

**THE EFFECTIVENESS OF SCHOOL NUTRITION PROGRAMME OF THE
EASTERN CAPE DEPARTMENT OF EDUCATION**

By

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DECLARATION

“I **THEODORA ZOLA NDILELE**, hereby declare that this dissertation is my independent work and has not been previously submitted by me for evaluation at any other university, faculty, or department. I further declare that all the sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references”.

Signature.  **TZ NDILELE**

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I hereby wish to express my sincere gratitude and appreciation to the following persons:

- ✚ I thank the Almighty God who gave me wisdom and strength to complete this project during the difficult time of losing my only child.

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ABSTRACT

This dissertation is about the National School Nutrition Programme (NSNP) in South Africa. This Programme was introduced by government in 1994 with the aim of alleviating poverty; unemployment and improving learning capacity of children. Specifically, it is intended to help poor children and to empower poverty-stricken communities, particularly in the rural areas across all the nine provinces.

The focus of this study is on the investigation of effectiveness and efficient management of the Programme in the Eastern Cape Province, with specific reference to Mhlontlo District.

Mhlontlo district is one of the predominantly rural areas in the province of the Eastern Cape, a remote area characterized by high levels of poverty and unemployment, and low levels of infrastructural developments. Surrounding Schools in the area are also affected by these problems. Learners at these schools are from poor families. It is for this reason that this scheme becomes important as it is most needed and, to effectively and efficiently realise its intended objectives, it must be properly managed.

The main theme of the study revolves around effective and efficient service delivery that must be taken as the first priority in the management of NSNP. Factors that contribute to efficiency and effectiveness must be taken into consideration by all stakeholders and are outlined as follows:

The aims in this study is to assess the effectiveness of management of the National School Nutrition Programme at Mhlontlo district in the eastern Cape, to identify shortcomings in the management of the Programme and to suggest possible remedies to improve the management of the Programme to effective service delivery. Against the background of the problem statement, the following questions were posited.

How can the management of the National School Nutrition Programme with specific reference to Mhlontlo district be enhanced to ensure that its intended objectives are

realized? What effect will improved management have on service delivery in the National School Nutrition Programme? And how will adherence to the Batho Pele Principles improve service delivery in schools with regard to the National School Nutrition Programme?

The target population in this study was the learners, teachers and community of Schools around Mhlontlo District whose children are being catered for at school as respondents. Statistics of learners who are beneficiaries of this programme were obtained from surrounding Schools. The percentage of the response to the questions led to the results that services are not delivered as effectively as expected.

The study concluded by recommendations of what national and provincial department of Education are required to do together with the school, service providers and the community in order to improve service delivery in schools that participate in the NSNP. Finally, the NSNP is for the deprived citizens of South Africa. The onus is on the community of Mhlontlo District, service providers, teachers and education authorities responsible for the NSNP to work together to make the programme effective for advancing the development of young people.

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CHAPTER ONE

1. OVERVIEW AND BACK GROUND OF THE STUDY

1.1. INTRODUCTION

Research is the manner in which people solve difficult problems in an attempt to push back the frontiers knowledge by means of various objective methods and procedures. During apartheid regime, the standard of living for Black people was very low. Black pupils were not attending school due to hunger and poverty. The first State of the Nation address by the then State President Hon. NR Mandela was the issue of introduction of feeding scheme which is now termed School Nutrition Programme. The research will investigate the impact of the school nutrition project on service delivery at the Department of Education in the Eastern Cape from 2004 with a view to propose the appropriate approach which will help to resolve the obstacles that led to ineffective and inefficiency on School Nutrition Programme. The intention of the research is to help the Eastern Cape Department of Education to identify the obstacles and thereafter find workable alternatives in order to fast track service delivery in the Province on School Nutrition. Finding alternatives will also help the Eastern Cape Department of Education to spend its budget to avoid roll over.

The School feeding scheme at school is therefore important as it is clearly most and to effectively and efficiently realize its intended objectives, it must be properly managed. Service delivery is a process of activities and actions that will allow an organization to fulfill its purpose. According to the *Service Delivery Review (2000:2)*, a learning journal for public sector managers, the expectation about service must be delivered at the right price, right quality, in the quantity at the right time and in the right time and in line with the expectations of the receiver.

This chapter will focus mostly on the motivation for and significance of the study, aims of the study, problem statement, methods to ensure the validity and reliability of the study, ethical consideration, literature review and framework of the study.

The research design will be both qualitative and quantitative. According to Mouton (2002:39) use of multiple methods and techniques is actually one of the best ways to improve the quality of research. Data will be collected from a sample of people who are either directly or indirectly affected by the research through questionnaires. The target group will be selected randomly and use a stratified approach.

1.2 BACKGROUND TO THE STUDY

The Integrated Nutrition Programme (INP) was developed from the recommendations of the Nutrition Committee appointed in 1994 by the Minister of Health to develop a nutrition strategy for South Africa. The Committee recommended an integrated approach to nutrition to replace the fragmented food-based approach of the past. The National School Nutrition Program was conceptualized as a shared component of general education and health development, based on a conceptual framework for understanding how health and nutrition factors influence school achievement. This led to the introduction of the project in September 1994 as one of the Presidential Lead Projects and was administered by the Reconstruction and Development Programme (RDP) Office. The primary aim of the NSNP is to foster better quality education by enhancing children's active learning capacity, by alleviating short-term hunger, by providing an incentive for children to attend school regularly and punctually and by addressing certain micronutrient deficiencies. It gives opportunity for children to be physically active during school hours. Its origin guise, the *White Paper on Reconstruction and Development Programme* in 1994(46) described the aims of the PSNP as follows:

To contribute to the improvement of education quality by enhancing primary pupils' learning capacity, school attendance and punctuality and contribute to general health development by alleviating hunger. Educating pupils on nutrition and also improving

nutritional status through micro-nutrition supplementation. Parasite eradication where indicated. To develop the nutrition component of the general education curriculum.

It was later transferred to the Department of Health after the closure of RDP office in 1996. In 2004, the Department of Education assumed responsibility for the programme. Its aim was to contribute to the improvement of education quality by enhancing primary pupil's learning capacity, school attendance, punctuality and poverty alleviation.

Throughout South Africa over the past few years there has been an increased interest in the delivery of services by government departments, Department of education was one of them. South Africa is a well-resourced state but due to incapacity and conflict of interest between the Political office-bearers and Chief officials. Every year there are rollovers in most of the government departments and this affects service delivery.

The school nutrition Programme research project is to evaluate the roll-out of school nutrition since its inception in the Department of Education.

The purpose of this research is to examine the impact of service delivery in the Department of Education; Eastern Cape Province that culminated in poor administration, management and implementation of school nutrition Programme at the surrounding schools.

The study will also make proposals to circumvent future disputes and collapse of the project that can affect service delivery. The study will further seeks explanation of the roles and responsibilities of Communities, service providers and school nutrition coordinators with particular emphasis on policy implementation, evaluation, amendments, processes and procedures as well as proper management pertaining school nutrition in order not to compromise service delivery. This study will also research whether this Programme was budgeted for and if yes, was it enough, and are there any rollovers?

Through this study, the researcher will investigate closely the challenges faced by the community at large, coordinators, District Managers and the department itself in the course of service delivery. Furthermore it will look at the barriers in the administration and implementation of school nutrition policy as well as to devise proper mechanisms towards addressing them.

The study will explain the management techniques and practices that can lead to better service delivery for better life of the intended beneficiaries. The research will therefore focus on as evaluation of programmes and procedures of school nutrition. Thornhill & Hanekom (1996:34) write that, it is the responsibility of the Chief Officials to keep the political office-bearers fully informed of all relevant and significant activities regarding activities of voted funds. The authors further stress the fact that, citizen participation is the point of departure in reinventing these phenomena to distinguish between the aims and methods of citizen participation through school governing bodies which act as Ward committees in this study. Chief Officials are appointed to implement executive policy and advise the Political office-bearers on the making of executive policy.

1.3 RATIONALE OF THE STUDY

The study should make a significant contribution to enhance understanding of existing school nutrition programme and its problems being experienced by the Department of Education in the Province of the Eastern Cape. This will enable political office-bearers and chief officials to make and implement more effective departmental school nutrition policy and programmes. Lastly, the research results could provide a theoretical and an empirical framework on which further research can be based.

1.4 PROBLEM STATEMENT

The identified problem for this study can be stated as follows:

That, the school nutrition programme in the province of the Eastern Cape is not effective and not achieving its objectives because the rendering of feeding services are often discontinued. The quality of the school nutrition programme is being influenced by a lack of co-operative interactive action between the Chief Officials and Political Office Bearers due to conflict of interests and capacity problems.

The problem statement can be motivated as follows:

It seems that the National School Nutrition Programme is experiencing some management challenges. This is much clear in the pronouncements of the official spokesperson of the National Department of Social Development whereby he states that “the government’s ambitious poverty alleviation programme, introduced in 1995, has gone horribly wrong and the programme was intended to help the poor children and to empower women: and today those involved do it for self-enrichment”. All these problems suggest challenges with regard to efficiency and effectiveness in the management of the scheme. Portfolio Committee reports on Education states that, one important weakness identified is the overall strategy of implementing the Programme itself, which is deviation from the policy.

1.5 RESEARCH QUESTIONS

Against this background, the research questions that this study posits are as follows:

- ✚ How can management of National School Nutrition Programme with specific reference to Eastern Cape Department of Education be enhanced to ensure that its intended objectives are realized?
- ✚ What effect will improve administration in service delivery in the School Feeding Scheme?

- ✚ How will adherence to the *Batho Pele Principles* improve service delivery in schools with regard to the School Feeding Scheme?

1.5.1 Research objectives

The study will be conducted to assess the challenges faced by the Department of Education in the management and implementation of the school nutrition programme. Identify gaps and weaknesses in the school nutrition policy, procedure and processes as well as Supply Chain Management processes and how they can be improved to enhance service delivery

The study will attempt to achieve the following objectives

- ✚ To assess the effectiveness of the school nutrition programme at selected schools.
- ✚ To identify problem areas in the implementation of school nutrition programmes ;
and
- ✚ To make recommendations for the elimination of such problems and the improvement of the service.

1.6 LITERATURE REVIEW

Reviewing literature is understood to find out more about the research problem area. School Nutrition is in many ways a complex and sensitive policy problem, apart from being too expensive for the majority of people in the lower income (working) category. This could lead to various social problems such as ill-health caused by hazardous diseases due to a lack of clean water and healthy sanitation. (Rip, 1980:51; 59, Cloete, 1993:5; 73, Laver, 1986:177).

The available literature can be discussed as follows:

1.6.1 Theoretical framework

Various theories can be used in the study and to form the basis of this study. The theoretical framework for the study will consist of the Systems Theory and the Utilitarian Theory. The systems theory (Dye, 1987:41) can be used to evaluate school nutritional programmes by the Department of Education. A system can be thought of as an organized whole made up of parts which are connected and directed to some purpose. (Pace and Faules, 1994:43). Systems are thus basic to human activities. The systems theory has essential phases or components and takes place in a specific environment. Each system has an input, processes, output, impact and a feedback. (Dye: 1987:41). The school nutrition programmes can thus be evaluated in each of the five phases

1.6.2 Utilitarian theory

The utilitarian theory will be used because it is the goal of any government to promote the general welfare of citizens and all interactions and relationships between public role-players should strive to ensure the greatest happiness for the greatest number of citizens. The emphasis in the study will also be placed on the use and usefulness of school nutritional services as influenced by the co-operation between role-players. The interest of the school learners, the community and the promotion of the general welfare is the ultimate goal of any government. Bentham (1823:3) writes that “(t)he interests of the community is ... the sum of the interests of the several members who compose it.” This statement is based on utilitarian theory developed by Jeremy Bentham, John Stuart Mill and other liberal thinkers which seek to maximize pleasure and to minimize pain. (Rodee, *et.al.*, 1976: 105) What policy makers thus do “... and what they call ‘good’ is necessarily a function of their calculations derived from the pleasure-pain principle.” (Rodee, *et. al.*, 1976: 105) The aim is thus to maximize pleasure and to minimize pain and this became known as the greatest happiness for the greatest number of people. (Harris, 1979: 213)

1.6.3 Conceptual framework

Van der Waldt and Du Toit (1997:180) write that the task of managers in the public sector is to combine, allocate, co-ordinate and utilize the public resources available to an

institution optimally in order to ensure that the goals of the institution are achieved in an efficient manner. Denning (1994:17) writes that investing in people is valuable in itself. He proceeds by saying” ensuring universal access to health and education alleviates suffering, enriches the quality of life and empowers people with wider opportunities”. He also stated that effective health contributes to improved education, good health increases the attendance would have to be spent on treating illness or alternative uses

Botes *et al.* (1994:172,175) write that the normative guidelines in public administration where each chief official must perform his/her daily work with the greatest care and responsibility as he/she may be called to account for any careless error, deliberate offence or culpable action. The careful spending of funds and economic use of means are not undertaken for own or personal interest, but rather in the interest of the community. This states clearly that efficiency refers to the most effective way of achieving the objectives with the most economical use of funds. Botes *et al.* emphasize that chief officials must be guided by guidelines which will hold every chief officials accountable for his/her duties.

In the context of the public sector, public administration can be defined as those functions and processes with and through other public officials in order to ensure the effective, efficient and optimal utilisation of public resources to ensure that services are rendered to the community.

Based on the above arguments, it is deduced that, public administration and service delivery cannot be separated for effective and efficient delivery of services to the intended beneficiaries of National School Nutrition Programme. The topic under investigation is of administrative nature. It implies that the task will be carried through administrative theory and will reflect on previous works in service delivery. According to Kanyane (2008:6) Henry Fayol’s administrative and management theory identified the principles of administration as constituted by division of labour, authority, discipline, unity of direction, subordination of particular to general interests, equity, unity and stability of personnel. Gulick and Urwick integrated Henry Fayol’s principles of

administration into specific functions such as planning, organizing, staffing, directing, and co-ordinating, reporting and budgeting.

Such administrative function also corresponds with Cloete's six administrative functions, namely policy making, organizing, Financing, staffing, determining of procedures and the exercising of control. (Cloete: 1986:2). Effective implementation of public projects like school Nutrition programme depends on the effective performance of the executive functions, planning and programming. (Meiring, 2001: 47 & Craythorne, 2003: 255)

Quality is mainly about satisfying the customer needs. There are factors to be implemented to ensure customer satisfaction in the process. Healy and Knipe agree that Total Quality Management is a strategy that needs to be implemented as it involves quality of work to be performed and the management to ensure continuous quality improvement. Oakland has another idea that TQM need to have certain standard to be measured against. Oakland therefore emphasizes benchmarking to ensure the required standard is achieved for customer satisfaction. Zairi concurs with Oakland about benchmarking and put importance on the exposure of the organisation to its competitors to produce the best product. However both authors do not show failures to implement benchmarking. Implementation of the school nutrition programme does not involve that quality of standard; the products used are not SABS compliance standards.

It is the goal of any government to render services such as school feeding scheme (school nutrition programme) to the citizens, when and where they are unable to provide in their own needs. Against the background the concept of policy implementation will be based in, and be described and explained within a theoretical and Public Administration framework.

1.6.4 Legislative framework

The *Constitution of the Republic of South Africa*, 1996, as amended (Section 28 (1)), states that "... (e) every child has the right - ... c) to basic health care services ...". Even though the children have constitutional rights as enshrined in the above

Constitution, such rights are limited by section 3 of the said Constitution which state that the rights in the) may be limited only in terms of law of general application to the limitations is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom, taking into account relevant factors

- ✚ The nature of the right.
- ✚ The informative of the limitation.
- ✚ The nature and the extended of the limitation.
- ✚ The relation between the limitation and its purpose; and
- ✚ less restructure means to achieve the purpose

The limitations are there to balance self-interest and national interest. In terms of Section 3 of the Children's Charter of South Africa, part two of article six of the summit held on 1st June 1992, under family life, all children have the right to clothing, housing and a healthy diet.

- i. The *South African School's Act*, 1996 (Act 84 of 1996), states in section 34 (1) that the state must fund public schools from public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of the past inequitable education provision
- ii. Targeting of school for feeding as informed by the Norms and Standards for Funding of Public Schools. General Notice 2362 of 12 October 1998 states that, every learner must receive food at school and this will alleviate poverty and increase the learning capacity of learners.

Chapter 10 (1) of the *Constitution of the Republic of South Africa*, 1996 states that service providers must be governed by the democratic values and principles enshrined in the Constitution, including the following principles: “ Efficient, economic and effective use of resources be promoted, a high standard of professional ethics must be promoted and maintained and public servants must be accountable

The *Batho Pele Principles* were conceived with the intention of transforming service delivery in the public sector. Good service leads to happy customers and employee satisfaction for a job well done. Apart from the eight principles, another one was added in 2002- customer impact. This principle focuses on the changes and consequences that

result from the implementation of *Batho Pele* at work. It was noticed that some departments had concentrated more on some of the principles and forgotten others. Impact means looking at the benefits that are provided to the customers, both internal and external. The *Batho Pele Principles* cover most areas, if not all, where public officials can be most effective and efficient.

1.7 RESEARCH METHODOLOGY

1.7.1 Research Strategy

Research methodology focuses on the research process and the kind of tools and procedures to be used (Mouton, 2011). The research strategy will be based on a case study. Kane *et al* (2001:116-7) writes that case studies are also strategies in that they use interviews, observations and documentary materials to provide insights into how and why something works or does not work in real life, over time. A case study of the Department of Education will be used in this study to illustrate how school nutrition programmes are implemented.

1.7.2 Data Collecting Instruments

Data collection instruments refer to all those instruments used to collect data for the research study (Welman *et al*, 2000: 130). The main instruments to be used in this study are questionnaires which will be supplemented by an analysis and assessment of public documents such as annual reports.

According to Wilkinson (2000: 42) a questionnaire is the document that asks the same questions to all individuals in the sample. It consists of open and closed ended questions and statements. Closed ended question is when the respondent is forced to choose from predetermined responses and open ended question is where the respondents give any responses they want to give according to the question asked (Mc Millan *et al*, 1993: 56).

1.7.3 Population and Sampling

The details of the population where the sample will be drawn and data be collected can be explained as follows. Population refers to a group of potential participants or cases from which the researcher draws a sample and to which results from the sample are generalized. (Newman; 2006: 224 & Salkind; 1997: 96). Brynard and Hanekom (1997: 43) write that the population refers to objects, subjects, phenomena, cases, events and activities, which the researcher would like to study to identify data. The population is thus the total set from which individuals or units of the study are chosen.

The target population of this study consists of all the political office bearers, chief officials and the school learners of the Department of Education in the Province of Eastern Cape. It is clear that the target population and survey area are too big for the purpose of this study, and that a sample is required.

By sample is meant a subset or portion of the total population (Bailey, 1982:85). A sample always implies the simultaneous existence of a larger population of which the sample is a smaller section or a set of individuals selected from a target population (De Vos *et al*, 2005:193).

1.7.4 Sample Procedure

Various sampling methods can be used in a study, for example non-probability sampling such as quota sampling, cluster sampling, snowball sampling, random sampling, stratified sampling systematic sampling and purposive sampling. (Salkind; 1997:379 & Neuman; 2006: 220). Non-probability sampling is the selection of sampling units from a population using nonrandom procedures.(Neuman, 2006: 220) Non-probability sampling are seen as appropriate for this study. Purposive sampling is a non-random sample in which the researcher uses a wide range of methods with a specific purpose in mind. The sample is based on the judgment of the researcher and do not follow the theory of probability in the choice of elements, such as political office-bearers and chief officials from the sampling

population. (Kumar, 2005:177, Neumann, 2006:223 & Babbie and Mouton, 2002:207). In this study purposive sampling will be used as a sampling procedure

1.7.5 Selected sample

In this study two main samples will be selected. It will be a requirement that the respondents be actively involved, either as a political office-bearer, chief official, school principal in the rendering of school nutrition services, or be a recipient of such services.

The first sample will consist of the following 35 respondents:

OFFICIALS

School principals: 10

School departmental heads: 10

Provincial departmental head: 1

SCHOOL GOVERNING BODIES

Chairperson: 10

EDUCATOR UNIONS/ASSOCIATIONS

Chairperson: 3

MEMBER OF PROVINCIAL EXECUTIVE COUNCIL

MEC Education: 1

The second questionnaire will consist of 50 respondents, which will be distributed to school learners of 10 randomly selected primary and junior secondary schools in the Province of the Eastern Cape.

The 35 questionnaires to provincial politicians and chief officials will be distributed and collected by hand. The 50 questionnaires to 10 different schools will be done by computer.

1.7.6 Data Analysis and Presentation

The data will be described by the researcher, and explain method of receipt and then classify according to target group/respondent. It will then be evaluated according to comparative percentages.

1.8 ETHICAL CONSIDERATIONS

Often researchers work independently and have significant latitude in designing and executing research projects, Cooper and Schindler (2003: 16) claim that research designs that include safeguards against causing mental or physical harm to participants and that make data integrity a first priority, should be highly valued. Ethical issues in research reflect important moral concerns about the practice of responsible behavior in society.

According to Cooper and Schindler (2003: 120), ethics are norms or standards of behavior that guide moral choices about our behavior and our relationships with others. The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities. In this study, strict measures will be taken to ensure that no one is harmed or offended. The measurement of voluntary participation will be followed. The respondents will be fully informed about the procedures involved in research.

Kanyane (2008:12) writes that ethics deal with personal conduct and moral duty. It also deals with what is right or wrong, good or bad, with moral duty and obligation. It implies therefore that in the course of research the following ethical practices will perform:

- ✚ **Anonymity:** All respondents will be informed in writing that their names will not be disclosed
- ✚ **Privacy:** The names of the respondents will not be required.
- ✚ **Freedom of choice:** Respondents will be approach in writing and be given the freedom of choice in participating in the research.
- ✚ **Honesty:** According to Hanekom (1997: 04) honesty pertains to the manner of reporting where a researcher should at all times under all

circumstances report the truth and should never present the truth in a biased manner.

✚ **Plagiarism:** All sources of information that will be used during the research will be acknowledged to avoid plagiarism.

1.9 DEFINITION OF TERMS

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

1.9.1 Education

The concept “education” refers to activities directed at providing the knowledge, skills, moral values and understanding required in the normal course of life (Nel; Van Dyk, Haasbroek, Scults, Sono & Wener, 2004: 456).

In this study, education can be referred to as a light that helps people to make the right choices in life. Knowledge, skills and moral values provided to learners of the Eastern Cape will empower them in future. Education is so important that, in the Bible, book of Hosea4:6 it is said:”my people perish because of lack of knowledge”.

1.9.2 Educator

Any person who educates or train other persons at an educational institution or assists in rendering educational services or educational auxiliary or support services provided by or in an education department.

An educator can be referred to as somebody who really cares and take all efforts to try to instill something important to somebody or to other persons.

In this study, educators must take good care of learners, encourage and guide them. If learners have educators, they will have a bright future.

1.9.3 Effectiveness

Nel et al. (2004:24) defines effectiveness as doing the right thing, which is primarily determined by setting goals for the organisation. These goals are not set in isolation, but are directly linked to the demand for an organization's product or service.

Effectiveness is a criterion according to which an alternative is recommended if it results in the achievement of a valued outcome. In particular it refers to a condition in which a focal organisation is using a finite amount of resources (Fox and Meyer, 1995:41).

(Kroon, 1996:136) states that effectiveness is utilizing the right opportunity or achieving the right goals. According to the researcher, effectiveness refers to one being conscious. When one is conscious, one can try by all means to be perfect or do things in order to achieve something or set a goal.

In this study service providers together with educators must be effective so that the set goals of the school feeding scheme / school nutrition can be achieved. Effectiveness in this study will improve service delivery within the Department of education in the Eastern Cape.

1.9.4 Efficiency

The efficiency of an organisation means doing things the right way (Nel et al., 2004:23). According to Kroon (1996:136), efficiency is obtaining the maximum output from the minimum input or working at the lowest cost. According to the traditional view of administration, efficiency is the primary objective of administrative science (Fox & Meyer, 1995:41).

Cloete (1998:111) defines efficiency as satisfying the most essential needs of the community to the greatest possible extent, in qualitative and quantitative terms, using the limited resources that are available for this purpose. It also involves upholding public accountability, democratic requirements, fairness and reasonableness and the supremacy of the legislature. Efficiency is the achievement of the ends with the least amount of resources (Van der Waldt and Du Toit, 1997:19).

According to the researcher, efficiency refers to promotion of the welfare of the community by satisfying their needs. Satisfaction of needs can occur in different ways. Public officials can take into consideration the *principles of Batho Pele*. In the case of Department of Education in the Eastern Cape, service providers must utilise the

resources in the best way and in such a way that there will be no shortage of food for the children. Children/ learners must be well fed so that their needs are satisfied. In this case, service delivery without efficiency will lead to a poor or unsatisfied community.

1.9.5 Management

Botes, Braynard, Fourie and Roux (1994:280) describe management as “the process of directing and controlling subordinates to specified goals”. Management must start from the inside of the individuals. It is the process of directing and controlling which includes planning, organizing and leading. People must first know how to manage themselves. People must have specified goals which they set for themselves.

In this study, service providers together with educators must be able to manage themselves. They must be able to plan, organize, lead and control. Learners of this Province need best leaders; who can direct and control them. The school nutrition programme needs good managers to manage this programme so that the set goals can be achieved. The goals and objectives in this study can be achieved only if the service providers can be able to control, direct, organize and plan well. An organisation without perfect management cannot survive.

1.9.6 Service delivery

Fox and Meyer (1995:118) define service delivery as the provision of public activities, benefits or satisfactions. Services relate both to the provision of tangible public goods and intangible services.

Section 152 (1) of the Constitution of the Republic of South Africa (1996), requires the government to provide service in a sustainable manner and that the administration must provide services impartially, fairly and equitably without bias.

According to the researcher, service delivery refers to the performing of duties which one is required to perform as assigned to him/her by the organisation or managers. It refers to serving people or the community as your clients or customers. Customers must always be satisfied. Services must be delivered effectively and efficiently. In this study, service delivery must be provided to the learners and community of the Eastern Cape. In this case, learners as the clients must be satisfied.

1.10 SEQUENCE OF CHAPTERS

1.10.1 The study is structured as follows:

Chapter one is an introduction of how the National Nutrition Programme was formulated and its background, the motivation for the investigation, problem statement, aims of the study, definition of concepts, the review of literature and the sequence of chapters.

Following herewith are subheadings for the chapter:

- Introduction
- Background to the study
- Rational for the study
- Problem statement
- Research questions
- Literature review
- Research methodology
- Ethical considerations
- Definition of terms
- Sequence of chapters

Chapter two focuses on the policy framework of the School Feeding Scheme where the national guidelines for the implementation of the National School Nutrition Programme as well as the control measures for service delivery in the management of the National School Nutrition Programme will be explored in order to get clear information of this programme and the literature review.

Following herewith are subheadings for chapter:

- Introduction
- National guidelines for the implementation of the national school nutrition programme
- White paper on the transformation of the public service
- The relationships
- Legislative framework relating to NSNP
- Obligation of provinces concerning the NSNP
- National norms and standards for school funding
- Batho Pele Principles
- Conclusion

Chapter three focuses on how the research methodology was established, the target population, data collection and the study procedures.

Following herewith are subheadings for the chapter:

INTRODUCTION
PERMISSION TO CONDUCT RESEARCH
LIMITATION TO THE STUDY
DELIMITATION
RESEARCH DESIGN
RESEARCH METHODOLOGY
ETHICAL CONSIDERATION
CONCLUSION

Chapter four focuses on the results obtained from the study and how they were analysed.

Following herewith are subheadings for the chapter:

INTRODUCTION
QUANTITATIVE DATA ANALYSIS
QUALITATIVE DATA ANALYSIS
THE ROLE PLAYED BY CITIZENS
KEY ROLE PLAYERS IN THE NSNP
THE IMPACT OF NSNP TO CITIZENS
QUESTIONNAIRES
CONCLUSION

Chapter five is the last chapter of the dissertation and it deals with research findings, recommendation and conclusion on the study which can be used to improve management of School Nutrition Programme.

Following herewith are subheadings for the chapter:

INTRODUCTION
RECOMMENDATIONS

CHAPTER TWO

2. THE POLICY FRAMEWORK OF THE SCHOOL NUTRITION PROGRAM

2.1 INTRODUCTION

In this chapter, an attempt is made to explore literature on how the policy of school Nutrition Programme impact on service delivery in the Eastern Cape. Through the literature review, an effect and impact of school nutrition programme will be looked at. The chapter will further examine ideas of different authors in trying to respond to the problem statement of this dissertation, which states that notwithstanding the above exposition, it seems that the National School Nutrition Programme is experiencing some management challenges. This is much clear in the pronouncements of the official spokesperson of the National Department of Social Development whereby he states that “the government’s ambitious poverty alleviation programme, introduced in 1995, has gone horribly wrong and the programme was intended to help the poor children and to empower women: and today those involved do it for self-enrichment”. All these problems suggest challenges with regard to efficiency and effectiveness in the management of the scheme. Due to these reasons stated above the nutrition programme is not effective and not achieving its objective that the rendering of feeding services are often stalled/stopped. The quality of the school nutrition programme is being influenced by Chief Officials and Political Office Bearers due to conflict of interests and capacity problem. Portfolio Committee reports on Education states that, one important weakness identified is the overall strategy of implementing the Programme itself, which is deviation from the policy.

During apartheid regime, the standard of living for Black people was very low. Black pupils were not attending school due to hunger and poverty. The first State of the Nation address by the then State President Hon. NR Mandela was the issue of introduction of feeding scheme which is now termed school nutrition Programme.

The Integrated Nutrition Programme (INP) was developed from the recommendations of the Nutrition Committee appointed in 1994 by the Minister of Health to develop a nutrition strategy for South Africa. The Committee recommended an integrated approach to nutrition to replace the fragmented food-based approach of the past. The National School Nutrition Program was conceptualized as a shared component of general education and health development, based on a conceptual framework for understanding how health and nutrition factors influence school achievement. This led to the introduction of the project in September 1994 as one of the Presidential Lead Projects and was administered by the Reconstruction and Development Programme (RDP) Office. The primary aim of the NSNP is to foster better quality education by enhancing children's active learning capacity, by alleviating short-term hunger, by providing an incentive for children to attend school regularly and punctually and by addressing certain micronutrient deficiencies. It gives opportunity for children to be physically active during school hours. Its origin guise, the *White Paper on Reconstruction and Development Programme* in 1994(46) described the aims of the PSNP as follows:

To contribute to the improvement of education quality by enhancing primary pupils' learning capacity, school attendance and punctuality and contribute to general health development by alleviating hunger. Educating pupils on nutrition and also improving nutritional status through micro-nutrition supplementation. Parasite eradication where indicated. To develop the nutrition component of the general education curriculum.

It was later transferred to the Department of Health after the closure of RDP office in 1996. In 2004, the Department of Education assumed responsibility for the programme. Its aim was to contribute to the improvement of education quality by enhancing primary pupil's learning capacity, school attendance, punctuality and poverty alleviation.

South African indices of poverty show that Africans, females in particular are consistently the lowest from all bands of household's expenditure (Statistics South Africa: 2000). According to the 2002 Food and Agriculture Organisation report of the Food insecurity in the World, the three most critical deficiencies for South Africa for

vitamin A, iodine and iron. Lack of vitamin A is reported to impair the immune system, while iodine reduces mental capacity and iron leads to fatigue and dizziness.

Public services are not a privilege in a civilized and democratic society; they are a legitimate expectation to the society. That is why meeting the basic needs of all citizens is one of the key programmes of the government's RDP. It is also the reason why the government's macro-economic strategy called Growth, Employment and Redistribution (GEAR) calls, among other things, for the reduction in unnecessary government consumption and the release of resources for productive investment and their redirection to areas of greatest need. This means that government institutions must be reoriented to optimize access to their services by all citizens within the context of fiscal constraints and the fulfillment of competing needs.

In this chapter, the policy framework of the school National School Nutrition Programme will be discussed, taking into consideration the national guidelines for the implementation of the National school Nutrition Programme and the objectives of the guidelines. The following documents will also be discussed: White Paper on the Transformation of Public service which ensures that service delivery is constantly improved. The relationships which give a clear picture of how officials should relate and conduct themselves. Legislative framework, obligation of provinces concerning the National School Nutrition Programme, National norms and standards for the school funding which emphasize the alleviation of poverty and increment of learning capacity of learners, Code of Ethics, as well as the Batho Pele Principles together with a number of principles that public administration should adhere to.

2.2 NATIONAL GUIDELINES FOR THE IMPLEMENTATION OF THE SCHOOL NUTRITION PROGRAMME

The national guidelines for the implementation of the NSNP are designed to lead to a fair and just administration of the programme. They provide guidance on how people should carry out their responsibilities.

These national guidelines seek to contribute towards sustained provision of quality nutrition to learners threatened by poverty and hunger. They also serve as watchdog, keeping with principles of access, equity, redress and protection against unfair discrimination within or by education department or institution on any ground whatsoever.

Public administration is recognized as a distinctive field of work because of the requirements that those who practice administration in a democratic state, have to respect specific guidelines that govern their conduct when carrying out their work. The guidelines should provide the content values for the ethos and culture of government and public administration in a democratic state. Observance of these guidelines should keep the governmental office-bearers from practicing misgovernment and the officials from committing maladministration (Cloete, 1997:91).

The guidelines of public administration should be formulated according to the cultural-value orientation of specific communities in the first place, before internalizing the guidelines (Tshikwatamba, 2004:259). These guidelines emanated from community values that public administration was developed to secure the public interest of the people. According to this, public administration had to be based on specific guidelines, which are: Constitutional provisions, thoroughness, probity, economy, effectiveness, efficiency and oral tradition (Cloete, 1997:107). Apart from these guidelines, Tshikwatamba (2004:259) selected primary African community values which will also be discussed together with the guidelines emanating from community values.



The national guidelines should be interpreted to ensure unreserved access to basic quality nutrition as provided by the department of education and government in general, from the

benefit of learners from the poorest schools such as Eastern Cape in the former Transkei, Mhlontlo Local Municipality.

These guidelines are intended to boost the universalization of primary education by increasing enrolment and retention, reducing absenteeism, improving attendance and simultaneously impacting on nutrition of learners in primary schools. It is clear that, if these objectives can be met, management of the NSNP may be improved and lead to efficient service delivery.

2.2.1 Constitutional provisions

In terms of the Constitution of the Republic of South Africa (1996) as amended, government intends to improve the quality of life of all citizens and free the potential of each person. Cloete (1997: 78) states the number of conciliatory provisions from the Constitution of the Republic of South Africa (1996) as amended. Firstly, Chapter two of the Constitution (1996) provides for the Bill of Rights, which secures a number of rights. In terms of Section 28 (1) (c) of the Constitution (1996) every child has the right to basic care services and social services. Secondly, Section 41 (1) of Chapter three of the Constitution (1996) provides for principles of co-operative government in intergovernmental relations, which state that: -“all spheres of government and all organs of state within each sphere must:

- Preserve the peace, the national unity and the indivisibility of the Republic;
- Secure the well-being of the people of the Republic;
- Provide effective, transparent, accountable and coherent government for the Republic as a whole;
- Be loyal to the constitutional status, institutions, powers and functions of government in the other spheres;
- Not assume any power or functions in a manner that does not encroach on the geographical, functional or institutional integrity of government in another sphere;
- and
- Co-operate with one another in mutual and good faith by
 -  Fostering friendly relations;
 -  Assisting and supporting one another;

- ✚ Informing one another of, and consulting one another on, matters of common interest;
- ✚ Co-ordinating their actions and legislation with one another;
- ✚ Adhering to agreed procedures; and
- ✚ Avoiding legal proceedings against one another.”

Taking the aforementioned constitutional provisions into consideration, it becomes clear that service delivery can be effective and efficient if education authorities can adhere to the abovementioned principles of co-operative government and consider the rights of children. From the discussion above, it empowering and consider the rights of children. From the discussion above, it can be deduced that effective and efficient service delivery can be improved by empowering and training service providers. Service providers must be properly trained and equipped in techniques and skills for improving quality as well as client service. They should also have access to the tools they need to deliver good quality services.

2.2.2 Fairness, reasonableness and traditional

In terms of Section 195 (1), Chapter 10 of the Constitution of the republic of South Africa (1996), services must be provided impartially, fairly, equitably and without any bias. From the premise that the public institutions and officials should promote the welfare of the community, it can be inferred that public authorities should always be fair and reasonable in their dealings with each citizen, regardless of sex, race, language or religion, and not discriminate against learners.

2.2.3 Balanced decisions and collectivism

It seems that the National School Nutrition Programme is experiencing some management challenges. This is much clear in the pronouncements of the official spokesperson of the National Department of Social Development whereby he states that “the government’s ambitious poverty alleviation programme, introduced in 1995, has gone horribly wrong and the programme was intended to help the poor children and to empower women: and today those involved do it for self-enrichment”. All these problems suggest challenges with regard to efficiency and effectiveness in the management of the

scheme.. Portfolio Committee reports on Education states that, one important weakness identified is the overall strategy of implementing the Programme itself, which is deviation from the policy. A need for continuous strengthening of capacity at district level in order to decentralize the function for effective service delivery. Unsound relations between service providers and community due to non-involvement of the community in participating in the whole process of school nutrition programme

During this period, school nutrition programme service delivery in the Eastern Cape had obstacles which grounded nutrition programme delivery to a halt.

Collectivism ensures that all aspects are taken into consideration and that proactive assessment of the impacts those decisions may have on the general public is foreseen during earlier stages. Whether the decision is balanced or not is viewed within the determinants of collectivism. While rendering services to the African communities, public officials should be guided by the people's aspirations towards a balanced decision (Tshikwatamba, 2004:263).

It is essential that any decision taken by the authorities to embark on some or other project should be preceded by thorough investigation. Balanced decisions are also necessitated by the requirements that everyone should receive equal treatment under the law, in other words, there must be no nepotism or raw deals. Where the law does not prescribe exactly what procedure to follow, but allows an official to exercise discretion in the matter, then the official should ensure that decisions are consistent (Cloete, 1995:80).

The official, who displays insight and uses common sense when applying the law by using precedents, will be sure to take balanced decisions (Cloete, 1995:80). According to Kroon (1996:11), decision-making is the process whereby alternative solutions to a problem are purposefully considered and the best alternative is chosen after considering the consequences and advantages of each alternative. From this, it can be understood that decision-making is based on the consideration of facts and values. The process used in decision-making is the rational attempt by the public managers to achieve objectives of the institution. Tshikwatamba (2003:3) promotes collective management and defines it to be an African value-laden practice of decision-making by collective bodies for the benefit of all within the spirit of *Ubuntu*.

In this dissertation the objectives to be achieved are those of the National School Nutrition Programme. For these objectives to be met, the process used in decision-making is required from time to time at an early stage to be reviewed. As one of the purposes of the NSNP to empower women, it is important that when authorities take decisions on who qualifies for this project (the project of feeding learners), they must try to avoid nepotism. The decisions must be taken collectively and must be balanced. Collectivism ensures that balanced decisions are reached at nominal risks, while individualism minimizes the risks, although not the costs; due to its participative management approach (Tshikwatamba, 2004:263). Through investigations are needed before the decision can be taken. Once balanced decisions are not taken, the aim of the project will not be met and the objectives will not be met. Correct procedures on awarding contract must be given to the women living within the school radius and who have learners attending that particular school.

2.2.4 Thoroughness

In South Africa, as in other countries, the activities of the public officials should be characterised by their thoroughness. When public authorities have to take action, they should do so quickly without wasting time. They should maintain a high standard of work and where they supply goods, these should be of a good quality (Cloete, 1995:80). In the case of this dissertation, good quality of food must be given to the learners on time. According to Tshikwatamba (2004:260), African communities thrive on the principles of *Ubuntu*. *Ubuntu* can be interpreted as the inner inspiration that comes from the heart, the inner being and the centre of human values (Tshikwatamba, 2004:260). In addition, it can be understood that *Ubuntu* is the essence of God's presence and manifestation to humanity (Mulemfo, 2000:57). Tshikwatamba (2004:261) states that in rendering services to the African communities, public officials should thoroughly observe and comply with all the prerequisites to ensure that the fundamental proverbial principles of *Ubuntu* are not violated.

People who feed the learners must adhere to the principle of thoroughness. In this dissertation, thoroughness and *Ubuntu* refer to servicing learners with good quality of

food, to always be on time, to minimize waste, to reflect a positive attitude and to understand that the thoroughness and *Ubuntu* are closely interrelated to the animate forces around them. Good quality of food may encourage learners to eat on a daily basis. Once food is of good quality, learners may enjoy it and may be attracted to attend school on a daily basis and possibly improve their performance.

2.2.5 Probity

Public office-bearers and officials should have no ulterior motives when performing their duties. No public functionary should be allowed to use authority to obtain inadmissible gains either for self or for others, or to secure preferential treatment for favoured persons. Officials should conduct themselves in such a manner that they will be able to withstand any test of public scrutiny (Cloete, 1998:81). For officials to conduct themselves in an acceptable manner there is a code of ethics to guide them.

Hanekom, Rowland and Brian (1987:162) defines a code of ethics as a set of rules made by a higher authority for a specific homogeneous group of public officials, with a view to eliciting from them a specific behavior under specific circumstances. Hanekom (1987:163) further argues that a code of ethics normally has the following objectives:

- ✚ “Promoting and maintaining the responsible conduct of public officials;
- ✚ Promoting public trust and the integrity of public officials;
- ✚ Providing guidelines for public officials in their relationships with fellow public officials elected political office-bearers and with members of the public; and
- ✚ Providing guidelines for the public officials in the exercising the discretionary powers they may have”.

In this dissertation, probity will be taken as self-reliance. Service providers must be trustworthy to deliver services effectively and efficiently. Once the service providers and teachers obtain inadmissible gains, management of the School Nutrition Programme will be adversely affected and the learners will suffer. Self-gains or bribes on duties of officials corrupt the services of the officials and the aims of the NSNP will not be met. People will be thinking of themselves but not thinking of learners.

Educators must participate in an extra-mural activity of the school. Participation of educators in the National School Nutrition Programme as an extra-mural activity of

the school (extra-mural activities as espoused in the South African Schools Act (1996) and also as espoused in the spirit of the Employment of Educators Act (1998) and the Code of Ethics Act (1998) (SACE) will contribute a lot towards performance of learners).

The objectives of the Code of Ethics are to encourage officials to be committed and inculcate team spirit. Officials are encouraged to avoid conflicts of interests and adhere to high ethical standards. The code of ethics must be familiar with it and they must be encouraged to abide by it in order to be productive, diligent, conscientious, timely and loyal.

Teachers and service providers can be encouraged to model and demonstrate high standards of integrity, trust, openness and respect to others, including learners through this code of ethics. They must demonstrate a commitment to their services and they must communicate effectively. Teachers must have self-management skills to be able to help service providers. They must effectively manage emotions and impulse and maintain a positive attitude. They must have interpersonal skills to show understanding, courtesy, tact, empathy and concern to develop and maintain relationships. A good relationship among workers also improves service delivery. Learners must also relate well with service providers so that they do not become afraid for saying something if they are not satisfied with the service.

2.2.6 Economy, effectiveness and efficiency

In terms of Section 195 (1) (b) of the Constitution of the Republic of South Africa (1996), efficient, economic and effective use of resources must be promoted. Public authorities must first decide what activities to undertake and thereafter have to find the money to pay for those activities. They must decide which of the unlimited needs should be satisfied, using the limited resources at their disposal (Cloete, 1995:80).

Public institutions exist for and on behalf of the society. The services and activities of public institutions should always be judged on the basis of their necessity. The restrictive factors prevent public authorities from satisfying all the needs of the community. Priorities are set to determine what work has to be done and in what order. By using the

available resources sensibly, optimal results can be obtained and each need can be satisfied according to its urgency (priority) that is its necessity (Cloete, 1995:81).

In practice, economy can be a compromise between cost and quality. In this dissertation, for economy to be uplifted, service providers must at all times try to give best services by sticking to good quality and quantity at the lowest price. The quality of food they give to learners must match the cost.

Nel *et al.* (2004:24) define effectiveness as doing the right things, which is primarily determined by setting goals for the organisation. These goals are not set in isolation, but are linked directly to the demand for an organisation's product or service. It can be deduced that, for service providers to be effective, they must serve the learners in such a way that the goals of the NSNP are met. The services must meet the needs of the community and learners.

Cloete (1998:111) defines efficiency as satisfying the most essential needs of the community to the greatest possible extent, in qualitative and quantitative terms, using the limited resources that are available for this purpose. It also involves upholding public accountability, democratic requirements, fairness and reasonableness, and the supremacy of the legislature.

The efficiency of a public institution should be seen from three points of view. The first point view is effectiveness, which boils down to the extent to which a need has to be satisfied. Secondly, attention should be given to the economy with which the resources had been used, for example, money; principally used for personnel and materials. Thirdly, economy requires that the inputs should be obtained at the lowest prices and used without waste (Cloete, 1995:82). Efficiency in the public sector means satisfying the most essential needs of the community to the greatest possible extent, in qualitative and quantitative terms, using the limited resources that are available for this purpose. It also involves fairness and reasonableness. Therefore, efficiency implies a definite standard that applies equally to every activity in the public sector and can be met only through resolute effort. Care should also be exercised not agree with the policy (Cloete, 1995:82).

Van Niekerk (1995:211) suggests that, the following factors indicate the improved efficiency:

- ✚ “Output and input both increase at a faster rate.
- ✚ Output and input decrease, but output decrease at a slower rate.
- ✚ Output remains unchanged, while input decreases.
- ✚ Output increases, while input remains unchanged.
- ✚ Output increases, while input decreases”.

In this dissertation, output refers to the services (good quality of food) of service providers and input refers to the income they are receiving from the government. From factor number one, where it says output and input both increase, but output increase at a faster rate, it means that if both income and services increase, the services must be increased at a faster rate than the income. When services are increased, goals of the NSNP will be met and services will be efficient.

If the output and input decrease, but output decrease at a slower rate, this will mean that even if the income decrease, the services must decrease at the slower rate. Service providers must try at all times to satisfy their customers or learners. When the input decreases, the output remains unchanged. This means that even if the income can decrease, the services must remain unchanged. Taking all the factors together, for the service providers to be efficient, their services must not be changed by the circumstances. From the above facts, the involvement of service providers, authorities, the community and educators is needed for the learner’s needs to be satisfied. It is important that service providers are made aware on how to use resources and also to take their work seriously.

2.2.7 Oral tradition

Oral tradition is an important cultural value and can be regarded as the oldest form of relating history. It is the most effective way to relate social and community history, and addresses the needs of the most disadvantaged and illiterate. According to Tshikwatamba (2004:265), it may be more effective to make use of the oral communication while passing over information from one person to another, particularly with people who are unable to read and write. In this study, the aims of the NSNP are to empower women and to eliminate poverty. Most women who are involved in this project are the disadvantaged

who are illiterate. To these kinds of people, the written correspondence may prove to be ineffective and inefficient.

2.3 WHITE PAPER ON THE TRANSFORMATION OF THE PUBLIC SERVICE

In line with these constitutional principles, the White Paper on the Transformation of the Public Service calls on the national and provincial departments to make service delivery a priority. The WPTPS also provides a framework to enable national and provincial departments to develop departmental service delivery strategies which promote continuous improvements in the quality and equity of service provision.

Chapter 11 of the WPTPS requires national and provincial departments to identify, among other things:

- ✚ “ A mission statement for service delivery, together with service guarantees;
- ✚ The services to be provided, to which groups, and at which service charges;
- ✚ In line with RDP priorities, the principle of affordability, and the principle of redirecting resources to areas and groups previously under-resourced;
- ✚ Service standards, defined outputs and target, and performance indicators, benchmarked against comparable international standards;
- ✚ Monitoring and evaluation mechanisms and structures designed to measure progress and introduce corrective actions, where appropriate;
- ✚ The redirection of human and other resources, from administrative tasks to service provision, particularly for disadvantaged groups and areas
- ✚ Financial plans that link budgets directly to service needs and personnel plans;
- ✚ Potential partnerships with the private sector, no-governmental organisations (NGOs) and community-based organisations (CBOs), which will provide more effective forms of service delivery; and
- ✚ The development, particularly through training, of a culture of customer care and of approaches of service delivery that are sensitive to issues of race, gender and disability”.

The WPTPS further specifies that in order to ensure that service delivery is constantly improved, national and provincial departments will be required to outline their specific short, medium and long-term goals for service provision. They will also be required to provide annual and five-yearly targets for the delivery of specific services and will be required to report to their respective national and provincial legislatures their achievements.

From the discussion above, it is clear that practically, if the mission statement of the service delivery together with service guarantees of the NSNP can be introduced to service providers, service will be improved. In most cases people who provide services at school level (people who feed the learners) are not given the opportunity to be aware of the things appearing on documents. In clear sense they lack training.

Taking further considerations, the authors must encourage and facilitate cooperation, pride, trust, and group identity. They must foster commitment and team spirit to learners, teachers and service providers. They must work effectively and cooperatively with others to achieve goals and treat all people with respect, courtesy and consideration.

2.4 THE RELATIONSHIPS

Cameron and Stone (1995:74) explain ethics as the branch of philosophy concerned with the intent, means and consequences of moral behavior, as well as the code of conduct for public servants. The code of conduct should help both officers and employees to gain a clear picture of what is expected of them from an ethical point of view, both in their individual conduct and in their relationships with others.

The code of conduct provides guidelines to officers and employees with regard to their relationship with legislature, political office-bearers, the public and other servants. It also indicates the spirit in which public servants should perform their duties, what should be done to avoid conflict of interests and what is expected of them in terms of their personal conduct and private interests.

Cameron and Stone (1995:80-82) summarised the following guidelines:

- ✚ Relationship with legislative and executive authorities;
- ✚ Relationship with the community;

- ✚ Relationship between officials;
- ✚ Performance of duties; and
- ✚ Personal conduct and private interests.

These guidelines will give a clear picture on how people should relate with the authority and among each other, and again how they should perform their duties to deliver effective and efficient services to the community and learners in order to meet the objectives of this project.

2.4.1 Relationship with legislative and executive authorities

Since government is necessary for the public good, it is consequently also necessary for those who are subject to government to be submissive and obedient, for otherwise they would resist government which should bring about the public good. Obedience to government includes the duties of keeping laws, not undertaking anything contrary to them, performing what is ordered, abstaining from what is forbidden and shouldering public burdens- whether offices or taxes. In general, everyone is obliged not only to contravene public in any way, but to contribute to it positively according to his/her circumstances.

Taking the above into consideration, an officer or employee should:

- ✚ Honour the Constitution and accept it as a guide in the execution of his/her daily tasks;
- ✚ Be familiar with and abide by all statutory and other instructions applicable to his/her conduct and duties;
- ✚ Be bound to execute the policies of the government of the day loyally in the performance of his/her administrative functions; and
- ✚ Put the interest of the state first in the execution of his/her duties.

In terms of Section 28 (1) (c) of the constitution of the Republic of South Africa (1996), every child has the right to basic nutrition, shelter, basic care services and social services. In this sense, it is important to consider the interest of the state in the execution of the duties at Umhlontlo Local Municipality schools which will improve service delivery.

In this study, it is necessary for the service providers to abide by all statutory and other instructions applicable to their conduct and duties, and to put the interest of the state first in the execution of their duties. Here the relationship is expected from the service providers, educators, legislative and executive authorities.

2.4.2 Relationship with the community

It is the duty of the government to satisfy the community. In this study to be satisfied includes the learners, educators and the parents. Service providers must relate with the community in the manner in which unity, trust and full accountability is built.

A service provider must:

- ✚ Foster the unity of the South African nation in official actions;
- ✚ Always act in a manner that will promote the trust of the public in the public service;
- ✚ Be open regarding his/her official actions by way of the appropriate statutory bodies and elected political office-bearers;
- ✚ Have regard for the circumstances and concerns of communities in dealing with administrative actions affecting them;
- ✚ Be committed to the development and upliftment of all South African citizens
- ✚ Be honest in dealing with public funds and use state property economically and only for official purposes;
- ✚ Not take part in and will expose maladministration, corruption and any other act which constitutes an offence or which is prejudicial to the state;
- ✚ Not unfairly discriminate against any member of the community on account of race, religion, conviction or any other arbitrary reasons;
- ✚ Be non-partisan and unbiased in rendering services to members of the public;
- ✚ Not use position in the public service to promote or prejudice the interests of any political party or interest group;
- ✚ Always be polite and helpful when dealing with the public;
- ✚ Recognize every citizen's right to equality before the law and to equal protection by the law;

- ✚ Recognize every citizen's right of access to all information insofar as such information is required for the exercise or protection of any of a citizen's rights; and
- ✚ Be committed to lawful, justifiable and procedurally fair administrative action.

In this study, learners as the community must be given first preference. When talking about the community, people will think of the adults only, whereas learners also are the community and must be taken into consideration. The aims of the NSNP are to improve learning capacity of the learners, to alleviate poverty and to empower women. Service providers should be trained thoroughly on how to relate with the community. Good relationships with the community will improve service delivery.

2.4.3 Relationship between officials

Officials in this study can be coordinators who must see to it that service providers are performing their duties satisfactory. They must ensure that funds for the programme or projects are budgeted for so that service providers are able to deliver effectively and efficiently. A coordinator as an officer or employee must:

Co-operate fully with other officials to advance the public interest;

Obey and execute all lawful instructions by persons competent to give them;

Reply explicitly and fully to a lawful question posed to him/her by a person competent to ask such a question, except where such a reply may incriminate him/her;

Never misuse authority;

Use the appropriate statutory or other prescribed channels to air his/her grievances or to direct representations; and

Apply human resource and labour relations practices in an objective, fair and equitable fashion, and must be committed to the optimal development and utilization of his/her subordinates.

Service providers, together with educators and the community must work together for the benefit of the learners. If educators and service providers are not relating well, learners will suffer because the services will not be delivered effectively and efficiently. It is the

duty of the educators to check whether food served by the service providers is of good quality. Coordinators must always be available to monitor the service rendered by service providers.

2.4.4 Performance of duties

Performance of duties must be carried out as reasonable as possible and within the limits of the employee's skills, competencies and training. It will benefit the programme if the service providers:

- ✚ Direct their actions and decisions to achieve the objectives of their organization in the public interest;
- ✚ Devote their undivided attention to their daily tasks and dedicate all their time at the disposal of the state;
- ✚ Use the resources at their disposal efficiently and effectively;
- ✚ Are punctual in the performance of their duties and are never absent from place of work without permission or a valid reason;
- ✚ Execute their duties in a competent manner and respect as well as protect the human dignity of everybody with whom they have contact;
- ✚ Do not get involved in any transaction or action that is in conflict with or in any way infringes upon the execution of their official duties;
- ✚ Willingly declare their interests and excuse themselves from any official action or decision-making process that may affect their interests; and
- ✚ Accept the responsibility to equip themselves for their career through persistent training and self-development.

In this study, performance of duties is expected from the service providers, where learners, community and educators must be satisfied. Service providers must execute their duties in a competent manner and respect, as well as protect the human dignity of everybody with whom they have contact. Examples of their duties are: dishing for the learners according to agreed menu; not coming late for meals in order not to compromise or interrupt with school time table.

2.4.5 Personal conduct and private interests

Public service is a public trust, requiring employees to place loyalty to the community above private gain. A service provider as an officer or employee in the public service must:

- ✚ Be concern with his/her dress and appearance, and ensure that these are in accordance with the standards appropriate to duties performed;
- ✚ Act responsible at all times as far as the use of alcoholic beverages or any other substance with an intoxicating effect is concerned;
- ✚ Not disclose any official information for personal gain or the gain of others, or publicly comment to the prejudice of his/her organization;
- ✚ Not without approval accept, and demand gifts or benefits related to the performance of official duties;
- ✚ Arrange private activities so that they do not clash with official duties and must not without approval undertake remunerative work outside official duties;
- ✚ Not to use official position to seek or obtain any financial or other advantage for self-interest either personal, family member, any other person or organisation;
- ✚ Be prepared to fully reveal business or financial interest when required to do so in the official interest; and
- ✚ Ensure that personal financial affairs are essentially sound and does not without approval cede the right to the whole or any part of salary or any allowance payable to .

Taking into consideration the personal conduct and private interests in this dissertation, the educators and service providers need the following for effective and efficient service delivery:

- ✚ Work ethical where they are going to be productive;
- ✚ To be loyal and deliver services timeously;
- ✚ Service orientation where they will demonstrate commitment to quality public service;
- ✚ Accountability to guide them to accept responsibility for actions and results;
- ✚ Self-management skills, interpersonal skills and communication skills to help them to remain open to new ideas and approaches;
- ✚ To recognize and develop potential in others and to communicate ideas;

- ✚ Suggestions and concerns as well as outcomes and progress throughout the process of an activity, whereas emotional and consistent manner.

2.5 LEGISLATIVE FRAMEWORK RELATING TO NSNP

The national guidelines on the implementation of the National School Nutrition Programme will be dealt with in conjunction with the following legislative mandates:

The Children's Charter of South Africa, part two of article six of the summit held on 01 June 1992, the Constitution of the Republic of South Africa (1996), the National Educational Policy Act (1996), and the Code of Ethics (1998). These legislative mandates guide the officials on how to conduct themselves for effectiveness and efficiency.

In terms of Section 3 of the Children's Charter of South Africa, part two of article six of summit held on 01 June 1992, under Family Life, all children have the right to clothing, housing and a healthy diet. Section 6 of the Children's Charter of South Africa states that all children who do not have a family should be provided with a safe and secure place to live, clothing and nutritious food within the community where they live. The following rights are included in the Children's Charter of South Africa:

- 1) All children have the right to free and equal, non-sexist and compulsory education within one department as education is a right, not a privilege.
- 2) All children have a right to education which is in the interest of the child and to develop their talents through education, both formal and informal.
- 3) All teachers should be qualified and should treat children with patience, respect and dignity. All teachers should be evaluated and monitored to ensure that they are protecting the rights of the children.
- 4) Parents have the duty to become involved in their children's education and development, participate in their children's education at school and at home.
- 5) All children have the right to play and to free and adequate sports and recreational facilities so that they can develop emotional and mentally.

- 6) All children have the right to participate in the evaluation and upgrading of curriculum, which respects all the traditions, cultures and values of children in South Africa.
- 7) All children have the right to education on issues such as sexuality, AID, human rights, history and background of South Africa and family life.
- 8) All children have the right to adequate educational facilities and the transportation to such facilities should be provided to children in difficult or violent situations.

Learners must have access to quality food as enshrined in the Constitution of the Republic of South Africa (1996). In terms of the Section 28 (c) of the Constitution of the Republic of South Africa (1996), every child has the right to basic nutrition, shelter, basic health care services and social services.

The National School Nutrition Programme is one of the mechanisms that has been designed and implemented to realize these rights. Service providers must at all times execute their duties or deliver services in a satisfactory way. It is clear that good management of the NSNP will lead to effective and sufficient service delivery.

From the above discussion, the researcher can deduce that South Africa as a democratic country is giving everybody an opportunity by remedying the imbalances of the past. Treating children according to the abovementioned rights is a clear sign that the country is trying to build a better country for the future. This can be done by effective and efficient service delivery.

2.6 OBLIGATION OF PROVINCES CONCERNING THE NSNP

These obligations are set to guide service providers from different provinces on performing duties efficiently and effectively. According to a report by the department of education (2004:6), provinces will do the following:

- ✚ Offer standardized menu options, food specification and costing of options that include socially acceptable cooked and non-cooked food and ensure the provision of the necessary utensils for the preparation and serving of meals;
- ✚ Where advised by the Department of Health, provinces may supply nutritional supplement, in addition to regular meals;

- ✚ Provinces will work out feeding schedules for a standard minimum of 156 feeding days; feeding to take place before 10hoo on at least eighty percent of annual school days;
- ✚ Provinces will implement effective and legally approved procurement strategies, enter into service level agreements with inter and intra-sectoral partners and draw up contracts with all suppliers;
- ✚ Proper business planning and financial management systems will be put in place to meet the requirements of both the conditional grant allocation as well as funds from other sources such as the Medium Term Expenditure Framework (MTEF) and donations. Guidelines of the Public Finance Management Act (1999) (Act 1 as amended) and Treasury Regulations (2000) will be followed strictly;
- ✚ Provinces will harness and replicate successful initiatives to increase the participation of women's groups. Women and community-based organisations must be given preference through the procurement accelerated point system, and/or management plans must be put in place for their full participation as service providers.
- ✚ After commencement of the NSNP in April 2004, provinces will ensure that, wherever possible, schools develop food gardens in order to complement nutrition education in the curriculum and begin to entrench a culture of food production for a better life. To this end, provinces will solicit the cooperation of local government, the department of Agriculture, local communities and Non-governmental Organisations;
- ✚ National and provincial departments will develop and implement effective communication plans for a focused role in order to ensure effective implementation of the NSNP;
- ✚ After commencement of the NSNP in April 2004, national and provincial departments are expected to implement a monitoring system in order to ensure regular school feeding, food quality and safety. To this end, national and provincial departments will develop and maintain appropriate information systems. It must be noted that, existing monitoring and evaluation strategies such as the whole food evaluation will be used for verification purposes.

2.7 NATIONAL NORMS AND STANDARDS FOR SCHOOL FUNDING

In terms of Section 34 (1) of the South African Schools Act (1996), the state must fund public schools from public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of the past inequitable education provision. As informed by the norms and standards for Funding of Public Schools in General Notice 23620 of 12 October 1998, every learner must receive food at school and this will alleviate poverty and increase the learning capacity of learners.

These norms and standards deal with the funding of public schools in terms of Section 35 of the South African Schools Act (1996), as well as the exemption of the parents who are unable to pay school fees, in terms of Section 39 (4) of the South African Schools Act (1996), which states that “The Minister of education must after consultation with the Council of Education Ministers and the Minister of Finance, make regulations regarding the equitable criteria and procedures referred to in subsection (2) (b), which states that the equitable criteria and procedures for the total, partial or conditional exemption of parents who are unable to pay school fees”.

In terms of Section 48 (1) of the South African Schools Act (1996), “The Minister of Education may, by notice in the government Gazette, determine norms and minimum standards for the grading of subsidies to independent schools after consultation with the Council of Education ministers and the Financial and Fiscal Commission and with the concurrence of the Minister of Finance”.

From the above discussion, it can be deduced that the government is concerned about the citizens of this country. The government cannot tolerate to see learners without education and food. The government is trying to by all means to redress the imbalances of the past. It can be deduced that funds need accountability. Management of funds is important as this will lead to accountability and responsibility. According to Kroon (1996:267) management must create accountability. This means that the manager must be liable for the proper performance of his/her subordinate’s function. Where responsibility represents the subordinate’s obligation to carry out an instruction, accountability represents the obligation of the manager to see that the instruction is carried out and the goals are achieved satisfactorily.

2.7.1 Application of the norms

The norms and minimum standards apply uniformly in all provinces, and are intended to prevail in terms of Section 146 (2) of the Constitution of the Republic of South Africa (1996), which deals with conflicting laws. The question can be raised on how this section is relevant to the study? The government is concerned with the conflict between national and provincial legislation, which in turn represents the people of South Africa, who must demonstrate loyalty to the job and maintain necessary attention to detail in order to achieve high-level performance. Authorities in the public offices must provide uniformity by establishing norms, frameworks or national policies that will help service providers to deliver good services.

In terms of Section 15 of the South African Schools Act (1996), every public school is a juristic person, with legal capacity to perform its functions. Schools must take the responsibility of seeing to it that service providers perform their functions well. In some schools service providers fail to provide learners with what is required from them. Educators and community must work hand in glove with each other for effective and efficient service delivery.

In terms of Section 16 (1) of the South African Schools Act (1996), the governance of every public school is vested in its governing body. The governing body as part of the community plays an important role in the running of the school activities. In most cases, the governing body discovers the problems in schools before the parents can discover. In terms of Section 16 (2) of the South African Schools Act (1996), the governing body stands in a position of trust towards the school.

The above points indicate that, honesty and integrity is needed. Authorities must demonstrate a sense of responsibility and commitment to the public trust through statements and actions. They must demonstrate integrity by maintaining the necessary confidentiality. Authorities must take ownership of tasks, performance, standards and mistakes. Effective service delivery requires effective plans to achieve goals, to meet deadlines.

2.7.2 Empowerment

Women often represent the poorest, most exploited and most marginalized sector of society. Amending societal imbalances includes empowering women to participate at all

levels. Gender issues must not be overlooked when inequality is addressed in a post-apartheid South Africa.

As stated at the beginning that Eastern Cape is one of the underdeveloped rural area, it has a large number of unemployed women who are also poor. These women are part of the community served by Eastern Cape Department of Education. They need to be empowered for better service delivery.

As a consequence of the legacy of apartheid, South Africa is a country with the highest levels of inequities in wealth and access to basic services in the world. When it comes to equity, black women have often been the worst off, faced by a triple oppression by virtue of their classes, race and gender (Masaka-Wright, 1995:8).

The above discussion is an example of how women are oppressed. Services cannot be effective or efficient if women are not empowered. The question can be asked whether empowerment affects performance. Empowerment can contribute significantly to the lives of people. In the case of the Eastern Cape, for the community to receive this opportunity to serve on the NSNP, it was more than empowerment that needed to be addressed thoroughly so that services can be effective and efficient.

2.7.3 Black economic empowerment

Black economic empowerment is not affirmative action, although employment equity forms part of it. Nor does it aim to merely take wealth from white people and give it to Africans. It is simply a growth strategy, targeting the South African economy's weakest point: inequity. No economy can grow by excluding any part of its people and an economy that is not growing cannot integrate all of its citizens in a meaningful way (Mary Alexander, 2006).

Government procurement favors women and black economic empowerment, as espoused in the Presidential State of the Nation Address of February 2003 by the then President Thabo Mbeki. He mentioned the following: "The government's economic programme will focus on

- ✚ Continued implementation of our existing micro-economic programme;
- ✚ Investment in the economic infrastructure and other measures;
- ✚ Small and medium business development;
- ✚ Micro-credit for productive purposes;
- ✚ Black Economic Empowerment; and
- ✚ Job creation”.

In terms of Section 2, Chapter 1 of the Employment Equity Act (1998), the purpose of the Act is to achieve equity in the workplace by:

- ✚ Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and
- ✚ Implementing affirmative action measures to redress the disadvantage in employment experienced by designated groups (black people, women and people with disabilities) in order to ensure their equitable representation in all occupational categories and levels in the workforce.

In terms of the Broad-based Black Economic Empowerment Act (2003), the government wants to promote the achievement of the constitutional right to equality, increase broad-based and effective participation of black people in the economy, increased employment and more equitable income distribution, and establish a national policy on broad-based black economic empowerment so as to promote the economic unity of the nation, protect the common market, and promote equal opportunity and equal access to government services.

Section 2 (c) and (d) of the Broad-Based Black Economic Empowerment Act (2003) states that the objectives of the Act are to facilitate broad-based black economic empowerment by:

- ✚ Increasing the extent to which communities, workers, co-operatives and other collective enterprises own and manage existing and new enterprises and increasing their access to economic activities, infrastructures and skills training; and
- ✚ Increasing the extent to which black women own and manage existing and new enterprises, and increasing their access to economic activities, infrastructures and skills training”.

In this study, through BEE the women of the Eastern Cape: Mhlontlo municipality is given a great opportunity for empowerment. Black economic empowerment is playing a vital role in the lives of South Africans. People must show understanding, courtesy, tact, empathy and concern to develop and maintain relationships where they can recognize and develop potential in others, and lead others to life-long learning by example.

2.8 BATHO PELE PRINCIPLES

Batho Pele is the name given to government's initiative to improve the delivery of public services. "*Batho pele*" is the Sesotho phrase for "*people first*". The name was chosen to emphasise that, it is the first and foremost duty of the public service to serve all the citizens of South Africa (Department of Public Service and Administration, 1998).

2.8.1 Consultation

Citizens should be consulted about the level and quality of the public service they receive and, wherever possible, should be given a choice about the services that are offered.

Feedback from users of services is essential in evaluating and improving service provision. National and provincial departments will benefit from a regular and systematic consultation with users, not only about services currently provided, but also about provision of new basic services to those in need of these. Consultation will give citizens the opportunity of influencing decisions about public services, by providing objective evidence that will determine service delivery priorities. Consultation can help to foster a more participative and co-operative relationship between the providers and users of public services (South Africa, *Batho Pele* White Paper 1997:16).

Provincial governments should encourage the establishment of sub-regional and/or local forums that consist of representatives of all the stakeholders in the areas. In consultation with these forums, local authorities will promote the development of their own areas. At provincial level, consultative councils that consist of the representatives of both stakeholders and sub-regional forums should be established (Cameron & Stone, 1995:95).

According to Meyers and Lacey (1996:336), the public sector should provide choice wherever practical. There should be regular consultation with those who use services.

The consultation process should be undertaken sensitively, for example people should not be asked to reveal unnecessary personal information, and they should be able to air their views anonymously. Often, more than one method of consultation will be needed to ensure comprehensiveness and representativeness (South Africa, *Batho Pele White Paper*, 1997:16).

Practically, it is important to understand the ‘what’ and ‘why’ of consultation. If it can be taken into consideration that effective consultation is the key part of the policy-making process, then service delivery will be improved. Considering the Batho Pele principle of consultation in the Eastern Cape, Mhlontlo Municipality, the question can be who must be consulted? The answer is the learners, educators, co-coordinators and the service providers, because the delivery of services is expected from people who feed learners. The service providers must consult with educators, parents and learners. The authorities (senior public officials) in its turn must consult with the service providers.

Sometimes consultation can be seen a time consuming, but for the services to be effectively and efficiently delivered, consultation is the key. In this study, learners can be seen as not enough matured to be consulted, but for the best benefit of consultation this must be done.

2.8.2 Service Standards

In terms of Section 195 (10) (a) of the Constitution of the Republic of South Africa (1996), a high standard of professional ethics must be promoted and maintained. Citizens should be told what level and quality of public services they will receive so that they are aware of what to expect.

Service standards must be relevant and meaningful to the individual user. This means that, they must cover those aspects of the service that matter the most to users, as revealed by the consultation process. Service standards must also be expressed in terms that are relevant and easily understood. Standards must be precise and measurable, so that users can judge for themselves whether or not they are receiving what was promised (Green Paper on Transformation of Public Service Delivery, 1996).

In terms of Section 195 (1) (d) of the Constitution of the Republic of South Africa (1996), services must be provided impartially, fairly, equitably and without bias. In this study, learners and educators must be informed of the services they expect from service

providers. This must be done by taking consultation into consideration. Educators and learners are entitled to know what they should expect from their service providers, how services will be delivered and what they cost, and what they can do when the services they receive are not acceptable. It is clear that once the service providers are aware that educators and learners know what is expected from them, service providers will improve their services.

2.8.3 Access

All citizens should have equal access to the service to which they are entitled. A customer- focused approach also aims to rectify the inequalities in the distribution of existing services. National and provincial departments are required to specify and set targets for progressively increasing access to their services for those who were previously excluded from them. In setting these targets, such as the Gender Commission and groups representing the disabled, should be consulted (South Africa, *Batho Pele* White Paper, 1997:18).

The Constitution of the Republic of South Africa (1996), makes a provision for the citizens to have access to information, just administrative action and courts of law. This approach is referred to as a customer driven government that aims to meet the needs of the customer, not of the bureaucracy (Osborne & Gaebler, 1992:146-194). A customer-focused approach is appropriate in breaking down barriers to access, as it is expressly aimed at meeting the needs of customers.

In Eastern Cape, Mhlontlo Municipality, as a remote area, it is not easy for the community to have access to good nutrition. To cite an example, service providers here may not be effective in their services as they have to travel long distances in such bad conditions of the roads to get to the wholesalers when trying to buy food for learners. Even if the arrangement can be done for special deliveries, long bad distances still counts. It is the duty of the government to develop strategies to eliminate the disadvantages and the conditions of the distance. It is clear that once access as one of the *Batho Pele* principles can be improved, service delivery will be effective and efficient and the aims of this study will be met.

2.8.4 Courtesy

Citizens should be treated with courtesy and consideration. The concept courtesy goes wider than asking public servants to smile politely and say “thank you”, although these are certainly required. The Code of Conduct for Public Servants, issued by the Public Servants Commission, makes it clear that courtesy and regard for the public are fundamental duties of public servants and specifies that public servants should treat members of the public as customers who are entitled to receive the highest standards of service (South Africa, *Batho Pele* White Paper, 1997:17).

People become involved in the NSNP with the aim of gaining money. They do not consider learners as customers who must receive the highest standard of service. It is important that these service providers are trained and monitored on a regular basis. Service providers who do not give these earners best service should not be tolerated. There must be no compromise as the aim of this programme is to empower women. There must be empowered and trained, they must attend workshops and they must be monitored and mentored on a regular basis.

2.8.5 Information

Citizens should be given full, accurate information about the public service they are entitled to receive. No public organization can be expected to optimize service provision processes without access to timely and accurate information. The power of the modern computer to store and process data causes this technology to appear extremely attractive as the most effective way to create decision support systems. A frequently articulated complaint of managers in the public sector is that their data-processing staff lacks the abilities to provide these systems (Chasten, 1993:174). Although these criticisms may be valid in some situations, the more usual cause of the problem is that information users lack even basic understanding of information technology and are therefore unable to describe their real needs adequately to the system designer (Chasten, 1993:174).

It is a requirement that the public administration should be rational and objective as far as possible. In practice, this means that, public administration should be based on factual information, for example estimates and expenditure should be based on factual information. To ensure that this is the case, it is necessary to provide for the creation and maintenance of information systems (Cloete, 1998:245).

Information is one of the most powerful tools at the customer's disposal in exercising his/her rights to good service. National and provincial departments must provide complete, accurate and up-to-date information about the services they provide, and who is entitled to them. This must be done actively in order to ensure that information is received by all those who need it, especially those who have been disadvantaged from the provision of public services in the past. The consultation process should also be used to find out what customers and potential customers need to know and then to work out how, where and when the information can be best provided (South Africa, *Batho Pele* White Paper, 1997:19).

According to Ross (1971:106), an information system is a network of component parts developed to provide a flow of information to decision-makers. It is composed of procedures, equipment, information, methods to compile and evaluate information, the people who use the information, as well as the management of such information.

In the public sector, an information system serves a variety of supporting functions in tasks such as policy-making, planning, organizing and the control of various internal and external functions, such as human resources, financing, engineering, health, security and public works. Every system consists of a set of elements or sub-functions, which are referred to as sub-systems (Fox *et al*, 1991:261).

Written information should be explained and free of jargon, and supported by graphic representations that promote understanding. There should always be a name and contact details for obtaining further information and advice. All written information should be tested on the target audience for readability and comprehensiveness. However, it should not be assumed that written information alone would suffice: Some people prefer to receive information verbally, so as to allow them to ask questions and ensure that they understand it correctly (Green Paper on Transforming of Public Service Delivery, 1996:7).

Information about services should at least be available at the point of delivery, but for users who are far from such a point, other arrangements will be required. Schools, libraries, clinics, shops, non-governmental organisations and community-based organisations are all potential distribution points. Information notices on trees in rural

areas, and toll-free help lines in a variety of languages can also be effective. Service providers should furthermore make regular visits to remote communities to disseminate information (South African Batho Pele White Paper, 1997:20).

In this study, people who are entitled to information are learners, educators, parents and service providers. These people receive full, accurate and up-to-date information about the service to be provided, like information regarding menu options. Service providers must discuss with the educators with the aim of discussing menu related issues. Once this is not done accurately, service delivery will be compromised. It is clear that more and better information should be provided to people. Learners as the community of the country must receive the information they deserve. It is the duty of the educators to try and explain all the information to the learners in an understandable manner.

In terms of Section 195 (1) (g) of the Constitution of the Republic of South Africa, 1996 transparency must be fostered by providing the public with timely, accessible and accurate information. Citizens should be advised how national and provincial departments are run, how much they cost, and who is responsible for what. While open administration was not a feature of the apartheid regime, the new Constitution of the Republic of South Africa (1996) makes provision for the access to all information held by the state.

Section 32 (1) of the Constitution of the Republic of South Africa (1996) states that “Everyone has the right to any information held by the state; and any information that is held by another person and that is required for the exercise or protection of any rights”.

Thus openness and transparency promote a customer-focused approach by placing citizens in a position where they can contribute to the improvement of service delivery by getting the correct information to enable them to assess the government’s performance.

Openness and transparency are the hallmarks of a democratic government and are fundamental to the public service transformation process. In terms of public service delivery, their importance lies in the need to build confidence and trust between the public they serve (South Africa, Batho Pele, 1997:20).

According to Cameron and Stone (1995:177), public sector operations are closely monitored and performance issues are sometimes anticipated by the press. The extensive negative reporting on the salaries of public sector contract appointments (the gravy train) by the press is an example of this close scrutiny. The advantage of such public sector

operations is that it allows public managers to use an external ‘microphone’ to get the message across to outside people. The disadvantage is that the words of public managers are often distorted, misquoted or misunderstood (Kurkjan & Chase, 1984:5-6).

For the public to know more about how national and provincial government departments are run, and how well they perform, the resources they consume, and who is in charge, reporting mechanisms to perform citizens should be explained.

The mechanism for achieving this will be an annual report to citizens, published by each department and setting out the following in accessible language:

- ✚ The number of staff employed, and the names and responsibilities of senior officials;
- ✚ Performance against targets for improved service delivery, financial savings, and increased efficiency;
- ✚ Resources consumed, including salaries and other staff costs including operating expenses;
- ✚ Any income, such as fees for service;
- ✚ A name and contact number for further information (South Africa, *Batho Pele* White Paper, 1997:20).

According to Hunt (1995:12), openness is concerned with the public’s knowledge of how decision-making and the degree of information that is available to the public to enable them to participate fully in the decision-making process.

Hunt (1995:12) states that there is a clear overlap between openness and ethics. The debate about openness in administrative organization raises a number of ethical issues such as the right and powers of the state in relation to its citizens in terms of dissemination and the right to access to information as spelled out in the Constitution of the Republic of South Africa (1996), as well as the protection of information given in confidence to the state. Equally, ethical questions such as the maintenance of neutrality by serving the government irrespective of personal preferences and judgments, the maintenance and upholding of intellectual honesty in exercising responsibilities, and the maintenance of honesty in providing advice and opinions to the government on matters of policy, programmes and projects in an objective manner in administrative organizations, are rarely subjects to public scrutiny and debate. These are usually determined by the

bureaucracy to which they relate, reflecting principles presumed to be a benefit to the government of the country and thus in the interest of its people (Hunt, 1995:11).

However, where the relationship between openness, ethics and administrative reform is concerned, it is customary to stress that most efforts at modern reform are designed to improve the internal management of public services rather than the external management of the interface between the public and its users or customers (Kerauden, 1995:41). Be that as it may, openness promotes the culture of participation by the citizens at large.

In this dissertation, transparency plays a vital role where learners will be exposed to what they should expect from their service providers. Things have changed in that learners cannot be given what they were not expecting and from whom they should expect their services. Learners and educators must be introduced to their service providers. They must have good contact with the service providers and they must also know where to go or who to contact if they are not satisfied with the service. The educators must be able to give a full report on how services are delivered to the intended beneficiaries. This will help to promote better service delivery. Openness and transparency must be increased and people must not be reluctant to give information.

2.8.6 Redress

Redress means remedying mistakes and failures. If the promised standard of service is not delivered, citizens should be offered an apology, a full explanation and speedy effective remedy should be made to avoid unnecessary conflict that may arise. When complaints are made, citizens should receive a sympathetic and positive response.

The capacity and willingness to take action when things go wrong, is the necessary counterpart of the standard-setting process. It is also an important constitutional principle. Section 195 (1) (i) of the Constitution of the Republic of South Africa (1996) states that public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, fairness and the need to redress the imbalances of the past to achieve broad representation. A customer-focused principle of redress requires a completely new approach in handling complaints. Complaints such as the dissatisfaction with governments in cases considered as unfair, inappropriate and not in accordance with the stipulated laws and regulations or indicative

of the abuse of power or mismanagement are seen by many public servants as a time-consuming irritation. Where complaints procedures exist, they are often lengthy and bureaucratic, aimed at defending the department's action rather than solving the user's problem. Often complaints are only regarded as such when they are submitted in writing through the formal channels (South Africa, Batho Pele White Paper, 1997:21).

Sometimes failures and mistakes can occur unexpectedly. Because delivery of services is expected from the service providers, once mistakes have occurred, these must be remedied as soon as possible. Again, service providers also come across problems from government where money for food is not paid in time. Complaints should be welcomed in order to improve service. There must be reports on complaints so that weaknesses can be identified and remedied. In this study, learners must be given opportunities to raise their complaints to their educators, whereas educators must liaise with service providers and the department as well. Service providers must liaise with their coordinators from the department. It is clear that if mistakes can be redressed in this manner, services will be delivered effectively and efficiently.

2.8.7 Value for money

Public services should be provided economically and efficiently in order to give citizens the best possible value for money. Tax payer's money must be used economically and be valued. Parents are paying for their children at schools and they expect them to perform well. The NSNP was introduced to improve the learning capacity of learners. It is clear that if learners receive good quality food, they will be satisfied with the money they are paying for their children. On the other hand, the government will be paying service providers for the good quality of work they do. Consequently, effective and efficient service delivery will be promoted.

The argument can be made that not all of these Batho Pele principles can contribute towards effective and efficient service delivery. Taking service standards into consideration, it is not easy to gauge how good the services were to the people but it is important to try to satisfy all citizens.

2.8.8 The Constitution of the Republic of South Africa

The Constitution of the Republic of South Africa (1996) stipulates that public administration should adhere to a number of principles, including that:

- ✚ A high standard for professional ethics be promoted and maintained;
- ✚ Services are provided impartially, fairly, equitably and without bias;
- ✚ Resources are utilized efficiently, economically and effectively;
- ✚ People's needs be responded to.

The Constitution of the Republic of South Africa (1996) through the Bill of Rights also give citizens the right to take action against the state if they believe their constitutional rights have been violated or infringed, and to have access to information held by the state which they need in order to take such action.

When taking the above into consideration, service providers and educators must be trained and empowered in techniques and skills for improving quality and client service. They must ensure that the promised level and quality of service is always of the highest standard and again they must respond swiftly and sympathetically when standards of service fall below promised standard.

2.9 CONCLUSION

Various guidelines and the objectives of guidelines as well as control measures have been discussed in this chapter. Guidelines such as constitutional provisions, fairness and reasonableness, balanced decisions, thoroughness, probity, economy, effectiveness and efficiency, relationship between legislative and executive authorities, community and service providers have been discussed.

Therefore, it has been shown in this chapter that for service providers of Eastern Cape, Mhlontlo Municipality to perform their duties effectively and efficiently, they must understand the guidelines and the control measures for service delivery in the management of the NSNP.

If the constitutional provisions can be taken into consideration, there could be a good relationship amongst the service providers, community, learners and educators. Section 41 of the Constitution (1996) provides for principles of cooperative governments in intergovernmental relations where public officials will understand how to perform their

duties. Service providers of schools around Mhlontlo Municipality perform their duties with a clear understanding of the Bill of Rights and these principles of cooperative governments.

One of the objectives of the NSNP is to promote the welfare of the community. Fairness and reasonableness as one of the guidelines can help these schools. Probity, which is honesty, has been discussed and for services to be well delivered that means that effectively and efficiently, political- office bearers and officials should no ulterior motives when performing their duties.

Public institutions exist for and on behalf of the community. The services and activities of the public institutions should always be judged on the basis of their necessity. In this manner, it is important to check whether it was necessary for the person who provides services for the particular school to get that tender of the programme. Sometimes, if this is not considered, or if the political office- bearers do not consider the necessity, effectiveness and efficiency, the community will suffer. Service providers will not meet the goals of the scheme and this takes us back to the main problem to be addressed.

The discussion in this chapter indicates that management of the NSNP is important for the promotion of welfare of the community, alleviation of poverty and improvement of learning capacity of Mhlontlo municipality schools. Furthermore, to improve the service delivery of the service providers of Mhlontlo Municipality surrounding schools that will lead to the attainment of the stated goals and objectives, which stipulates that” the feeding scheme must be managed properly”.

To this end, the government must strongly implement the guidelines and the control measures for the service delivery in the management of the school nutrition, where selflessness, integrity, objectivity, accountability, honesty and good customer service will be practiced.

The White Paper on the Transformation of the Public Service of 1997 further specified that in order to ensure that service delivery is constantly improved, national and provincial departments will be required to monitor the services of service providers. The relationships which were discussed also gave a clear picture on how officials should relate and conduct themselves so that services can be improved. The legislative framework relating to the NSNP, in conjunction with Children’s Charter of South Africa,

was also discussed. It gives a clear picture that all children have different rights. In addition, the obligations of provinces concerning the NSNP, and national norms and standards for school funding were discussed. This chapter ended with a discussion of the Batho Pele principles, where a clear picture was given on how service providers must provide their services and how they must conduct themselves.

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1 INTRODUCTION

The literature reviewed in chapter two provided a conceptual or theoretical framework and relevant legislation for the rendering of school nutrition programme. This chapter deals with research methodology and design of this study. The research methodology deals with how research should be planned and executed (Mouton and Marais, 1990:15). Research methodology therefore means the planning of the actual structure and what direction will the study take in order to achieve the intended objectives. It is a plan of action and how the plan of action will be carried out. This implies that, research methodology is focused on the method, tools and techniques to be used that will assist in achieving the objectives of the study and answering the questions the researcher seeks to address.

This chapter focuses on the methods of research adopted, how and where data was collected and analysed, and the results thereof. Research is the process of finding out about the phenomenon by critically looking at its significant attribute and behaviours. It thus encompasses the application of a systematic and objective investigation to bring about answers to an identified problem (Burns, 2000:259). A methodology is an organised way comprising of sequences, procedures and systems to manage and run a research process (Burns, 2000:259). Research methodology is the method a researcher uses to acquire and collect data either within a quantitative or qualitative method, as well as the techniques for data collection. This study was aimed at investigating the management of the NSNP for effective and efficient service delivery in the Eastern Cape.

The research design, target population and sampling, table for sampling, data collection and study procedures will be discussed. Research design is seen as [the process of designing] the overall plan for collecting and analysing data, including specifications for enhancing the internal and external validity of the study. (Polit and Hungler, 1993: 445). Research design refers to the researcher's overall plan for obtaining answers to the research questions and for testing the research hypotheses. (Polit and Hungler, 1993: 129) Kerlinger, (1986:10) writes

that scientific research is a systematic, controlled, empirical and critical investigation of natural phenomena, guided by theory and hypothesis about the presumed relations among such phenomena. In every research project it is important to determine exactly what methods are to be used to collect data and what factors will influence the collection. The research design spells out the strategies and techniques that can be adopted to develop information that is accurate, objective, and interpretable. Hofstee, (2006; 120) writes that the research design provides a theoretical background to the methods to be used in the research. A research design is the basic plan which guides the data collection and analysis phases of the study. It provides the framework which specifies the type of data to be collected, the sources of data and the data

Mouton and Marais (1990:15) explain that research methodology also includes selecting a theory or model which would be most suitable for the investigation of a subject. The term-selection here implies that careful consideration has to be taken on choosing the method as the outcomes or results of the study hinge directly on the method used. Selection of the method therefore, should be made such that the limitations of the study are realised and the results add value to both the public and the academics. Rubin & Rubin (1995:79) write that a research design is a blueprint and a detailed plan of conducting research from the beginning until the end. An informed decision has to be made as to which research method to follow. It can be deduced therefore that the method explains how data is collected. The explanation of the method enhances trustworthiness and reliability of the findings. The method explains how the data was collected.

The purpose of this chapter is to describe and explain the manner in which the research design and methodology were applied in the execution of the research project. The following aims have been set: - Firstly, the permission to conduct the research is explained. Secondly, the delimitation/ scope of the study is explained. Thirdly, the research design is explained, with special reference to the research approach, strategy, target population and sample details. Fourthly, the research methodology is explained, with special reference to the questionnaires used as data collection instrument, data collection and data analysis. Fifthly,

the demographic details of the respondent are explained. Lastly, the adherence to ethical consideration is reported.

3.2 PERMISSION TO CONDUCT RESEARCH

The research was conducted in Qumbu at OR Tambo district municipality under Mhlontlo local municipality. Written permission to conduct the research was obtained from the district Director for Mhlontlo Department of Education district the letter granting the permission will be attached as supplement at the end of the mini-dissertation.

3.3 LIMITATION OF THE STUDY

Limitations can be discussed as follows:

- ✚ The due date for the submission of the completed mini-dissertation will be 30 November 2011 will come so soon putting pressure to the researcher to efficiently and effectively conclude the research.
- ✚ Work load, the researcher was studying part-time and employed as an administrator. The period of the fieldwork coincided with the oversight period which is the core of the employer as the Eastern Cape Legislature. With the value attached by the state to this core function of the Legislature, the researcher had to display good time management and ability to multi-task.
- ✚ Most educators including District co-ordinators were actively organising for the preliminary examinations during the time of data collection, therefore the majority of them were not readily available for interviews.
- ✚ The data collection process coincided with the public servants strike which made educators more difficult to find at their respective schools.
- ✚ There are teachers who did not want to participate in the study due to the sensitivity of the programme in the province.
- ✚ There were difficulties in securing appointments with service providers due to the fact that the infrastructure or roads are inaccessible.

Despite these hurdles, the researcher will definitely meet the deadline and produce a mini-dissertation of standard.

3.4 DELIMITATION

Eastern Cape Department of Education area is a vast area that can never be covered by a single study. This study needs finances to complete as it encompasses the whole Province. The researcher is the sole financier of the study due to lack of sponsors. Money therefore is an obvious limitation due to recession in our country.

- ✚ The schools which the researcher is intended to visit are located in Mhlontlo Local Municipality. Political tensions due to upcoming national elections in this district will be a hindrance to the speedy completion of the study. The researcher will have tough time in addressing the unnecessary paranoia from the officials and political office bearers of the Province. The meeting with both officials and political office bearers will be organized to dispel all the fears and wrong perceptions that the study is witch hunt to expose failures of certain people. Transparency will be the key to the success of the study.
- ✚ Time is a challenge in this study. The study must be completed by the end of November 2011. The fact that this study is a public service matter makes it to be attractive to respondents. The need for service delivery more especially school nutrition program will encourage people to participate. The political office bearers need solutions to improve service delivery within the province; these are the strengths of the study. All the citizens of the province need good service delivery, cooperation therefore is guaranteed.

3.5 RESEARCH DESIGN

A research design has two meanings. It can be understood as the planning of any scientific research from the first to the last step. In this sense, it is a programme to guide the researcher in collecting, analysing and interpreting observed facts.

A second, more specific definition of a research design is that it is a test of specific hypothesis under given conditions (Bless & Higson-Smith, 1995:63).

Research design is seen as [the process of designing] the overall plan for collecting and analyzing data, including specifications for enhancing the internal and external validity of

the study. (Polit and Hungler, 1993: 445). Research design refers to the researcher's overall plan for obtaining answers to the research questions and for testing the research hypotheses. (Polit and Hungler, 1993: 129) Kerlinger, (1986:10) writes that scientific research is a systematic, controlled, empirical and critical investigation of natural phenomena, guided by theory and hypothesis about the presumed relations among such phenomena. In every research project it is important to determine exactly what methods are to be used to collect data and what factors will influence the collection. The research design spells out the strategies and techniques that can be adopted to develop information that is accurate, objective, and interpretable. Hofstee, (2006; 120) writes that the research design provides a theoretical background to the methods to be used in the research. A research design is the basic plan which guides the data collection and analysis phases of the study. It provides the framework which specifies the type of data to be collected, the sources of data and the data.

In this study, a quantitative method in the form of survey using questionnaires was employed to collect data. Quantitative research is aimed at testing theories, determining facts, statistical analysis, demonstration of relationships between variables, and prediction (Garbers, 1996:282). This method was used due to the large number of population used. Again, the emphasis of quantitative research is on numbers rather than on words. The methodology for this study is discussed under the following sub-headings:

3.5.1 Research approaches and strategy

According to Babbie and Mouton (2002:74), a research design is a plan or blueprint on how the researcher intends to conduct the study. It focuses on the end product, namely the kind of study that is being planned and what results are aimed at. Furthermore, Polit and Hungler, (1993: 445) asserted that the research design is seen as the overall plan for collecting and analyzing data, including specifications for enhancing the internal and external validity of the study. In this section, the outline of the plan is chronologically spelled out.

Firstly we turn to the research approaches and strategy.

Kerlinger (1986: 10) writes that scientific research is a systematic, controlled, empirical and critical investigation of natural phenomena guided by theory and hypothesis about

the presumed relations among such phenomena. Two main components of data collection and processing are important to ensure effective scientific research, namely a theory construction component based on a literature study and a theory testing component, the empirical research. (Meiring, 1987: 45) writes in this regard that all branches of knowledge depend on the same basic procedures of observation, conceptual reflection and verification. Hypothesis formulation and verification is thus an integral part of scientific research. A hypothesis is an empirically testable version of a proposition that has not yet tested/ verified with empirical evidence. It is used in deductive theorising and can be restated as a prediction (Newman, 2006:58).

The research strategy will be based on a case study. Kane et al (2001:116-7) writes that case studies are also strategies in that they use interviews, observations and documentary materials to provide insights into how and why something works or does not work in real life, over time. A case study of the Department of Education will be used in this study to illustrate how school nutrition programmes are implemented.

According to Robson (2002:178) a case study is a strategy for doing research which involves empirical investigation of a particular contemporary phenomenon within its real life context using multiple resources of evidence. The following are different data collection methods that can be used in a case study:

- ❖ Questionnaires
- ❖ Interviews
- ❖ Observations
- ❖ Documentary analysis (Heininger *et al*, 2004:33).

In this study, the evaluation of the School Nutrition Programme is going to follow both quantitative and qualitative approaches.

It can be deduced that various data collection instruments exists, but for the purpose of this study questionnaires, documents and available literature on the topic were used.

3.6 RESEARCH METHODOLOGY

Fundamental to every scientific research is a method which can be explained as a prescribed manner for performing a specific task, with adequate consideration of the problem, objectives and hypothesis. (Meiring, 2001: 156). Hofstee (2006:107) writes that the method is vital to the success of the study because a result can only be accepted, rejected, replicated or even be understood in the context of how to get there. The method will explain how to get to the conclusion. Mouton (2002: 35) writes that research methodology involves the application of a variety of standardized methods and techniques in the pursuit of valid knowledge, and is committed to the use of objective methods and procedures that will increase the likelihood of attaining validity. Mouton (2002: 36) also emphasizes that research methodology is referred to the means required to execute a stage in the research process. It explains the knowledge of how to do things or the total set of means that social scientists employ reaching the good of valid knowledge

Empirical research also involve the selection of respondents selected from a larger population to answer question whether verbally in an interview or in a questionnaire. (Bailey, 1982: 110, and Polit and Hungler, 1993: 445). The respondents used in this study can be explained as follows.

3.6.1 Respondent selection

For a clear understanding of the respondents to be used in a study, a distinction should be made between two concepts namely population and sample.

3.6.2 Population explained

By population is meant a group of potential participants or cases from which the researcher draws a sample and to which results from the sample are generalized. (Newman, 2006:224+ Salkind, 1997:96) Brynard and Hanekom (1997:43) write that the population refers to objects, subjects, phenomena, cases, events and activities, which the researcher would like to study to identify data. Polit and Hungler (1993:442) define a population as the entire set of individuals (or objects) having some common characteristics.

A specific relationship thus exists between the population and a sample. The population is thus the entire set from which the individuals or units of the study are chosen. In a study the target population can be the municipal councilors, officials and citizens. Neuman (2006:224) writes that a target population is required and that a target group is a specific pool of cases that are to be studied. However, the target population can be too big to make a meaningful and objective study for the purpose of a mini-dissertation. Neuman (2006: 224) writes in this regard that a target population is “(t) he concretely specific large group of many cases from which the researcher draws a sample and to which results from a sample are generalized.” It can be deduced that small sample sizes from the population should be used. These small samples that are a cross-section of the entire population may help save time and cost as it may be impossible to cover the whole population

3.6.3 Sampling detail

By sampling is meant any portion of a target population as representative of that population. Samples must be representative of the population being studied, otherwise no general observation about the population can be made from studying the sample (Goddard & Melville, 1996: 35). A sample always implies the simultaneous existence of a larger population of which the sample is a smaller section or a set of individuals are selected from a target population. (De Vos, *et.al.*, 2005:193 & Gravetter and Forzano, 2003:465). The basic requirement and characteristic of a sample is that it should be representative of the population from which it is taken (Basley and Clover, 1988:95). One of the popular scientific methods used in assessing the views of the people is by taking a sample of the community that reflects the general view of the total population. In order for a sample to be considered as reliable, it must consist of a reasonable number of respondents. Therefore, this means that sampling involved the logistics of identifying the respondents to be used. The process of selecting the elements from a larger population is thus called sampling. It is clear that data are generally collected from a sample rather than from an entire population this is not only less costly but also more practical.

3.6.3.1 Sampling selection procedure/methods

Various sampling methods can be used in a study, for example non-probability sampling such as quota sampling, cluster sampling, snowball sampling, random sampling, stratified sampling systematic sampling and purposive sampling. (Salkind, 1997:379), (Neuman, 2006: 220). Non-probability sampling is the selection of sampling units from a population using nonrandom procedures.(Neuman, 2006: 220) Non-probability sampling are seen as appropriate for this study. Purposive sampling is a non-random sample in which the researcher uses a wide range of methods with a specific purpose in mind. The sample is based on the judgment of the researcher and do not follow the theory of probability in the choice of elements, such as political office-bearers and chief officials from the sampling population. (Kumar, 2005:177), (Neuman, 2006:223), (Babbie and Mouton, 2002:207). In this study purposive sampling will used as a sampling procedure

3.6.3.2 Selected sample

A method can be described as “a route that leads to a goal” (Kvale, 1996:4 quoted in Henning, 2004:70). A method deals with a task comprising one step of a procedure and specifies how this one step is to be performed. (Koontz and O’Donnell, 1968:87) A method is thus more limited in scope than a procedure. Various methods of obtaining a sample are available. However, the adequacy of a method is assessed by the representativeness of the selected sample. Polit and Hungler, (1993: 184) write that “(t) he larger the sample, the more representative of the population it is likely to be.” Nel (2001:345) conclude clearly that the sampling procedure must be designed so that samples of the actual population are collected accurately and consistently and reflect the concentrations of the population at the time and place of research.

Sampling theory distinguishes between probability and non-probability sampling methods (Bailey, 1982:91). The characteristics of each method can be explained as follows.

- a) Probability sampling is a section of subjects from a population using random procedures for example stratified sampling, simple random sampling, cluster sampling, and systematic sampling. (Polit and Hungler, 1993:443). Probability sampling methods are the most commonly used because the selection of

respondents is determined by change. This method provides known, equal and calculable changes that each subject of the population can be included in the research. (Salkind, 1997:97, Bless and Higson-Smith, 2002:87).

- b) Non-probability sampling is where the likelihood of selecting any one member from the population is not known. It consists of methods such as purposive sampling, quota sampling, convenience sampling, snowball sampling and theoretical sampling Non-probability sampling is the selection of sampling units from a population using nonrandom procedures.(Neuman, 2006: 220).

3.6.3.3 Details of selected sample

The selection of a sample is based on two requirements, namely the respondents must be:

- ✚ The recipients of the service which in this study are pupils/students, and or
- ✚ Actively involved as a political office bearer or official in the rendering or management of school nutrition programme.

The role players in the school nutrition programme are classified into three main categories, namely, the political office bearers, officials and children including the community in the form of intended parents for the programme. In this study two samples were purposefully selected from the population of the study and two separate questionnaires were distributed to the identified respondents. It will be a requirement that the respondents be actively involved, either as a political office-bearer, chief official, school principal in the rendering of school nutrition services, or be a recipient of such services. Eighty five (85) respondents were used in this study. Therefore this means that sampling involved the logistics of identifying the respondents to be used. The first sample consisted of 35 respondents made up of one Member of the executive Council (MEC) for Eastern Cape Department of Education, one Portfolio chairperson of Education committee, ten school principals of selected schools, ten school departmental heads of division, one departmental head, ten chairpersons of school governing bodies, and two chairpersons for educator unions/association.

The second sample consisted of fifty (50) respondents representing school learners of 10 randomly selected primary and junior secondary schools in the Mhlontlo Local

Municipality Eastern Cape. The sample was arrived at by focusing on the purpose and validity of the results of the study.

3.6.4 Data collection instruments and procedure

Data needs to be collected and analysed to test the viability of the hypothesis. According to Goddard and Melville (1996:47), a questionnaire is a printed list of questions that respondents are asked to answer. Questionnaires can be used without direct personal contact with respondents that means without the help of an interviewer. These are self-administered questionnaires to be filled in by respondents themselves. This can be done either by distributing the questionnaire and collecting it after it has been filled out or by mailing it and asking respondents to send it back (Bless-Smith, 1995:108). Various instruments can be used for the collection of data, for example a literature study, interviews and questionnaires. Furthermore, scientific research consists of two supplementary phases, namely a theory construction phase, based on a literature study and a theory testing phase based on an empirical study. The literature study consists of primary and secondary sources. Primary sources for the purpose of this study consisted of applicable legislative measures, municipal annual reports and minutes. Secondary sources consisted of relevant published books on the topic. In the empirical study questionnaires and a study of available literature and public documentation were used to collect data from the respondents. The questionnaire details can be discussed as follows.

3.6.4.1 Questionnaire details

Hofstee (2006:132) writes that questionnaires are a form of structured interviewing, where all the respondents are asked the same questions and are often offered the same options in answering them (yes or no, ranked on a scale, etc.). According to Bless and Higson (2000:156), a questionnaire is an instrument of data collection consisting of a standardized series of questions relating to the research topic to be answered in writing by participants. A questionnaire can be described as a method of collecting primary data where lists of pre-structured and pre-tested questions are given to a chosen sample to elicit reliable responses (Collis and Hussey, 2003:173). The questionnaire will always be an intrusion into the life of the respondent, be it in terms of time taken to complete a

questionnaire, the level of threat or sensitivity of the questions or the possible invasion of privacy. According to Oppenheim (1996:100), the term questionnaire has been used in different ways. Some practitioners would reserve the term exclusively for self-administered and postal questionnaires, while others would include interview schedules (administered face to face or by telephone) under the general rubric of questionnaire. According to Cohen, *et al.*, (2003: 245) questionnaire respondents are not passive data providers for researchers rather; they are subjects not objects of research. For purposes of this study, questionnaires were chosen because they allow for a measure of quantification of data. Each respondent in each sample was given the same set of questions, phrased in the same way. Questions tend to be more reliable than interviews because when anonymous they encourage honesty. Questionnaires are also more economical in terms of time. For the purpose of this study the questionnaires are be structured with open-ended and close questions. For the purpose of this study the questionnaires are be structured with open-ended and close questions.

Open-ended questions are a type of survey research question in which respondents are free to offer any answer they wish, to the question. Such questions are unstructured and often referred to as free-response questions (Neuman, 2006:286), (Bailey, 1982:123).

Closed-ended questions or fixed alternatives, questions require only that the respondent read the questions and mark the appropriate answer (Bailey, 1982:198).

Cohen, *et al.* (2000:248) write that “between a complete open questionnaire that is akin to an open invitation to write what one wants and a totally closed completely structured questionnaire, there is a powerful tool of the semi-structured questionnaire” Thus in this study the questionnaires were structured both.

The questionnaires used in the study were self-administrative and handed to the respondents to complete it in their own time. Two types of questionnaires were used in the study, namely a structured questionnaire and an unstructured questionnaire. The structured-direct questionnaire requires that questions be asked with exactly the same wording and in exactly the same sequence for all respondents.

Open-ended questions do not restrict the respondent’s answers to pre-established alternative. The respondent selects one or more of the specific categories provided by the

researcher. Close-ended questions, which are a type of survey research questions in which the respondents choose from a fixed set of answers. The questionnaire will simply put the open-ended questions which will leave space for free answers. (Bailey, 1982:123), (Polit and Hungler, 1993: 442).

In each questionnaire questions must be scaled by using a simple category scale (also known as a dichotomous scale) for all “Yes” and “No” questions. For “Agree” and “Disagree” questions, which ought to be the majority of the questions, a summated scale (the five point scale) should be used. A scale is described and explained as “(a) class of quantitative data measures often used in survey research that captures the intensity, direction, level or potency of a variable construct along a continuum. (Neuman, 2006:207) The type of summated scale used in this study is the Likert Scaling where the respondents are asked to respond to five items in terms of several degrees of agreement or disagreement, for example strongly disagree; disagree; neutral; agree; strongly agree. (Bailey, 1982:365)

Two different questionnaires were used. The first questionnaire was distributed to specific political office-bearers and the chief officials in Mhlontlo District. The second questionnaire was distributed to specific stakeholders to represent the size of the District. The questionnaires were distribute and collected by hand.

The questionnaire content is structured to encompass the elements of the systems theory, so that the school, nutrition policy is evaluated and analysed. The questionnaire content is detailed hereunder:

QUESTIONNAIRE “A”. This is the questionnaire to political office-bearers and chief officials, chairpersons of School governing bodies and chairpersons for educator unions/association.

QUESTIONNAIRE “B”, Questionnaire to the learners, parents and service providers.

Different ways were used in the questionnaires to ask questions and obtain information.

- ✚ Some questions were **yes** or **no**, without respondent required to motivate or comment.

- ✚ Some questions dealt with the extent of agreement or disagreement or uncertain on a five point scale on a particular issue.

Both Questionnaires were hand delivered by the researcher to all respondents in Mhlontlo district Office. Questionnaires were collected within ten days.

The total data collection period was fixed to two weeks.

3.6.5 Response Rate

The questionnaires issued out did not attract hundred percent responses. The response rate refers to the percentage of valid responses received as against the total number issued and delivered

Neuman (2006:295) writes that “... the failure to get a valid response from every sampled respondent weakens a survey. Barbie (1973:165) writes that a response figure of at least 50% should be sufficient for analysis of the questionnaires, a figure of 60% can be seen as “good” and a figure of 70% as ‘very good’. It can be deduced that the response should be at least 50% for the study to be of any significance.

This study received a response rate of rate of 71% which is very good figure.

3.6.6 Data Analysis

The purpose of any research is not simply having data, but to deduce information from the data collected. The researcher must clearly describe and explain how the data will be changed into information. The data can for example be analysed in an inductive (for quantitative) and deductive (for qualitative mode. Qualitative and statistical data were computed using MS excel, while qualitative data was analysed based on themes derived from the objectives of the study. The themes are socio-economic status of the learners who are beneficiaries of the programme, organization and management, programme co-ordination and support, community involvement in NSNP, availability of infrastructure of the NSNP. Integration initiatives, capacity building, monitoring and evaluation, impact of the NSNP and challenges experienced in the implementation of the whole programme. The analysis of data is premised on deductive analysis, which methodologically is ideal for a qualitative research. Vithal and Jansen (1997:27) write that researchers can only

make sense of the data they collect through organizing and arranging the data into manageable form. The data should be coded by categorizing and breaking it into broad sections in order to make sense of the accumulated information. Data ought to be collected, recorded and arranged systematical for interpretation. Statistical packaging programmes can be used. For easy interpretation, data can be packaged into manageable themes and variables. Data can also be analysed by using tables, excel spreadsheets and graphs.

a) Data analysis is the process of selecting, sorting, focusing and discarding data. These activities are performed to ensure the accuracy of the data and the conversion from data form to a reduced form which is more appropriate for data analysis;

b) Data analysis includes data qualitative data analysis; quantitative data analysis and statistical data analysis were used. Qualitative analysis involves the integration and synthesis of narrative, non-numeric data. Quantitative (numeric) data are analysed through statistical procedures;

Statistical analysis covers a broad range of techniques. (Polit and Hungler, 1993:41, and Henning, 2004: 104 and 127) The data was analysed in both an inductive and deductive mode.

c) The data must also be coded to make it suitable for analysis. Coding is the assigning of codes in the form of symbols (usually numbers) for each category of each answer or variable in a study. It is a process of transforming raw data into standardized form, usually numerical for data analysis and processing. (Bailey, 1982:487, and Polit and Hungler, 1993: 483) Data was processed using the Statistical Analysis System. (Cooper and Schindler, 2002)

d) Scaling, such as nominal, ordinal and interval-ratio scaling is important. The five-point scale of Likert is a technique that will be used in the questionnaire questions. (Bailey, 1982: 365)

3.7 ETHICAL CONSIDERATION

Strydom (2007:56) writes that the fact that human beings are sometimes the objects of study in the social sciences brings unique ethical problems. A researcher has to completely conform to specific ethical requirements. These requirements can be divided into two broad categories of responsibility. Firstly, the responsibility towards human and non-human participants, and secondly the responsibility towards the discipline of science that require them to report with accuracy and truth.

Marlow (1998:151) emphasizes that it is important that the researcher obtain the informed consent of the potential participants, that the participants be told what the purpose and the objectives of the research project are, to enable them to give a voluntary consent or otherwise reject participation before commencement of the exercise.

De Vos (2007: 57) explains that emphasis should be placed on precise and complete information so that the participant may be able to thoroughly make up a reasoned decision about possible participation. Leady (2005:102) writes that all researchers should respect the participants right to privacy.

According to the *Oxford Advanced Learners Dictionary* (1995: 395) ethics is a system of moral principles or rules of behavior or conduct. To be ethical is to conform to accepted professional practices. Bailey (1982: 428) writes that “it is generally agreed that it is unethical for researchers to harm anyone in the course of research, especially if it is without the person’s knowledge and permission” It implies therefore that in the course of the research the following ethical guidelines and practices were strictly adhered to and the respondents duly informed.

- ✚ **Anonymity.** The name and personal details of the respondents were not disclosed.
- ✚ **Plagiarism.** All sources of information used were acknowledged to avoid plagiarism.
- ✚ **Coercion.** Respondents were not coerced to divulge any confidential information.

- ✚ **Honesty.** The researcher shall at all times and under all circumstances report the truth with honesty and shall never present the truth in a biased manner.
- ✚ **Freedom of choice.** Respondents were given freedom of choice in participating in the research through informed consent. Respondents were free to withdraw at any time from participation (Hanekom and Thorn hill, 1997:4 & Salkind, 1997:41).

3.8 CONCLUSION

Permission to conduct research has been requested and been easily obtained from the District Manager Qumbu Department of Education. This permission was granted without any hassles. On carrying out the research, ethical considerations were observed to ensure that the findings are of value and have meaningful impact to the service delivery in the Mhlontlo District area.

The research methodology has been explained. This method is suitable to investigate and prove the study hypothesis. The main data collection tool used was the questionnaires. The research design, target population and sampling, data collection, as well as the study procedures have been discussed in this chapter. The design was aimed at testing theories, determining facts and analysing statistics. The target population and sampling were correctly selected randomly within the Eastern Cape, Mhlontlo District offices. Collection of data was conducted by means of a self-administered questionnaire that was sent to Head office, District office, ten from each selected school pupils, and collected after the respondents have completed it. Therefore, it has been shown in this chapter that the research methodology has been conducted in the correct manner and that the correct procedures have been followed.

It can thus be concluded that this chapter presents the methodology that was used effectively and efficiently to prove the hypothesis of the study and attain the research objective. The next chapter will focus on the presentation, analysis and discussion of the information gathered from the questionnaires.

CHAPTER FOUR

4 DATA PRESENTATION, ANALYSIS AND INTEPRETATION

4.0 INTRODUCTION

The aim of this research was the investigation of the effectiveness of school nutrition programme in the Eastern Cape, case study of Mhlontlo District. An evaluation of the impact of public services is fundamental to improvement of school nutrition services because the nature and extent of feeding the school children is crucial in the promotion of the general welfare, Rodee,*et al*; (1967:196) write”---the promotion of the general welfare is greatest happiness of the greatest number”. The emphasis is for this reason placed on the use and usefulness of a service such as the provision of school nutrition to the intended beneficiaries to promote the general welfare. The interest of a community and the promotion of the general welfare is thus the ultimate goal of any government. By categorizing and breaking it into broad sections to make sense of the accumulated information. The data was thus collected, recorded and systematically arranged for interpretation. The analysis of data was premised on deductive analysis, which methodologically is ideal for a quantitative research. The main idea of data analysis is to eliminate irrelevant data until only data critical to the research is identified and studied. To finalise data analysis, the researcher put into one category all the material from all questionnaires that address one theme. Finally, the researcher compared the data across the categories to discover connections between themes, with a view to integrate the themes and concepts into a theory that offers an accurate and detailed interpretation of the research into the school nutrition programme in the Eastern Cape Department of education: Mhlontlo District for effective and efficient service delivery to the learners. The purpose of this chapter is to obtain a clear picture on how respondents responded to the questions, and to analyse the results so as to see how services of service providers can be improved. Quantitative data analysis was conducted using the Microsoft Excel computer program, where double data entry will be used to eliminate data entry errors.

Questionnaires will be analysed according to the way respondents answered them and the results for each and every question will be given.

4.1 QUANTITATIVE DATA ANALYSIS

By quantitative analysis is meant the manipulation of numeric data through statistical procedures for the purposes of describing phenomena or assessing the magnitude and reliability of relationships among them (Polit and Hungler, 1993:444). As indicated in chapter three, questionnaires were distributed to 80 respondents and that a response rate of 75% was achieved. The data was analyzed by using the Microsoft Excel computer program. Data was entered into the Microsoft Excel spreadsheet for statistical analysis. Analysis of the quantitative data collected through questionnaires was done immediately after collection of the questionnaires from the respondents.

The process of double data entry was used to eliminate data entry errors. Double data entry is the process whereby the data is entered twice, with each on a separate spreadsheet in Microsoft Excel. The statistical analysis system was used to pick up any errors by comparing the two spreadsheets of the entered data. Wherever non matching observations were found, the corrections were made immediately with verification from the questionnaires of the affected identified numbers.

4.2 QUALITATIVE DATA ANALYSIS

By qualitative analysis is meant the organization and interpretation of nonnumeric narrative data for the purpose of discovering important underlying dimensions and patterns of relationships (Polit and Hungler, 1993:444). Qualitative data research is describing kinds of characteristics of people and events without compromising events in terms of measurements or amounts. It is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural setting attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials, case study, personal experience, introspective life story, interview, observational, interactional and visual texts that

describe routine and problematic moments and meanings in people's lives. Qualitative researchers seek to make sense of personal stories and the ways in which they interact: Thomas (2003:2).

It was not easy to obtain the correct results from the learners. Some of the questions were answered as if there was no understanding, even if the researcher explained everything to them. From the whole analysis, it can be deduced that although service providers are there they are unable to meet the needs of the learners by satisfying them. One of the *Batho Pele* principles is access to information. It is clear that learners do not know their menu options even though they are entitled to it. Most of the learners are not satisfied with the food, maybe because a lack of resources as deduced from the teachers' side. It cannot be easy for service providers to deliver effective and efficient services if there are not enough resources. People cannot perform well if resources are not enough. People are given projects, but they fail because of a lack of resources.

In this study, learners are the clients, who must receive best services. Best services from the service providers will lead to excellent results from the teachers. Once foods are not satisfactory, no learner will eat it and it is then that it will be said that people are delivering poor services. If the teachers produce poor results caused by poor services of service providers who in turn lack resources, the question can be: "Who is not doing the job?"

From the teachers' side, it was deduced that service providers are doing an excellent job as the teachers are satisfied with the services. It was realised that the payment of service providers are in most cases delayed. If the payments are delayed, service providers will experience problems of not being able to buy food to cater for learners.

The researcher interviewed the teacher in charge. From the interview it was easily ascertained that service providers cannot deliver best services due to a lack of resources, i.e. the payments of service providers were not processed on time. In this study it was again realised that the service providers do know who to contact if their payments are delayed. The question can be asked that if the payments are delayed, what the duty of the person in charge is. If the payments are delayed, who is not doing the job?

From the parents' side, it was easy to analyse data because most of the parents did not respond to other questions. It was deduced that the parents were not shown how to answer the questions, they were ignorant or there was a language problem, and therefore they did not respond to the questions.

4.3 THE ROLE PLAYED BY CITIZENS

The first phase of the systems theory has it that the citizens should make demands and inputs in policy making so that such demands are converted to the outputs. The systems theory explains that the citizens should initiate the policy process, by putting down the demands of the community to the policy makers, and by inputting in the decision making, in the creation of the roadmap of the policy makers. The policy cannot be made without the input of the citizens whose lives will be affected when the policy is implemented.

In this study, it has been found that the citizens in most rural areas of the Mhlontlo district are given a very little space to make their inputs in policy making. Meiring, (2001:09) writes that policy making is aimed at developing the environment and development means change. The deduction that can be made is that the citizens and officials have different view to the policy processes. That the majority of the intended beneficiaries are not happy with the role given to them is indicative that they will be withdrawn throughout the policy making and this may lead to problems in service delivery as citizens are living in the environment that is being developed. The change that is being made should make a desirable improvement to the citizen's general wellbeing. They are made to meet on their own in the ward without any guidance of the officials and the political office bearers. This is the key responsibility of the officials of the Mhlontlo district to guide and inform the citizens about the policy on school nutrition. That the very same officials do not help the citizens understand the policy in its earliest stages is dereliction of duty. The officials are not following the steps and phases of policy making. The input of the citizens is not made as the departure point in the service delivery. Active citizen participation is key and central to the success of the NSNP need to be introduced as a matter of urgency.

4.4 KEY ROLE PLAYERS IN THE NSNP

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From the parents’ side, it was easy to analyse data because most of the parents did not respond to other questions. It was deduced that the parents were not shown how to answer the questions, they were ignorant or there was a language problem, and therefore they did not respond to the questions.

4.5 THE IMPACT OF SNP TO CITIZENS

Active community participation is key to the success of the NSNP. National School Nutrition Programme has had impact in the citizens where the schools that are participating in the programme are located. The findings show that the respondents indicated that the NSNP was alleviating hunger among the learners.

The following were the key areas in which the programme has had significant impact in the local communities:

- ✚ Job creation: local people were appointed to become food handlers and food suppliers of the programme

- ✚ Poverty alleviation: Poverty was alleviated through the creation of jobs and as a result poverty among the learners and their families was alleviated as a result of this programme.

- ✚ Local economic development: Local people were encouraged to develop and produce vegetable gardens; this helped a lot since these vegetables are sold to service providers in order to feed their children.

4.5.1 Key challenges experienced by various stakeholders involved in the implementation of the NSNP:

- ✚ Unavailability of the necessary and needed infrastructure
- ✚ Delayed delivery of food
- ✚ Non-delivery of food
- ✚ Centralization of the programme at the provincial level and
- ✚ Demand on human resources (personnel in these components are appointed on contractual basis)

4.6 QUESTIONNAIRES

REPORT ANALYSIS

The following are the responses from the questionnaire of the respondents. They show how the respondents view the statements which they were asked in this study. Firstly a table showing frequencies, percentage and chi square test for equal proportions will be shown followed by graphs explaining the responses.

Table 4.1 Frequencies, Percentages and Chi-Square test for equal proportions

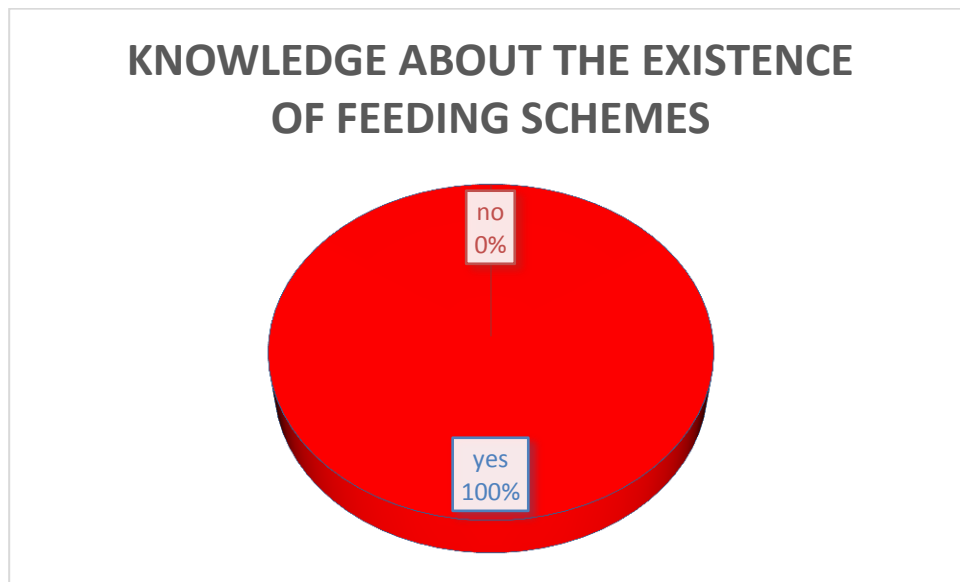
VARIABLE	LEVELS	df	f	%	Chi-square	p-value
Knowledge of feed scheme	Yes	0	35	100	0.0000	.
	No		0	0		
How feeding scheme work	Yes	2	6	17.14	26.8000	<.0001*
	Uncertain		26	74.29		
	Yes		3	8.57		
Objectives and goals clear	Yes	1	14	46.67	0.1333	<.7150
	No		16	53.33		
Dept introducing scheme	Yes	1	18	60.00	1.2000	<.2733
	No		12	40.00		
School nutrition good	Yes	0	35	100	0.0000	.
	No		0	0		
Rating individuals	Good	2	16	45.71	14.8000	0.0006*
	Average		18	51.43		
	Poor		1	2.86		
Menu options	Yes	2	20	57.14	16.1714	0.0003*
	Uncertain		14	40.00		
	No		1	2.86		
Policy rev/implementation	Policy rev	2	13	37.14	0.4000	0.8187
	Uncertain		12	34.29		
	Implementation		10	28.57		
Service provider satisfaction	Yes	1	16	51.61	0.0323	0.8575
	No		15	48.39		
Integrated policies	Yes	1	30	88.24	19.8824	<.0001*
	No		4	11.76		
Feeding scheme	Yes	1	25	71.43	6.4286	0.0112*
	No		10	28.57		

Getting daily food	Yes	1	10	40.00	1.0000	0.3173
	No		15	60.00		
Every learner getting food	Yes	1	0	0	0.0000	.
	No		35	100		
Service provider on time	Yes	1	5	23.81	5.7619	0.0164*
	No		16	76.19		
Children satisfied with food	Yes	1	1	8.33	8.3333	0.0039
	No		11	91.67		

Variables with a significant difference in proportions are marked with *

4.1 Knowledge of the existence of a feeding scheme

Figure 4.1 Feeding scheme

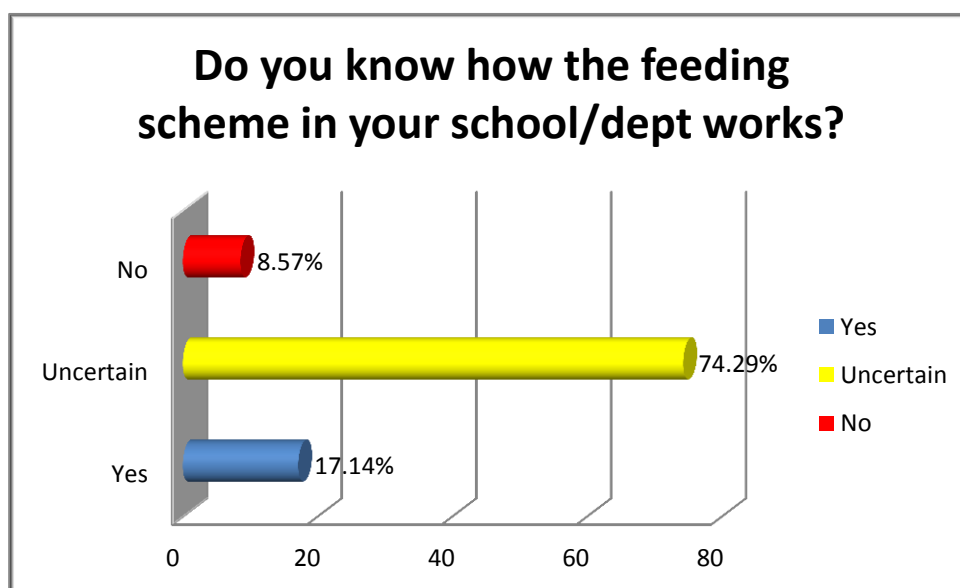


From Figure 4.1 it can be noted that all respondents in the study were aware about the existence of the feeding scheme in the department or school. This shows that all respondents had knowledge of what was being investigated in this study.

4.2 Knowledge on how feeding scheme works

This section follows the above section as all respondents are aware of the existence of the feeding scheme. The respondents may all be aware of the food scheme but how it works is another question. Figure 4.2 below shows that out of thirty-five respondents twenty-three of them (74.29%) were uncertain on how feeding scheme at their school works, while 6 (17.14%) are aware of how it works. Only three respondents (8.57%) did not know how it works completely. There is a significant difference in the knowledge categories ($p < .0001$) with the Uncertain category having the highest number of respondents.

Figure 4.2 Knowledge on how feeding scheme works

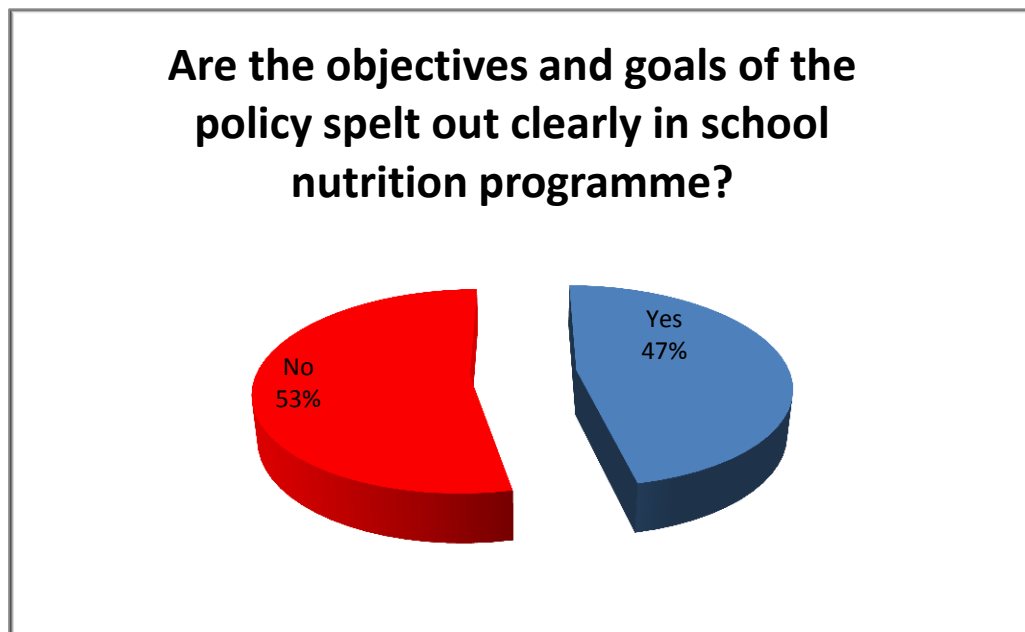


4.3 School nutrition programme objectives and goals

Figure 4.3 shows the responses on if the objectives and goals of the policy were spelt out clearly in the school nutrition programme. The majority of the respondents ($n=16$; 53%) were of the option that the objectives and goals of the policy were not clearly spelt in the school nutrition programme. While fourteen

respondents (47%) agreed that the objectives and goals of the policy were clearly spelt in the school nutrition programme

Figure 4.3 School nutrition programme objectives and goals



4.4 Department officially and formally introducing the feeding scheme plan

Figure 4.4 Department officially and formally introducing the feeding scheme plan

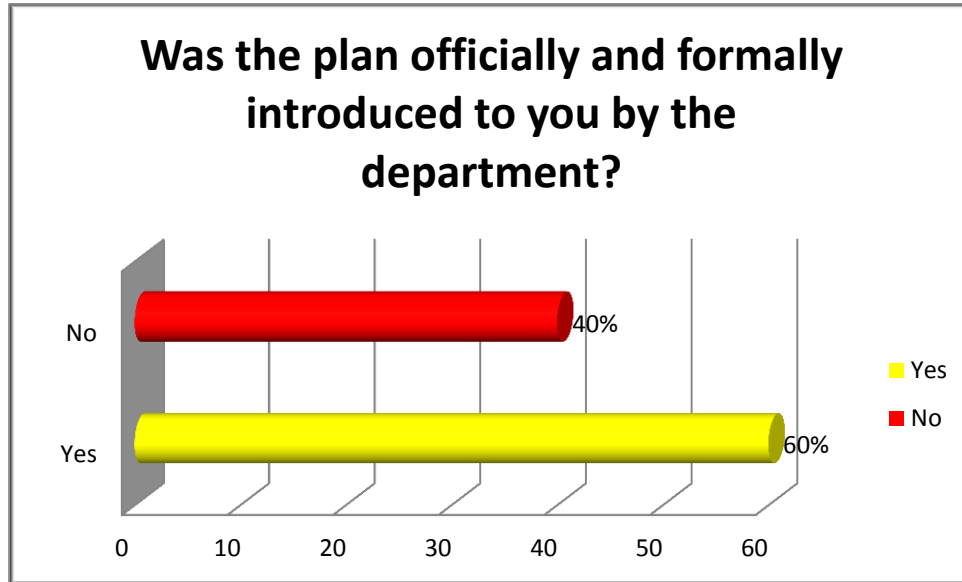


Figure 4.4 shows if the feeding scheme plan was officially and formally introduced to the respondents by the Department. From the responses it can be noted that 60% (n=18) of the respondents heard about the feeding scheme plan officially and formally by the Department. However 40% (n=12) of the respondents were not formally or officially introduced to the feeding scheme by the Department.

For those who had agreed that the plan was officially and formally introduced by the Department they were asked which ways did the Department introduced the feeding scheme. The following are the responses from the respondents on how they come to know about the food scheme from the Department:

- Meetings
- Workshops i.e. allowance campaigns
- Seminars
- Courses and awareness programmes.

4.5 Good results from the school nutrition

Figure 4.5 Good results from the school nutrition

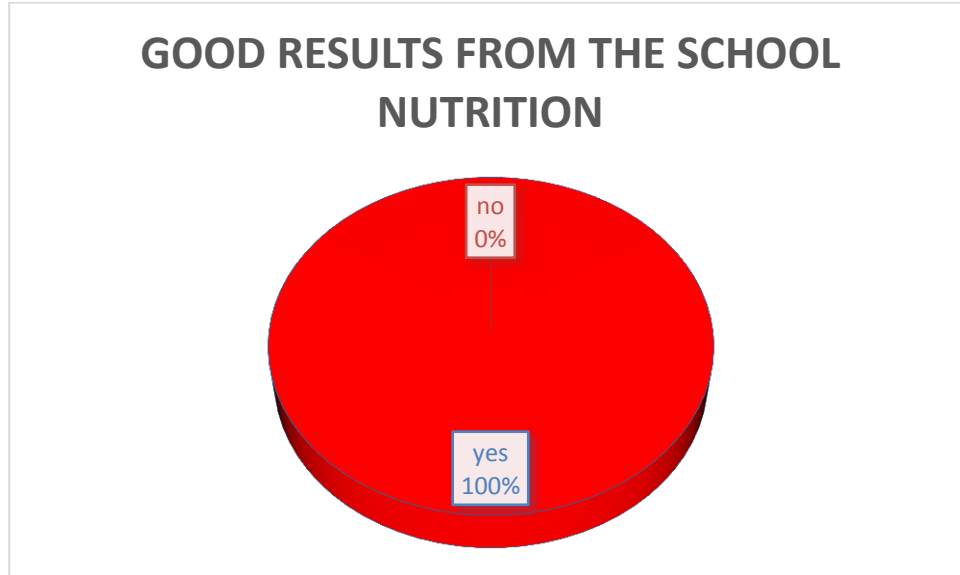


Figure 4.5 shows that all respondents agreed that there are good results from the school nutrition. Hence every respondents in the study is of support to the feeding scheme plan introduced by the Department.

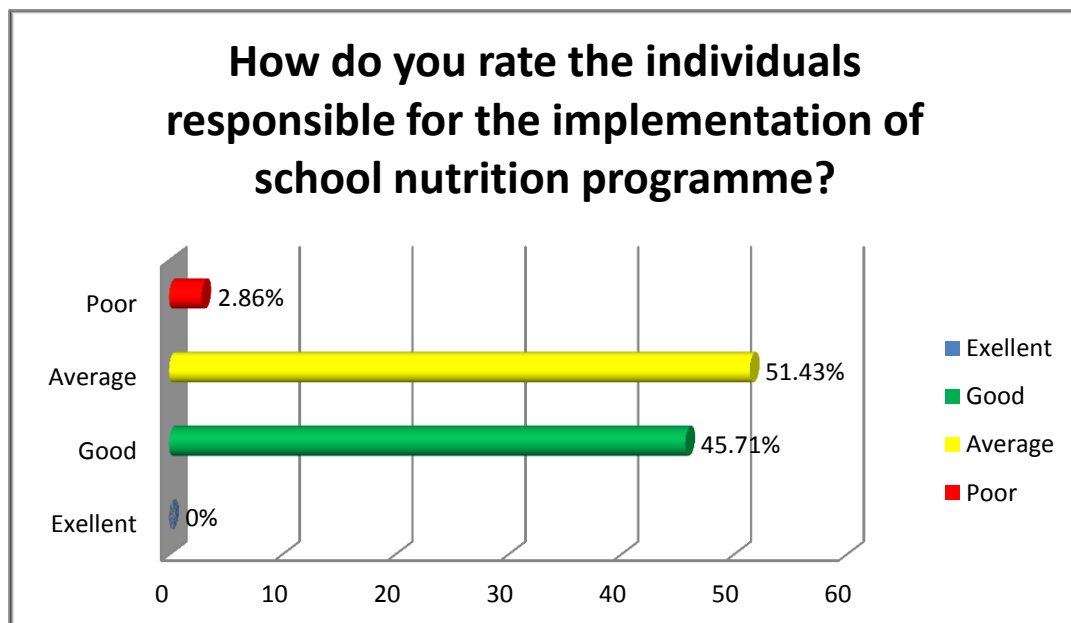
The respondents were also asked who was responsible for ensuring the effective implementation of the program which has good results. The following were their response:

- Department of Education
- Provincial and national government
- District managers
- Service providers
- Principals and teachers
- Parents and pupils
- School governing bodies and coordinators.

4.6 Rating individuals responsible for school nutrition programme implementation

Figure 4.6 below shows how the respondents rated the individuals responsible for the implementation of the school nutrition programme. The majority of the respondents (51.43%; n=18) rated them average, 45.71% (n=16) rated them good while 2.86% (n=1) rated them poor. None of the respondents rated them excellent in their implementation of the school nutrition programme. There is a significant difference in the rating categories ($p < .0006$) with the Average category having the highest number of respondents.

Figure 4.6 Rating individuals responsible for school nutrition programme implementation.



4.7 Menu options for children

Figure 4.7 Menu options for children

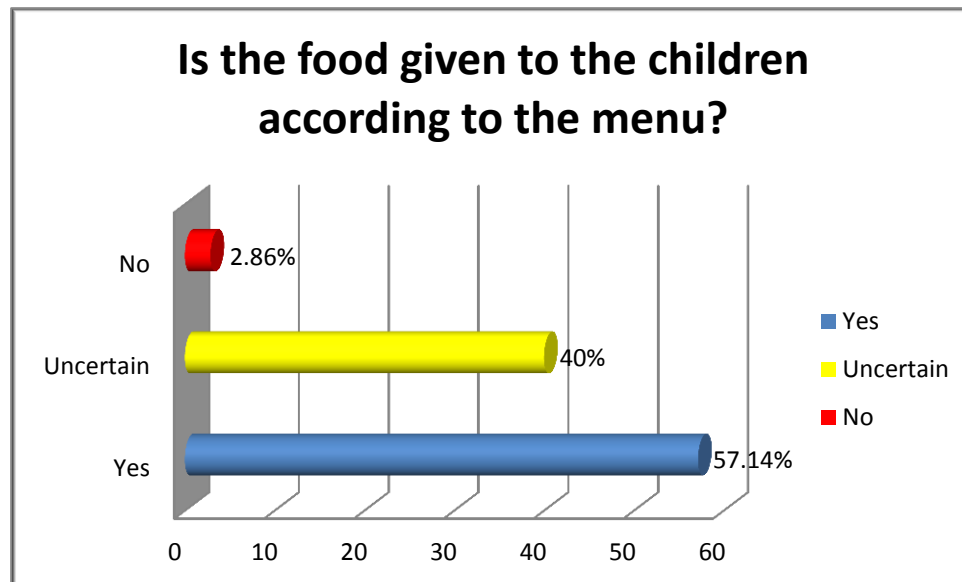


Figure 4.7 shows response on if the food given to the children was according to the menu options. The majority of the respondents (57.14%; n=20) agreed that food given to the children was according to the menu options while 40% (n=14) were uncertain. Only one respondents (2.86%) disagreed that food given to the children was according to the menu options. There is a significant difference in the menu options categories ($p < .0003$) with the Yes category having the highest number of respondents.

Figure 4.8 Policy or implementation or reviewal on school nutrition

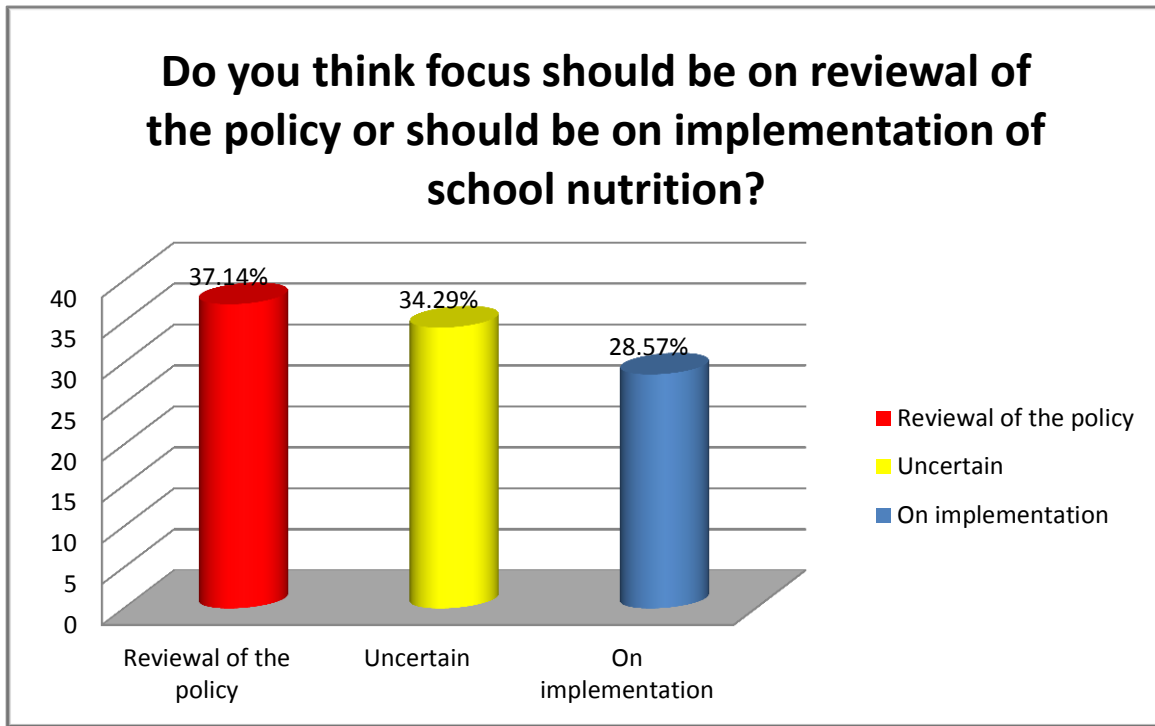
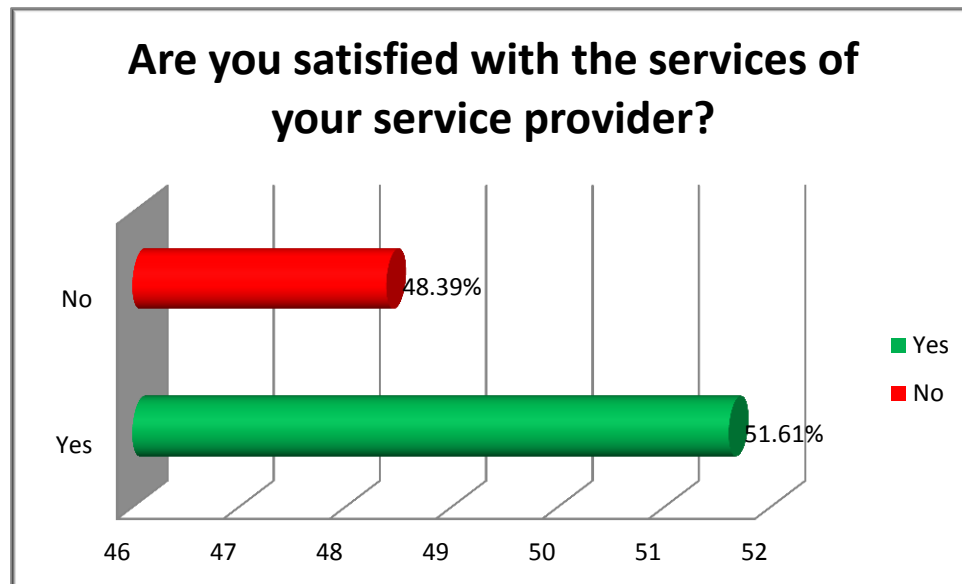


Figure 4.8 shows us the responses on if the focus should be on the reviewing the policy or the implementation of the school nutrition to improve it effectiveness. Most of the respondents (37.14%; n=13) agreed that more focus should be on reviewing the policy. 34.29% of the respondents (n=12) were uncertain on the way forward while 28.57% (n=10) are of the opinion that more focus should be on the implementation of the school nutrition.

4.9 Satisfaction with service provider

Figure 4.9 Satisfaction with service provider



From Figure 4.9 it can be noted that the majority of the respondents ((51.61%; n=16) were satisfied by the service provider while 48.39% (n=15) were not satisfied by the service provider of the school nutrition scheme.

For those who were satisfied with the service providers they were asked the reason why they are satisfied with them and the following were their responses:

- They cook and feed according to the nutrition guidelines
- Children are happy and complimentary about the food and they are happy to attend school everyday
- Equipment is up to standard and good utensils
- Cleanliness at school has improved
- Increased numbers in schools

4.10 Policies integrated with the school nutrition programme

Figure 4.10 Policies integrated with the school nutrition programme

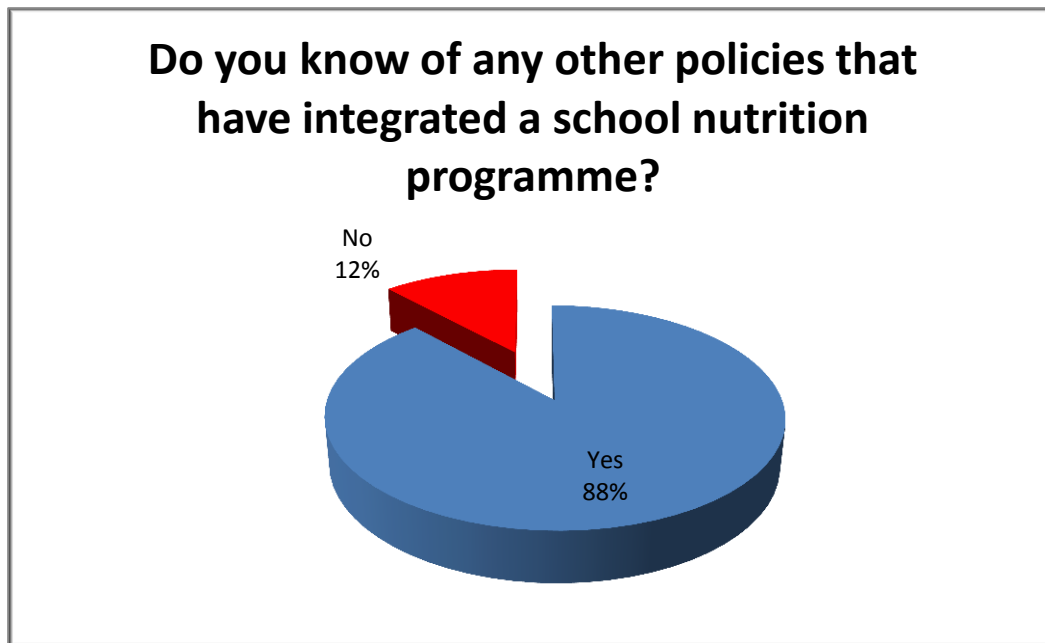


Figure 4.10 shows the responses to the question on if respondents knew of any other policies that have integrated a school nutrition programme. The majority of the respondents (88%; n=30) were aware of other policies that have integrated a school nutrition programme while 12% (n=4) were not aware of other policies that have integrated a school nutrition programme. There is a significant difference in the policies categories ($p < .0001$) with the Yes category having the highest number of respondents.

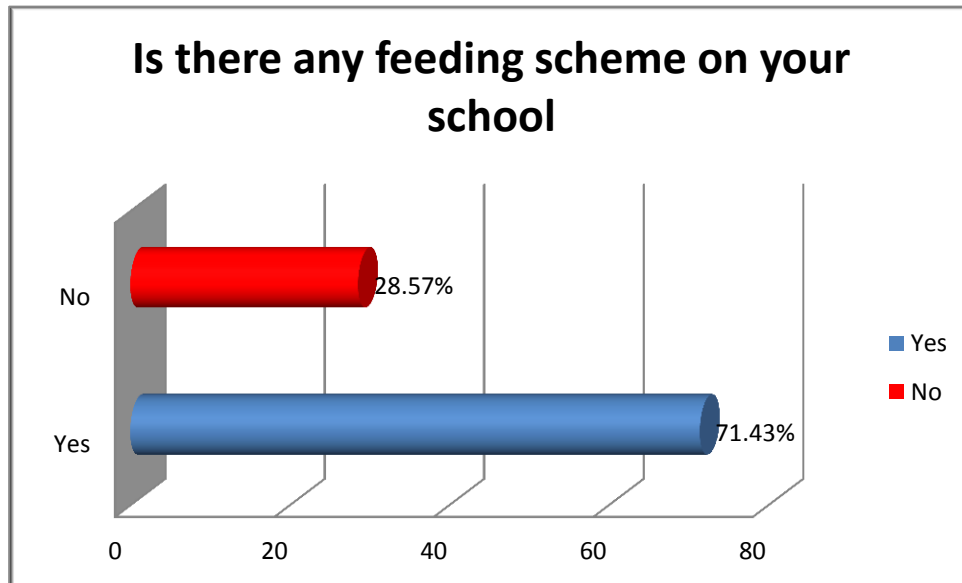
The policies which the respondents identified which have integrated a school nutrition programme are:

- South African Constitution
- National Guidelines on the implementation of NSNP
- The Children's Charter
- South African Schools Act

- Procurement
- RDP-Reconstruction and Development Programme
- Freedom Charter
- Aims of standards

4.11 Feeding scheme

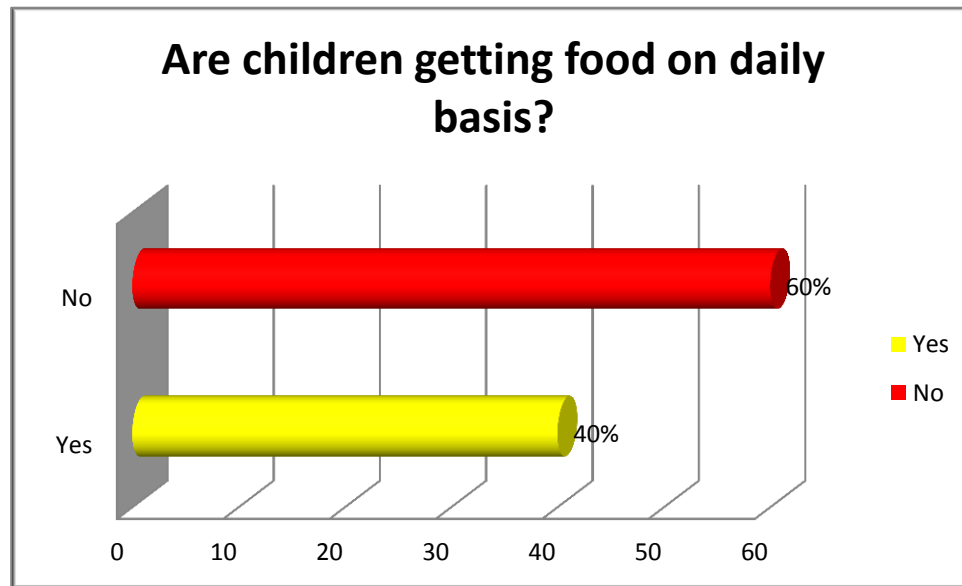
Figure 4.11 Feeding scheme



From Figure 4.11 it can be noted that 25 out of 30 respondents (71.43%) supported that they had feeding schemes at their schools while 10 respondents (28.57%) mentioned that they did not have any feeding scheme at their school. There is a significant difference in the availability of feeding scheme categories ($p < .0112$) with the Yes category having the highest number of respondents.

4.12 Children getting food daily

Figure 4.12 Children getting food daily

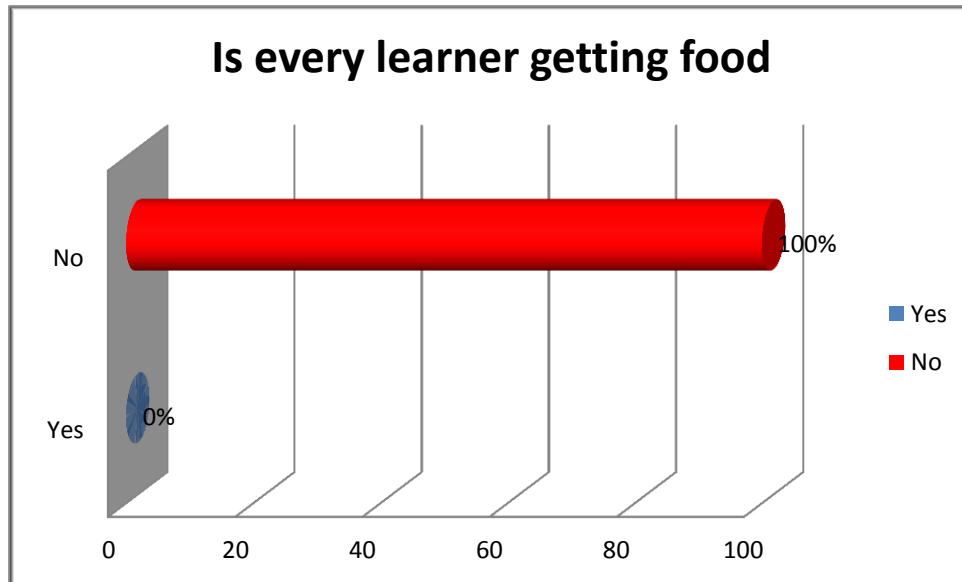


From Figure 4.12 it can be noted that most respondents (60%; n=15) did not agree with the statement as their children at their schools did not get food daily as agreed by 40% (n=10) of the study respondents. Ten other respondents did not give their view on this question.

4.13 Learner's food

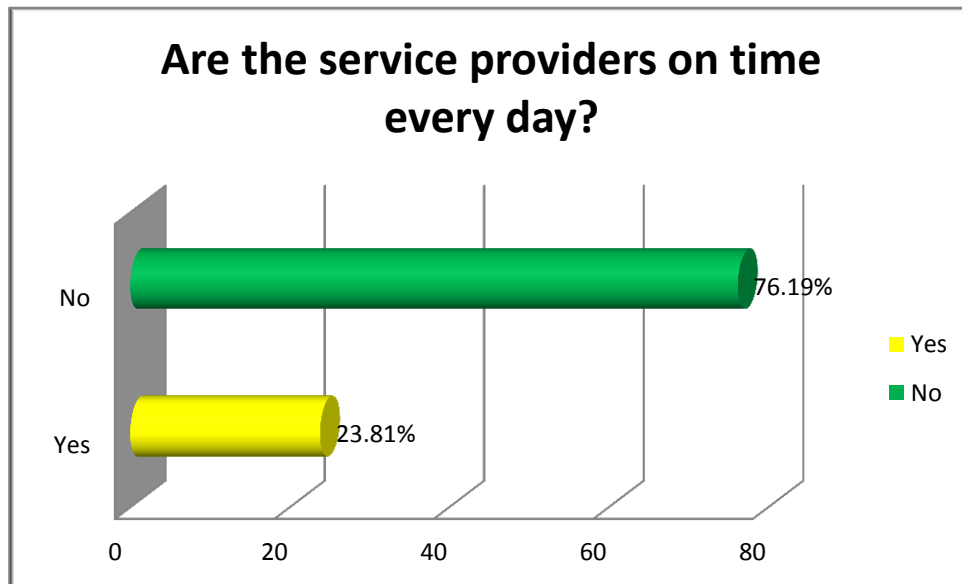
To add more information on the above question the researcher posed a good question that even if children got food did they all receive food or some of them went without food. Figure 4.13 below shows that all respondents agreed that not every learner in their schools got food.

Figure 4.13 Learner's food



4.14 Service providers time conscious

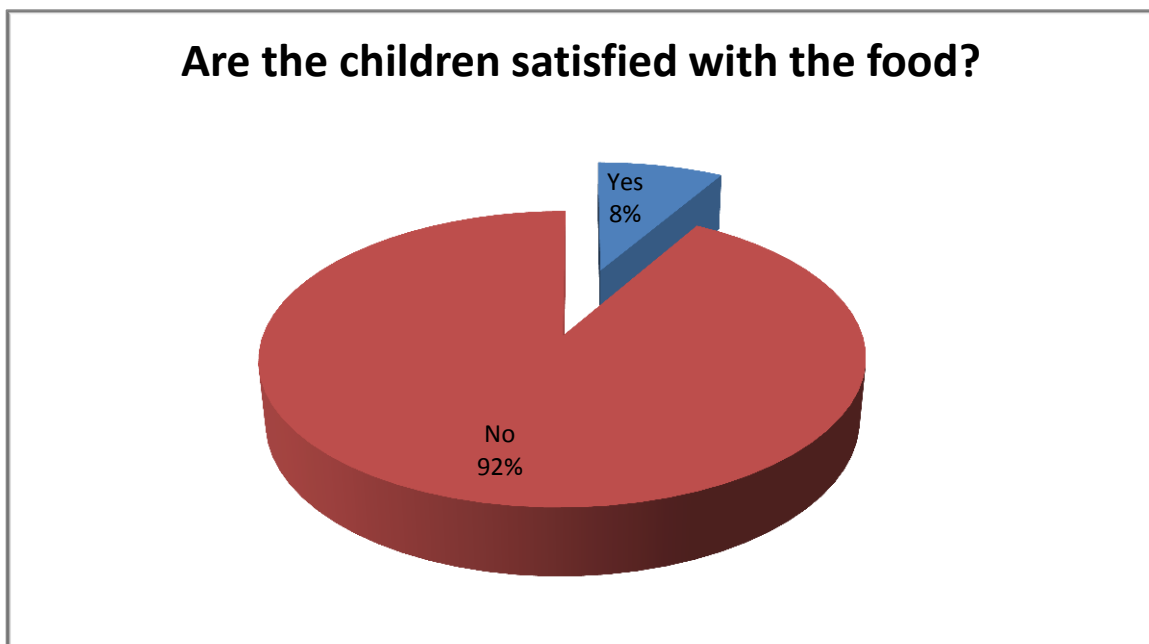
Figure 4.14 Service providers time conscious



From Figure 4.14 it can be noted that most respondents (76.19%; n=16) agreed that service providers were not always on time every day they come to provide the service for the school. Only five respondents (23.18%) agreed that service providers always come on time while fourteen respondents did not give their view on this question. There is a significant difference in the service providers being on time categories ($p < .0164$) with the No category having the highest number of respondents.

4.15 Children satisfied with the food

Figure 4.15 Children satisfied with the food



The majority of the respondents (92%; n=11) are of the view that children at their school are not satisfied with the food that is being provided by the service provider. Only one respondent (8%) was of the view that children are satisfied with the food while twenty three respondents did not give their opinions. There is a significant difference in the

children satisfied with food categories ($p < .0039$) with the No category having the highest number of respondents.

Lastly respondents pointed out the advantageous the scheme has brought to their areas which are:

- School attendance and pass rate has increased
- Improved good relations amongst the pupils, teachers and school governing body
- Poverty alleviation through job creation of local women

4.7 CONCLUSION

Data has been collected and analysed. Respondents responded differently to all questions. Learners, teachers and parents were differing in many ways. The questions were analysed. From the results of the respondents, it was clear that the services of service providers need to be improved for efficiency and effectiveness. The involvement of the citizens in the analysis and evaluation of school nutrition service delivery in Mhlontlo district is not what should be. The main objective of the Public service or any government institution is to serve the public or the citizens. Citizens receive the services from the Public institutions. The department of Education, Eastern Cape, at Mhlontlo District is tasked to deliver food to the pupils in the area of Mhlontlo district schools for the purpose of this study to make their lives better. The department of education's policy implementation should make a meaningful impact in the standard of living of the citizens; therefore the consistent interaction with the citizens for the delivery of their services is imperative. Citizens's demands are dynamic, they are certainly not static; the continued interaction and consultation with the citizens(intended beneficiaries) will ensure that the services rendered are desirable and relevant to the present needs of the citizens.

It has transpired that in this study that the department of education chief officials and public office bearers use mainly desktop analysis and evaluation of the policy

implementation. This method is mostly preferred by the officials for it is quick and easy but too limited. It fails to appreciate the impact that the rendered services make to the beneficiaries.

The question of funds has revealed a significant shortcoming. The Eastern Cape department of education is mainly rural and underdeveloped. It requires huge some of money for it to deliver services effectively and efficiently.

Eastern Cape department of education has committed itself that it will meet the national target of making school nutrition programme accessible to all the intended beneficiaries by 2015, but this study has shown that even the officials and public office bearers are realizing that it is impossible to achieve such an ambitious target. The progress made so far indicates to the contrary. The district needs assistance from both Provincial and National to beef up its finance and skills capacity to speed up the service delivery on National School Nutrition Programme. Eastern Cape Department of education particularly Mhlontlo district office should be more focused to qualitative, effective and efficient service delivery rather than pursuing the 2015 target.

CHAPTER FIVE

5. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the findings, conclusion and recommendations of the study. The recommendations are presented in line with the objectives of the study. The transformation of the South African Society in the post 1994 era, both in the private and public sectors has come with a very strong focus on improved service delivery, with the new to redress the imbalances in our society that were created by the past government. The national school nutrition programme was introduced with a glimmer of hope that if it is implemented correctly, it could improve the lives of the affected pupils. This is the last chapter of the dissertation where findings, conclusions and recommendations are presented. The researcher will give recommendations of what national and provincial departments may consider in order improving service delivery in schools that participate in the National School Nutrition Programme. Recommendations will also be made on how these national and provincial departments can review and improve their systems, as well as how Training can be introduced to the service providers and the community as they also take part in the NSNP.

In chapter one of the dissertation problems was identified, which led to the following research questions: How can the management of the NSNP, with specific reference to Mhlontlo district, be enhanced to ensure that its intended objectives are realized? What effect will improved management have on service delivery in NSNP? How will adherence to the *Batho Pele* principles improve service delivery in schools or the NSNP?

Also in chapter, one the background of the NSNP and the Eastern Cape, where Mhlontlo region is situated, is outlined. The objectives, motivation and significance of the study were also discussed. Methods to ensure the validity and reliability of the questionnaires, ethical consideration, and sequence of chapters and definition of terms were attended to. Literature was also reviewed to avoid duplication of facts.

Chapter two focused on the policy framework of the school feeding scheme, which is currently known as the National School Nutrition Programme (NSNP) and how it was introduced. National guidelines for the implementation of the NSNP were discussed in this chapter. These guidelines seek to contribute towards sustained provision of quality nutrition to learners threatened by poverty and hunger. The key aims of the NSNP are to alleviate poverty and unemployment and to improve the learning capacity of learners. These guidelines serve as a watchdog in improving service delivery.

The White Paper on the Transformation of the Public Service (1997) was also discussed in chapter two. This White Paper provides a framework to enable the Departments of Education to develop departmental service delivery strategies on the improvement of the quality and of service provision. For the improvement of service delivery, service providers and authorities must relate accordingly.

Therefore the relations between various role players were also discussed. The obligations of provinces concerning the NSNP were outlined, as these obligations are set to guide service providers from different provinces to perform duties efficiently and effectively.

National norms and standards for school funding, which stated that every learner must receive food at school for the alleviation of poverty and increment of the learner's learning capacity, and the application of these norms were also discussed in chapter two. By considering the rate of unemployment, black economic empowerment was also discussed in this chapter.

The *Batho Pele* principles, which serve as a guide to all public servants on how to perform their duties or how to serve the community in South Africa, were assessed. Also, a number of principles from the Constitution of the Republic of South Africa (1996) were discussed.

Chapter three outlined the research methodology applied in this study. The target population, how data was collected and the study procedure were described.

In chapter four, data was analysed to obtain clear results and the results from questionnaires were discussed. Various answers to a selection of questions to **85** respondents were collected and analysed. The questions were clear and all the respondents were able to answer without difficulties. The percentages of the response to the questions were also discussed. It was found that services are not delivered as effectively as expected. Service providers who perform unsatisfactorily because of undeveloped skills are prime candidates for training. Although training cannot solve all problems of ineffective performance, a sound training programme is often instrumental in minimizing these problems.

5.2 RECOMMENDATIONS

After thorough analysis, the undermentioned recommendations are presented. Following the guidelines for the implementation of the NSNP and putting the principles of *Batho Pele* into practice are the challenges that have been facing the South African public sector since the Reconstruction and Development Programme was introduced. The following paragraphs are the recommendations on what National and Provincial departments of education are required to do in order to improve service delivery in schools that participate in the NSNP.

5.2.1 SCHOOL

At schools, recipients of services are learners and educators. It is of great importance that these service recipients are consulted in order to obtain feedback on how service providers are serving them. This will also assist the relevant service providers as this could serve as a review mechanism.

There are many ways to consult the users of services, including customer surveys, interviews with individual users, consultation groups, and meetings with the suppliers, the Mhlontlo district schools Governing Bodies, educators and parents.

The method or methods adopted must be chosen to suit the characteristics of the users and customers concerned. The consultation process should be undertaken sensitively, for example, people should not be asked to reveal unnecessary personal information, and they should be able to give their views anonymously if they wish. Often, more than one method of consultation will be needed to ensure a comprehensive and representative process.

Results of the consultation process must be reported to the relevant Minister, MEC or executive authority as well as the relevant Portfolio Committee, and made public so that all staff is aware of how services are perceived. The results must be taken into account so that people are aware of what services are to be provided, and at what level. It should not result in a list of demands that raise unrealistic expectations; it should rather reveal where resources and effort should be focused in future to meet the public's most pressing needs. The outcome should be a balance between what citizens want and what national and provincial Departments of Education require.

One of the key challenges with the system is the payment of the service providers. Service providers were not in a position to purchase supplies unless they receive timeous payments, although the researcher was informed that no suppliers delayed or defaulted on delivering their supplies timeously.

The district officials assist service providers by submitting their claims to the provincial financial Section. The long chain to process payments effectively is inefficient because it is centrally managed.

Payment functions have not been decentralized to the district office, which could reduce the turnaround time for the payment to suppliers.

Payments to schools for food handlers are also centrally managed by the Provincial department and thus schools have to wait for payments made to food handlers from their own school resources. This is an additional burden for schools who have limited resources.

5.2.2 SERVICE PROVIDERS

Service delivery methods should be reviewed in order to develop structures to allow effective consultation and interaction with communities. Professional staff should be recruited for consultation with local communities – women who are employed to be empowered for the purpose of the NSNP.

In the case of the NSNP, service providers must serve the learners with nourishment of acceptable quality, following menu options determined by the department of education.

5.2.3 DEPARTMENT OF EDUCATION

National and provincial departments of education must, regularly and systematically, consult not only about the services that are currently provided but also about the provision of new basic services to those who lack them.

Consultation will afford citizens the opportunity of influencing decision about public services, by providing objective evidence which will determine service delivery priorities. Consultation can also help to foster a more participative and co-operative relationship between the service providers and users of public services.

National and provincial departments of education must publish standards for the level and quality of services they will provide, including the introduction of new services to those who have previously been denied access to them.

In the case of certain services, such as health or education, national departments, in consultation with provincial departments of education, may set standards which will serve as national baseline standards. Service standards must be relevant and meaningful to the individual user. This means that they must cover the aspects of service which matter most to the users, as revealed by the consultation process, and they must be expressed in terms that are relevant and easily understood.

Service standards must be published and displayed at the point of delivery, and communicated as widely as possible to all potential learners and parents so that they know what type and level of service they can expect, and so that they can seek recourse if they do not receive it. However, publishing the standards is not enough. Performance against standards must be regularly measured and the results must be checked quarterly and more frequently, where appropriate. If the standards are not met, the reasons must be explained and the service providers must be assisted to meet the required standards.

Service delivery programmes should specifically address the need to progressively redress the disadvantages of all barriers to access.

5.2.4 COMMUNITY

Communities of Eastern Cape as parents of learners for Mhlontlo district schools need to be involved in the NSNP activities of the school. Community projects, such as vegetable gardens to supply service providers, must be introduced and the community must be encouraged to participate.

To conclude the study it is important to provide the answers for the problem questions. The first question was: How can management of the National School Nutrition Programme, with specific reference to Mhlontlo district, be enhanced to ensure that its intended objectives are realized? A possible answer is that control is essential for ensuring that organised structures deliver the services for which they are responsible and that set objectives are achieved.

Controlling the activities of service providers is a way of ensuring that service providers deliver the service and products they are supposed to deliver. There must be a thorough control for the NSNP so that service provision becomes the priority and job creation will be an added benefit to the community at large.

The question of what effect improved management will have on service delivery in the NSNP, could be answered by saying that adherence to the *Batho Pele* principles as

discussed in chapter two, play an important role and mechanism to improve delivery. If service providers can adhere to these principles, the objectives of the programme will be met.

Effective and efficient service delivery must be taken as first priority in the NSNP. Factors that contribute to efficiency and effectiveness must be taken into consideration by all stakeholders. As Mhlontlo district has been regarded as one of the poorest region in the Eastern Cape, the abovementioned factors can contribute towards the learning capacity of learners, empowerment of the community and improvement of service delivery.

5.2.5 CAPACITY BUILDING

There have been concerted efforts to actively involve local communities in the provision and supply of food at the schools that are participating in the programme. This initiative has significantly contributed to the local economic development. However, there were also concerns about the capacity of the local food suppliers. It is therefore recommended that that local food handlers and suppliers be capacitated by the provincial departments of education to carry out their tasks effectively and efficiently.

Finally, the NSNP is for the deprived citizens of South Africa. The onus is on the community of Mhlontlo district citizens, service providers, teachers and education authorities responsible for the NSNP to work together to make the programme effective for advancing the development of young people.

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