

**SCHOOL FEEDING PROGRAMME AS A SERVICE DELIVERY MECHANISM TO
IMPROVE ACADEMIC PERFORMANCE OF LEARNERS AT
TSHISHONGA PRIMARY SCHOOL**

by

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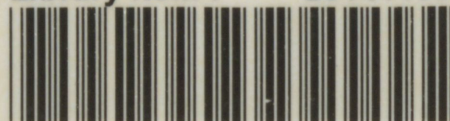
**A Mini-Dissertation submitted for the fulfilment of the requirement of the Degree of
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DECLARATION

I, **REMEMBERENCE CHAKA**, hereby declare that the mini-dissertation on Master of Public Management at the University of Venda hereby submitted by me is my own original work in design and execution. This work has been copied or previously submitted for a degree at this or any other institution, all references material contained herein has been duly acknowledged.

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- I am indebted and very grateful to my dissertation supervisor Mr. E. Mahole and Prof. M.P Khwashaba, for without their subject matter and research expertise as well as professional coaching, mentoring and guidance including experience, I would never have been able to start and complete the research and dissertation.
- Special gratitude and indebtedness is to my family, more especially my mother Theresa Beinz and Uncle Bill for their unwavering support and belief in me.
- My brother Richard Chaka who helped me to be the man I am today, thank you mukoma.
- My appreciation and heartfelt thanks to my fiancé for loving and caring for me and Tamara MaKayla.

DEDICATION

I dedicate this Mini-Dissertation to God. I also dedicate this dissertation to my late biological mother Mrs D.Chaka for the true love you showed me since I was a mere child till today. Thank you for making the man I am today.

initiative that is driven by the Limpopo Education Department on a provincial level. The research investigated whether the school feeding scheme is being implemented effectively and efficiently.

In this study, the researcher employed a mixed methodology, where both qualitative and quantitative research methods were used. For data collection, two instruments were used, namely, questionnaires and interviews. The researcher employed a non-probability sampling with its sub-type purposive sampling method to select the respondents for this study. Two types of data analysis were used, namely, data collected using questionnaires was analysed using a statistical analysis (Statistical Package for Social Sciences) and the data collected using interviews schedule was analysed using a thematic analysis where the information was presented in a narrative form.

MAIN FINDINGS OF THE STUDY INDICATE THAT:

- Lack of support for the programme from parents and the negative attitude shown by some learners towards school feeding meals and diet, continue to undermine the progress of the school feeding scheme programme.
- The school feeding programme did encourage school attendances amongst learners and this subsequently improving academic performance.
- Revealed that nutrition knowledge resulted in improved practices in food preparation and also resulted in improved nutritional status of learners.
- School feeding programme strengthened academic performance and improve the health of the population, however, the quality of education had to be improved and also the teacher: learner ratio has to be brought to a minimal optimal level in order to achieve the desired results.

RECOMMENDATIONS

- The Department of Education should embark on a major awareness drive to inform and educate the society about the existence of the school feeding programme and clearly elaborate its goals and objectives.

ABSTRACT

The study is based on the school feeding programme in the Thohoyandou area, which is predominantly a rural residential area in close proximity to Louis Trichardt. The school feeding programme is a national initiative that is driven by the Limpopo Education Department on a provincial level. The research investigated whether the school feeding scheme is being implemented effectively and efficiently.

In this study, the researcher employed a mixed methodology, where both qualitative and quantitative research methods were used. For data collection, two instruments were used, namely, questionnaires and interviews. The researcher employed a non-probability sampling with its subtype purposive sampling method to select the respondents for this study. Two types of data analysis were used, namely, data collected using questionnaire was analysed using a statistical analysis (Statistical Package for Social Sciences); and the data collected using interview schedule was analysed using a thematic analysis where the information was presented in a narrative form.

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- Revealed that nutrition knowledge resulted in improved practices in food preparation and also resulted in improved nutritional status of learners.
- School feeding programme strengthen academic performance and improve the health of the population, however, the quality of educators had the need to be improved and also the teacher learner ratio had to be brought to a minimal optimal level in order to achieve the desired results

RECOMMENDATIONS

- The Department of Education should embark on a major awareness drive to inform and educate the society about the existence of the school feeding programme and clearly elaborate its goals and objectives.

- As part of the National Policy for School Health, the Department of Health, Primary Health Care supervisor should conduct regular monitoring visits to assess and provide technical assistance on the school supplementary feeding programme so that better health and nutritional status can be obtained among the learners.
- The primary schools have to come up with programmes to teach the learners participating in the school supplementary feeding programme one or two principles about nutrients at daily at a specific time before they receive food.
- The community should participate more in activities that encourage the effective implementation of the school supplementary feeding programme in the schools.

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

This study is based on school feeding programme as a service delivery mechanism to improve academic performance of needy learners in Tshishonga Primary School. Averett and Stifel (2007:84) assert that the adverse effects of malnutrition on the cognitive functioning of children are well documented around the world, in particular the negative effects of under-nutrition. Rosso and Miller (1999:5) contend that one of the key factors of poor performance amongst young learners is irregular school attendance owing to mal-nourishment and constant ill-health. Further, Rosso and Miller (1999:5) elude that poor nutrition and health amongst schoolchildren contributes to the inefficiency of the educational system. Learners whose cognitive abilities are impaired naturally underperform and are more likely to repeat grades and abandon school those who are not impaired. Research has shown that nutrition is important for cognitive and brain development; therefore, making healthy food choices becomes vital to a student's academic performance (Averett and Stifel, 2007:84).

This chapter will outline the introduction and background of the study, followed by the statement of the problem, aims of the study, specific objectives of the study, critical research questions, significance of the study, delimitation of the study, limitation of the study, definition of key concepts, preliminary literature review, research design and methodology and ethical considerations as well as the organisation of the study.

1.2 BACKGROUND OF THE STUDY

South Africa is relatively a young country with a growing democracy after obtaining its independence from apartheid in 1994. It is classified as an upper middle-income country, (World Food Programme (WFP, 2010)) with frequent food deficits because of recurring droughts, which have resulted in high rates of malnutrition. The country is food secure at national level, however it is at household level that access to sufficient food for marginalised and vulnerable groups in the society remains a constant challenge, contributing to the current, unacceptable levels of malnutrition.

South Africa's economy depends on the mining sector and roughly, half of its two million populations rely on subsistence agriculture. The farming is largely characterised by high

productivity and high variability due to water scarcity, erratic rainfall, poor soils, and low capacity to support intensive agricultural methods. South Africa has one of the highest prevalence of HIV/AIDS in the world. Although the national HIV/AIDS prevalence rate has decreased to an estimated 18.8% over the years (Ministry of Health and Social Services (MOHSS), 2010), there is an increase in the number of orphans and vulnerable children (OVC) in the society (UNICEF, 2010). Chronic food insecurity, recurring weather hazards (drought and floods), and HIV/AIDS have had dire effects on people's lives and livelihoods. There has been a growing concern about the impact of these rising threats on people's health and nutritional well-being in the short, medium and long term.

Food insecurity has resulted in a high rate of malnutrition in South Africa, with nearly one fourth of the children under-five stunted and underweight (27% and 20% respectively) and 7 % of them wasted (MOHSS, 2008). In the past 20 years, there have been efforts towards reducing malnutrition levels, but more still needs to be done. The colonial era brought about major imbalances across all sectors of the economy, and the health sector is no exception. To address the malnutrition issue among learners, the World Food Programme (WFP) started the school supplementary feeding programme as a way of boosting the nutrition of needy children. The Ministry of Education took over the control of the school feeding programme in 1994. By 2002, the programme had grown to more than 686 schools and fed more than 193,000 children. The goals of this school supplementary feeding programme were to provide additional nutrition to OVCs, improve school enrolment, concentration in class and the overall health status of schoolchildren (Ministry of Education (MoE, 2007)).

This research centres on evaluating the school feeding programme in Thohoyandou a town in the Limpopo Province of South Africa. It is the administrative centre of Vhembe District Municipality and Thulamela Local Municipality. It is also known for being the former capital of the Bantustan of Venda. Thohoyandou is situated in the south of Vhembe district, on the main road between Louis Trichardt and the Kruger National Park. This is the lush agricultural centre of Vhembe, with banana plantations, subtropical fruit, and tobacco and maize lands. Thohoyandou is surrounded by small rural townships such as Ngovhela, Vondwe, Phiphidi, Muledane, Shayandima, Makwarela, and Maniini.

According to the Ministry of Education (2007), the school feeding programme also strives to provide nutrition education through teaching learners about balanced diets, hygienic storing of food and preparation of nutritious food. Nutrition education is reinforced in

other subjects taught in the school curriculum, such as Life Sciences, Natural Sciences and Health Education, Elementary Agriculture and Social Studies (Ministry of Education, 2008). In 1994 President Mandela initiated the South African School Feeding Programme to feed needy learners a daily nutritious meal so that they come to school, stay in school and can concentrate on their education. There is no shortage of funding, grounding policy and intention to deliver. But the system faces many challenges in ensuring the right meal gets to the right learner at the right time. Addressing the challenges in school feeding can take a range of forms with a particularly interesting lens focusing on trying to work in partnership with the government on a large systemic scale or working from the ground up, one school at a time (Rivera, 2005:26).

1.3 STATEMENT OF THE PROBLEM

The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) in Section 28 (c) clearly states that every child has a right to basic nutrition, shelter, basic health care services and social services also indicates that the government should provide adequate legislative and policy frameworks for the provision of effective and efficient service delivery. The Constitution of the Republic of South African, 1996 (Act 108 of 1996) Section 27 (1), states clearly that everyone has the right to have access to sufficient food and water. The state must take reasonable legislative and other measures, within its available recourses, to achieve the progressive realisation of each of these rights. The South African Schools Act (Act No. 84 of 1999 as amended in 2007). This Act covers issues of attendance, admission and school fees, thus identifying “children at risk”. The policy outlines a number of programmes such as the HIV and AIDS Life Skills Education programme, the National School Nutrition Programme, and provides guidelines on issues such as school safety, gender equity and drug and substance use. School health programmes serve as a support system in dealing with at risk children and families in sensitive manner.

According to WFP (2004), school supplementary feeding programmes are implemented with the aims of improving nutritional status, alleviate short term hunger, improve school attendance and class concentration and improve household food security among other reasons. It has been sixteen years since the inception of the school feeding programme in South Africa that had as its prime purpose the supplementing of nutrition to the needy children (Ministry of Education, 2007) to mitigate the effects of malnutrition in school going children. According to World Food Programme (2004), school supplementary feeding

programmes are implemented with the aims of improving nutritional status, alleviate short-term hunger, improve school attendance and class concentration and improve household food security among other reasons. It has been nineteen years since the inception of the school feeding programme in South Africa that had as its prime purpose the supplementing of nutrition to the needy children (MoE, 2013) to mitigate the effects of malnutrition in school going children.

In light of the above mentioned, there are the following challenges facing school feeding programme to enhance the academic performance of learners in Tshishonga Primary school; The supply of food stuff material used in preparing meals for the SFP is inadequate furthermore learners have labelled and stigmatised any learner who partake in these meals as a symbol of them coming from an poverty stricken family. However for those students who still participate in partaking these meals, the majority disliked the diet and type of food being served.

1.4 AIM OF THE STUDY

The main aim of the study is to evaluate the school feeding programme as a service delivery mechanism to improve academic performance of needy learners in Tshishonga Primary School.

1.5 SPECIFIC OBJECTIVES OF THE STUDY

The study sought to:

- To describe the challenges of school feeding programme in improving the academic performance of learners.
- To assess the relationship between nutrition and academic performance of learners.
- To assess the importance of feeding programme on the improvement the academic performance of learners.
- To determine the mechanisms that can be used to improve the academic performance of the needy learners in Thohoyandou.

1.6 CRITICAL RESEARCH QUESTIONS

For the achievement of the aim the study, the following research questions were asked:

- What are the challenges of school feeding scheme in improving the academic performance of learners?
- What is the relationship between nutrition and academic performance of learners?
- What is the importance of feeding programme on the improvement the academic performance of learners?
- What are the mechanisms that can be used to improve the academic performance of the needy learners in Thohoyandou?

1.7 SIGNIFICANCE OF THE STUDY

The school as a setting for health promotion has a potential snowballing effect for healthy diet promotion from learners to their families. This means that the family members and the community at large are gaining from information obtained from Tshishonga Primary School, thereby fostering social support. The community can gain from the study as it may assist through endouvering to show the correlation that exist between school feeding programmes and academic performance. The study has the potential to show how much the school supplementary feeding programme has improved school attendance and learning in schools. As an indicator for future studies, the study has potential to reveal how the school supplementary feeding programme can be improved to cover gaps, which may exist in the programme implementation. The study will create an understanding of different processes, which have occurred under implementation of the school-feeding scheme within the given South African Schools with suggestions and recommendations made in this study being a revelation to community leaders.

1.8 DELIMITATION OF THE STUDY

The study will be conducted at Tshishonga Primary School, which falls within the jurisdiction of Makhado municipality in Vhembe District. Learners at the primary school in question are geographically scattered, however the study will create an understanding of different processes, which have occurred under implementation of the school-feeding scheme within these schools.

1.9 LIMITATIONS OF THE RESEARCH

The depth of research in relation to the funds needed to conduct and complete the research study will prove to be a staggering obstacle. Funds needed for transportation, stationery, typing, printing, proof reading, only to mention but a few, where however sourced from various NGO's willing to sponsor the research work. The nature of the research as well, in regard of the sensitivity of the general populous might hinder the completion of the study as certain information considered private might be withheld. As a result, the findings may not be widely generalised because only people who were willing and ready to participate were selected.

1.10 DEFINATION OF OPERATIONAL CONCEPTS

The terms defined below are the terms used in the study. They are defined to give a clear picture of what the study is all about.

- **Malnutrition**

The World Health Organisation (2011:1) defines malnutrition is a condition caused by inadequate or excessive intake of proper nutrients. For the purposes of this study, malnutrition shall refer to under-nutrition.

- **Nutritional Status**

Nutritional Status is the state of a person's health in terms of the nutrients in his or her diet (MD Anderson Cancer Centre, 2010:1). This can be determined by taking measurements of weight, height and age.

- **School Feeding**

Jukes & Drake (2009) views school feeding is the provision of food to schoolchildren. Ministry of Education (2007:5) defines School Feeding Programme (SFP) is an incentive to help feed the OVCs poor children of the community who may be food insecure to have access to education

- **Service Delivery**

According to the Service Delivery Review (2003:2), service delivery a learning journal for public sector managers, the expectation about service delivery is that the service must be delivered at the right price, at the right quality, in the right quantity, at the right time and in line with the expectations of the receiver. For this study, service delivery is viewed as a process of activities and actions that will allow an organisation to fulfil its purpose.

1.11 ORGANISATION OF THE STUDY

The researcher discussed the organisation of the study as follows:

Chapter 1: Background and Orientation - This chapter is composed of introduction and background to the study, statement of the problem, aims and specific objectives of the study, critical research questions, significance of the study, delimitation of the study, limitation of the study, definition of key concepts, preliminary literature review, research design and methodology and ethical considerations as well as the organisation of the study.

Chapter 2: Literature Review - This chapter is about the discussion of the information relevant to the literature study of the evaluation of the school feeding programmes. School feeding programmes are critically explored by studying various literature, policies and legislation as a means of investigating the extent and impact of the school feeding schemes and examine whether the learners are exercising their rights as stipulated in the constitution of the Republic of South Africa.

Chapter 3: Research Methodology - This chapter will provide the research design and methodology. With regard to the methodology used, the researcher has embarked on both qualitative and quantitative research methodology.

Chapter 4: Data Presentation, Interpretation and Analysis - The chapter is about the findings (collected data). Data processing is going to be done manually. Furthermore, data is interpreted and analysed so that the researcher may make rational decisions, conclusions and recommendations. It also should be noted that the analysing process starts once the process of data collection has been completed although the two processes can run simultaneously or concurrently.

Chapter 5: Findings, conclusion and recommendation - This chapter is all about the summary of the whole findings under the study. The researcher further makes some valuable recommendations with regard to the study that he has embarked on from the beginning. It should be noted that the recommendations are 'gaps' that exist between the existing literature and the findings.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews the literature about the history of the school supplementary feeding programme both at the global level and at national level. The chapter also goes further into how a school supplementary feeding programme can be implemented and the benefits that result from proper implementation of such a programme.

2.2 THE POLICY FRAMEWORK OF THE SCHOOL-FEEDING SCHEME

In 1994 the South African Department of Health introduced a national-scale primary school feeding program. This program was subsequently taken over by the Department of Education in 2004. The principles of South Africa's school feeding program (SFP) are outlined in Section 18 of the constitution, which declares the provision of basic education a right for all. The National School Nutrition Programme (NSNP) in South Africa aims to foster better quality education by enhancing children's learning capacity, encouraging regular attendance and punctuality, decreasing gender disparity, addressing micronutrient deficiencies, and alleviating short-term hunger by providing 30% of daily energy requirements of the child (27, 28, 29). Additionally, the three key pillars of South Africa's national school feeding policy are: (a) to have a school feeding program in place; (b) to use school gardens to stimulate local farm production; and (c) to promote healthy lifestyles. In South Africa, an average of 80% of males and 83% of females attended primary school in 2004 (Rivera, 2005:26).

Analyzing the nutrition and health situation of school-age children has become a way to engage governments in the problems of this age group. The appropriate method of collecting information will vary by needs, circumstances and resources. Techniques include collecting routine statistics, making special surveys, conducting interviews, and holding focus group discussions with parents, teachers, students and health workers. The idea is to generate a rapid assessment of the situation as opposed to implementing a protracted, expensive and bureaucratically complex study. The goal is to quickly grasp the problems and launch a discussion of the possible solutions within the context of the human and financial resources available in any given country

Evidence exists that the programme has resulted in improved school attendance in several areas. By the time the nutrition programme was transferred from the Department of Health

to the Department of Education, it was feeding approximately 4.5 million primary school learners on every school day. Since its transfer to the Department of Education, the feeding scheme has been augmented by a school food gardens project, implemented with the support of the Department of Agriculture, local authorities and non-governmental organisations (Lambert, 2009:65)

2.3 EDUCATION AND LEARNING DEPEND ON GOOD NUTRITION AND HEALTH

Nutritional and health status are powerful influences on a child's learning and on how well a child performs in school. Children who lack certain nutrients in their diet (particularly iron and iodine), or who suffer from protein-energy malnutrition, hunger, parasitic infections or other diseases, do not have the same potential for learning as healthy and well-nourished children. Weak health and poor nutrition among school-age children diminish their cognitive development either through physiological changes or by reducing their ability to participate in learning experiences - or both.

Contrary to conventional wisdom, nutritional status does not improve with age. The extra demands on school-age children (to perform chores, for example, or walk long distances to school) create a need for energy that is much greater than that of younger children. Indeed available data indicate high levels of protein-energy malnutrition and short-term hunger among school-age children. Moreover, deficiencies of critical nutrients such as iodine, vitamin A and iron among the school aged are pervasive, Peckenpaugh, J. (2010).

Poor nutrition and health among schoolchildren contributes to the inefficiency of the educational system. Children with diminished cognitive abilities and sensory impairments naturally perform less well and are more likely to repeat grades and to drop out of school than children who are not impaired; they also enroll in school at a later age, if at all, and finish fewer years of schooling. The irregular school attendance of malnourished and unhealthy children is one of the key factors in poor performance. Even temporary hunger, common in children who are not fed before going to school, can have an adverse effect on learning. Children who are hungry have more difficulty concentrating and performing complex tasks, even if otherwise well nourished. Research and program experience shows that improving

nutrition and health can lead to better performance, fewer repeated grades and reduced drop out, Benade, A. (1999).

2.4 HOW SCHOOL FEEDING PROGRAMS CAN IMPROVE EDUCATIONAL QUALITY AND EFFICIENCY

SFPs are one of several interventions that can address some of the nutrition and health problems of school-age children. SFPs, and other school-based nutrition and health programs, can also motivate parents to enroll their children in school and to see that they attend regularly. Experience shows that properly designed and effectively implemented SFPs can:

2.4.1 Alleviate short-term hunger in malnourished or otherwise well-nourished School children.

This helps to increase the attention and concentration of students producing gains in cognitive function and learning. The number of hungry school-age children is unknown, but is likely to be a significant problem in various circumstances. Many factors contribute to hunger in school children : the long distances children have to travel to school, cultural meal practices that include no or small breakfasts or a lack of family time or resources to provide adequate meals to children before and/or during the school day. Simply alleviating this hunger in schoolchildren helps them to perform better in school.

2.4.2 Motivate parents to enroll their children in school and have them attend regularly.

When programs effectively reduce absenteeism and increase the duration of schooling, educational outcomes (performance, dropout, and repetition) improve. Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for children of normal nutritional status). In Ghana malnourished children entered school at a later age and completed fewer years of school than better nourished children. The number of days that a child attends school is related to cognition and performance. SFPs can have a positive effect on rates of enrollment and attendance. Although not a school feeding program in the traditional sense, school-based food distribution has also been used successfully to improve enrollment and attendance among school-age children, particularly girls, Jukes, M. (2009)

2.4.3 Address specific micronutrient deficiencies in school-age children.

Most important of these are iodine and iron, which directly affect cognition. Meeting the iron and iodine needs of school-age children can translate into better school performance. Deficiencies of iron and iodine are among the most harmful types of malnutrition with regard to cognition. Iron deficiency renders children listless, inattentive and uninterested in learning. The research literature suggests a causal link between iron deficiency anemia and less than optimal behavior for learning. Poor performance on a wide range of achievement tests among iron deficient children in school has been consistently documented. Remediation of iron deficiency through supplementation has eliminated the differences in school performance and IQ scores between schoolchildren previously deficient in iron and those without iron deficiencies, Tomlinson, M. (2007).

In the case of iodine, most studies have focused on the differences in cognitive test performance between children who lived in communities with and without endemic goiter. The results show differences in favor of the non-goiter areas. In Sicily, for example, the proportion of children with below-normal cognitive scores was 3% in areas with sufficient iodine, 18.5% in areas where iodine was inadequate, and 19.3% where iodine was inadequate and cretinism was endemic. Studies in Indonesia and Spain have documented similar effects on children in areas with insufficient iodine. Fortification of school rations is the most efficient and effective route to alleviating micronutrient deficiencies in schoolchildren where SFPs are in operation, Buhl, A. (2010).

2.4.4 Increase community involvement in schools

Programs depend on the community to prepare and serve meals to children. Schools with their communities behind them are more effective than schools with less community involvement. Schools that depend on the community to organize and implement SFPs offer certain advantages. These advantages include: increasing the contact, and hence communication, between parents and teachers, officials and others; giving parents the opportunity to become more aware of what goes on at schools; and serving to raise the value of education/the school for parents and the whole community. For example, school canteens are viewed as an important feature of education policy in Morocco. Since 1978 WFP and the government have supported school feeding. The programs have strong government and community support and are viewed as part of a necessary package of inputs for improving education. The feeding program is credited with helping to maintain high enrollment and

attendance and encouraging community participation in education. School cooperatives support the school canteens and parents associations assist with the transportation of food aid (WFP, 1993).

2.5 SEVEN STEPS IN DEVELOPING SCHOOL FEEDING PROGRAMS THAT IMPROVE EDUCATION

The research and program literature on SFPs shows the potential that school feeding has to contribute to improving education. These guidelines provide seven recommendations for improving the design and implementation of programs in order to meet some of this potential. The first recommendation, which calls for the establishment of a policy and objectives for school feeding programming, will provide the framework for implementing the subsequent recommendations. These focus on the most critical aspects of school feeding programming including targeting, cost and financing issues, ration composition and meal delivery, program implementation, and monitoring and evaluation, and on the integration of feeding with other interventions that address the nutrition and health needs of schoolchildren, Del Rosso, (1999).

- **Build a consensus on a policy and objectives that focuses on school feeding**

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

- **Develop targeting criteria and mechanisms that concentrate program resources on high risk children and communities.**

There is a built-in tendency toward universal coverage - providing meals for all schoolchildren - since all children in school throughout the day will require food. Furthermore, program coverage and targeting is always subject to a series of political, logistical, technical and informational constraints. In view of the fact that resources are finite, particularly in the poorest countries, and that providing food is expensive, targeting is a critical element of any effort to improve the impact of a SFP on education. Targeting

is essential if the program is to reach families and communities that lack the resources to adequately provide for their school-age children or those that need to be motivated to enroll their children in school and to have them attend more regularly.

- **Analyze and identify alternative financing and cost options for SFPs.**

The cost of school feeding programs is a major issue for both governments and donors. Feeding programs of any kind are expensive. Financing may include international assistance, but in all cases available public resources, or the potential to draw on them, are required. Cost alone can indicate little about the value of a SFP but, unfortunately, cost-effectiveness analyses, which assess costs relative to impact on nutrition and education outcomes, are for the most part unavailable. Nonetheless, implementing the recommendations in this guide should help to ensure that the benefit-side of the program is enhanced while controlling the cost side.

- **Elaborate appropriate guidelines for ration composition and the timing of school meals.**

To establish appropriate ration guidelines, program managers and policy makers need to analyze the nutrition and health needs of school-age children. Conditions in the education sector, such as levels of school enrollment, attendance, and performance, the availability of infrastructure and the capacity to implement different kinds of SFPs also need to be assessed. Information is also required on the community's perceptions and capacity to participate in school feeding programs.

- **Identify and address any potential bottlenecks in implementation**

This recommendation is particularly relevant for a program manager who is already operating a program. Once school feeding programs are in place, altering them can meet strong resistance, however, a range of new experiences is now available that has the potential to alleviate some of the common obstacles to efficient and effective programming. Where a school feeding program already exists, a wealth of information is readily accessible; a critical step towards a better program is to thoroughly analyze this on-going experience.

- **Develop monitoring systems that focus on program processes, program is functioning.**

The need to monitor and evaluate programs is not unique to SFPs, but this recommendation is critical to increasing the impact of SFPs. Despite decades of experience there is a dearth of concrete information on the functioning and effectiveness of school feeding programs. This guide provides a general framework for establishing monitoring and evaluation systems for SFPs.

- **Integrate feeding programs with other interventions that address the primary nutrition and health problems of the school-age population.**

Last, but by no means least, the past decade has shown the added value of integrating other nutrition and health interventions with feeding. Specifically recommended are deworming, micronutrient fortification or supplementation, and health nutrition and hygiene education.

2.6 CRITIQUES OF SCHOOL FEEDING PROGRAMS

In 1994 President Mandela initiated the South African School Feeding Programme to feed needy learners a daily nutritious meal so that they come to school, stay in school and can concentrate on their education. There is no shortage of funding. Grounding policy and intention to deliver, but the system faces many challenges in ensuring the right meals get to the right learner at the right time. Addressing the challenges in school feeding can take a range of forms with a particularly interesting lens focusing on trying work in partnership with the government on a large systemic scale or working from ground up, one school at a time.

Despite these potential benefits, SFP programs have come under attack recently by some donors and policymakers, who contend that these programs are an expansive method for producing the stated education and nutrition objectives and that other more cost effective mechanisms exist. The empirical evidence on these claims is mixed and can be misleading. One reason is that most evaluations of SFP programs fail to account for both the education and nutrition impacts and for the potential joint benefits of feeding hungry children during school. As a result, aggregate impacts can appear modest. In addition, many impact evaluations fail to consider program costs. Indeed, a few comprehensive and rigorous studies of the cost effectiveness of SFP programs exist. Fox (1991:261)

2.7 INCREASE ENROLMENT AND ATTENDANCE IN SCHOOLS

Food can act as a strong incentive for children to attend school on a regular basis. Girls especially benefit from this, as parents feel there are sufficient income-transfer benefits (Del Rosso, 1999). In many communities, girls are culturally disadvantaged such that in hardship situations, male children are given opportunity to go to school over girls. School supplementary feeding programmes can provide a way in which parents can save money by spending less on food and thereby allow the girls to attend school. It is however important to establish that school meals do not replace food that has been part of the children's diet in the household, but rather add to what the family provides. In Jamaica providing breakfast to primary school students significantly increased school attendance. The learners who benefit the most are those wasted, stunted, or previously malnourished (Del Rosso, 1999).

2.8 ALLEVIATION OF SHORT-TERM HUNGER IN LEARNERS

Much research has also been conducted on the effects of short-term hunger related to learning capacity and in-school meals provided to learners reduce short-term hunger (World Food Programme (WFP), 2004). Learning ability is affected greatly by hunger due to skipped meals. Many factors contribute to hunger among school children, these include long distances children have to travel to school, cultural meal practices that include no or small breakfasts due to a lack of family time and resources to provide adequate meals to children before and/or during the school day. Many cultures do not provide breakfast. This means the child's last meal is in the evening. The possibilities of long travelling time mean the child starts the school day hungry and is unable to concentrate. The provision of even a small snack at the start of the day or mid-morning alleviates the short-term hunger and has been linked to increased awareness, activity and learning capacity (Briggs, 2008).

2.9 IMPROVE NUTRITIONAL STATUS IN LEARNERS

The physical growth of a child is a result of a number of interconnected variables, especially in areas where poverty is endemic. Environmental factors, genetics, food consumption patterns, health and illness, hygiene practices, lack of sanitation and the onset of puberty are but a few. Even though data collection on these variables has been inconsistent, some research indicated that undernourished children do benefit from school feeding programs (Bundy, Burbans, Grosh, and Geli, Jukes & Drake, 2009). The school supplementary feeding programmes help to improve the nutritional status and health status of schoolchildren, as

they learn better if they are not hungry (King & Burgess, 1995). Poorly fed schoolchildren who are provided with good meal improve their growth and school performance, and prevent anaemia, and other nutritional deficiencies.

2.10 IMPROVE MICRONUTRIENT STATUS OF LEARNERS

School supplementary feeding programs when designed with micronutrients in mind, can greatly improve micronutrient status. This is often referred to as hidden hunger as the effects are not always visible (Briggs, 2008). The three main micronutrients that supplementary feeding programmes impact are iron, Vitamin A and iodine. All three are linked to mental and learning capacity. School supplementary feeding programmes are designed in such a manner as to meet the micronutrient requirements of the learners.

Micronutrient deficiency can occur at any age and is common in schoolchildren. Estimates suggest that in Sub-Saharan Africa and in India, half of the schoolchildren in poor communities are iron deficient. Intervention at school age offers direct benefits for the schoolchild, as current micronutrient deficiencies, unlike stunting and other long-term consequences of earlier malnutrition are rapidly reversible at any age (Bundy et al., 2007). The most important micronutrient deficiencies of public health importance are vitamin A deficiency, iodine deficiency and iron anaemia. In South Africa, a randomized placebo-controlled trial demonstrated that fortified biscuits reduced the prevalence of anaemia and low urinary iodine in children ages 6 –11 (Kenoyer, & Benade, 1999).

Additionally, a study conducted by the Global Alliance for Improved Nutrition (GAIN) provided 61,000 school-age children in India an iron-rich lunch through a school-based midday meal program. The iron-rich meal came in the form of Ultra Rice – a manufactured, micronutrient packed, rice-shaped grain that is blended with traditional rice during the cooking process. The study showed a significant increase in the iron stores of children that consumed Ultra Rice compared to that of the control group. The children who consumed Ultra Rice also experienced a significant reduction in the incidence of morbidities compared to the control group during the study period (Buhl, 2010).

2.11 NUTRITIONAL INTERVENTION

In-school meals provide an important nutritional intervention during an often overlooked critical growth period. By providing food at school during the school day, they have two

advantages. First, well-timed school meals alleviate short term hunger, possibly improving students' ability to concentrate and learn. Second, they provide an incentive for school attendance directly to the child (Caldes and Ahmed 2004). Therefore, the impact of in-school meals on learning appears to operate both through improvements in school attendance and through better learning efficiency while in school. Thus, well-run programs that provide reasonably nutritious meals should have positive impacts on school participation, learning, and child dietary intake. However, the size of these effects depends on various programmatic and contextual factors. In some cases, they may be small or even null.

2.12 POOR NUTRITION AND HEALTH

Research has shown that learners' attention span is enhanced if they are provided with nutrition prior to and during the school day (Del Rosso and Miller, 1999:5). Poor nutrition and health among school children contribute to the inefficiency of the educational system. Children whose cognitive abilities are impaired naturally underperform and are more likely to repeat grades and abandon school than those who are not impaired. One of the key factors of poor performance amongst learners is irregular school attendance owing to malnourishment and constant ill-health. Even temporary hunger, which is common in learners who are not fed before going to school, can have an adverse effect on their learning. It is more difficult for learners who are hungry to concentrate and perform complex tasks. Research has shown that an improvement in nutrition and health can lead to better performance, fewer repeated grades and a reduced drop-out rate (Del Rosso and Miller, 1999:5) thus the need to evaluate the school feeding programme as a service delivery mechanism to improve academic performance of the needy learners in Thohoyandou.

2.13 RELATIONSHIP BETWEEN NUTRITION AND ACADEMIC PERFORMANCE

The relationship between nutrition and academic performance has been well documented around the world. In particular, the negative effect of under nutrition. Among others, Averett and Stifel (2007:54) who study the effects of childhood over and underweight on cognitive functioning find that malnourished child tend to have lower cognitive abilities when compared to well-nourished. Children who do not get enough to eat are likely to suffer from stunted growth and hindered mental development, Kaestner and Grossman, 2009 and Taras, 2005).

School feeding in general terms represent a more varied and comprehensive set of uses of food for the achievement of educational outcomes. School feeding as it is practised in Thohoyandou refers to the provision of hot meals at school during the school day. This study proposes a conceptual framework that links school feeding programme to pupil enrolment and attendance as well as their academic performance. The school feeding programme is aimed at increasing school enrolment because it is believed that because poor parents could not provide food for their wards in school, these parents do not enrol their wards into schools. Even the poor parents, who do enrol their children in schools, find it thorny to ensure that their wards attend and remain in school every day till the school closes because they cannot provide food for their children in school every day through the term Hunt (1995:12).

2.14 CRITIQUES OF SCHOOL FEEDING PROGRAMMES IN PROMOTING ACADEMIC PERFORMACE

In 1994 President Mandela initiated the South African School Feeding Programme to feed needy learners a daily nutritious meal so that they come to school, stay in school and can concentrate on their education. In 2012 the National School Nutrition Programme aims to feed +- 8 million learners daily, with an annual budget of R5 billion. There is no shortage of funding, grounding policy and intention to deliver. But the system faces many challenges in ensuring the right meal gets to the right learner at the right time. Addressing the challenges in school feeding can take a range of forms with a particularly interesting lens focusing on trying to work in partnership with the government on a large systemic scale or working from the ground up, one school at a time.

Despite these potential benefits, SFP programs have come under attack recently by some donors and policymakers, who contend that these programs are an expensive method for producing the stated education and nutrition objectives and that other more cost-effective mechanisms exist. The empirical evidence on these claims is mixed and can be misleading. One reason is that most evaluations of SFP programs fail to account for both the education and nutrition impacts and for the potential joint benefits of feeding hungry children during school. As a result, aggregate impacts can appear modest. In addition, many impact evaluations fail to consider program costs. Indeed, few comprehensive and rigorous studies of the cost effectiveness of SFP programs exist, Fox, 1991:261).

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter focuses on the methods and design that the researcher used to gather information for this study. Also in this section, the researcher presents the study area, study population, sampling, data collection, data analysis and ethical considerations as well as the organisation of the study.

3.2 RESEARCH DESIGN

Monette, Sullivan and De Jong (2008: 491) define research design as a detailed plan outlining how a research project will be conducted. Similarly, Babbie and Mouton, (2001:641) view research design as a plan or structured framework of how you intend doing research in order to solve the research problem. For the purpose of the study, a field study was used as a research design.

A field study was chosen because the information was collected directly from the respondents in their natural environment. The aim was to evaluate the school feeding programme as a service delivery mechanism to improve academic performance of needy learners in Tshishonga Primary School. The research took place in realistic and natural settings that were not controlled by the researcher.

3.3 RESEARCH METHODOLOGY

Gray (2009:578) defines research methodology as the analysis of, and the broad philosophical and theoretical justification for a particular method used in research. Research methodology can be defined as the study of the logic or rationale underlying the implementation of the scientific approach to the study of reality (Denzin, 2000:3). For this study, the researcher used a mixed methodology, where both quantitative and qualitative research methodology was employed.

According to Biklen (1992:15), qualitative research method is a form of social inquiry that focuses on the way people interpret and make sense of experiences and the world in which they live. Qualitative study wants to make sense of feelings experience, social situations or phenomena as they occur in the real world (Terre Blanche, Durrheim and Painter 2006:287).

The researcher conducted the study in a natural setting where the researcher observed each and every situation of the respondents in their natural setting. The researcher went straight to the field. The researcher wanted to be closer to the respondents in the natural setting and interview skills was used to gather more information. The reason for using qualitative is because it enabled the researcher to interview as well as observes respondents in their natural setting.

According to Pierce (2008:42), quantitative research method is rational, logical, planned and systematic. Quantitative study refers to the empirical research where the data is in the form of numbers, (Punch, 2006:155). The researcher chose quantitative study because more information had to be obtained within a short period of time. Quantitative study does not consume a lot of time and it is also characterized by objectivity. The researcher was more interested on the quantitative study for broader view which would enable him to get results from many respondents. The researcher conducted the quantitative study by providing the respondents with the questionnaires, where each respondent to answer the questions that the researcher would have asked. The findings are regarded as credible. Even though quantitative research method is complex in the statistical methods employed, it is regarded as being straight forward and providing the facts. The research is seen as dispassionate, objective and therefore trustworthy.

3.4 RESEARCH STUDY AREA

In its broadest conceptualization, this study is intended to evaluate the school feeding scheme. Tshishonga Primary School is a public school located in the eco-town of Thohoyandou, Vhembe District in Limpopo Province. It has a total number of 537 leaners being mentored by only 17 educators. The setting for the proposed study, thus, consists of all individuals residing within the above mentioned locality. Choosing this setting will provide a sample of residents within a confined geographic area i.e. Tshishonga Primary School thereby facilitating the collection of data.

3.5 RESEARCH STUDY POPULATION

Bless, Higson-Smith and Kagee (2006:184) define population as the complete set of events people or things to which the research findings are to be applied. Population is the entire group of events, individuals or people that is the focus of the study who may be everyone

in the country, or those in a particular location, or a special ethnic, economic or age group, eligible for a data collection investigation (Cogill, 2003). The population for this study includes the principal, educators of classes concerned, learners, members of the School Governing Body and the Student Representative Committee.

3.6 SAMPLING

Bless, et al, (2006:184) define sampling as the technique by which a sample is drawn from the population. Sampling is the process in research of selecting observations for representatives of a population to give information about the population as a whole (Cogill, 2003). A representative sample is one whose key characteristics closely approximate those of the population. The purpose of sampling is to increase efficiency in the research study, allowing the researcher to make inferences and generalizations about the population without examining each member of the population. The individuals selected for this study includes the principal, educators of classes concerned, learners, members of the School Governing Body and the Student Representative Committee.

3.6.1 SAMPLING METHOD

For this study, a non-probability sampling was used. Non-probability sampling is any kind of sampling where the selection of elements is not determined by the statistics principles of randomness, (Terre Blanche, et al, 2006: 561). The subtype of non-probability sampling that was used in this study was purposive sampling method. Purposive sample is sampling based on careful selection of cases that are typical of the population being studied, (Terre Blanche, et al, 2006:563).

The purposive sampling method was applied to choose respondents according to certain characteristics. Purposive or judgemental sampling method was applied in this. The researcher used his own judgement as to which respondents were chosen and picked and it was only those who best met the purpose of the researcher can use his or her research skill and prior knowledge of the respondents. Respondents were chosen considering their level of knowledge about the feeding scheme and also their educational levels which automatically imply that they were all literate.

3.6.2 SAMPLE SIZE

The total sample size of the study is 55 participants. The researcher selected the principal, 4 educators and 40 learners, 5 members of the school governing body and 5 members of the student representative committee.

Table 3.6.2.1 Sampling Size

Stakeholders	Population	Sample
Principal	1	2
Educators	4	17
Learners	40	537
Members of the School Governing Body	5	8
Members of the Student Representative Committee	5	8
TOTAL	55	572

3.7 DATA COLLECTION

According to Holloway (1997:45), data collection involves the gathering of information for a research project through a variety of data sources. Terre Blanche et al., (2006:556) data collection is a collection of information often in a form of numerical measures of a group of people. For this study, two instruments were used to collect data, namely; interview and questionnaire.

According to Maree (2007:87), an interview is a two-way conversation in which the interviewer asks the participants questions to collect data and learn about the ideas, beliefs, views, opinions and behaviours of the participants. According to Du Plooy (2009:196), an interview schedule is a questionnaire item and instruments on how to conduct the interview. Interview schedule is applicable in the study because the researcher planned to learn about the ideas, beliefs, views and opinions of the participants thus the interview was open ended in nature. The researcher asked respondents questions and they answered. The researcher interviewed the participants face to face, possibly in their living environment. The researcher

asked questions and the respondents answered right there and then. The researcher then made a record of detailed information that the participants had given the researcher, this can only be applied to the relevant information.

A questionnaire refers to a document which contains questions and other types of items designed to solicit information appropriate for analysis (Babbie, 2008:256). A questionnaire is a set of structured, focused questions in a self-reporting format (Wysock, 2008:229). The researcher used questionnaires because they are good data collection instruments in a quantitative study. The researcher also chose open ended questionnaires because the study design is field study. The researcher formulated questions and then asked the respondents to provide a cross or a tick or provide their opinion on the questions, which will be in the questionnaire form.

3.8 DATA ANALYSIS

Data analysis refers to the application of coding schemes and other procedures to the field notes (Monette, Sullivan and Dejong, 2008:420). Data analysis would include both quantitative analysis, which includes processes such as thematically and content analysis and quantitative or statistical analysis (Wysock, 2008:225). Because two instruments were used to collect data, also two types of data analysis were used. For data collected through questionnaire was analysed using statically analysis (Statistical Package for Social Sciences) and inductive interpretation of the lived experience of needy learners at Tshishonga Primary School. Information was presented in a tabular form, frequencies and percentages.

For the data collected through interview schedule, the researcher used thematic analysis where the information was presented in a narrative form. According to Maree (2007:102), narrative analysis refers to a variety of procedures for interpreting of the narrative generated in research. The word narrative is generally association with terms such as tale or story especially a story told in the first person. The story aspect is seen as a complete entity in itself with a beginning, middle and an end. The researcher applied thematic-narrative data analysis data in which a variety of procedures for interpreting data is generated in research. The researcher however, applied the data analysis steps by Creswell (2003) when analysing data in this study, and they are as follows:

- **Planning for Recording Data**

The researcher should plan for the recording of data in a systematic manner that is appropriate to the setting, participate, or both and that will facilitate analysis before collection commences.

- **Data Collection and Preliminary Analysis**

Data analysis in a qualitative inquiry necessitates a twofold approach. The first aspect involves data analysis at the research site during data collection. The second aspect involves data analysis away from the site, following a period of data collection.

- **Managing or Organizing Data**

At an early stage in the analysis process, researchers organize their data into file folders, index cards or computer files. Besides organizing files, researchers convert their files to appropriate text, unit, for example, a word, a sentence, an entire story, for analysis either by hand or by computer.

- **Reading and Writing Memo**

The researcher must read the data that she collected and writing memos in the margins of field notes or transcripts or under photographs helps in this initial process of exploring database.

- **Generating Categories, Themes and Patterns**

The process of category generation involves noting regularities in the setting or people chosen for study. As categories of meaning emerge, the researcher searches for those that have internal convergence and external divergence.

- **Coding the Data**

Coding data is the formal representation of analytic thinking. The tough intellectual work of analysis is generating categories and themes. The researcher then applies some coding scheme to those categories and themes, and diligently and thoroughly marks passages in the data using the codes. Codes may take several forms: abbreviations of key words, coloured dots, and numbers-the choice is up to the researcher.

- **Testing Emergent Understandings**

The researcher begins the process of evaluating the plausibility of her developing understanding and exploring them through the data. This entails a search through the data

during which the researcher challenges the understanding, searches for negative instances of the patterns and incorporates these into larger constructs, as necessary.

- **Searching for Alternative Explanations**

As the researcher discovers categories and patterns in the data, she should engage in critically challenging the very patterns that seem to be apparent. Alternative explanations always exist. The researcher must search for identity and describe them, and then demonstrate why the explanations offered are the most plausible of all.

- **Writing the Report**

Writing about qualitative data cannot be separated from the analytic process. It is central to that process, for in the choice of particular words to summarize and reflect the complexity of the data, the researcher is engaging in the interpretive act, leading shape and form meaning to massive amounts of new data.

The researcher used the following steps when collecting data. The first step was managing or organizing data at an early stage in the analysis process, researcher organizes their data into file folders. The researcher kept the information at the respondents into different files. The second step is reading and writing memo. The researcher read the data that was collected and writing memos in the field notes when exploring database. The researcher recorded the information found by the respondent into the field notes when. The third step is writing the report, the researcher summarizes the data of the respondent by selecting the only information that is needed for the study.

3.9 ETHICAL CONSIDERATIONS

According to Monette et al. (2008:48), ethics in research involves the responsibilities that researchers bear toward those who participate in research. Ethical considerations are set of moral principles that are suggested by an individual or group and are subsequently widely accepted and offer rules and behavioural expectation about the most correct conduct towards experimental subjects (De Vos, 2005:630). The study was carried out in accordance with the ethical requirements of scientific practices and of the law. Ethical research practices which were also considered and implemented in this study includes: permission to conduct the research, informed consent, privacy, confidentiality, anonymity and voluntary.

3.9.1 Permission to conduct the research

Approval and permission from the University of Venda were sought before carrying out this study. The permission obtained from the school principal, the teachers serve as proxy guardians of the learners during the time they are at school, and thus their permission to conduct the study at the school was crucial as the learners were all under the age of eighteen.

3.9.2 Informed Consent

According to Monette et al (2008:52), informed consent refers to telling potential research participants about all aspects of the research that might reasonably influence the decision of participating. The study was carried out in accordance with the ethical requirements of scientific practices and of the law. Participants were being admitted into the study through their own voluntary informed consent. The decision of those learners and parents who did not want to be part of the study was respected. The school timetable was respected and all the data collection took place outside learning hours so as not to disadvantage those learners participating in the study. The participants received uniform and fair treatment during the study to avoid discomfort and harm.

3.9.3 Privacy

Privacy refers to the ability to control and what conditions others will have access to your beliefs values or behaviour (Monette, et al, 2008:485). All the questionnaires were administered in private for each individual learner. This included taking height and weight measurements. This ensured that only the participant had knowledge of their measurement and no one heard how they responded to the question. It also ensured that the response of one individual did not affect the responses of the next participants.

3.9.4 Confidentiality

According to Bless et al (2006:142) confidentiality is an ethical requirement in most research. Information provided by participants, particularly sensitive and personal information should be protected and made unavailable to anyone other than the researcher. For both the learners' questionnaire administration and the focus group discussion, assurance was given to the participants that the information they gave will not be revealed to anyone beside the researcher, the moderator and the researcher's supervisor.

3.9.5 Anonymity

Anonymity states that a participant's data should not be associated immediately and obviously with his or her name or any other identities (Bless et al. 2006:143). All the participants were assured that their names and identity would not be revealed to anyone. To cement this, no names were taken or written on the questionnaires and focus group discussion notes.

3.9.6 Voluntary participation

According to Babbie and Mouton (2001:521), a major trend of social research ethics is that research participation must be voluntary, no one should be forced to participate. All the participants were recruited upon their choice to participate in the study. All the learners and parents who did not feel comfortable to take part in the study for any reason were not forced or coerced in any way to participate.

3.10 CONCLUSION

In this chapter the researcher was focusing on the methodology and procedures to be used by the researcher and the following was discussed, introductions, research methodology, research design, research study area, population of the study, sampling, sampling methods, sampling size, data collection method, data analysis and then ethical considerations.

Table 3.1 Ages of Respondents

10 years and less	40	72%
21 – 30 years	5	9%
31 – 40 years	4	8%
41 – 50 years	4	8%
51 years and above	2	3%
TOTAL	55	100%

CHAPTER 4

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 INTRODUCTION

The chapter presents, the analysis and interpretation of the results obtained from the collected about the challenges facing school feeding schemes in regard to Tshishonga Primary School learners', in Vhembe District, Thohoyandou Municipality in Limpopo Province. The study used both qualitative and quantitative methods. Data was collected from the following stakeholders, the school principal, educators, and learners', members of the school governing body and members of the student representative council. Data captured using questionnaire will be presented using tabular form followed by interpretation, and data captured during interviews will be analysed in a tabular and narrative form.

4.2 ANALYSIS OF DATA COLLECTED THROUGH QUESTIONNAIRE

This section the researcher will analyse the data collected through questionnaire. Section A showing biographical details of respondents and section B indicating school feeding programme to improve academic performance of learners will be discussed in this section

4.2.1 Section A: Biographical details of respondents

In this section the researcher presents the biographical information of the respondents in this study. The information is presented in tabular form and followed by a synthesis of the findings.

Table 4.1 Ages of Respondents'

Response	Frequencies	Percentage
20 years and less	40	72%
21 – 30 years	5	9%
31 – 40 years	4	8.0%
41 – 50 years	4	8.0%
51 years and above	2	3%
TOTAL	55	100%

Table 4.1 presents biographical information of the respondents in regard to age. A total of 50 respondents took part in this study, of the 50 respondents, 40 (80%) were 20 years and less, 03 (6%) were aged between 21-30 years, 03(6%) were aged between 31-40 years, 02 (4%) were aged between 41-50 years and 02 (4%) were aged 51 years and above. The majority of the respondents who participated in the study were aged between the age of 20 years and less

Table 4.2 Gender of Respondents

Response	Frequencies	Percentage
Male	27	54%
Female	23	46%
TOTAL	50	100%

Table 4.2 depicts the biographical information in terms of gender. Total of 50 respondents participated in this research, of the 50 respondents', 27(54%) were males whereas the remaining 23(46%) were females. The respondents in this study are found in Vhembe District, Thohoyandou Municipality in Limpopo Province. There were more male respondents than females. This shows that the majority of respondents are males compared to females.

Table 4.3 Position in the Community

Response	Frequencies	Percentage
Principle	1	2%
Educators	4	8%
School governing body	5	10%
School representative committee	5	10%
Learners	40	70%
TOTAL	55	100%

Table 4.3 shows biographical information in terms of various position held in the community. Most respondents 35(70%) were learners, 4(8%) were educators, 5(10%) were members of the school governing body, 5(10%) were members of the school representative committee and just 1(2%) was the primary schools principal. The majority of the respondents in the study were learners, 40 at 70% of the total population.

4.2.2 Section B: School feeding programme to improve academic performance of learners

Four themes will be discussed in this section which are; the challenges of school feeding scheme in improving the academic performance, the relationship between nutrition and academic performance of learners, the importance of feeding programme on the improvement the academic performance of learners and mechanisms that can be used to improve the academic performance of the needy learners.

4.2.2.1 The challenges of school feeding scheme in improving the academic performance.

This section presents the challenges of school feeding scheme in improving the academic performance. Information is presented in a tabular form.

Table 4.4: Parents nutrition knowledge resulted in improved practices in food preparation

Response	Frequencies	Percentage
Strongly agree	12	24%
Agree	30	60%
Not sure	1	2%
Disagree	1	2%
Strongly disagree	6	12%
TOTAL	50	100%

Thirty respondents at (60%) respondents agreed and 12 (24%) strongly agreed. On the other hand 1(2%) respondent disagreed that parents' nutrition knowledge resulted in improved practices in food preparation and another 1(2%) strongly disagreed for that to be true. Furthermore 6 (12%) were not sure whether parents' nutrition knowledge resulted in improved practices in food preparation or not. The majority of the respondents 42 at 84% agreed that parents' nutrition knowledge resulted in improved practices in food preparation.

Table 4.5 Nutrition knowledge of parents results in improved nutrition status of the family

Response	Frequencies	Percentage
Strongly agree	2	4%
Agree	24	48%
Not sure	20	40%
Disagree	2	4%
Strongly disagree	2	4%
TOTAL	50	100%

Twenty-four (48%) of the respondents agreed that nutrition knowledge of parents results in improved nutrition status of the family whilst 2(4%) strongly agreed. On the hand 20(40%) were not sure whether nutrition knowledge of parents results in improved status of the family or not. Only 2(4%) respondents disagree that nutrition knowledge of parents results in improved nutrition status of the family and 2(4%) strongly disagreed that to be true. The majority of the respondents 24 at 48% agreed that nutrition knowledge of parents results in improved nutrition status of the family

Table 4.6 Parents have accepted the efficacy of school supplementary feeding program

Response	Frequencies	Percentage
Strongly agree	4	8%
Agree	25	50%
Not sure	16	32%
Disagree	5	10%
Strongly disagree	0	0%
TOTAL	50	100%

Twenty-five (50%) respondents agree that parents have accepted the efficacy of school supplementary feeding program whilst 4(8%) strongly agree that to be also very true. On the other hand 16 (32%) respondents' were not sure whether parents have or have not accepted the efficacy of school supplementary feeding program. Five (10%) respondents' disagree that parents have accepted the efficacy of school supplementary feeding program. No respondent strongly disagree that parents have accepted the efficacy of school supplementary feeding program. The majority of the respondents 29 at 58% agreed that parents have accepted the

efficacy of school supplementary feeding program.

Table 4.7 PSNP continue to receive the support of parents

Response	Frequencies	Percentage
Strongly agree	3	6%
Agree	24	48%
Not sure	12	24%
Disagree	7	14%
Strongly disagree	4	8%
TOTAL	50	100%

Twenty-four (48%) respondents agreed that indeed PSNP continue to receive the support of parents. Only 3 (6%) respondents strongly agreed for the above to be true. On the other hand 12(24%) respondents' were not sure whether the PSNP continued to receive the support of parents or not. Seven (14%) respondents' disagreed that PSNP continue to receive support from parents whilst 4 (8%) respondents strongly disagreed for the above to be true. From the above information it can be drawn that most respondents 27 at 54% agreed that PSNP continue to receive the support of parents.

4.2.2.2 The relationship between nutrition and academic performance of learners.

This section presents the relationship between nutrition and academic performance of learners. Information is presented in a tabular form

Table 4.8 PSNP has eased the burden of malnutrition of learners

Response	Frequencies	Percentage
Strongly agree	5	10%
Agree	34	68%
No sure	8	16%
Disagree	3	6%
Strongly disagree	0	0%
TOTAL	50	100%

Thirty-four (68%) respondents agreed that PSNP has eased the burden of malnutrition of learners whilst 5 (10%) respondents strongly agreed for the above to be true. Only 8 (16%)

respondents were not sure whether PSNP had eased the burden of malnutrition of learners or not. Three (6%) respondents disagreed that PSNP had eased the burden of malnutrition on learners. However no respondents strongly disagreed that PSNP had eased the burden of malnutrition on learners. The above statistical information indicates that majority agreed 39 respondents at 78% that indeed PSNP has eased the burden of malnutrition of learners.

Table 4.9 The implementation of PSNP was effective and efficient

Response	Frequencies	Percentage
Strongly agree	4	8%
Agree	21	42%
Not sure	18	36%
Disagree	4	8%
Strongly disagree	3	6%
TOTAL	50	100%

Twenty-one (42%) respondents agree that the implementation of PSNP was both effective and efficient. Only 4 (8%) respondents strongly agreed the above to be true. On the other hand 18 (36%) were not sure whether the implementation of PSNP was effective and efficient or not. 4 (8%) respondents disagree that the implementation of PSNP was effective and efficient whilst only 3 (6%) respondents strongly disagreed that the implementation was effective and efficient. From the above statistical information, a conclusion can be drawn that the majority agreed that the implementation of PSNP was effective and efficient

Table 4.10 School feeding programme has increased school attendance

Response	Frequencies	Percentage
Strongly agree	6	12%
Agree	25	50%
Not sure	10	20%
Disagree	9	18%
Strongly disagree	0	0%
TOTAL	50	100%

Twenty-five (50%) respondents agreed that school feeding has increased school attendance whilst 6 (12%) respondents strongly agreed for the above to be true. On the hand 10 (20%)

were not sure whether school feeding programme had increased school attendance or not. Only 9 (18%) disagreed that school feeding programme has increased school attendance. No respondents strongly disagreed that school feeding programme has increased school attendance. The majority of respondents 31 at 62% agreed that school feeding programme has increased school attendances.

Table 4.11 PSNP improves academic performance of learners

Response	Frequencies	Percentage
Strongly agree	6	12%
Agree	22	44%
Not sure	17	34%
Disagree	5	10%
Strongly disagree	0	0%
TOTAL	50	100%

Twenty-two (44%) respondents agreed that PSNP improves academic performance of learners' whilst 6 (12%) strongly agree for the above to be very true. On the other hand 17 (34%) were not sure whether PSNP improves academic performance of learners or not. Only 5 (10%) respondents disagree that PSNP improves academic performance. No respondents strongly disagree that PSNP improves academic performance of learners. From the above statistical information, it can be drawn that the majority of respondents 28 at 56% agreed that PSNP improves academic performance of learners'.

4.2.2.3 The importance of feeding programme on the improvement the academic performance of learners.

This section presents the importance feeding programme on the improvement the academic performance of learners. Information is presented in a tabular form

Table 4.12 Nutrition knowledge has resulted in improved practices in food preparation

Response	Frequencies	Percentage
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Strongly agree	15	30%
Agree	30	60%
Not sure	5	10%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	50	100%

As much as 30 (60%) respondents agree that good nutrition improves academic performance whilst 15 (30%) strongly agreed the above to be also very true. Only 5 (10%) respondents were not sure whether good nutrition improves academic performance or not. No respondents neither disagreed nor strongly disagreed that good nutrition improves academic performance. As depicted by the statistical information above, the majority of the respondents 45 at 90% were in agreement that good nutrition improves academic performance.

Table 4.13 Nutrition knowledge has resulted in improved nutritional status of learners

Response	Frequencies	Percentage
Strongly agree	4	8%
Agree	27	54%
Not sure	16	32%
Disagree	3	6%
Strongly disagree	0	0%
TOTAL	50	100%

Twenty-seven (54%) respondents agreed that nutrition knowledge has resulted in improved nutritional status of learners. Only 4 (8%) respondents strongly agreed the above to be very true. On the other hand as much as 16 (32%) respondents were not sure whether nutrition knowledge has resulted in improved nutritional status of learners or not. Only 3 (6%) respondents disagreed that nutrition knowledge has resulted in improved nutritional status of learners' and no respondents strongly disagreed with the above. The majority of the respondents 31 at 62% agreed that nutrition knowledge has resulted in improved nutritional status of learners.

Table 4.14 Learners continue to gain nutritional knowledge

Response	Frequencies	Percentage
Strongly agree	3	6%
Agree	30	60%
Not sure	10	20%
Disagree	7	14%
Strongly disagree	0	0%
TOTAL	50	100%

As much as 30 (60%) respondents agreed that learners continue to gain nutritional knowledge whilst only 3 (6%) respondents strongly agreed to the above mentioned to be very true. On the other hand as much as 10 (20%) were not sure whether learners continued to gain nutritional knowledge or not. Seven (14%) disagreed that learners continue to gain nutritional knowledge. No respondents in this study strongly disagreed that learners continue to gain nutritional knowledge. Statistical information above indicates that the majority of the respondents 33 at 63% agreed that indeed learners continue to gain nutritional knowledge.

Table 4.15 Parents have gained nutritional knowledge

Response	Frequencies	Percentage
Strongly agree	2	4%
Agree	24	48%
Not sure	10	20%
Disagree	7	14%
Strongly disagree	7	14%
TOTAL	50	100%

Twenty-four (48%) respondents agreed that indeed parents had gained nutritional knowledge whilst only 2 (4%) respondents strongly agreed that also parents had gained nutritional knowledge. As much 10 (20%) were not sure whether parents had gained nutritional knowledge or not. Seven (14%) disagreed that parents were gaining nutritional knowledge and again 7 (14%) strongly disagreed that parents had gained nutritional knowledge. From the above information, a conclusion can be drawn that the majority of respondents 26 (52%) agreed that indeed parents had gained nutritional knowledge.

4.2.2.4 Mechanisms that can be used to improve the academic performance of learners

This section presents the mechanisms that can be used to improve the academic performance of the learners. Information is presented in a tabular form.

Table 4.16 Academic performance of learners has improved

Response	Frequencies	Percentage
Strongly agree	6	12%
Agree	33	66%
Not sure	10	20%
Disagree	1	2%
Strongly disagree	0	0%
TOTAL	50	100%

As much as 33 (66%) respondents agreed that academic performance of learners has improved whilst only 6 (12%) strongly agreed for the above statement to be very true. On the other hand 10 (20%) were not sure whether academic performance of learners had improved or not. Only 1 (2%) respondent disagreed that academic performance of learners has improved. No respondents in this study strongly disagreed that academic performance of learners has improved. The majority of the respondents 39 (68%) agree that academic performance of learners has improved.

Table 4.17 School feeding policies strengthen to improve academic performance of learners

Response	Frequencies	Percentage
Strongly agree	6	12%
Agree	28	56%
Not sure	15	30%
Disagree	1	2%
Strongly disagree	0	0%
TOTAL	50	100%

Twenty-eight (56%) respondents agreed that school feeding policies strengthen to improve academic performance of learners whilst only 6 (12%) strongly agreed for the above to be very true. On the other hand as much as 15 (30%) were not sure whether school feeding policies strengthen to improve academic performance of learners or not. Only 1

(2%) respondent disagreed that school feeding policies strengthen to improve academic performance in learners. No respondents strongly disagreed that school feeding policies strengthen to improve academic performance in learners.

Table 4.18 Feeding programmes at schools assist the needy learners

Response	Frequencies	Percentage
Strongly agree	25	50%
Agree	5	10%
Not sure	16	32%
Disagree	4	8%
Strongly disagree	0	0%
TOTAL	50	100%

As much as 25 (50%) agreed that feeding programmes in schools assist the needy learners whilst 5(10%) respondents strongly agreed with the aforementioned to be very true. Sixteen (32%) respondents were not sure whether feeding programmes at schools were assisting needy learners or not. Only 4 (8%) respondents disagreed that feeding programmes at schools assisted the needy learners. No respondents strongly disagreed that feeding programmes at schools assisted the needy learners. The majority of respondents 30 at 60% in this study agreed that feeding programmes in schools assist the needy learners.

Table 4.19 Learner population health has improved

Response	Frequencies	Percentage
Strongly agree	5	10%
Agree	23	46%
Not sure	19	38%
Disagree	2	4%
Strongly disagree	1	2%
TOTAL	50	100%

Twenty-three (46%) respondents agreed that the learner population health has improved whilst 5 (10%) strongly agree that the learner population has improved. On the other hand 19 (38%) were not sure whether the learner population health had improved or not. Two respondents (4%) disagreed whilst only 1 (2%) respondent strongly disagreed that the learner population health had improved. The majority of the respondents in this study did agree that

the learner population health had improved. From the above information a conclusion can be drawn that the majority of respondents 56% agreed that learner population health has improved.

Table 4.20 PSNP continue to receive support from learners

Response	Frequencies	Percentage
Strongly agree	6	12%
Agree	25	50%
Not sure	11	22%
Disagree	5	10%
Strongly disagree	3	6%
TOTAL	50	100%

As much as 25 (50%) respondents agreed that PSNP continue to receive support from learners whilst 6 (12%) respondents strongly agreed. On the other hand 11(22%) respondents were not sure whether PSNP continued to receive support from learners or not. Five (10%) respondents disagreed whilst only 3 (6%) strongly disagreed that PSNP continued to receive support from learners. The majority of respondents 31 at 62% in this study agreed that indeed PSNP continue to receive support from learners.

4.3 ANALYSIS OF DATA COLLECTED THROUGH INTERVIEWS

In this section the researcher presents the information of the respondents interviewed in this study. Information will be presented in a narrative form.

Question 4.3.1: What are the challenges of school feeding schemes in improving academic performance?

The majority of respondents indicated that most learners disliked the meals and subsequently the diet offered under the school feeding scheme. A few respondents cited that inadequacy of food supply needed to run the school feeding programme smoothly was also a cause for concern. One respondent strongly indicated that some flamboyant parents are not in support of the school feeding programme thus discouraging their children in partaking the school feeding meals. Certain parents have not accepted the efficacy of the feeding programme and thus not supporting the feeding scheme. The information above indicates that they are a

variety of challenges affecting school feeding programmes, however that of learners disliking the meals being offered and that of parents being unsupportive being the major challenge of the school feeding programme.

Question 4.3.2: What is the relationship between nutrition and academic performance?

All respondents illustrated that a good nutritional base fosters good mental health that subsequently enhances academic performances in learners. They all embraced the notion that 'a healthy body means a healthy mind'. The findings indicated student perform at their optimum best when their healthiest. The study indicated that school feeding programme increased school attendance, eased the burden of malnutrition thus subsequently the primary school nutrition programme improving academic performances of learners.

Question 4.3.3: What is the impact of feeding programmes in improving academic performance?

Majority of the respondents emphasised that a sound school feeding programme fosters good health amongst learners and thus encouraging optimal academic performance. One respondent indicated that a sound school feeding programme has the potential to eradicate short term hunger and stunted growth amongst learners, emphasizing the fact that learners whose cognitive abilities are impaired naturally underperform. The information above, it can be revealed that a sound school feeding programme has the potential to improve academic performance.

Question 4.3.4: What other mechanisms can be used to improve academic performance?

Majority reviewed that there is need to improve the quality of educators being hired for the job. One respondent also indicate that the principal should ensure an optimal teacher learner ratio in classes, whilst another indicated that the school should encourage infrastructure development that encourages and creates a learning culture amongst learners for instance computer laboratories, libraries only to mention but a few. Findings in the study indicated that even though the school feeding programme strengthen academic performance and improve the health of the population, however, the quality of educators had the need to be improved and also the teacher learner ratio had to be brought to a minimal optimal level.

4.4 CONCLUSION

In conclusion, in light of the above data presented, interpreted and analysed, despite the various challenges which the school feeding programme is facing from both the learners and some parents, it continues to be a success. This is so as indicated that good nutrition fosters a healthy mind and thus encouraging optimum academic performances amongst learners. However there is need to improve the quality of educators' and also ensuring optimum teacher learner ratio, as school feeding programmes are not the only mechanism deployable to improve academic performances amongst learners but are certainly one of the most efficient and effective mechanism having the potential to improve academic performances in learners.

RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter focuses on the concise summary of the findings derived from the data collected through questionnaire and face to face interview and furthermore, conclusions and recommendations were arrived based on the findings of the research.

5.2 MAIN FINDINGS OF THE STUDY

This section will outline the findings of the study with regard to the evaluation of the school feeding scheme at Tshishonga Primary School. The main findings drawn of the study were based on the four specific objectives, which are; to describe the challenges of school feeding programme in improving the academic performance of learners, to assess the relationship between nutrition and academic performance of learners, to assess the importance of feeding programme on the improving academic performance of learners, and to determine the mechanisms that can be used to improve the academic performance of learners.

5.2.1 Challenges of school feeding programme in improving the academic performance

The first main objective of the study was describing the challenges of school feeding programme in improving the academic performance of learners. The researcher found out that there have been successes recorded in terms of the expansion of the school supplementary feeding program both at district (Vhembe District) and at national level. The school supplementary feeding programme has also resulted in increased enrolment levels in primary school in the Vhembe District. However, high levels of malnutrition in both learners in the school supplementary feeding programme and those not feeding indicate that there could be widespread malnutrition problem in the community.

The disruption of the meals caused by inconsistent delivery of food supplies, certain parents not accepting and supporting the efficacy of the feeding scheme proved as major challenges. The implementation of the school supplementary feeding programme does not seem to be doing enough to help ease the malnutrition burden in the community. The hunger burden might therefore still be high among the learners in the school supplementary feeding programme, lack of support for the programme from parents and the negative attitude shown

by some learners towards school feeding meals and diet, continue to monitor the progress of the school feeding scheme programme.

5.2.2 Assess the relationship between nutrition and academic performance of learners.

The second main objective was to assess the relationship between nutrition and academic performance of learners. The results of the study indicated that sound nutrition fosters a healthy state of mind and thus subsequently has the utmost potential to significantly improve the level of academic performance amongst learners. A relationship and correlation does exist between nutrition and academic performance. Even though the study indicated that the implementation of the feeding scheme was not as efficient and as effective as desired, it did indicate that the school feeding programme did encourage school attendances amongst learners and thus subsequently improving academic performance. Certain parents or guardians also pointed out that they did not see any noticeable change in the learners' academic performance and attitude attributable to the school supplementary feeding programme in their children. However, most learners did demonstrate that a correlation exists between academic performance and the school feeding programme.

5.2.3 Importance of feeding programme on the improvement the academic performance.

Third main objective was to assess the importance of feeding programme on the improving academic performance of learners. The study revealed that nutrition knowledge resulted in improved practices in food preparation and also resulted in improved nutritional status of learners. Furthermore children often share what they would have learnt at school with their families at home; therefore teaching learners about nutrition helps the people in the community learn about nutrition as well. This way knowledge gained by the learners is also transferred to the community thereby improving eating habits towards healthy foods of both learners and the community. Results indicated that learners and their parents or guardians continue to gain nutritional knowledge as a result of the implemented school feeding scheme.

5.2.4 Determine the mechanisms that can be used to improve the academic performance.

The fourth and final objective of the study was to determine the mechanisms that can be used to improve the academic performance of learners. Findings in the study indicated that

even though the school feeding programme strengthen academic performance and improve the health of the population, however, the quality of educators had the need to be improved and also the teacher learner ratio had to be brought to a minimal optimal level in order to achieve the desired results . Even though the study revealed that the community accepted the school supplementary feeding programme positively, however, there is no doubt that the community appreciates the programme though the actual goals and objectives are not known and understood.

However, the participants demonstrated lack of awareness of the school supplementary feeding programme. There is poor awareness of the school supplementary feeding programme in the community and this is attributed to less than desirable levels of communication between the Department of Education, the school and the parents or guardians. This has resulted in less understanding of the programme which negatively affects the extent to which the community participation. Proper awareness of the school feeding programme must result in the community participating in regularly preparing food and providing other resources to support the government's .The programme acts as a platform for the implementation of other activities which are beneficial to the community.

5.3 LIMITATIONS

A major constraint faced by the researcher was the limited resources available resulting in the study subjects coming from one school and one area therefore is impossible to generalize the results. A total number of 55 learners were used for the sample of learners as opposed to the ideal number of 200. This was the maximum possible number that could be used as 55 learners participating in the school supplementary feeding programme opted to take part in the study and this number was matched with a substantial number of educators as well as members of the school governing body whom also were familiar with the school supplementary feeding programme.

Data collection for this study was carried out during the period running up to the regional and local government school examination period and care was taken to decrease any chances of stimulating any suspicions within the population. This mainly affected the selection of the focus group participants who were chosen conveniently rather than randomly. There was also the possibility of the learners giving responses to impress the researcher as shown by presence of a number of learners who had suffered from diarrhoea in the previous week while all the learners had indicated that they wash their hands before eating.

There is generally lack of literature resources in South Africa about nutrition since there has not been many studies done on the subject. It was a major constraint to get information regarding school feeding since the school feeding programme has been tossed from time and again from various departments. The Department of Education is still to conduct studies to assess how the programme has been implemented and how it has influenced the community.

5.4 CONCLUSION OF THE STUDY

In conclusion, the challenges of school feeding scheme in improving academic performance continue to hinder the progress being made by the feeding scheme. A number of parents have not accepted the efficacy of the feeding programme thus are not in support of it and subsequently this trickles down to the learners even disliking the meals and diet offered by the feeding scheme. The relationship between nutrition and academic performance has eased the burden of malnutrition whilst improving academic performance and encouraging school attendance. The results of the study indicated that sound nutrition fosters a healthy state of mind and thus subsequently has the utmost potential to significantly improve the level of academic performance amongst learners. Analysed data indicated that other mechanisms deployable that has the potential to improve academic performance. There is need to improve the quality of educators and also ensuring optimum teacher learner ratio, school feeding programmes are not the only mechanism deployable to improve academic performance amongst learners but are most certainly the most effective as they strengthen to assist learners, improve academic performance whilst promoting learner population health.

The study indicated that feeding programmes are important on improving academic performance in learners. It is revealed that nutrition knowledge simultaneously resulted in improved food practices and nutritional status of learners. Learners continued gaining nutritional knowledge even certain parents gained nutritional knowledge as well thus citing its significance in improving academic performance which is the primary paramount goal of the feeding scheme.

The study concludes that despite the various challenges facing the school feeding programme at Tshishonga Primary School, the feeding scheme continues to be a success. This is so because of the correlation depicted between good nutrition and academic performance. Despite certain parents aiding in creating a stigma against the meals offered by the feeding programme, the majority of learners still participate in the feeding scheme thus subsequently

eradicating short-term hunger, stunted growth, fostering good health and at the end of the day having the utmost potential to improve academic performance. However, other mechanisms to improve academic performances have been identified. Improving the quality of educators and reducing the teacher learner ratio to an optimum level, for instance, have been identified as other mechanisms that can work hand-in-glove with the feeding schemes for producing optimum results in relation with academic performances in learners

Even though the study revealed that the community accepted the school supplementary feeding programme positively, however, there is no doubt that the community appreciates the programme though the actual goals and objectives are not known and understood. However, the participants demonstrated lack of awareness of the school supplementary feeding programme. There is poor awareness of the school supplementary feeding programme in the community and this is attributed to less than desirable levels of communication between the Department of Education, the school and the parents or guardians. This has resulted in less understanding of the programme which negatively affects the extent to which the community participation. Proper awareness of the school feeding programme must result in the community participating in regularly preparing food and providing other resources to support the government's. The programme acts as a platform for the implementation of other activities which are beneficial to the community.

5.5 RECOMMENDATIONS

Based on the results and conclusions drawn in this study, the following recommendations are made to the Department of Education, the Department of Health, Tshishonga Primary School and the community.

5.5.1 Recommendations to the Department of Education (DoE)

The following recommendations could be considered by the Department of Education: The Department of Education should embark on a major awareness drive to inform and educate the society about the existence of the school feeding programme and clearly elaborate on the goals and objectives. This can be done by developing mass media programmes that increase school supplementary feeding programme awareness and conducting meetings with the communities.

The Department of Education should also implement proper vigorous monitoring to improve efficiency especially in maintaining consistent and regular supplies of food in the schools. A strong monitoring plan needs to be developed with the Department of Health to ensure that gains of the school feeding are maintained through regular growth monitoring. This can be done by encouraging regular growth and development monitoring of learners in school supplementary feeding programme in collaboration with Department of Health.

The Department of Education should extend the school feeding programme to all the learners in the schools to avoid stigmatization of the learners who are currently participating in the school supplementary feeding programme. The primary school education curriculum could also be improved to provide more nutrition education to the learners. There should be more rigorous training on stock management, sanitation and hygiene and nutrition among the teachers and the cooks for better delivery of service and to reduce hunger and diseases. Together with individual schools, the Department of Education and should encourage more community participation in education through Parents and Teachers Associations, school infrastructure improvement projects, income generation projects, and other activities.

5.5.2 Recommendations to the Department of Health (DoH)

The following recommendation could be considered by the Department of Health: As part of the National Policy for School Health, the Department of Health, Primary Health Care supervisor should conduct regular monitoring visits to assess and provide technical assistance on the school supplementary feeding programme so that better health and nutritional status can be obtained among the learners. The current annual inspections and training could be increased to be done quarterly.

5.5.3 Recommendations to Tshishonga and other Primary Schools

The following recommendations could be considered by the Primary Schools: The primary schools have to come up with programmes to teach the learners participating in the school supplementary feeding programme one or two principles about nutrients at daily at a specific time before they receive food. This might be done during a short assembly to educate the learners about the benefits of the food they eat. In conjunction with this, the learners in school supplementary feeding programme can also be taught one positive eating and healthy habit at a time once a week before they receive food.

The teachers should increase proper and consistent monitoring of learners'. Where possible the use of school gardens should be encouraged and collaborate with teachers and communities to assure appropriate use of school gardens as an education tool as well as a source of vegetables or income. This can be done as part of activities to improve the learners' knowledge about health and nutrition.

5.4.4 Recommendation to the schools and the community

The following recommendation could be considered by the Primary Schools: The community should participate more in activities that encourage the effective implementation of the school supplementary feeding programme in the schools. These activities include cooking the meals for the learners and providing the firewood.

5.5.5 Recommendations for further research.

The following recommendations could be considered for further studies by future researchers: The extent of micronutrient deficiencies among the learners in South Africa was beyond the scope of this study, but further research is required in this regard, as this can provide information for better planning and re-orient the study to address such deficiencies. The Department of Health, Department of Education, academic institutions and Non-Governmental organisations should team up to conduct more studies in school feeding programmes in South Africa to find way in which these programmes can be improved to meet the intended objectives.

5.6 SUMMARY

This chapter provided the limitations encountered in the course of the study, the conclusions drawn and the recommendations made based on the results obtained. The school supplementary feeding programme has not shown to improve the learners' knowledge, practices and attitudes on nutrition and nutritional status. However, even though parents have an appreciation of the school supplementary feeding programme they do know and understand the programme's objectives. The Department of Education has to collaborate with the Department of Health and implement better strategies to improve awareness and monitoring systems so that the school supplementary feeding programme becomes more efficient.

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29 November 2013

The District Executive Manager
Vhembe District

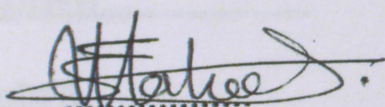
**REQUEST FOR PERMISSION TO COLLECT INFORMATION FOR
STUDIES OF CHAKA R - STUDENT NO: 11576204.**

The above matter refers.

We hereby wish to confirm that Mr. Chaka R (Student No.: 11576204) is a registered Master of Public Management student at the University of Venda. He is researching on the following topic: **“School feeding programme as a service delivery mechanism to improve academic performance of needy learners at Tshishonga Primary School”**.

In order for him to complete his studies, we request your Department to provide him with the information that he might need for his study project. As an institution of higher learning, we believe that the research he is undertaking will yield the results that might also assist your Department. We for this reason encourage your Department to provide him with the necessary information that will be collected through questionnaires and interviews from the principal, educators, learners, members of the school governing body and members of the student representative committee. We undertake that whatever information will be provided to him will be solely used for this studies. We also undertake that we will also supply you with the results once the study is completed for your own use.

We hope that you find this to be in order and therefore, anticipate your assistance.



Mr. E Mahole
Lecturer: School of Management Sciences



University of Venda



04 ORPEN WAY

SOUTHERTON

Harare

Zimbabwe

November 29, 2013

Dear Sir/Madam

I, Rememberence Chaka, am a student at the University of Venda, registered for Master in Public Management (MPM). My research topic is "School feeding programme as a service delivery mechanism to improve academic performance of needy learners at Tshishonga Primary School". This study is intended to elicit and clarify the knowledge, attitudes, and perceptions regarding the implementation of the schools supplementary feeding programme as carried out by the Ministry of Education.

You are identified as a participant in the study and your cooperation is very much appreciated. Your name will not be written on this questionnaire. All information collected during this study including your personal health information will be kept confidential and will not be shared with anyone outside the study unless required by law. You will not be named in any reports publications or presentations that may come from this study. Your utmost co-operation is highly appreciated.

Yours Faithfully

Chaka R.

Student Number: 11576204

Cell: 072 859 2691 / 079 038 4022

QUESTIONNAIRE - SCHOOL FEEDING PROGRAMS IN PRIMARY SCHOOLS

The purpose of this study is to evaluate the school feeding programme as a service delivery mechanism to improve academic performance of needy learners in Tshishonga Primary School. This is an opportunity for you to reflect on your perceptions on how feeding programme can improve the academic performance of learners. For each of the following statements place an X in the box that applies to you.

SECTION A: BIOGRAPHICAL DETAILS

1. Gender

Male	1
Female	2

2. Age

20 and Less	1
21 to 30	2
31 to 40	3
41 to 50	4
51 and Above	5

3. Position in the community

Principal	1
Educators	2
Learners	3
Members of School Governing Body (SGB)	4
Members of student representative committee (SRC)	5

SECTION B: SCHOOL FEEDING PROGRAMME TO IMPROVE ACADEMIC PERFORMANCE

Item no	The challenges of school feeding scheme in improving the academic performance of learners	Place an X in the box that applies to you				
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
4	Parents' nutrition knowledge resulted in improved practices in food preparation.	1	2	3	4	5
5	Nutrition knowledge of parents results in improved nutritional status of family.	1	2	3	4	5
6	Parents have accepted the efficacy of school supplementary feeding program.	1	2	3	4	5

Item no	The importance of feeding programme on the improvement the academic performance of learners	Place an X in the box that applies to you				
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
12	Nutrition knowledge has resulted in improved practices in food preparation.	1	2	3	4	5
13	Nutrition knowledge has resulted in improved nutritional status of learners.	1	2	3	4	5
14	Learners continue to gain nutritional knowledge.	1	2	3	4	5
15	Parents of learners have gained nutritional knowledge.	1	2	3	4	5
11	PSNP improve academic performance of learners.	1	2	3	4	5

20	PSNP continue to receive support from learners	1	2	3	4	5
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APPENDIX C

INSTRUMENT

INTERVIEW SCHEDULE

1. What are the challenges of school feeding schemes in improving the academic performance of learners?
2. What is the relationship between nutrition and academic performance of learners?
3. What is the impact of school feeding programmes on the improvement the academic performance of learners?
4. What are the other mechanisms that can be used to improve the academic performance of the needy learners in Thohoyandou?

Item no	Mechanisms that can be used to improve the academic performance of the needy learners in Thohoyandou	Place an X in the box that applies to you				
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
16	Academic performance of learners has improved.	1	2	3	4	5
17	School feeding programme policies strengthen to improve the academic performance of learners.	1	2	3	4	5
18	Feeding programmes at schools assist the needy learners.	1	2	3	4	5
19	Learner population health has improved	1	2	3	4	5

20	PSNP continue to receive support from learners	1	2	3	4	5
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APPENDIX C

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1. What are the challenges of school feeding scheme in improving the academic performance of learners?
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4. What are the other mechanisms that can be used to improve the academic performance of the needy learners in Thohoyandou?

Thanking you very much for your contribution.