to the Nutrition Programme. The researcher also recommended the training of parents about the Nutrition Programme.

A study conducted by Musvaire (2009) in South Africa also identified the poor involvement of parents to the Nutrition Programme. The researcher recommended the implementation of the nutrition awareness campaign; hence parents should be interviewed on the challenges of the Nutrition Programme. The researcher

recommended that the government should come up with the strategies of encouraging them to participate in the Nutrition Programme.

Maja (2011) conducted a study in South Africa in Gauteng Province on the management of the National Schools Nutrition Programme at primary schools around Thembisa Township. The researcher identified the problem of the lack of human resources in schools. The study founded that food handlers were also not interested to cook for their children. Parents suggested that even if they were unemployed they could not work without enough compensation. They further suggested that the money was too little for the provision of their basic needs. The researcher indicated that though parents had to cook for their children, it was the responsibility for the government to pay because they elected this government.

In America, Olivier and Marc (2012) conducted a study on the challenges and highlights of the Nutrition Policy in developing countries. The researchers identified the challenge of poor involvement of the society into the Nutrition Programme. They concluded that countries should encourage their societies to participate into the Nutrition Programme (Iversen, Marais and Herselman, 2012).

All the studies that were conducted in South Africa and in other countries, concluded that parents were not interested in the Nutrition Programme because they were given little amount of money. This presents that the problem of finance was the main challenge to the implementation of this programme. This shows that it can be good for the government to increase the funds in order to improve the effective implementation of the Nutrition Programme.

## **2.7 The Extent to which the Nutrition Programme is understood**

The study conducted by Prusent (2008) concluded that parents and teachers did not understand the value of the Nutrition Programme. The researcher found that educators regarded the administration of the Nutrition Programme as their additional duty that was not written in their job description and they were not paid for the extra duty they were doing. The researcher recommended that the administration of the Nutrition Programme should be negotiated with the teachers unions.

Reme (2012) in Mozambique also identified the challenge of low awareness of the responsibilities of the nutrition stakeholders. The researcher concluded that that

teachers and parents had to be trained so that they should understand the value and objectives of the Nutrition Programme.

A study conducted by Madina (2012) in Zimbabwe on the challenges of implementing the food and nutrition curriculum in secondary schools revealed that many parents had negative attitudes towards the Nutrition Programme. The researcher concluded that awareness campaigns had to be conducted to improve the understanding of the parents towards the Nutrition Programme.

The issue of understanding the aim and objectives of the programme continued to be a problem. Neil (2010) conducted a study on an evaluation of the school Nutrition Programme in the Grahamstown Education District in Eastern Cape. The researcher concluded that the role players of the Nutrition Programme such as parents and educators did not understand the value and purpose of the Nutrition Programme. He concluded that the Nutrition Programme was not well implemented due to the poor monitoring of the programme because of the lack of understanding by educators. The researcher recommended that the nutrition stakeholders had to be well trained to understand the purpose and objectives of the programme.

A study that was conducted by Oyewole and Amosu (2013) in Nigeria on meeting the current and future challenges in Nutrition Programme indicated that there was poor understanding of the meaning of nutrition and agriculture. There was a confusion by the government to understand the difference between nutrition and agriculture. This was concluded when the researcher indicated that the government supported so much in agriculture than in Nutrition Programme. Very little was given to nutrition than to agriculture. The researcher viewed that high support was given to agriculture with the view that agriculture should provide food to the Nutrition Programme.

Oyewole and Amosu (2013) stressed the poor understanding of the nutrition professional to the Nutrition Programme in Nigeria. They indicated that top nutrition professionals in Nigeria applied to further their studies in other countries, and instead of coming back and work in Nigeria they worked in those countries.

Studies conducted in South Africa, Zimbabwe and Mozambique revealed that parents, teachers and the government did not understand the aim and objectives of



the Nutrition Programme. This demonstrated that there was no clear Nutrition Policy in developing and under-developed countries. This was the reason why their stakeholders did not understand the aims and objectives of the Nutrition Programme.

## **2.8 The Involvement of Teachers in the Nutrition Programme**

Teacher's involvement to the Nutrition Programme was also a challenge. Different studies were conducted by many researchers and the indication was that even teachers were not interested into the programme. (Henry , 2012)

On the similar issue of teachers' involvement into the programme, a study was conducted by Henry (2012) in all the provinces of South Africa on the evaluation of the Nutrition Programme. The findings indicated that teachers did not want to administer the Nutrition Programme. The reason was that teachers regarded administering the Nutrition Programme as an additional duty to their job description. Teachers viewed that their duty was to teach but not to administer other departmental programmes. In the findings it was indicated that teachers complained and said that they were not consulted for the extra duty they were given. The researcher recommended that teachers needed to be trained so that they understood the value and purpose of the Nutrition Programme.

Musvaire (2009) stated that teachers did not understand the purpose of the Nutrition Programme; hence training of teachers was recommended. The researcher further recommended that teachers had to volunteer in the Nutrition Programme for the future education of the children.

The Case study that was conducted by Mkosi, Wenhold, and Sibanda (2014) in all the provinces of South Africa indicated that parents were not interested in participating into the nutrition committee. The nutrition guidelines indicated that parents should participate or be part of the nutrition committee.

It seems as if teachers did not want to administer the Nutrition Programme because it was not part of their job description. Their duty was to teach but not to administer the programme. This implies that teachers were not motivated to administer the programme because they were not well compensated because of the shortage of finance.

## **2.9 The Benefits and Effects of the Nutrition Programme**

The Nutrition Programme had many challenges in its implementation, but it also brought some of the benefits to teaching and learning. Literature founded that the implementation of the Nutrition Programme in South Africa and in other countries also brought some benefits in teaching and learning.

In the study of Musvaire (2009), concluded that the Nutrition Programme reduced absenteeism, increased the performance of the learners and concentration of learners in participating schools. The researcher concluded that if children were given food at school parents would be able to send their children to school. Children were interested in going to school hence the school enrolment would be increased. Children cannot run away from schools because of food hence absenteeism was minimised.

Henry (2012) conducted a study in Indonesia and the conclusion was that the school feeding scheme had increased school enrolment in that country. He showed that the study that was conducted in Burkina Faso which also concluded that the school feeding scheme increased the school pass rate together with the enrolment and the attendance of learners.

He further demonstrated about a study that was conducted in Honduran on the impact of the Nutrition programme and concluded that the Nutrition Programme improved the performance of the learners. In Honduras, the learner's enrolment was increased by 12% and it resulted in the decrease of the school dropout.

In Benin and Togo Henry Henry (2012) founded that all the schools that participated into the Nutrition Programme the learners' performance was increased by 5% which was higher than all the schools that were not participating in the Nutrition Programme.

A study that was conducted in India by Henry (2012) discovered that the school feeding scheme increased the school enrolment because the Nutrition Programme reduced short term hunger of the learners.

In Columbsia and Kenya, Henry (2012) conducted a study on the impact of the Nutrition Programme and concluded that Columbia and Kenya had demonstrated an

improvement in learner performance due to an implementation of the school Nutrition Programme.

Napier and Hlambelo (2014) conducted a study on the contribution of school lunch boxes and they concluded that the Nutrition Programme provided learners with good energy for the brain which also made learners to become active during the lessons.

Tym (2012) conducted a study on the impact of the school feeding programs on educational nutritional and agricultural development goals. The researcher also concluded that the Nutrition Programme increased the performance of learners and o the daily attendance of learners. He concluded that the feeding scheme reduced learners' absenteeism.

Oostuizen, Wilman and Napier (2011) conducted a study in all the provinces of South Africa on the impact of the Nutrition Programme regarding the knowledge of the primary school children. The researchers concluded that the Nutrition Programme played a vital role because it improved the knowledge of learners. Like the recommendations of other researchers, Oosthuizen et al (2011) indicated that the programme encouraged regular school attendance.

Montgomery (2012) conducted a study in South Africa on the evaluation of the National Schools Nutrition Programme in Western Cape and concluded that the Nutrition Programme improved the educational outcome of good teaching and learning. It was also concluded that the feeding scheme encouraged the regular school attendance of learners and increased the school enrolment.

Different studies were conducted in Brazil, Bangladesh, Swaziland, India and Jamaica by Montgomery (2012) and the conclusion was that the Nutrition Programme had increased school enrolment and attendance in those countries. The researcher revealed that the Nutrition Programme improved the nutritional health of learners. It had also improved the learning outcome which also improved the learning ability of learners and their regular attendance in schools.

The researcher founded that the Nutrition Programme motivated and encouraged learners to go to school. Studies conducted, showed the challenges of the Nutrition Programme.

Hayes and Gamett (2013) conducted a study in the United States on the challenges and opportunities of the school Nutrition Programme. The researchers stated the following benefits of the Nutrition Programme: the school Nutrition Programme reduced emotional problems of learners and reduced school absenteeism and also improved class performance. Hayes and Gamett (2013) concluded that if learners received good nutritious food, their participation increased. The researcher concluded that healthy food provided enough energy and good functioning of the brain. That is why the performance of the learners had increased.

Hayes and Gamett (2013) conducted a study in the United States of America on the Schools Nutrition Programme, challenges and opportunities. The researchers focused much on the benefits of the Nutrition Programme. In line with the other researchers they also indicated that the Nutrition Programme increased classroom performance as well as the learners' academic performance. They concluded that learners within the country were performing well because of the Nutrition Programme.

The researchers also stated that the Nutrition Programme reduced the school absenteeism. The majority of the learners became interested in the school activities because of the Nutrition Programme.

Unlike the majority of the researchers, Hayes and Gamett (2013) also concluded that the Nutrition Programme had also brought discipline in American schools. This was shown when the researchers indicated that the programme also decreased learners' emotional behaviour problems. In their study, they concluded that learners became much disciplined when they were not hungry.

Hayes and Gamett (2013) concluded something different to the other researchers when they also talked about the improvement of maths performance because of the Nutrition Programme. They stated that learners understood mathematics well when they were not hungry. If learners were hungry there was a great possibility of not understanding maths and science subjects. They concluded that if learners ate well they developed fresh brain and they were able to understand maths and science subjects.

Hayes and Gamett (2013) concluded that the introduction of the Nutrition Programme in the United States had also increased the participation of learners in classroom and other school activities. They concluded that the Nutrition Programme also improved the nutrients intake by learners.

Hendricks and Bourre (2014) conducted a study in South Africa`s Cape Town about the integrated approach to malnutrition in childhood. The researchers indicated the benefits of the Nutrition Programme as follows: The attendance of learners to the clinic declined because of the Nutrition Programme; nutritious food made learners to have healthy bodies which reduced movement of learners to the clinic during the school hours; healthy food also reduced the chances of becoming sick hence teaching and learning increased.

The researchers concluded that when children had eaten good and healthy food, it boosted their immune system which also resulted in the reduction of clinical attendance.

On the issue of school attendance like other researchers, Sangweni (2010) indicated that the Nutrition Programme increased school attendance by reducing school dropout. According to the researcher the programme also increased the concentration and performance of learners.

Vio, Albala and Kain (2010) conducted a study in Chile on the Evaluation of the nutrition programme. The researchers also pointed the benefits of Nutrition Programme as increased school attendance, performance and decreased absenteeism.

Iversen (2011) followed what other researchers recommended and indicated that the Nutrition Programme in Western Cape increased the school attendance. The Nutrition Programme further reduced malnutrition of children in Western Cape schools.

Aringazing, Gulls and Allegrante (2012) conducted a study in the Soviet Republic in Kazakhstan on the public health challenges and priorities. They concluded that the introduction of the Nutrition Programme also decreased learners' mortality rate. They also concluded that the programme decreased learners' mortality rate by 16,5%.

Broz (2014) conducted a study in Washington on the coping strategies used by households during times of food insecurity associated with nutritional status for children. Apart from the attendance and learners' performance, the researcher stated something different from the conclusion of other researchers. He concluded that the programme increased the feeding knowledge of learners. The researcher concluded that the Nutrition Programme assisted the government in the treatment of malnutrition in primary schools learners. The researcher indicated that the programme had reduced the burden of infectious diseases.

Mkosi, Wenhold and Sibanda (2014) mentioned the benefits of the National Schools Nutrition Programme. Though the programme faced different challenges in its implementations the benefits could not be forgotten. The researchers founded that the Nutrition Programme had improved teaching and learning in schools. Absenteeism of learners was minimised because of the Nutrition Programme. The Nutrition Programme contributed to the increased growth and development of schools.

According to Mkosi, Wenhold and Sibanda (2014) the National Schools Nutrition Programme did not only benefit the learners but the external school environment. The Nutrition Programme also created jobs and provided opportunities to small holder farmers because food were bought from these nearby farmers; hence they received economic opportunities. Agricultural production was promoted because of the National Schools Nutrition Programme. Small farmers were forced to produce more agricultural products in order to sell these products to the service providers of the Nutrition Programme.

Mkosi, Wenhold and Sibanda (2014) stated that the Nutrition Programme also benefited the learners in terms of health as well as poverty alleviation in schools. In Cape Verde, Nasirian (2013) conducted a study on how children experienced the schools meals. Cape Verde is one of the smallest countries in the world. The introduction of the Nutrition Programme in Cape Verde brought many benefits to its school children. These were the benefits of the Nutrition Programme for the Cape Verde Republic. It reduced poverty in schools by limiting the short term hunger. It also encouraged parents to send their children to school hence the programme also increased regular attendance of girls. The Nutrition Programme in Cape Verde also

promoted social equality because all learners received food at school. The researcher indicated that the Nutrition Programme was advantageous for learning and teaching because learners were more attentive in the classroom.

Fonier (2012) conducted a study in Ghana about the perception of Ghanaian stakeholders after the one year of a New School Feeding Program in Adjeikrom, Ghana. The study founded that the Nutrition Programme increased school enrolment by reducing learners' absenteeism. The Nutrition Programme also improved discipline in Ghanaian schools by improving classroom behaviour. The researcher concluded that learners behaved well in their classrooms because they did not experienced any problem concerning hunger.

Maja (2011) conducted a study in South Africa, Gauteng Province on the management of the school Nutrition Programme at primary schools in Tembisa. The study found that the Nutrition Programme made learners to behave well. The researcher concluded that nutritious food provided energy for the brain hence the programme improved the intellectual ability of learners. The improvement of the intellectual ability of learners made them improve their arithmetic skills.

According to Maja (2011) the Nutrition Programme improved the social behaviour of learners and their attitudes towards the school. The researcher indicated that the Nutrition Programme encouraged learners to send their children to schools. The indication was that the enrolment of girls in schools also increased. Because of the Nutrition Programme learners paid more attention to the learning tasks and put more concentration to the school activities. Maja (2011) concluded that the supplied school meals also attracted poor learners to the school. It improved the performance of poor learners like orphans, impoverished learners and learners who were living with HIV and Aids. The researcher regarded food as the motivation factor because the conclusion was that learners participated better only after the meal was served. The researcher concluded by stating that the Nutrition Programme improved the quality of education in all the schools around Tembisa Townships.

Kothe and Barbara (2013) conducted a study in Australia about the increased frequency of breakfast consumption in schools. Regardless of the challenges of the Nutrition Programme the country encountered, the researcher concluded that the programme brought benefits to the learners. The conclusion was that the Nutrition

Programme improved the academic performance of learners and encouraged learners to arrive early to schools and that the Nutrition Programme also improved diabetic control to learners.

Nyathela (2009) conducted a study in South Africa in Free State Province on the impact of a school feeding programme on nutritional status of primary school children in Orange Farm. In her conclusion, the researcher founded that the Nutrition Programme benefited the learners in terms of social benefits. She explained the social benefits in the sense that the programme reduced learners' death rate. The death rate was reduced because the programme controlled malnutrition and diseases in learners. Because of the reduction of malnutrition, the programme also improved life expectancy of learners. The researcher indicated that before the feeding scheme was introduced in Orange Farm there were high mortality rates of school learners. After the programme was introduced, the learners' mortality rate declined. The researcher concluded that the Nutrition Programme also increased the educational outcome. This was shown when the researcher indicated that the Nutrition Programme also increased the school attendance and concentration of learners.

Beesley (2012) conducted a study on the schools feeding in Kwazulu Natal. The researcher concluded that the Nutrition Programme made learners to become physically active during teaching and learning. He also indicated that the Nutrition Programme reduced the criminal activities by encouraging learners to go to schools rather than to become gangsters and armed robbers. The researcher concluded that the programme also reduced the high movement of learners to the clinics during the school hours. The problem occurred less because learners were eating every food and there was a high risk of getting sick which resulted in less going up and down to the clinics.

Gavarapu (2014) differs with the majority of studies that were conducted on the challenges and evaluation of the Nutrition Programme. The study that was conducted in India by the researcher did not bear any fruit for the school as well as the learners. The researcher concluded that the implementation of the Nutrition Programme in India did not increase learners' performance and school enrolment. The researcher found that the school enrolment in India was reduced even if there



was a Nutrition Programme. The researcher found that the learners' performances were also reduced. This indicates that the implementation of the Nutrition Programme in some countries did not bring any benefits to the learners whereas in other countries it brought some benefits. The understanding of countries on the implementation of the Nutrition programme was that, if a country followed its Nutrition Programme Guidelines the Benefits of the programme may be achieved.

In spite of all the challenges which the Nutrition Programme faced, researchers concluded that the programme has benefited the school as well as the community. The school benefited in the sense that the performance and enrolment of learners were increased as well as the attendance. The researchers stated that the community benefited in the sense that the Nutrition Programme created jobs for the parents as well as the local business people. Even if the food handlers were not satisfied with the amount of money they were compensated, they could afford to buy some of the basic needs.

## **2.10 Conclusion**

The chapter was about the literature review of the Nutrition Programmes implemented in South Africa and in other countries. The researcher reviewed the relevant literature that was conducted on the challenges of the implementation of the Nutrition Programme. South Africa should try to minimise the challenges of the Nutrition Programme like what other countries did. The nutrition problem is a global concern; that is why studies were conducted in different countries, national and international in order to minimise the challenges of the implementation of the programme. The literature was reviewed in order to address the research questions of this study.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter presented the methodology used in the study. It described the subjects of the study; sampling technique; the instruments used; procedure of data gathering, and accurate data analysis and interpretation. The study is about the challenges of implementing the Nutrition Programme at Khomela Primary School in Vhembe District of Limpopo province.

A research methodology was defined as a systematic and purposeful plan to collect data to answer the research problem. (Matthew and Carole, 2011).

### **3.2 The Research Paradigm**

Matthew and Carole (2011) categorised research into three research paradigms namely, qualitative, quantitative and mixed method research. Matthew and Carole (2011) believed that social science research used both quantitative, qualitative research paradigm or mixed method. The researchers defined quantitative research as a research which emphasized quantification in collection and analysis of data whereas qualitative research focused on the truth, generated words rather than numbers. Mixed methods included both qualitative and quantitative research.

Thichapondwa (2010) stated that quantitative research adopted the positivist philosophy and it can be classified into experimental, non-experimental and a survey. The qualitative research design is a method which is distinct from quantitative research and collected data in the form of words rather than numbers. Howell (2013) described a qualitative research as a research which attempted to collect rich descriptive data in respect of a particular phenomenon. Howell elaborated that qualitative research focused on evidence that was valid and reliable. Qualitative research also focused on the truth.

Green (2014) defined qualitative research as a research which was characterised by its aims, which related to the understanding of the social life, and its methods which generated words, rather than numbers, as data for analysis. This implied that all the researchers agreed that qualitative research is the study of human behaviour or the

social life of people. They also agreed that qualitative research is the study about the experiences of people.

Babbie (2013) described qualitative research as an approach which was used to study human action from an insider`s perspective. According to Babbie (2013) , before one can observed and analysed, one needs a plan to determine what one is going to observe and analyse how and why data is collected.

This study is a qualitative research; hence Matthew and Carole (2011) regards it as a useful method in discovering the meanings. A qualitative research was used for the study because the research focus of the daily experiences of the nutrition stakeholders (Learners, parents and teachers) who were implementing the nutrition programme. The qualitative method was good for the study because it was an exploratory study which investigated the challenges of the Nutrition Programme. A qualitative approach was adopted for the study in order to obtain in-depth knowledge on the lived experiences of the participants in the study (Creswell 2011). Creswell (2011) described a qualitative research as an attempt to collect rich descriptive data in respect of a particular phenomenon or developing an understanding of what is being observed. Pamela (2011) stated that the qualitative research allowed the researcher to explore the phenomenon and it was regarded as the best method in research exploration. I have chosen the qualitative research method because the study explored the perceptions and benefits of the learners and parents towards the implementation of the Nutrition Programme.

The study investigated the challenges of the Nutrition Programme at Khomela Primary School in Vhembe District of Limpopo Province. This was an exploratory study which sought to achieve an in-depth understanding of the qualitative research. The study used qualitative research because it sought to arrive at an in-depth understanding of the challenges of implementing the Nutrition Programme.

The choice of qualitative research paradigm demonstrated by Bless, Higson and Kagee (2009) when they said that “qualitative research seeks to achieve the in-depth understanding of information”. Qualitative research was suitable for the study because the topic sought to investigate the in-depth information of the challenges of the Nutrition Programme. The researcher used the qualitative research because it described and interpreted people`s perceptions and experiences in human terms.

(Mcmillan and Schumacher, 2006). The researchers defined qualitative research as the approach which studies people by interpreting with them and observed the participants in a natural environment.

The study made use of qualitative research in order to arrive at an in-depth understanding of the challenges of implementing the Nutrition Programme. The approach was used because it described and interpreted people`s perceptions and experiences in human terms. The Qualitative research was suitable for the study because it offered better understanding of the learners, parents and teachers about the Nutrition Programme (Mcmillan and Schumacher, 2006). Qualitative research was defined as the approach which studied people by interacting with them and observing the participants in their natural environment.

Chabaya, Chakanyuka and Ndamba (2011) defined qualitative research as a particular approach to inquiry based on a particular set of assumptions about how knowledge is produced and about the nature of reality. This implied that qualitative research is the study of reality and truth. In this case, the experience of learners, parents and teachers about the Nutrition Programme was a qualitative study.

### **3.3 The Research Design**

This was an exploratory study where the qualitative research method was used to investigate the challenges of the Nutrition Programme at Khomela Primary School. The study made use of a Case study research design under the Qualitative research paradigm.

Researchers defined a research design as follows: Morgan (2014) defines a research design as a plan or strategy that moves from the underlying philosophical assumption to specifying the selection of participants in data gathering techniques to be used and data analysis to be done. The researcher decided to conduct a case study about an implementation of the nutrition programme at Khomela Primary School. Matthew and Carole (2011) in their research methodology defined a research design as a scientific and disciplined inquiry that approach to research and can be qualitative or quantitative research. According to the researchers, research design describes how the research was conducted (Matthew and Carole, 2011).

Maree (2012) defined a research design as a plan of study which moved from the underlying philosophical selection of respondents, data gathering technique and data analysis. Chabaya, Chakanyuka and Ndamba (2011) defined a research design as a plan or strategy which moves from the underlying philosophical assumption to specifying the selection of respondent's data gathering techniques to be used and the data analysis to be done.

This implies that the researchers Matthew and Carole (2011), Maree (2012), Howell (2013), Green (2014), Babbie (2013) and Chabaya, Chakanyuka and Ndamba (2011) agreed that a research design is a plan on how the researcher conducted the study including data collection methods and analysis. Before a researcher conducts a study, a research plan is needed.

Matthew and Carole (2011) indicate that studies which were qualitative made use of phenomenology, grounded theory, ethnographic and case study. The study made use of a Case of Khomela Primary School in Vhembe District of Limpopo Province. It used Case study as a method of qualitative research because the school is small and is one school. According to Suessoy (2013) a Case study investigated one aspect of the phenomenon and this supported the using of the Case of Khomela Primary School to investigate the challenges of the Nutrition Programme.

Case study was described by other researchers as follows: Suessoy (2013) described a Case study as an in-depth study of a specific unit that can be an individual, an organisation or a programme and it is also designed to study a specific area (Matthew and Carole, 2011). Gary (2011) described a Case study method as a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. The researcher described a Case study research as an empirical inquiry that investigates a contemporary phenomenon within its real-life context in which a multiple sources of evidence were.

Creswell (2011) described a Case study as the research method which involves the study of an issue explored in one or more cases bounded by time and place, but detailed in in-depth data collection involving multiple sources of information such as observation, interviews and documents.

Tichapondwa (2013) defined a Case study as an in-depth analysis of a single or multiple Cases. Baxter and Jack (2008) defined a qualitative case study as a method which provided tools for a researcher to study complex phenomena within their context. Referring to what Baxter and Jack said, this study has made use of the qualitative case study. Baxter and Jack (2008) indicate that qualitative case study is used to study individuals or specific historical events. This indicated that the three authors, Gary (2011), Creswell (2011) and Tichapondwa (2013) agreed that the Case study research design is an exploratory study because it is the in-depth study of either individuals or an organisation.

A Case of Khomela Primary School was chosen because Baxter and Jack (2008) indicated that, A Case study method afforded researchers the opportunities to explore or describe the individuals, organisation or programs. The Case study method was suitable for this study because it can explore the challenges of the Nutrition Programme at Khomela Primary School. The case study method as stated by Baxter and Jack is suitable for an evaluation of a program hence the method was suitable for the research topic. The research topic was suitable for a Case study because it was evaluating a programme.

Baxter and Jack (2008) mentioned that the type of Case study is determined by the research questions. According to Baxter and Jack (2008) case studies were grouped into explanatory, exploratory or descriptive case studies, multiple case studies and collective case studies. The researchers explained that the explanatory case study is suitable for answering the complex questions. The exploratory case study was suitable for exploring the situations in which there was no clear evaluation of outcome. They defined a descriptive case study as being used in real situation. They also indicated that there were single, holistic and multiple case studies. They further indicated that multiple case studies can be used in the exploration of different cases. They concluded by stating that the collective case studies were the same as multiple case studies. This implied that the Case of Khomela primary was an exploratory case study because it was exploring the challenges of the Nutrition Programme.

According to the definitions of Case study, the researchers agree that a Case study can be a single or multiple cases. This indicated that the case of Khomela Primary was a small case of one school not multiple cases.

Researchers regard a Case study as the most suitable design. This is supported by Chabaya, Chakanyuka and Ndamba (2011) when they characterise a Case study method as follows: the method is used to study detailed in-depth information. It is a research framework that can be quickly revised. The researchers are not restricted to the specific questions. The method is also adaptable for use for the wide range of subjects hence its findings cannot be generalised. The research is dependent on individual skills and it is also time-consuming to interpret and analyse the information (Chabaya, Chakanyuka and Ndamba, 2011)

The use of Case study method was supported by Kiyini (2014). The researcher supported this method because it allows a lot of detailed information. The researcher needed to explore the challenges of the Nutrition Programme, the Case study method assisted him to obtain detailed information of the challenges of the Nutrition Programme. This method was also good for the study because it collected richer and in-depth information. Kiyini (2014) stated that the Case study method can conduct the scientific information; hence it was regarded as a useful method in data collection.

Regardless of how good the Case study method may be, Kiyini (2014) mentions the weaknesses of the method. He indicates that the results of the study cannot be generalised when using a Case study method. The results of this study cannot be generalised because the study is a case of one school (Khomela Primary School). The results cannot be generalised because the school is not the only school in Vhembe District. The results cannot be generalised because the Case is small.

Baxter and Jack (2008) criticise the case study as follows: They indicated that a case study can be non-representative and lack statistical generalisation. This means that the results of the Nutrition Programme at Khomela Primary School cannot be generalised because one school cannot represent all the schools in Vhembe District Municipality. Baxter and Jack (2008) refer to a Case study as a useful method where multiple case studies can lead to generalisation. The study could be generalised if it were a multiple case study or studies of many schools.

Khomela Primary School was regarded as a small school and it was suitable for a Case study. Green criticised the Case study as a study of small case and can offer no ground of reliability and general- ability. Green also indicated that when using a

Case study design method the results of the study cannot be generalised. I have chosen a Case study method as suggested by Green (2014) when he describes it as a useful method in exploratory study. The research topic was suitable for this method because it was an exploratory study. The topic was to explore the challenges of Nutrition Programme at Khomela Primary school. The Case study method was good for the research question, “what were the challenges of Nutrition Programme at Khomela Primary School?” This was an exploratory research question; hence it was suitable for the case study (Green, 2014).

Baxter and Jack (2008) suggested that the useful time for using a Case study is when the study focuses on how and why questions. The case study was suitable in this regard because the research questions for the study were asking the questions of how parents volunteered as food handlers and how teachers became administrators of the Nutrition Programme at Khomela Primary School.

### **3.4 Study Area**

According to the 2010 Nutrition Programme Guidelines, the National Schools Nutrition Programme was introduced in order to assist rural schools from poverty and relieve them from short term hunger. The schools where the Nutrition Programme should be introduced should be found in the rural area. The researcher selected Khomela Primary School because it is found in the rural area as stipulated by the Nutrition Policy Guidelines (2010). The school is located in Khomela Village which is a deep rural area and it also qualifies to implement the Nutrition Programme as per Republic of South Africa`s Nutrition Programme Guidelines.

The study area was Khomela Primary School which was situated at Khomela Village in the north east of Makhado Local Municipality. Makhado Local Municipality is part of the Vhembe District Municipality. Vhembe District Municipality is in Limpopo Province of South Africa. Vhembe District Municipality consists of four local municipalities which are Musina, Makhado, Thulamela and Mutale. Khomela Village is 60 kilometres away from Makhado which is located under Makhado Local Municipality. Khomela Village is situated in the north east of the Makhado Town. The school falls under the Soutpansberg North Circuit. The circuit is one of the 27 circuits in Vhembe District. The circuit consists of 32 primary schools and 11 secondary schools. In order to obtain rich information in qualitative research, the researcher



choosed one school as the sample size does not matter in qualitative research but only the in-depth and quality information (Maree, 2011). Khomela Primary School was chosen because of its accessibility and the researcher also believed that it would provide the rich information that could address the research questions.

Limpopo Province consists of the following districts:

1. Capricorn District,
2. Vhembe District
3. Waterberg District,
4. Sekhukhune District, and
5. Mopani District.



Figure3.1:  
Limpopo  
Province  
Retrieved  
Map from  
[http://www.  
aa.co.za](http://www.aa.co.za)



Figure 3.2: Limpopo Province districts: Retrieved from <https://www.aa.co.za>

Vhembe District consists of Musina, Makhado, Mutale and Thohoyandou municipalities.

### 3.5. Population of the Study

Maree (2011) defined a population as a group of individuals from which a sample is drawn. The researcher defined population as a group of elements or cases, whether individuals or events that conform to a specific criterion and to which it is intended to generalize the results of the research. Yin (2009) defined a target population as a large collection of individuals that is the main focus of scientific inquiry. Population is also defined as a group of individuals who participated into the study and from whom data was collected. The target population can be defined as a list of elements from which a sample was selected. Tichapondwa (2012) described population as a target group of individual that has common characteristics that are of interest.

Both Maree (2011) and Tichapondwa (2012) agree that population is a group of people where a sample should be drawn and where data should be collected. This indicates that there is no sample without the population of the study.

The population of this study were the learners, teachers, parents and food handlers at Khomela Primary School. Learners, parents and teachers were chosen as the population of the study because the National Report (2010) on Nutrition Programme regard learners, parents and teachers as the stakeholders of the Nutrition Programme. Khomela Primary School is a small school which has only 280 learners, nine teachers, two food handlers and five School Governing Body members. Learners were regarded as the subjects while teachers and parents were the respondents of the study. The population of Khomela Primary School was so small in such a way that the researcher decided to use a Case study method.

### **3.6 Sampling**

The sampling for this study was drawn from the population of the study. .

Maree (2011) defined sampling as a process used to select a portion of the population from the population of the study. According to Maree sampling consists of probability and non-probability sampling methods. Probability sampling method is used in a quantitative study whereas non-probability sampling method is used in a qualitative study. In probability sampling method the subjects are drawn from a large population in such a way that there is equal chance of selected members. Examples of probability sampling method are random, systematic, stratified and cluster sampling methods. Shuttleworth (2014) define non-probability method as the most suitable method for in-depth qualitative research which focuses on understanding a complex social phenomenon. Non- probability sampling method can also be used in a small group of a population.

According to Shuttleworth (2014), non-probability sampling method has the following disadvantages: it makes the researcher difficult to generalise the information; it is less representative of the identified population and its results depend on the unique characteristics.

This study used non-probability sampling method. Under non-probability sampling method the study used convenient and purposive sampling methods. Shuttleworth

(2014) regards non-probability sampling method as the most suitable method in studying the in-depth information. The non-probability sampling method was suitable for this study because it was less expensive and easily administered.

Shuttleworth (2014) illustrated that non-probability sampling method can be grouped into convenient, judgemental or purposive and quota sampling method. The researcher further describes accidental, convenient or available sampling as a method used based on the relative ease of access.

Shuttleworth (2014) stated that non-probability sampling method is used to select subjects within a small group. The researcher describes convenient sampling method as a method which is accessible or representative of certain types of characteristics like a class of students. All the teachers were selected to participate in the study because they were not many. Teachers were conveniently selected because they were the only teachers within the population. SGB members were also conveniently selected to represent the parents because they were the only parents who were available at the school. All the teachers were interviewed because the sample was not big.

Purposeful sampling method was used to select learners who understood the interview questions better and who could also understand the implementation of the Nutrition Programme. Morgan (2014) states that the participants in purposeful sampling are selected because of certain characteristics that make them the most appropriate holders of data needed for the study. The researcher conveniently chose Grade 6 and 7 learners because of their understanding of the interview questions. Learners were selected because they were the implementers of the Nutrition Programme.

Howell (2014) defines purposive method as a qualitative sampling method which selects the participants based on certain or similar characteristics. The purposive sampling method can also be called judgemental sampling method. The judgemental sampling method provides the best information to address the purpose of the research.

Kiyini (2014) indicates that the non-probability sampling method does not involve random sampling. This is either accidental or purposive sampling method. The

researcher used this sampling method with a specific plan in mind. These learners were selected because they understood the purpose of the interview.

Kiyini (2014) elaborated that the purposive sampling method can be good only if the researcher wants to reach the target population. Ten learners were purposefully selected from Grade 6 and 7. The reason for choosing purposive sampling method was that Grade 6 and 7 learners understood the interview questions better. In support of the chosen sampling method Maree (2011) indicates that purposive sampling method can be selected based on the knowledge of a population and the purpose of the study. This showed that the researcher selected only the learners that could understand the implementation of the Nutrition Programme at Khomela Primary School.

Matthew and Carole (2011) cited in Morgan (1997) define purposive as a sampling method with a specific plan in mind. A small group of learners who had better knowledge about the Nutrition Programme were purposefully selected. The sample size was five parents, two food handlers, eight teachers and ten learners making the total of 25 participants. Parents or food handlers were selected because they were the volunteers of the nutrition programme. Teachers were selected because they were the administrators of the nutrition programme. (Nutrition Policy Guidelines, 2010). This indicates that purposeful sampling method can be used when the researcher has a certain special knowledge to achieve from the participants.

### **3.7 Data Collection Instruments**

As the study was a qualitative research, data was collected in the form of primary data. Shuttleworth (2014) explained that in qualitative research, data should be conducted in the form of primary data. The researcher grouped data into primary and secondary data.

This study is located in the qualitative research paradigm. Scholars use qualitative data collection instruments to collect data in a qualitative research. Shuttleworth (2014) states that there are different types of data collection instruments in a qualitative research like questionnaires, observation, interviews, focused group interviews and videos.

Because the study is a qualitative research, the researcher found it necessary to use the qualitative data collection instruments. The researcher chose the qualitative data collection instruments in order to obtain the in-depth information of the challenges of implementing the Nutrition Programme.

This study made use of interview because it fitted well in the study by interacting with people. Baxter and Jack (2008) stated that a case study can make use of multiple instruments of data collection. The instruments are interviews, documentary reviews, archival records, and direct and participant observations. Because the information was collected in the form of primary data, it means that an interview was the most suitable instrument for the collection of primary data. According to Flanlin (2012) an interview is regarded as the communication between the interviewer and the interviewee. The interview was conducted through face-to-face interview. A voice recorder was used during the interview.

### **3.7.1 What is an interview?**

Maree (2011) describes an interview as a two way conversation in which the interviewer asks the participants questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviour of the participants. Maree (2011) indicates that the aim of the interview is to obtain rich descriptive data that will help you to understand the participant`s construction of knowledge and social reality and to obtain information. The researcher had chosen the interview as the best instrument in qualitative research as mentioned by Maree (2011) in the advantages of using the interview. The interview was suitable for the study because it allowed the participants themselves to explain about the challenges of the Nutrition Programme. The interview was regarded as the most useful instrument to obtain large amount of data. It was an effective tool for the researcher to get the in-depth data from the participants. The interview was also good because it encouraged personal interaction and cooperation. (Maree, 2011).

Creswell (2009) defined an interview as a two way conversation or oral questionnaire initiated by the interviewer for the specific purpose of obtaining research related information and to learn about the ideas, beliefs, view, perception and opinion of the interviewees. This shows that Kobus (2011) and Creswell (2011) agreed that an

interview is when the researcher obtained information from the interviewee through personal contact.

I have chosen the interview as a useful method in conducting a qualitative research because Sampson (2012) defines interview as a useful method for getting the story behind a participant's experience. In this case the interview method was useful because the researcher got the information personally from the learners, teachers and parents. This means that data was collected from the participants by the researcher himself. That is the reason why Sampson (2012) elaborated that an interview is a personal form of research. I decided to use this instrument because it is flexible, adaptable and it can provide direct information between the researcher and the participants. It makes the researcher to gather data systematically and no data is omitted.

### **3.7.2 The benefits of using an interview**

I have used the interview because scholars refer to it as the best instrument in qualitative research. An interview was the best instrument because it helped the researcher to get the experiences of learners, parents and teachers on the challenges of implementing the Nutrition Programme. Shuttleworth (2014) identifies interviews and focus group as the most common qualitative data collection methods used in qualitative research.

Even though the interview was a useful method, Sampson (2012) regards it as a time consuming method. It was time consuming because the researcher interviewed the participants individually. Tichapondwa (2013) supports Sampson (2012) by indicating that interviews may leave the respondents threatened by other questions. The method is subjective because it makes the researcher seek answers that support him. The method can accommodate a limited sample of respondents.

Gavarapu (2014) explained that an interview is the best instrument used in qualitative research because it uses open-ended questions which are good questions in qualitative interview. In this study it was good because the participants were free to answer the questions about their own experiences in how the Nutrition Programme was implemented at Khomela Primary School. This study was to

investigate the in-depth challenges of the implementation of the Nutrition Programme.

In justifying the using of interview as a useful qualitative data collection instrument, Thichapondwa (2013) indicates that, interviews are useful because they collect data directly between the interviewer and the participants. Shuttleworth (2014) regards the interview as an appropriate instrument for qualitative research to collect qualitative data. The researcher obtained his own information from the participants in the form of primary data. The researcher decided to use primary data because it was an appropriate type of data to achieve the aim and objectives of the study.

Turner (2010) define interview as an instrument of collecting rich and detailed information for the individual experience. In this regard the participants explained their experiences on the challenges of the implementation of the Nutrition Programme.

Carolyn (2006) stated that an in-depth interview is good for the study especially when the researcher is studying about the involvement of the participants in the programme. It was also suitable for the study because the objectives of the study were about the involvement of the parents and teachers into the Nutrition Programme. The interview instrument was suitable for the study because the researcher asked the participants themselves on their perceptions towards the Nutrition Programme. By asking the participants themselves the objectives of the study on how teachers and parents participated in the programme were met. The interview instrument helped the researcher to understand the challenges of the Nutrition Programme at Khomela Primary School.

I have also used the in-depth interview method because Carolyn Boyce (2006) also indicates that it provides much more detailed information than the other data collection instruments.

In order to collect valuable information Maree (2011) indicates that the researcher uses unstructured interview technique to study the problem from the participants' perspective based on the personal experience regarding the Nutrition Programme.

The researcher has chosen the unstructured interview technique because Yin (2009) indicates that it can help the researcher discovers important information. The



researcher used unstructured interviews in order to make the participants express their own views. The unstructured interview was good because the participants answered the questions broadly.

Another reason which made the researcher to choose the unstructured interview was that this type of interview made the participants to answer the interview questions using their own experiences (Gering, 2014). The unstructured interview was good for the study because it was an exploratory study. In an exploratory study the researcher wants to learn something new. In this case the researcher wanted to explore the challenges of the Nutrition Programme at Khomela Primary School.

The unstructured interview instrument as indicated by Gering (2014) allows the participants to answer the questions using their own experiences. I have also used opened-ended questions because as Stacy (2012) recommended that these types of questions are good because they help the researcher to obtain additional information. Another reason which made the researcher to choose unstructured questions was that the researcher cannot compare the responses of the participants. Each participant had to come up with his or her own views concerning the challenges of the Nutrition Programme.

Turner (2010) argued that unstructured interview is good because it allows the interviewees to focus on what they think about the questions. This means that the participants were given freedom to answer the questions using their own experiences. The researcher thought that unstructured interview was good for the study as Turner viewed that it is good when little is known about the topic. Few studies were conducted on the evaluation of the Nutrition Programme in Limpopo Province which indicate that little was known about the challenges of the Nutrition Programme in the Province. That was the reason why the researcher decided to use the unstructured interview.

According to Creswell (2011) the unstructured interview can also be bad because the participants cannot answer the questions the way it was expected because of the lack of interviewing skills by the researcher. The researcher administered or controlled the interview by himself. The unstructured interview can allow the interviewee and the interviewer to go together during the interview. The researcher also chose the unstructured interview because the research was an exploratory

study and it allowed the respondents to open up and express themselves in their own way.

Barker (2012) argued that the unstructured interview is good because it makes the researcher to obtain quality information. The researcher stressed that unstructured interview was good because it allowed individual perceptions and it also allowed him to explore the information. The researcher stresses the fact that the unstructured interview can be bad when the researcher is not competitive or asks biased questions.

#### **3.7.4 Disadvantages of interview**

Shuttleworth (2014) agrees that the interview method makes the participants unwillingly to share the information. The interview method is regarded as the best method in qualitative research because it can bring primary information. Even if it is the best method for doing qualitative research Shuttleworth (2014) stated that the participants can be unwillingly to reveal the required information to the researcher. The interview method makes the researcher to be a learner or explorer. The participants can also give wrong information.

Although an interview instrument was suitable for the study Tichapondwa (2013) also criticised it as a more costly and time consuming instrument. He also regarded it as a biased instrument. This implies that the respondents can also give wrong information because of being afraid of the researcher.

This implied that if the researcher used the interview method in a wrong way the respondents can be threatened and they can also give the wrong information. But if the researcher uses this method in a good way the respondents can give in-depth and supplementary information.

#### **3.7.5 Open-ended interview**

Matthew and Carole (2011) recommend that open ended-interviews are also good when using the unstructured interview. Open-ended questions give the participants enough room to express all their views. Following this advantage of using open-ended questions the researcher found it necessary to use open-ended questions in order to get deep understanding of the participants about the challenges of the

Nutrition Programme. The use of open-ended questions gave the participants an opportunity to formulate responses in their own words. After the interview the researcher transcribed all the information that had been given by the participants.

Kiyini (2014) also argued that though an unstructured interview is a useful interview technique it is also regarded as time consuming. It was time consuming because the participants were given time to come up with any response. The unstructured interview can also make the participants as well as the researcher to diverge from the aim and objectives of the study because more open-ended questions are used. When the participants diverge from the aim and objectives of the study it makes it difficult for the researcher to manage the interview (Kiyini, 2014).

Carolyn Boyce (2006) in his article on how to conduct in-depth interview defined in-depth interview as the qualitative research technique that involves conducting intensive individual interview with a small number of respondents to explore the participants of a particular idea, program or situation.

Carolyn Boyce (2006) also indicates that the participants can also be biased by telling the researcher that the programme is a success when it is not. The researcher indicates that an interview is suitable for a small sample like in this study. This selection made the results of the study not to be generalised. The interview was conducted using the participants' home language which was Tshivenda.

Mohamed (2010) recommended the issue of interviewing the participants using the home language. He indicates that the researcher uses the participants' home language because it encourages them to speak with confidence. That was the reason why the participants in this study were interviewed in their own mother language Tshivenda. The researcher realised that it was difficult for parents to understand English as the medium of instruction because of inferior education.

Turner (2010) stated that the researcher should record or transcribe the interview information in order to minimise the loss of information. The researcher also took notes during the interview. Turner (2010) argued the problem of recording during the interview. The problem is that some of the participants may not allow to be recorded. After the researcher was granted permission by the school authorities and after

observing all the protocol: informing the participants and guaranteeing confidentiality and privacy to the participants the researcher started to collect data.

Following the tips of Stacy (2012) on how a new student in research should conduct an interview in a qualitative research, the researcher tried to build trust between him and the participants before they started with an interview. The researcher started with the warming up questions so that the participants should not lose interest during the interview. I first “pilot test” an instrument with the other researchers before the interview to make sure that I do not ask irrelevant questions and also to make sure that the participants do not lose interest.

The researchers used observation to collect the most usable data with a direct bearing to the research aim. The observations were used as a follow-up procedure after the interview had been conducted. Morgan (2014) defines an observation as a systematic process of recording the behavioural patterns of participants, objects and occurrence without necessarily questioning the participants or communicating with them. He further stated that observation is also used to gain a deeper understanding of the phenomenon which is being observed. It allows the researcher to learn the participants or being immersed in the research situation. The researcher immersed himself into the situation by observing the food storage, food preparation, kitchen, garden, cooked menu, feeding time and serving of learners. In this case observation assisted the researcher to gather more information. During the observation, the researcher, formed a clear relationship with food handlers, and teachers and also made sure that the purpose and focus was clear to them. I did not force any participant to be observed; I observed the way the participants dealt with their situation. I have also taken some photographs to show how the Nutrition Programme was implemented.

### **3.8 Data Analysis**

Tichapondwa (2013) and Chabaya, Chakanyuka, and Ndamba (2011) defined data analysis as a process which entails applying procedures and techniques that help to extract and describe information, detecting and describing patterns. Chabaya, Chakanyuka, and Ndamba (2011) further define data analysis as a process of making meanings from collected data or transcribing data recorded from interviews and collecting notes from observations.

The researcher, like Babbie (2013) grouped data analysis into two types. He indicates that data analysis can be done through quantitative and qualitative data analysis method. Because the study was a qualitative study, the researcher made use of qualitative data analysis method to analyse data. Babbie (2013) describes qualitative data analysis as the non-numerical examination and interpretation of observations, for the purpose of discovering underlying meanings and patterns of relationships. The researcher read and re-read the information to identify the themes in order to prove the validity of information.

According to Maree (2011), the goal of analysing qualitative data is to summarise what the researcher has heard or seen in terms of the common words, phrases, themes or patterns. Qualitative data consisted of words and observations. As Maree indicated, in data analysis, if the researcher identifies some gaps to the data that required additional information, the researcher goes back to the participants to collect the additional information.

As part of data analysis the researcher would go back to the original field notes or go back to the participants in order to verify the conclusions so that the information should be valuable, valid and reliable (Maree, 2011). The researcher read and re-read the transcribed interview and then went back to the respondents if there were any misunderstanding of the transcribed information. I have done this in order to receive the reliable information and also to obtain the validity of information.

Carolyn Boyce (2006) stated in his research methodology that after collection of data the researcher should go through the interview responses. After the collection of data I have transcribed and reviewed all the collected data; analysed all the responses and grouped all the responses in a meaningful way.

### **3.9 Ethical Consideration**

According to McMillan and Schumacher (2006), the researcher is ethically responsible for protecting the rights and welfare of participants. The researcher protected the rights of all the participant`s including learners, parents and teachers. He protected the rights of the institution; in this case, the rights of the school by reminding participants about their right to withdraw from the study if they wished to do so. McMillan and Schumacher (2006) also indicate that before data should be

collected the researcher should get permission from the authorities. Parents of interviewed learners were also given consent forms.

### **3.10 Conclusion**

This chapter aimed at discussing the methodology used in the study. The chapter explained the study area, population and sampling, data collection and data analysis method used in the study. The research design, sampling, data collection and analysis were chosen based on the type of research questions. Case study as the research design method was also chosen based on the research questions. The research is an exploratory study and a qualitative research; therefore, unstructured interview was suitable for obtaining new information which adds value to other researchers.

## Chapter 4

### Data Presentation, Analysis and Discussion

#### 4.1 Introduction

The previous chapter discussed research methodology that was used to answer the research questions. The study investigated the challenges of implementing the National Schools Nutrition Programme. This chapter represents research results and interprets them. Results of the study are presented according to the themes that emerged from the research questions. This presentation is based on the literature review as well as data collected from learners, parents, teachers and food handlers at Khomela Primary School.

#### 4.2 Demographic Data

This study sample was composed of 10 learners, five parents, two food handlers and eight teachers making a total of 25 participants. The participants were not so many because Khomela Primary is a small school and the study is on a small case. Only Grades 6 and 7 learners were interviewed and they were aged between 11 and 13 years.

Table 4.1 depicts the profile of learners who were interviewed according to age and gender.

Age of learners	Male learners		Female learners			
	Number	Percentage	Number	Percentage	Total	%
11—12 years	1	10	1	10	2	20
12—13 Years	4	40	4	40	8	80

Only two learners fell under the age of 12 and the rest were above the age of 13. These learners were chosen because they understood the interview questions

better. Both the genders were represented and the percentage is 50 percent each in order to make a gender balance. The table also indicates that 10 learners were interviewed.

Table 4.2 depicts the age, gender, qualifications and experience of teachers who were interviewed.

Age	Female				Male			
	Number	%	Relative Education Qualification Value (REQV)	Experience	Number	%	Relative Education Qualification Value (REQV)	Experience
40-60 Years	5	62,5	Level 13-15	15-30 Years	3	37,5	Level 13-15	15-30 years

Khomela Primary School has eight teachers and they were all interviewed. All the teachers were above the age of 40 and their minimum qualifications were from level 13 and their years of experience is 15 years and above. This means that Khomela Primary School is composed of old teachers who are experienced enough about the National Schools Nutrition Programme. Relative Education Qualification Value level 13 refers to a minimum professional qualification for teachers who have a primary or secondary teaching diploma. Relative Education Qualification Value level 14 is for the teachers who have a Bachelor degree and level 15 for Honours or postgraduate degree.

This means that Khomela Primary School teachers had minimum entrance professional qualifications of teachers. With this qualification and experience they could understand the aim and principles of the implementation of the Nutrition Programme.

Table 4.3 depicts the age and number of parents who were interviewed.



Age	Male parents		Female parents		Food handlers	Total number of parents
	Number	%	number	%	Total number	Total
40-60 Years	2	40	3	60	2	5

The school had two female food handlers of these were all interviewed. Both female and male parents were interviewed to make the gender balance. These parents are also experienced enough because they are all above the age of 40 years. This implies that they could understand the challenges, principles and knowledge of the National Schools Nutrition Programme. Five parents and two food handlers were interviewed.

### **4.3 Data Presentation and Analysis**

The following discussion is a presentation and analysis of data.

#### **4.3.1 Challenges of the National Schools Nutrition Programme**

The following discussion is about the challenges of the Nutrition Programme.

##### **4.3.1.1 Management of the National Schools Nutrition Programme**

It is noted that the implementation of the National Schools Nutrition Programme was not managed well at Khomela Primary School. This was shown from the following responses.

*I do not manage the Nutrition Programme. To me, managing the Nutrition Programme is a waste of time. I was not trained to run the Nutrition Programme. My duty is to teach the learners (Teacher 2).*

*I am not involved in managing the Nutrition Programme. There are teachers who volunteer to manage the Nutrition Programme. My job is to teach and not to do other extra work (Teacher 5).*

*The problem is that teachers do not want to monitor the serving of learners. Learners control and serve themselves during break (Parent 3).*

The above teachers responses indicate that teachers were not ready to manage and administer the implementation of the Nutrition Programme. The responses also indicate that they were only interested in fulfilling their duties of teaching.

Iversen, Marais and Herselman (2012) found that there is poor management of teachers in implementing the National Schools Nutrition Programme. The above data reveal that some of the teachers do not want to control the Nutrition Programme.

#### **4.3.1.2 Administration of the Nutrition Programme**

The responses show that teachers did not want to administer the implementation of the School Nutrition Programme. This challenge was shown from the following teacher's response.

*This is a difficult task to perform. Sometimes you must leave learners in the class and go to check the delivered stock. There is more paper work. One must also have to leave his or her duty for teaching and start to fill in the nutrition claim forms. I don't think that I will continue administering this Nutrition Programme (Teacher 1).*

The above response indicates that teachers did not want to administer the Nutrition Programme. Maja (2012) has correctly argued that teachers do not want to administer the Nutrition Programme because their duty is to teach the learners.

#### **4.3.1.3 Lack of infrastructure of the Nutrition Programme**

Poor infrastructure was noted as a challenge in the implementation of the Nutrition Programme at Khomela Primary School, and this was shown from the following participants' responses.

*There is a problem of using firewood to prepare the food. Cooking using fire wood is a problem. During rainy days wood becomes wet and food is prepared very late (Teacher 3).*

*There is a problem of the shortage of water. If there is no electricity our bore hole cannot work (Teacher 4).*

*We don't have enough utensils like knives, weighting scale and cutting pillars for cabbages and carrots. The shortage of these pillars makes it difficult when cutting the vegetables (Food handler 1).*

*We prepare the food outside because the school does not have a proper kitchen. It is a problem to cook the food outside. During rainy or windy days you can't finish cooking (Food handler 2).*

The responses of the participants above indicate that the school prepared the food outside because it did not have a proper kitchen. There above responses are in-line with what Oosthuizen et al (2011) and Mkosi, Wenhold and Sibanda (2014) has identified. The researchers correctly identified the challenge of shortage of water, lack of cooking equipment's and poor electricity as the main challenges of the Nutrition Programme.

The problem of the poor cooking place was also noted as the challenge of the Nutrition Programme. This was also confirmed from the following response.

*There is a problem of cooking the food outside. The place is not as clean as we expect. There is also a problem when learners eat outside. They are forced to eat dirty food when they don't eat in the class (Parent 1).*

Pictures were also taken to support the issue of cooking food outside. Data also revealed that the cooking place was not clean.

Figure 4, 1 shows the cooking of food outside



Figure4, 2 shows the kitchen viewed from inside



Figure 4.3 shows the kitchen viewed from outside.



The above picture supports the fact that the cooking place was not as clean as one expected. The inside view of a kitchen is full of potholes and the outside view is also not clean. Madina (2012) stated the fact that schools do not implement the Nutrition Programme properly because food is still prepared outside. The researcher identified the challenge of the poor kitchen and shortage of school dining halls.

#### **4.3.1.4 Poor safety of food of the Nutrition Programme**

Safety of food was also noted as a challenge to the implementation of the Nutrition Programme. This was also shown by the participants' responses.

*Food is not safe when it is prepared outside and it is exposed to dust and viruses (Teacher 6).*

*Our children are not safe because they eat outside. When learners eat outside they are exposed to different diseases (Parent 4).*

*The food is not safe. We always find small stones in the prepared food. Learners are vulnerable to diseases like asthma and tuberculosis (Learner 7).*

All the participants noted that the food was not safe because it was prepared outside. Mkosi, Wenhold and Sibanda (2014) argued the fact that the prepared food is not safe, because the preparation is done outside. It is not covered and it is exposed to germs.

#### **4.3.1.5 Lack of motivation of parents and teachers in the Nutrition Programme**

It is noted that the Nutrition Programme was not effectively implemented because teachers and parents were not motivated. This was also shown from the following responses.

*I am not motivated to participate in this Nutrition Programme. It is not part of my job description and it also takes my teaching time. I also see the problem of food handlers. They take long to pay them hence they are not motivated to work (Teacher 8).*

*I am also discouraged by the little honoraria the department is giving us. This payment does not even afford to buy the basic needs. I am just sacrificing for volunteering as a food handler. You cannot work for three months without payment (Food handler 2).*

*I cannot volunteer as a food handler because the stipend is too little (Parent 1).*

The participants noted that motivation was important for them to be encouraged to volunteer as food handlers and also to become administrators of the programme. Hendricks and Bourre (2014) agreed to the fact that teachers and parents are not motivated to take part in the Nutrition Programme.

#### **4.3.1.6 Lack of training of food handlers in the Nutrition Programme**

Poor training of food handlers is also noted as a challenge to the implementation of the Nutrition Programme. This was also shown from the following responses.

*I do not have qualifications for cooking. I was not trained as a food handler. I never went to school for cooking (Food handler 2).*

*Food handlers do not wear aprons. They do not cover their hair. They do not mix the food correctly (Learner 10).*

The above responses indicate that poor training of the food handlers resulted in the poor implementation of the Nutrition Programme. McNulty (2013) discovered the fact that food handlers are not effectively trained on how to take care of the food. The researcher further indicated that food handlers were not well trained on how to prepare the quality food.

#### **4.3.1.7 Late feeding of learners**

The Nutrition Policy Guidelines (2010) note that schools should feed their learners at 10:00 am. At Khomela Primary School there was a problem because the school was still feeding the learners after 10:00 am. This was also shown from the following responses:

*We feed our learners at 11:00 am. What makes us to feed our learners late is because we are having the problem of the shortage of infrastructure. Cooking by fire wood also makes us to feed the learners after 10:00 (Teacher 1).*

The teacher's response indicates that cooking by fire wood makes the food handlers to prepare their food late. Henry (2012) stated the fact that some schools are still feeding their learners after 10:00 am. The researcher further indicates that schools feed their learners late because of the shortage of food, late delivery and poor infrastructure.

#### **4.3.1.8 Lack of coordination of nutrition stakeholders**

Lack of coordination between the teachers and learners was also noted as a problem to the implementation of the Nutrition Programme. This was also shown from the following learner's responses:

*They (teachers and food handlers) don't care whether learners like the menu or not. They just cook without consulting us. Even if we are children, we also need to be consulted when the menu is prepared (Learner 3).*

The response indicates that there is lack of coordination between teachers and the learners. Reme (2012) revealed the fact that there is poor relationship between the

nutrition stakeholders like teachers, food handlers and learners and this results in poor implementation of the Nutrition Programme.

#### **4.3.1.9 Lack of human resources for the Nutrition Programme**

Food handler learners' ratio is also noted as a problem to the implementation of the Nutrition Programme. The study revealed the fact that food handlers were not enough to feed all the learners in time. This was shown by the following responses:

*Two food handlers cannot serve more than 300 hundred learners. Learners are here to learn. They cannot assist the food handlers in serving the food (Teacher 4).*

*Learners must not serve the food. When food is served by learners there is a problem of the shortage of food. Learners who serve the food also give more food to their friends and the poor learners starve. There is no order when the food is served by learners (Learner 5).*

The response above noted that there was a problem of learners feeding themselves. Hendricks and Bourre (2014) argued that food handler learner`s ratio was a problem. The researcher found that some schools used learners to assist in serving the food. It is also noted that when food is served by learners there is no order and the food is not served properly. This is also supported by the picture below.



Figure 4.4 show learners who served the food during break time.



Figure 4.4 shows learners serving themselves during break because there were two food handlers. The indication was that two food handlers could not serve more than 300 learners. Figure 4.4 also provide evidence that there is no order when food is served by learners.

#### **4.3.1.10 Poor quality of food provided by the Nutrition Programme**

Poor quality of menu is also noted as a problem to the implementation of the Nutrition Programme. Learners are also not interested with the prepared menu. This was also shown from the following responses.

*The supplier brought beans that are hard to cook. They bring rotten cabbages and bananas. They also bring third grade oranges (Teacher 2).*

*I hate fish because I used to find fish eggs and lungs while eating. The fish which they are giving us is of poor quality (Learner 4).*

The above teacher's response noted that the supplier delivered food of poor quality. Henry (2012) argued that the provided food was of poor quality. The study concluded that learners were not interested in the provided menu.

#### **4.3.1.11 Shortage of food for the learners**

The shortage of food was also noted as a challenge to the implementation of the Nutrition Programme. This was also shown from the following responses:

*They deliver the food according to last year enrolment. If the following year, the enrolment increases, it means that we will be running short of food the whole year. The food is also not enough for the learners. Fifteen kilograms of rice cannot be cooked for 300 learners (Teacher 6).*

*I think 15kg of rice is not enough for these learners. We have the problem of food shortage. We also do not have the right instrument to determine food learner proportion (Food handler 1).*

*There is a problem of food shortage. The food is not enough to satisfy all these learners (Learner 8).*

All the participants above noted that the provided food was not enough for the learners. Seoketsa (2007) also supported this by concluding that, learners were also complaining about the food which is not enough for their satisfaction.

#### **4.3.1.12 Poor delivery of food by the nutrition supplier**

Late delivery of food by the supplier was also noted as the challenge to the implementation of the Nutrition Programme. This was also indicated by the following responses:

*Delivery of food in our school is a problem. Sometimes the supplier can deliver the food not in time. They also deliver fruits one week before they are consumed to avoid transport costs (Teacher 5).*

The above response indicates that the supplier did not deliver the food according to the time schedule. Sangweni (2010) also pointed out that the Nutrition Programme is ineffectively implemented because the supplier delivered the food very late.

#### **4.3.2 Teachers' understanding of the principles of the Nutrition Programme**

From the responses which I got from the teachers it has been noted that some of the teachers did not understand the principles of the Nutrition Programme. This was shown from the following responses.

*I do not understand how this Nutrition Programme is run. We do not have any school nutrition policy. We don't hold staff meetings to discuss the problems of our school Nutrition Programme. I do not remember if there was any parent meeting for our school Nutrition Programme. The principal only brings the nutrition circulars to the responsible teachers and we do not discuss (Teacher 1).*

*Sometimes the principal will bring the circular at any time which requires you to fill the claim forms. You must have to leave the learners in the class and go to the staffroom to fill in the forms (Teacher 7).*

*The Nutrition Programme is confusing us. There is no time table for the delivery of food. You will be confused. When you are busy teaching the learners you get a call indicating that there is a delivery van waiting outside. This is disturbing us. Sometimes the principal will come and say that today learners will eat late. Our teaching time is always disturbed by this programme because it is not well planned (Teacher 3).*

The above teachers' responses revealed that the Nutrition Programme at Khomela Primary School was not implemented according to its principles. Shauna and Farmer (2012) and Oyewole and Amosu (2013) argued that the Nutrition Programme is ineffectively implemented in schools, because teachers do not understand its principles.

### **4.3.3 Teachers involvement in administrating the Nutrition Programme**

It has been noted that the attitude of teachers towards the implementation of the Nutrition Programme was not positive. This was indicated by the responses of some of the teachers.

*I am not involved in the Nutrition Programme. I do not see any reason for me to be involved in this Nutrition Programme. To manage the Nutrition Programme is an extra duty for me and I was not trained to manage other programmes. My duty is to teach learners (Teacher 4).*

*I am not interested in managing this Nutrition Programme. Feeding learners is quite disturbing because one can't even have time for break. The department do not take care of us. Even if you were serving the learners, after break you must have to attend the class, as tired as you are (Teacher 5).*

*The above teachers' responses indicate that teachers had negative attitudes towards the implementation of the Nutrition Programme.*

It is also noted that some of the teachers were not involved in monitoring the serving of learners. This was also observed from figure 4.5.

Figure 4.5 shows learners who are monitoring and serving themselves.



Jacobs (2012) stated that, teachers do not want to participate in the Nutrition Programme. The study also concluded that there is poor involvement of teachers in the Nutrition Programme.

#### **4.3.4 Parents' involvement in the Nutrition Programme**

It is clear that some of the parents had negative attitudes towards the implementation of the Nutrition Programme. They did not want to cook for their own children. This was shown from the following parent responses:

*I like to cook for my own children but the payment is too little. I cannot volunteer nothing. If the government wants us to assist in this Nutrition Programme, it must give us a decent payment. It is a waste of time to work for a salary which you cannot afford to buy the basic needs (Parent 1).*

*I do not understand the reason why the school requests parents to come and assist in the Nutrition Programme. I think it is the responsibility of the government to hire permanent Nutrition Programme food handlers (Parent 2).*

*It is not my responsibility to cook for the children at school. This is the responsibility of the government. When the government introduced this programme it knew it very well that it must hire workers to do the work. I don't think it is necessary for me to volunteer cooking and cleaning for the school (Parent 3).*

The responses of parents above noted that parents were not ready to assist the school in cleaning and cooking. The nutrition guidelines (2010) indicated that parents should become volunteers of the nutrition programme, but parents are not interested to volunteer in this programme. Slusser and Prelip (2013) strongly argue that parents do not want to volunteer to cook for their own children. The researchers further concluded that parents do not want to participate in the Nutrition Programme because the honoraria of the food handlers is too little.

#### **4.3.5 Suggestions on effective implementation of the Nutrition Programme**

The participants also suggested how the Nutrition Programme should be effectively implemented in order to reduce some of the challenges. This was also shown from the following participant's responses:

*I think there is a problem of managing and administering the Nutrition Programme. The department should conduct workshops for training teachers to know how to manage and administer the Nutrition Programme (Teacher 1).*

*The food is prepared late because of the poor infrastructure. The cooking place is not clean as expected. Learners are served outside because of the shortage of infrastructure. I think the best way the department should do is to provide us with infrastructure like kitchen, dining hall and electrical cooking equipment's. Another problem is that, the supplier, deliver third grade fruits. I think the best way is to supply the first grade fruits (Teacher 2).*

*I do not understand how this nutrition programme should be run. All the problems that are caused by this nutrition programme should be brought to the attention of the whole staff (Teacher 3).*

*We are here to learn, not to serve the meal. Food handlers should serve us. We must also be consulted when the menu is prepared (Learner 1).*

*I am not interested in volunteering as a food handler. The department is offering us peanuts. The payment of food handlers should be increase (Parent 5).*

*There is a problem of learners who do not eat a particular type of food such as fish or soup. The report was that such learners are having allergies. I think the school should make a list for the learners who do not prefer certain type of food. The place where learners are served is dirty hence they are exposed to viruses. Learners should be allowed to eat in the class for their healthy (Parent 3).*

Despite all the challenges of the implementation of the Nutrition Programme, Maja (2011) recommends that workshops should be conducted for training of teachers and food handlers on how to run the nutrition programme. The researcher further suggested that the Department of Education should increase the programme funds.

#### **4.3.6 The extent to which the aim of the Nutrition Programme is understood by both teachers and parents.**

From the responses which I got from the teachers and parents; it is clear that the aim of the Nutrition programme was not well understood by both parents and teachers at Khomela Primary School. This was witnessed from the following participant's responses:

*I have no idea about the reason why the Nutrition Programme has been introduced. I only heard that learners are now eating at school (Parent 2).*

*I do not understand the reason why teachers should volunteer as administrators of the Nutrition Programme. This Nutrition Programme is confusing teachers. We have to run the Nutrition Programme after we had*

*tought learners. There are learners who come to school only to eat. I do not understand why such learners should be given food (Teacher 8).*

*I do not see any reason for me to assist by volunteering for this nutrition programme. This is a waste of my time because I have many things to do. These learners only go to school in order to eat (Parent 4)*

The above responses noted that teachers and parents at Khomela Priary Shool did not understand the aim and objectives of the introduction of the Nutrition Programme. Oyewole and Amosu (2013) found that there was lack of nutrition awareness by parents and teachers. They also indicated that parents and teachers lacked awareness of the nutrition programme because they did not know the aim and objectives of the Nutrition Programme. The researchers also concludes that there was no nutrition policy on how the Nutrition Programme should be run. Oyewole and Amosu (2013) further indicated that parents and teachers did not understand the value and purpose of the Nutrition Programme.

#### **4.4 Conclusion**

This chapter analysed the data generated through individual interviews and observation. The findings of the study were discussed in relation to the literature. The study research questions were addressed. The next chapter addressed the summary, conclusions and recommendations.



## **Chapter 5**

### **Summary, Conclusions and Recommendations**

#### **5.1 Introduction**

The study investigated the challenges of the National Schools Nutrition Programme at Khomela Primary School in Vhembe District of Limpopo Province. This chapter provides a summary of the study, the conclusions and recommendations of the study.

#### **5.2 Summary**

The aim of this study was to identify the challenges of implementing the National Nutrition Programme. The study is integrated in a qualitative research paradigm. The study used the Case study design method. The aim of the study was to achieve the following objectives.

1. To identify the challenges of implementing the Nutrition Programme at Khomela primary school.
2. To establish the extent to which teachers were well versed with the intensions of the Nutrition Programme at Khomela Primary School.
3. To find out if parents at Khomela Primary School volunteered to become food handlers.
4. To suggest possible ways of implementing the Nutrition Programme at Khomela Primary School.
5. To find out the extent to which parents of learners at Khomela Primary School understood the benefits of Nutrition Programme.

The study was conducted according to the following chapters.

Chapter One presented the introduction and background of the study. It presented the background, rationale, aim and objectives and the research questions.

Chapter Two presented the literature review which was both locally and internationally explored. Chapter Three discussed the methodological procedures

including the research paradigm, research design, sampling, and data collection method and data analysis.

Chapter Four analysed the data that was generated from the individual interviews as well as from the research observations.

Chapter Five is about the summary, conclusions and recommendations.

## **5.3 Conclusions**

### **5.3.1 Challenges of the National Schools Nutrition Programme**

The study found that there were many challenges of the implementation of the Nutrition Programme at Khomela Primary School. In terms of the challenges of the Nutrition Programme the study found the following.

#### **5.3.1.1. Management of the Nutrition Programme**

The study found that the implementation of the Nutrition Programme was not effectively managed. Some of the teachers at Khomela Primary School also revealed the fact that they did not want to manage and administer the Nutrition Programme. The indication of teachers was that, managing and monitoring food and the serving of learners was regarded as an additional task to them. Iversen, Marais and Herselman (2012) argued that teachers do not want to control and administer the implementation of the National Schools Nutrition Programme.

#### **5.3.1.2. Poor infrastructure and facilities**

The study revealed that the Nutrition Programme was not effectively implemented because of the shortage of infrastructure. The school was still using fire wood in preparation of food and this resulted in the late preparation of food. There was also shortage of utensils such as knives, weighting scale and cutting pillars.

The study also revealed that the food was prepared outside and learners were served outside. The study also indicated that food was served and cooked in a dirty place because the school did not have proper kitchen and dining hall.

#### **5.3.1.3. Safety of food for the Nutrition Programme**

The study revealed that learners were not safe because they were served outside. It stated that when food is cooked and served outside, it is exposed to germs and learners could be affected by different types of diseases.

#### **5.3.1.4. Lack of motivation of parents and teachers in the Nutrition Programme**

The study found that teachers were not motivated to assist in the implementation of the Nutrition Programme because it was not part of their job description. It also revealed that parents were poorly motivated because they were poorly remunerated.

#### **5.3.1.5. Lack of training of parents in the Nutrition Programme**

The study discovered that food handlers do not have cooking qualifications, and they were also not well trained. These findings were also supported by McNulty (2013), indicated that food handlers were not effectively trained.

#### **5.3.1.6. Late feeding of learners**

The study founded that learners were fed late because the school was still using fire wood and this caused the late preparation of food. These findings are also supported by Henry (2012), who concluded that some schools fed their learners after 10:00 am because of the poor infrastructure.

#### **5.3.1.7. Lack of coordination of the nutrition stakeholders**

The study highlighted that there was lack of coordination by the nutrition stakeholders and that learners were not consulted when the menu was prepared; hence learners did not prefer the prepared menu. Reme (2012) supported the fact that there was poor relationship between teachers and learners.

#### **5.3.1.8. Lack of human resource for the Nutrition Programme**

The study conclude that food handler/ learner`s ratio was not enough and that shortage of food handlers made learners to assist during the serving of food. Hendricks and Bourre (2012) also concluded that some schools used learners to assist during the serving of food because of the shortage of food handlers.

#### **5.3.1.9. Poor quality of food provided by the Nutrition Programme**

The study found that the supplied vegetables and fruits were of poor quality and also that the cooked fish was of poor quality. Henry (2012) founded that learners were not interested in the prepared menu because it was of poor quality.

#### **5.3.1.10. Lack of food provided by the Nutrition Programme**

The study stated that the supplied food was not enough for the learners as per the food/learner ratio. This was also discovered by Seoketsa (2007). The study founded that the supplier did not deliver the food in time which caused late preparation of food. The findings were also discovered by Sangweni (2010).

Literature discovered that schools were still facing the challenges of implementing the Nutrition Programme. Sangweni (2010) founded that schools faced the challenges of implementing the Nutrition Programme like poor management, shortage of infrastructure, shortage of food and poor teachers and parents' involvement.

#### **5.3.2 Teachers understanding of the principles of the Nutrition Programme**

The study found that the Nutrition Programme was not effectively implemented at Khomela Primary School because the principles of the Nutrition Programme were not well understood. The study concluded that there was no planning on when and how the food should be delivered to the school. The study also revealed that teachers did not hold meetings to discuss how the Nutrition Programme should be implemented. The study also revealed that teachers did not hold meetings with the school management to discuss the problems of the Nutrition Programme. The findings were achieved by Oyewole and Amosu (2013) who founded that the principles of the Nutrition Programme were not well understood in schools.

#### **5.3.3 Teachers involvement in administrating the Nutrition Programme**

The study found that some of the teachers at Khomela Primary School did not want to be involved in the implementation of the Nutrition Programme. The study revealed that other teachers at Khomela Primary School were not interested in managing and monitoring the implementation of the Nutrition Programme. The study stated that teachers were not interested in monitoring the serving of learners because it was an extra duty for them and it was not part of their job description.

### **5.3.4 Parents involvement in the Nutrition Programme**

The study founded that parents did not see any importance of their involvement in the Nutrition Programme. They were not ready to cook or clean for their learners. The participants also revealed the fact that it was the responsibility of the school to hire workers. These findings are also supported by Henry (2012) who also found that parents did not want to cook for their own children.

### **5.3.5 Suggestions on effective implementation of the Nutrition Programme**

The study suggests the following:

- That the school conduct awareness campaign of learners, teachers and parents indicating the importance of the Nutrition Programme in schools.
- The principal may conduct workshop for the teachers and food handlers on how the Nutrition Programme should be implemented.
- That the school be provided with a modern kitchen and dining hall for the effective implementation of the Nutrition Programme.
- That the school hold parents meetings to encourage parents to participate in the implementation of the Nutrition Programme.
- That the honoraria of the food handlers be increased.
- That the school finds an alternative place where food should be cooked and served. The suggestions from this study resonate suggestions that were found by Maja (2011).

### **5.3.6 The extent to which the aim of the Nutrition Programme is understood by both teachers and parents**

This study argued that some of the teachers and parents of learners did not understand the aim of the Nutrition Programme. The study discovered that some of the teachers and parents did not see any reason for them to become administrators and volunteers of the Nutrition Programme. This was also argued by Oyewole and Amosu (2013).

## **5.4 Recommendations**

Recommendations were made from the conclusion of this study based on the research questions.

### **5.4.1 Challenges of the Nutrition Programme**

The following information is a recommendation of the study.

#### **5.4.1.1 Management and administration of the Nutrition Programme**

To minimise the challenges of the Nutrition Programme, the principal and the School Governing Body could draft a School Nutrition Policy which will be in line with the Nutrition Programme guidelines. The Nutrition Policy may cover issues such as management and administration of the National Schools Nutrition Programme.

To encourage teachers to manage and administer the Nutrition Programme successfully, the principal may always arrange staff meetings concerning management and administration of the Nutrition Programme.

#### **5.4.1.2 Infrastructure and facilities**

The Department of Education could provide the school with an adequate infrastructure like cooking equipment, kitchen and dining hall. The school could make sure that the adequate utensils are available.

#### **5.4.1.3 Safety of food for the learners**

The school could find a suitable place where food can be prepared and served. This can limit the chances of virus and germs contaminating the food.

#### **5.4.1.4 Late feeding of learners**

To minimise the challenge of late preparation of food The Department of Education may supply the school with electrical cooking equipment. Food handlers may arrive earlier so that learners can be fed at 10:00 am as per the Nutrition Programme guidelines.

#### **5.4.1.5 Training of parents or food handlers**

To overcome the challenge of poor cooking skills of the food handlers The Department of Education may always conduct practical training workshops for the food handlers; this can limit the challenge of low interest by the learners on the provided menu.

#### **5.4.1.6 Coordination of the Nutrition Stakeholders**

To improve good relationship between the nutrition stakeholders the school could make sure that learners are consulted when the menu is prepared to avoid lack of interest by the learners.

#### **5.4.1.7 Human resources for the Nutrition Programme**

To avoid the challenge of using learners to assist in serving the food the school may come up with another way of serving the learners. The school may arrange parents meetings to encourage them to volunteer in serving of the learners.

#### **5.4.1.8 Improving the quality of food**

On the challenge of the poor quality of fruits and vegetables the school could make sure that the supplier delivers fruits and vegetables of the first grade.

#### **5.4.1.9 Shortage of food for the learners**

To minimise the challenge of the shortage of food, food handlers could possibly make sure that they use the correct measuring scale to make the measurement constant.

#### **5.4.2 Teachers understanding of the principles of the Nutrition Programme.**

To make teachers understand the principles of the Nutrition Programme, the principal may always arrange staff meetings for planning and discussion of the factors hindering the implementation of the Nutrition Programme. Furthermore, the principal could possibly arrange internal workshops to discuss how the Nutrition Programme should be implemented.

#### **5.4.3 Teachers involvement in the Nutrition Programme**

To encourage the involvement of teachers in the administration of the Nutrition Programme, the principal may arrange meetings with the teachers emphasizing the

importance of administering the Nutrition Programme. The principal could possibly make sure that teachers who participate in the Nutrition Programme are given free period immediately after the serving of learners.

#### **5.4.4 Parents involvement in the Nutrition Programme**

To encourage parents to volunteer as food handlers and to assist during the implementation of the Nutrition Programme, the school could possibly arrange parents workshops and meetings for the discussion of the importance of the National Schools Nutrition Programme.

#### **5.4.5 Suggestions on how the Nutrition Programme should be effectively implemented.**

The principal may conduct workshops of teachers and food handlers discussing the implementation of the Nutrition Programme. The Department of Education could possibly make sure that the involvement of parents in the Nutrition Programme be encouraged by decent salary.

#### **5.4.6 The extent to which the Nutrition Programme should be well understood**

On the question of the extent in which the Nutrition Programme is well understood by both teachers and parents of learners at Khomela Primary School, the principal could make sure that all the teachers and the School Governing Body understand the Nutrition Programme guidelines. The principal may make sure that all the teachers read all circulars concerning the implementation of the Nutrition Programme.

### **5.5 Conclusion**

The recommendations presented above can be achievable and can make a difference in reducing the challenges of implementing the National Schools Nutrition Programme. This can be done if all the stakeholders are involved in fighting against the challenges of the Nutrition Programme. If the Nutrition Programme is effectively implemented it can improve the culture of teaching and learning in South Africa.



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**Appendix A**

University of Limpopo

TGSL

Box 1030

Nzhelele

0993

To : The Circuit Manager (Doctor Phaswana)

Soutpansberg North Circuit

From : Netshipise TR

Date : 15 July 2015

**REQUEST TO CONDUCT A RESEARCH INTERVIEW AT KHOMELA PRIMARY SCHOOL.**

Dear Doctor Phaswana

I am a Masters Degree student in the Department of Law and Management at the University of Limpopo under Turfloop Graduate School of Leadership. As part of my course, and under the supervision of Prof. Chabaya Owence, I am conducting research on **The Challenges of Nutrition Programme at Khomela Primary School in Vhembe District, Limpopo Province.**

The research's aim is to investigate the Challenges of Implementing the Nutrition Programme at Khomela Primary School. The school has been selected because it is found in the deep rural area and it is implementing the National Schools Nutrition Programme. It is also the only primary school which is found in the deep rural under Soutpansberg, North Circuit where the researcher can have an access.

I am asking Khomela Primary School to participate in an unstructured interview which will be scheduled at any day after permission is granted. The information will be treated confidentially. There will be no anticipated risk, compensation or direct benefits to the school as a participant in this interview. Findings and recommendations of the study can also be used by the school and the circuit or

district to make improvement on how the Nutrition Programme should be implemented. The school is free to withdraw its consent to participate and may discontinue its participation in the interview at any time without consequences.

If you have any question about this research please contact me at 082 352 6254: email: rnetshipise@gmail.com or my supervisor Chabaya Owence at 072 304 0832 or the HOD of the programme Prof. Makombe: Programme HOD at 015 290 2816

Yours faithfully,

Netshipise TR (Work Station: Masereni Secondary School).

## Appendix B



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

Soutpansberg North Circuit  
Private Bag X 1001  
DZANANI  
0955  
Telefax: 015 970 4927

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**DEPARTMENT OF EDUCATION**  
SOUTPANSBERG NORTH CIRCUIT

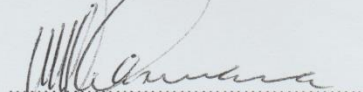
Dear Mr. Netshipise T.R

22 / 07 / 2015

**Request for conducting a research at Khomela Primary: Yourself**

1. Your letter dated the 15<sup>th</sup> July 2015.
2. Permission is hereby granted for you to conduct research at Khomela Primary School.
3. Kindly note that learning and teaching at that school is not to be disturbed by your intervention.
4. We would like to wish you well in your effort to enhance your qualification and the quality of our education system in this Circuit.

Yours in Government Services



.....  
Circuit Manager: Soutpansberg North

## Appendix C

University of Limpopo

TGSL

Box 1030

Nzhelele

0993

To : The Principal

Khomela Primary School

From : Netshipise TR

Date : 15 July 2015

### **REQUEST TO CONDUCT A RESEARCH INTERVIEW AT KHOMELA PRIMARY SCHOOL.**

Dear Sir,

I am a Masters Degree student in the Department of Law and Management at the University of Limpopo under Turfloop Graduate School of Leadership. As part of my course, and under the supervision of Prof. Chabaya Owence, I am conducting research **on The Challenges of Nutrition Programme at Khomela Primary School in Vhembe District, Limpopo Province.**

The research's aim is to investigate the Challenges of implementing the nutrition programme at Khomela Primary School. The school has been selected because it is found in the deep rural area and it is implementing the National Schools Nutrition Programme. It is also the only primary school which is found in the deep rural area under Soutpansberg North Circuit where the researcher can have an access.

I am asking the school to participate in an unstructured interview which will be scheduled at any day after permission is granted. The information will be treated

confidentially. There will be no anticipated risk, compensation or direct benefits to the school as a participant in this interview. Findings and recommendations of the study can also be used by the school and the circuit or district to make improvement on how the Nutrition Programme should be implemented. The school is free to withdraw its consent to participate and may discontinue its participation in the interview at any time without consequences.

If you have any question about this research please contact me at 082 352 6254: email: rnetshipise@gmail.com or my supervisor Chabaya Owence at 072 304 0832 or the HOD of the programme Prof Makombe: Programme HOD at 015 290 2816

Yours faithfully

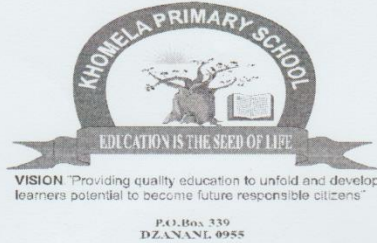
## Appendix

D

ENQ: The Principal

0849004246/ 0796847265

Emis NO: 928331858



21/07/2015

TO: NETSHIPISE T.R

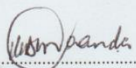
FROM: MAANDA M.D (KHOMELA SCHOOL PRINCIPAL)

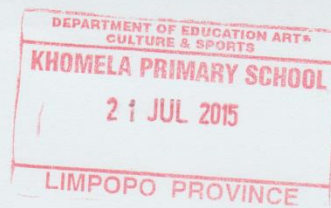
DATE: 21 July 2015

RE: APPROVAL OF THE WRITTEN REQUEST FOR CONDUCTING SURVEY ON SCHOOL NUTRITION PROGRAMME AT KHOMELA PRIMARY SCHOOL

1. The above matter refers:
2. Your request for conducting unstructured interview at our school has been approved on condition that it should not hamper the smooth running of the school and that where possible it should be done after school or during school break.
3. We are looking forward to assist in whatever way we can as long as both parties do not suffer any consequences.
4. We wish you good luck for your studies.
5. Thanking you in anticipation.

Yours faithfully

  
Maanda M.D (Principal)



## Appendix E

P.O. BOX 1030

NZHELELE

20 JULY 2015

### WRITTEN CONSENT

Dear Educator

#### CONSENT TO PARTICIPATE IN RESEARCH STUDY

I am a registered student in the Department of Law and Management at the University of Limpopo. Writing a research is one of the requirements for the completion of the course. My research topic is to investigate the challenges of the National School Nutrition Programme at Khomela Primary School.

I would like to invite you to form part of this study by consenting to be interviewed. The interview may be recorded for data analysis. I guaranteed that all the information will be kept absolutely confidential.

You will also find this study beneficial, as you will have made contribution to the implementation of Nutrition Programme in reducing the challenges in your school.

The interview is scheduled as follows.

Place: Khomela primary school.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Thanking you in anticipation.

TR Netshipise (082 352 6254)

## Appendix F

P.O. BOX 1030

NZHELELE

20 JULY 2015

WRITTEN CONSENT

DEAR PARENT

CONSENT TO PARTICIPATE IN RESEARCH STUDY

I am a registered student in the department of law and management at the University of Limpopo. I am currently doing a Masters degree. Writing a research is one of the requirements for the completion of the course. My research topic is to investigate the challenges of the National School Nutrition Programme at Khomela primary school.

I would like to invite you to form part of this study by consenting to be interviewed. The interview may be recorded for data analysis. I guaranteed that all the information will be kept absolutely confidential.

You will also find this study beneficial, as you will have made contribution to the implementation of Nutrition Programme in reducing the challenges in your school.

The interview is scheduled as follows.

Place: Khomela primary school.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Thanking you in anticipation.

TR Netshipise (Cell 082 352 6254)



**Appendix G**

P.O.BOX 1030

NZHELELE

0993

20 JULY 2015

TO THE PARENT(S) /GURDIAN(S)

WRITTEN CONSENT

DEAR PARENT

I am asking your child to participate during a research interview about the challenges of the Nutrition Programme at Khomela Primary School. I am conducting this research under the University of Limpopo. There will be no benefits that will be given to your child as a participant to the interview. You can withdraw your child from the interview at any time if you wish to do so. The findings of the research can also help the school to improve the implementation of the Nutrition Programme.

If you agree that your child should participate during the interview please put your signature below.

NAME OF PARENT \_\_\_\_\_

NAME OF YOUR CHILD \_\_\_\_\_

RELATIONSHIP TO THE CHILD \_\_\_\_\_

GRADE \_\_\_\_\_

ID NO OF CHILD \_\_\_\_\_

DATE \_\_\_\_\_

SIGNATURE OF PARENT \_\_\_\_\_

Yours faithfully

Netshipise TR (FROM MASERENI SECONDARY SCHOOL)

Contact 082 352 6254

Netshipise TR (Work Station: Masereni Secondary School).

## Appendix H

Informed consent

I \_\_\_\_\_ (full name), the parent /legal guardian  
of \_\_\_\_\_ (child/student), hereby give consent that  
he/she may participate in the research interview conducted by Netshipise TR.

I hereby allow my child to participate in the interview.

Signature \_\_\_\_\_

Relationship to a child \_\_\_\_\_

Signed at \_\_\_\_\_ on \_\_\_\_\_

Physical  
address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cell phone no \_\_\_\_\_

## **Appendix I**

### **Interview questions**

#### **1. Learners**

- 1.1 How do food handlers prepare the food?
- 1.2 What is your interest in school feeding scheme?
- 1.3 Do you think the food is served properly?
- 1.4 Are there any problems on the food which is served?
- 1.5 How does the supplied food help you in your studies?
- 1.6 What is your favourite meal?
- 1.7 What is your satisfaction in school feeding scheme?
- 1.8 What can be done to improve the quality of meal?
- 1.9 What can be done to improve serving of food?

#### **2. Parents**

- 2.1 Can you give your understanding of the school feeding scheme?
- 2.2 According to your knowledge what do you think are the reasons for the implementation of the programme?
- 2.3 How do the school feeding scheme assist your child (ren)?
- 2.4 What benefits do the programme brought to the school?
- 2.5 Do you think it is important to volunteer to be a food handler?
- 2.6 What are the problems of the feeding scheme in the school?

2.7 What are your expectations from the feeding scheme?

2.8. What can be done to improve the feeding scheme?

### **3. Food handlers**

3.1 Why did you volunteer to be a food handler?

3.2 What is your understanding about the reasons of the implementation of the feeding scheme?

3.3 What are the factors which affects you in preparing the food?

3.4 What can be done to reduce these factors?

3.5 What is your understanding about the feeding scheme?

3.6. What challenges do you face in preparing food?

3.7 Are all the learners satisfied with the prepared food?

3.8 What skills do you have in handling the food?

3.9 How do you keep food safe?

3.10 What can be done to improve quality of food?

3.11 What can be done to improve running of the feeding scheme?

### **4. Teachers**

4.1 What are the factors affecting the preparation of food in your school?

4.2 What is your awareness about the aims and objectives of the feeding scheme?

4.3 How do you get involved into the programme?

4.4 What benefits brought by the feeding scheme to your learners?

4.5 What improvement did the feeding scheme brought to the school?

4.6 What can be done to improve t the feeding scheme?

4.7 What problems are being experienced in implementing the feeding scheme?