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**INVESTIGATING SELECTED STAKEHOLDERS' PERCEPTIONS IN THE
IMPLEMENTATION OF NATIONAL SCHOOL NUTRITION PROGRAMME:
A CASE STUDY OF THREE PRIMARY SCHOOLS IN THE KING
WILLIAM'S TOWN EDUCATION DISTRICT**

BY

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DECLARATION

I Vuyiswa Elizabeth Qila, hereby declare that the thesis submitted for the MED degree entitled: INVESTIGATING SELECTED STAKEHOLDERS' PERCEPTIONS IN THE IMPLEMENTATION OF NATIONAL SCHOOL NUTRITION PROGRAMME is entirely a product of my own research and it has not been submitted in any form for another degree or diploma institution of tertiary education. Information derived from the published or unpublished work of others has been acknowledged in the text and a list of references is provided.

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ABSTRACT

The main focus of the study was on investigating the perceptions of selected stakeholders in the implementation of National School Nutrition Programme (NSNP) in the King William's Town Education District. The emerging demand placed on stakeholders to act as organizational agents of NSNP at schools, prompted the need to determine if the working practices and relationships were healthy enough to act on their roles. Also it prompted the need to find out whether decision making, participation and involvement were exercised among the group of selected stakeholders in the district.

The study of collegial, participation and policy formulation models provide a lens for understanding the dynamics of the team and the interactions between and inter-relationships amongst the members. These models were concerned with how the district coordinators of the NSNP interact with those below them in power. It aims to find out if 'being listened to' and 'having a voice' were some features that existed in the communication strategies used by the district coordinators. The implication is that not only is it necessary to provide stakeholders with an opportunity to express their views, but to ensure their 'voices' will be considered when decisions are made.

The study was interpretive in orientation, and utilized mixed data gathering techniques that are interviews and document analysis in all the three primary schools. Key issues that may be linked to be either facilitating or inhibiting effective working relationships of stakeholders and district officials have been identified.

A useful framework is provided for district coordinators and stakeholders to build strong working relations to gain shared purpose, cooperation and collaboration. Not only was it important to provide the stakeholders with an opportunity to express their views but that those 'voices' would be considered when decisions are made. It was further recommended that the Department of Education synchronize its information dissemination strategies with other stakeholders at schools within the programme so as to benefit learners. A focus away from the district coordinators towards the roles played by the stakeholders in National School Nutrition Programme implementation provided a

better understanding of their perceptions.

Data from the study revealed that there were a number of challenges faced by selected stakeholders in implementing the programme and this affected their performance negatively. Some of the challenges were (1) non-involvement of stakeholders in decision-making processes which impede their active participation, (2) lack of capacity building workshops to empower the stakeholders and (3) inadequate involvement at school level leading to challenges in school's implementation of the school nutrition programme.

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DEDICATION

The project is dedicated to my late parents Gilbert Phondo and Liziwe Gladys 'Nozet' Simoyana, and late brother, Mhleli and sister Fundiswa. You would have been so proud of me. It is also dedicated to my children Lwando, Sihle, Magcina and Simbulele, nieces and nephews. Thank you all for your understanding and support.

ABBREVIATIONS AND ACCRONYMS

ABET Adult Basic Education

CRC Convention of the Child

DOE Department of Education

DOH Department of Health

FET Further Education and Training

GET General Education and Training

HE Higher Education

NSNP National School Nutrition Programme

PED Provincial Education Department

RSA Republic of South Africa

SASA South African School's Act

SGB School Governing Bodies

SMT School Management Team

UNAIDS Joint United Nations Programme on HIV/AIDS

USAID United States Agency for International Development

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CHAPTER 1

BACKGROUND OF THE STUDY

1.1 Introduction

Children have rights that are acknowledged worldwide, and the South African government has to fulfil that obligation and ensure that all children receive education and welfare. Convention of the Child (CRC) is bound by duty to make economic, cultural, civil and political rights available to children with compulsory education. In South Africa, formal education is divided into three bands –General Education and Training (GET) band which is from Grade R to 9 and an equivalent of Adult Basic Education ABET), Further Education and Training (FET) band which is Grade 10 to 12 in schools and National Qualifications Framework levels 2 to 4 respectively. The Higher Education band caters for certificates, diplomas and degrees up to doctorates levels (South Africa, 2008/09). By powers vested to the Minister of Education by the National Education Policy Act (Act 27 of 1996), the Minister has the right to decide and determine national norms and standards for the planning of the education, its provision, how to govern it and set up tools and guidelines for monitoring and evaluation. The principle of democratic decision making is exercised within the context of overall policy goals. The national department shares a concurrent role with the provincial departments of education for school education.

During the apartheid era, the marginalised groups belonged to the Bantu Education System which used autocratic leadership style. The birth of democracy in 1994 led to a shift from authoritarian to democratic rule in South Africa (Jansen & Sayed, 2001). It also introduced a new Constitution which pledged commitment to representative and participatory democracy, accountability, transparency and public involvement. In this case participatory democracy does not mean the right to elect representatives only, but also translates to the right to influence decisions (Lewis & Naidoo, 2004). In the education sector, functions and decision making powers were devolved to different levels, namely; national, provincial and school levels to ensure participation by all stakeholders (Jansen & Sayed, 2001). Consequently, the national

Department of Education is responsible for higher education, development of norms and standards and the conditions of employment and service of teachers in schools and colleges. Provincial Departments of Education in turn have full responsibility of General and Further Education and Training (Pampallis, 2002). In addition to constitutional allocation of powers to the provinces, powers and authority were decentralized to the school level through the South African Schools Act (SASA) (Republic of South Africa (RSA), 1996).

Exempting learners from poor backgrounds from paying school fees (Ardington, 2007) is an intervention strategy done by the South African government. The South African Schools Act of 1996 provides for fee exemption to parents whose income is less than ten times the annual school fees (RSA, 1996). Moreover new regulations that were introduced in late 2006 automatically exempt children receiving Child Support Grant and Foster Care Grant from paying school fees (Ardington, 2007). Children receiving child support grants are supposed to produce proof that they are recipients of a Child Support Grant then the school will exempt them from paying school fees (Ardington, 2007). The policy says that no learners should be excluded for failing to pay fees (RSA, 1996). This means that all learners who are coming from poor socio-economic backgrounds are exempted from paying school fees. These include orphans, learners whose parents have no source of income and learners who receive child support grant.

However in the studies done by Donald, Dawes & Louw, 2000; Davids et al 2006 it is clear that the policy has not been implemented properly. They attribute this to poor awareness, lack of monitoring or enforcement and no budget to compensate schools for loss of revenue through the exemption policy (Ardington, 2007). Many learners who require exemption were reported being sent home by schools because of failing to pay fees (Ardington, 2007). As a result, many children, among them orphans have been turned away from school and some simply dropped out on their own accord (UNICEF, 2008). According to Ardington (2007), "in the 2005 Demographic and Health Survey, 37% of African children ages 14 to 17 who were not enrolled in school cited no money to pay for school fees as the main reason for not attending school".

The school nutrition programme is an intervention programme which is supposed to enable children access to education (Davids et. al., 2006). Donald et.al (2000) identify the purpose of this programme as enhancement of primary school pupils' learning capacity, school attendance and punctuality, and to contribute to the general health development of the child. The programme covers all primary school learners (from grade 1 to 7). Steyn and Labadios (2007) observed that all children from poor families from grades 1 – 7 benefit from the programme.

In terms of the South African Schools Act, the professional management of a public school must be undertaken by the principal of the school under the authority of the Head of Department. In order to contribute meaningfully, the transformation of education is no longer good enough for a principal to be only a good administrator, but must also be a proactive leader. In leadership and management, the principal is not expected to carry the burden of running the school alone but is expected to form a school management team (SMT) that is made up of senior level educators. The SMT is responsible for the day-to-day running of the school and for putting the school policies into practice, while the SGB determines the policies. Although it is expected that all stakeholders will participate in managing the school, it is the school principal in collaboration with the SMT who end up taking responsibility for making things happen. The principal ultimately has the authority and power to act decisively. The most constructive and effective use of power is when it is used to empower others and to develop the ability of others to manage themselves and the school. The new education policy requires school leaders and managers to work in democratic and participatory ways to build relationships and ensure efficient and effective delivery. This is reflected in policy documents like the SASA, the new Framework for Educational Management Development and Draft Policy Framework: Education Leadership Management Development (Pampallis, 2002; Lewis & Naidoo, 2004; van der Mescht, 2008 & Tyala, 2004).

The principal together with the SMT is responsible for ensuring that the policies agreed upon by the SGB are put into practice, that all areas in the school function effectively and people work productively towards achieving the school's vision and mission. Their formal authority and status will make them responsible for certain

kinds of management functions, including: planning, organising, delegating communicating and assuring quality.

At school level, the democratically elected school governing body which comprises of parents, teachers, and non-teaching staff and (secondary school) learners has the responsibility and authority to govern schools (South African Schools Act, Act 84 of 1996). The school governing body has a fixed number of democratically elected people selected by school parents to represent them trustfully in school related matters. School governors represent the school community and their general function is to work together with the principal in organising and managing the school's activities in an effective and efficient way on behalf of the school community and in the interest of the learners of the school. The governing body is not involved in the day-to-day running of the school; however it must support the principal educators and other staff of the school in the performance of their professional functions. It contributes to or decides on policy for some or all of school policy, school development, school administration and school finance.

1.1.1 Importance of good nutrition

Good nutrition is a key factor that contributes to good quality education and this is recognised both internationally and nationally. Research has demonstrated that the availability of school nutrition has been associated with both dietary and educational benefits (Kleinman, et al 2002) because at school, all learners especially those from low income families are encouraged to attend school more often as a result of the nutrition programme. In several schools, educators have noted that learners looked more alert and participated better in class after receiving a meal (Castle and Brialobrzaska, 2009). Researchers like Powell et al (1998) are of the view that poor nutrition may hinder the learner's ability to learn effectively in school. As such, Del Rosso, (1999) believes that improving nutrition and health can lead to better learner performance, fewer repeated grades and learner dropout. The Public Service Commission (2008) states that malnourished children, those with parasitic infestations or nutrient deficiencies have the possibility of not progressing well at

schools as compared to their counterparts who show none of the above mentioned conditions.

Internationally, large sums of money are invested in school nutrition programs both by developed and developing countries in an attempt to increase learner attainment rates, to improve nutritional positions thus household burden becomes lessened because learners get some of their daily meals at school (Powell et al 1998). South Africa also fell in line with international countries

1.1.2 School nutrition programme in South Africa

South Africa obtained its democracy in 1994, and it is after 1994 that the country brought about a National School Nutrition Programme (NSNP) in 1994. This nutrition program was aimed at providing well balanced meals to learners with the hope that their concentration and performance levels will be improved thereby making the learning process better (Public Service Commissioner 2008). As stated in the Public Service Commission (2008), the objectives of the NSNP were to:

- Improve education by enhancing active learning capacity, school attendance and punctuality by providing an early morning snack.
- Improve health through micro-nutrient supplementation.
- Improve health through parasite control or eradication
- Improve health through providing education on health and nutrition.
- Enhance broader development initiatives, especially in the area of combating poverty

Stakeholders had recognised the value of the programme because it impacted positively to the learners and the community. For the purpose of the study, the researcher refers to stakeholders as principals, teacher programme coordinators (SMT) and School Governing Bodies (SGBs).

The school nutrition programme did not only benefit the learners who were receiving food from the school, also the community at large. The following were the benefits:

- Firstly, the learners' health has improved and their performance in class has also increased due to their increased level of school attendance.
- Secondly, the programme has also contributed to local economic development because local people are employed as food handlers and sometimes as suppliers (Del Rosso, 1999).
- Thirdly, the teachers' work has been made easy as they no longer have to be dealing with hungry learners in their classes; learners are always alert and attentive due to the NSNP.

Although needy children have benefitted from the programme, a number of studies have identified weaknesses such as food irregularly distributed, stale food and often food of poor quality, lacking in variety, with no fruit and vegetables, food stolen by school care takers and teachers, and corruption by government officials as well as lack of proper monitoring (Bennel, 2003; Donald et al, 2000; Davids at.al., 2006). Hence in some schools, learners have gone for days without food. This has led to school dropouts and irregular attendance mostly by orphans (Davids et.al., 2006). Botswana introduced school feeding schemes along the same lines as South Africa and Bennell (2003) observed that unlike South Africa, in Botswana the programme has led to an increase in learner attendance and a substantial decrease in dropout rate among orphans and learners from poor households.

As stated in The Public Service Commission, (2008) when the school nutrition programme was implemented, it has its challenges for an example; lack of managerial skills among stakeholders involved in the programme such as school principals, teachers, and members of the school governing bodies were identified as the challenge affecting its implementation.

The responsibility of implementing the programme was allocated to the Department of Health (DoH) for ten years but unfortunately it had to be moved from DoH and was later handed over to Department of Education (DoE). In the evaluative study done by the Child Health Unit (1997), it was found that a greater focus on the programme should have been from the perspective of the education sector that should have been given the implementation duties from the very onset. Public Service Commission (2008) has made it clear that from its inception the programme has encountered following problems:

- Non- delivery and delayed delivery of supplies
- Substitution of other items due to shortages of the necessary items of the day
- Some stakeholders were not aware of the role they are supposed to play in the implementation of the programme
- Delivery of supplies which did not stick to the stipulated Food Based Dietary Guidelines (FBDG) , and
- Centralization of the programme at the provincial level

During the meeting of the Education and Recreation Select Committee in 2007, it was recommended that the stakeholders' involvement as active participants in the programme is very important and when selecting the necessary stakeholders to be part of the programme. It was also encouraged that the schools must ensure that those with appropriate training are selected and supported through on-going in-service training; so that they can value and emphasize the role they play in the health of the young people. In ensuring that this was met, the stakeholders were trained and inducted to capacitate them and become the rightful owners of the NSNP. Learners rely on the voices of school principals, teachers and parents to reinforce the importance of good nutrition and this will also help the learners in making healthy choices in life. If the stakeholders don't have the necessary knowledge and support, they will lack the power of making that positive impact and be positive role models of their learners and their kids. Their inputs are said to influence healthy eating patterns which are essential for learners to achieve their full academic potential, optimal

physical and mental development and lifelong health and well-being. School nutrition programmes positively influence learners' eating habits.

School principals as stakeholders are the key sources of information regarding the management of school affairs, including the NSNP (Public Service Commission, 2008). The education system tends to adopt a top-down approach (May & Winter, 2009). The top-down approach implies that there are instances where decision making is centralised and there is little or no consultation. When the school nutrition programme was implemented, the stakeholders were never taken on board about what is expected from them regarding this programme hence there are challenges facing this programme when it comes to implementation. The centralisation of decision making may be due to the fact that in some instances decentralisation is said to be time consuming. This is confirmed by Bottery (2004) who states that consultation has its own demerits in that it delays decision making and has the potential of confusing issues thus losing one's grip on issues. On the same matter, Boles and Troen (1994) argue that

First, there is the issue of time. The more you consult, the longer the decision making process will take...the more people you consult with, the higher the chances of being confused by the mass of views- some no doubt contradictory- you will receive. Secondly, if too many people become involved you may lose your grip over the whole process (p.128).

This is the trend that is also followed by the NSNP, the instructions and orders always come from the provincial government without inviting the necessary stakeholders. Despite the fact that principals should be the key sources of information, Steyn and Labadios (2007) argue that principals and the necessary stakeholders do not know their roles in the implementation of the programme. If school principals, co-ordinator teachers and SGBs indicate that they were not prepared to deal with the challenges of the programme (Public Service Commission, 2008), this is a serious concern that shows that the most important stakeholders are not fully equipped for an effective implementation of the programme in their institutions.

Many evaluations and reports have been done but in vain (Child Health Unit, 1997; Annual Report 2009/10). This is indicated by the many challenges still faced by the NSNP for an example delayed or non-deliveries, embezzlement of funds, corruption by teachers and officials and food supplies not adhering to Food Based Dietary Guidelines (FBDG). Steyn and Labadios (2007) say that the program has made major social contribution such as producing more alert children who seem to benefit intellectually and emotionally and recommend that it should continue so long as unemployment rate remains high. These researchers voice their concern that despite excellent recommendations done by earlier surveys, problems still exist. Food quality and safety were a concern since some of the schools did not have running water in the premises. Again there were frequent reports on allegations of fraud and corruption in certain schools from different provinces (Steyn & Labadios, 2007).

The learners' meals provided must strictly adhere to the Food Based Dietary Guidelines (FBDG) and provision should be made of assorted food which includes fruit and vegetables (Annual Report 2009/10). This trend is not followed because the stakeholders have no choice of the meals provided for them but to accept whatever is delivered to the school. The researcher as a teacher has observed learners at school sitting on empty stomachs, sometimes due to non-delivery of supplies or stale food that cannot be served to the learners. This was worsened by the announcement that was made in January 2011 regarding the suspension of the programme in the Eastern Cape without any consultation and preparation for the stakeholders whose learners and children are the beneficiaries of the programme. The principals, teachers and parents are the only people who have to deal with such a situation to avoid conditions that had prevailed before the introduction of the NSNP in the schools. Quick measures had to be devised to see to it that needy learners are fed when they come to school to avoid absenteeism, learner dropout, truancy, decreased performance levels, and psychological and emotional disturbances.

It is against this background that the study investigated the perceptions of selected stakeholders in the implementation of the NSNP. The study was conducted in 3 primary schools that were the beneficiaries of the NSNP in the King William's Town Education District.

1.2 Statement of the problem

The Primary School Nutrition Programme which later became known as the National School Nutrition Programme was introduced as the Presidential Lead Project in 1994 and again as a one of the intervention programmes to make education accessible to all. It was also an educational enhancement project by the government of South Africa to those needy and marginalised primary school learners of lessening hunger, promoting regular attendance and punctuality and improved learning abilities (Child Health Unit, 1997).

Stakeholders, as the core people at schools, have the task of managing the NSNP programme. However some studies still show that school principals and the necessary stakeholders do not know their responsibilities in the implementation of the programme (Steyn & Labadios, 2007). This is despite the fact that these stakeholders were trained and went through an induction process when they started to participate in the programme (Public Service Commission, Annual Report, 2008). Although there are excellent recommendations made in earlier evaluations of the programme, the problems still exist. The food quality is still below standard, allegations of fraud persist, corruption in certain schools is still prevalent and there is non-adherence to Food Based Dietary Guidelines, leading to food poisoning and unbalanced meals in some schools. By promoting school attendance and enhancing learner capacity, school feeding scheme contributes to improved learning outcomes (Public Service Commission, Annual Report, 2008). However, it becomes difficult to meet such objectives especially when the programme is suspended abruptly without any consultation with its intended beneficiaries, the stakeholders and the learners. This clearly indicates non-involvement of the stakeholders in decision making processes by the nutrition programme directors and it places extra responsibility on the stakeholders who have to find means of feeding the needy learners.

Despite various evaluations and recommendations done problems are still an on-going thing in the NSNP. This is seen nationally; daily there are negative reports on the programme and learners are not fed as stipulated. Hence the researcher sought to find how the principals, SMTs and SGBs perceive the implementation of the

programme at their schools. These are the people who are entrusted with the daily managing and leading roles of the schools in which they are placed. Also, these stakeholders have a duty to perform and an obligation to the parents and learners regarding the school affairs.

Therefore, it is against this background that the study investigated the selected stakeholders' perceptions in the implementation of the NSNP.

1.3 Research questions

1.3.1 Main Research Question

What are the perceptions of the selected SMTs and SGBs in the implementation of the NSNP?

1.3.2 Sub-questions

1.3.2.1 How are the SMTs and SGBs involved in the implementation of the NSNP?

1.3.2.2 Why are there still some challenges faced by the SMTs and SGBs in the implementation of the programme?

1.3.2.3 How can the SMTs and SGBs take measures to improve the implementation of the programme?

1.4 Purpose of the study

The purpose of the study was to establish the perceptions of the SMT and SGBs in the implementation of the NSNP in the selected primary schools of the King William's Town Education District.

1.5 Rationale of the study

The importance of the study was to determine the perceptions of the stakeholders on the implementation of the NSNP and the researcher aims to find if the stakeholders are fully equipped with knowledge on the implementation of the programme. The findings of the study might be of value to all those involved in the policy formulation and implementation of the NSNP. People might find it necessary to involve all the

necessary stakeholders in the decision making processes. This might be of significance to the improvement of the programme nationally, provincially and at district level through the participation of the necessary stakeholders. The stakeholders' input influences healthy eating patterns which are essential for learners to achieve their full academic potential and lifelong health and wellbeing. The findings of the study might be of use to the stakeholders to make that input with the knowledge gained and make their voices heard by NSNP directors. The involvement of stakeholders in this study might help in improving the implementation of the programme and once the programme is properly implemented the learners will benefit as the set objectives of the programme will be met.

1.6 Delimitations of the study

The study was limited to three primary schools which are part of the NSNP in the King William's Town Education District in the Eastern Cape Province. The participants were the SMT and SGB members from the selected three primary schools.

1.7 Definition of terms

Perceptions: Perception involves two important processes, namely the gathering of signals carrying information and the subsequent decoding of this information in the brain, where any previous knowledge of such information is stored (Jacobs, Vakalisa & Gawe, 2004). The study sought to find knowledge of the stakeholders' views on the NSNP utilising the information already known to them.

Stakeholders: According to Garavan (1995) stakeholders are defined as those groups who have a stake in or claim on the firm. Each stakeholder group has a right not to be treated as a means to some end and should therefore participate in determining the future direction of human resource development activities within the organization. For this study the stakeholders referred to are school principals, teachers and school governing bodies.

Implementation: is defined as those actions by the individual or the public or groups that are directed at the achievement of the objectives set forth in prior policy decisions (Ham & Hill, 1984). Implementation is a study of change; how change occurs and possibly how it may be induced. It is also a micro structure of political life, how organizations outside and inside the political system conduct their affairs and interact with one another; what motivates them to act in the way they do and what motivates them to act differently (Lewis & Naidoo, 2004). In this study implementation will be examining all the processes done from national level to school level of communicating the policies, transfer of funds, delivery of food supplies and cooking utensils, and to the level where learners get food at school in the King Williams' Town Education District in circuit seven.

NSNP: This is the programme where government intervenes at schools so that learners are fed nutritious meals to promote good quality education.

1.8 Chapter Outline

Chapter 1 introduced the study and provided the background of the study, statement of the problem, research questions, and purpose of the study, significance of the study, delimitations of the study and definition of terms.

Chapter 2 includes literature review which will include the views of a range of authors and researchers on the perceptions of the stakeholders in the implementation of the NSNP. This chapter discusses the systems model, collegial model, participative model, policy implementation model and distributive leadership theory used in the study.

Chapter 3 covers the methodology of the study which will explain the research design, instruments used in the research, ethical consideration and limitations of the study.

Chapter 4 includes detailed data presentation and analysis of the data collected in the study.

Chapter 5 covers discussion of the results.

Chapter 6 is the summary of the study that encompasses the findings, conclusions and recommendations.

1.9 Summary

This chapter outlined the background to the study which highlighted the basic facts about the school nutrition programme, internationally and locally. It looked at the challenges faced by the stakeholders in implementing the school nutrition programme. The acknowledgement of nutrition in one's development has been highlighted in this chapter. The chapter then discussed the background to the study by specifying the challenges of programme implementation and the administrative and professional duties to be carried out by stakeholders in implementing the programme. The statement of the problem that situates the justification on the need to carry out the research study was furnished. The main research question was stated followed by sub-research questions. The purpose of the study was given explaining the reason behind carrying out the study. The rationale of the study was given followed by definition of terms that explained key terms to be used in the study. In conclusion the above assisted in navigating the research focus in an effort to answer the outlined research questions. In the next chapter review of relevant literature to the study is given in order to lay firm foundation on which the rest of the study was built.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature in the field of stakeholders' perceptions in the National School Nutrition Programme implementation, focusing on involvement and participation in the decision making processes of the programme and management related issues. Furthermore it discusses the theoretical framework which was used to explain collected data. In this chapter, literature was reviewed in order to reveal what other researchers have written on the concept of decision making and participation at district level. The theoretical frameworks which guided this study are the systems model, the collegial model, participative model, the policy implementation model, decision making and distributive leadership. Also, the researcher decided that it would be of great value to put focus on the human relations model to find out what is said in studies about the way humans interact with each other.

2.2 Theoretical framework

2.2.1 Systems Model

The systems model theories emphasize the unity and integrity of the organization and focus on the interaction between its component parts, and with the external environment. Systems approaches share with other formal models the emphasis on agreed organisational objectives that have the support of its members (Bush, 2003). This model is based on the view that organizations work and function with the bigger domain within which they are. By appropriate communication plans, successful implementation of the NSNP is achieved resulting in healthy working interactions in which goals and intentions are shared and established by all participants.

Looking at stakeholders' perceptions in the implementation of the school nutrition programme the systems model would be of great value to the study as it would put

focus on how the stakeholders in the implementation of the programme interact with each other; and whether successful relations are achieved between them. The model also looked at the relations whether they are healthy or there is common understanding and sharing of goals and views within the NSNP.

2.2.2 Collegial Model

Bush (2003), in his assessment of the collegial model, assumes that this model includes those theories that highlight that command, control and choice is something that should be decided by all people belonging to that institution. The objectives of the programme are shared and agreed upon all involved stakeholders in the school. Collegiality is about being in agreement with formulated rules and dogma of the organization that have been discussed beforehand. If members share the same understanding of the institution's goals, then authority is distributed among its members. Position in the institution plays no significant role but what is of importance is the proficiency displayed by the members. O'Connor & White (2010) elucidate that "the motive to trail the study and practice of collegiality is that, apparently, something is added when stakeholders work together and something is misplaced when they do not".

In the collegial model the leader expedites the development of pronouncement-making with prescribed choice- making through a team of organizations in which stakeholders are intensely signified and their professions are maintained. This model encourages organizations to continue to take responsibility for assuring equity. Unbiased work practices must be observed at all times in the institution and fairness plans must be integrated into the planning (O'Connor & White, 2010).

The collegial model explains that members of the same organization share a common set of values. These common values guide the managerial activities of the organisation and are thought to lead to shared educational objectives. Collective ideals make up part of the reasoning for hopeful supposition that it is always likely to come to a pact about goals and policies (Bush, 2003). Bottery (2004) puts emphasis on the significance and emphasizes 'shared vision' as a foundation for collegial

decision-making. Teacher and parent SGBs are properly represented in the different decision making organisations they belong to in their communities and the autonomous election is based on commitment to their electorates (Bush, 2003). Different authorities are of the opinion that NSNP managers need to work hand in hand with the stakeholders and involve them in every step of their decision making process.

Also, the collegial model adopts a stance that resolutions are attained through agreement and the joint standards and purposes make it possible for members to resolve issues and problems through an understanding. However, the decision-making process may be elongated by the search for a compromise, but this is regarded as an acceptable price to pay to maintain the aura of shared values and beliefs. The case for consensual decision-making rests in part on the ethical dimension of collegiality. Stakeholders resent policies that have been forced upon them autocratically and may regard that as totally unacceptable, and unreliable as compared to the idea of consent (Bush, 2003).

The collegial model elucidates that, members of the same organization share a collective set of principles. Collegial models may be easily applicable to institutions like schools colleges and educational departments where members have an ability of knowledge that differs from positional ability linked to the formal models (Bush, 2003). Formal models are still operating on rigid and oppressive management resulting in non-involvement of its members but only those at top level of the hierarchy included in decision-making in the organization are still bureaucratic and autocratic in nature so they do not cater for sharing of power by the people within the organization and in most instances, it is only the school heads that are involved in decision making at school. Working together with stakeholders is not motivated within this model.

The model may have its advantages, but disadvantages are also noticeable. Firstly, decision making is tiring, burdensome and time consuming especially when policy proposal need the endorsement of a number of committees. The process is often twisted and unbearable, members may have to withstand prolonged meetings and patience will have to be exercised before any resolutions can be taken. Secondly, the attitudes of members may either make the programme a success or a failure. If they

support being part of the programme, it has a chance of survival and participation, then it may succeed. Gronn (2003) contends that members may not be at ease with collegiality and will tend to display negative attitudes towards anyone like the principal who will act as go-between stakeholders and the district coordinators as they may misinterpret that. This is what could be avoided in the NSNP if the stakeholders are involved in decision making and not have the principals to act as a go between but invite stakeholders to all decision making processes.

Thirdly, the support of the stakeholders may be of importance, but, the approach of the coordinators plays a very important and crucial role in this collegial process. Participation is only able through the support of the officials who can rightfully effect change thus limiting the strength of the collegial model (Hoyle, 1986).

However, even with these confines, the researcher is of the opinion that this model is suitable for the study because the advantages outweigh the disadvantages and it can be easily implemented in institutions like the schools, where the NSNP is implemented, that have a noteworthy number of people. The stakeholders are embraced with the power of skills and knowledge that makes a clear distinction between positional power and knowledge. Furthermore the model undertakes that experts have the rightful place to share in policy-making because they are better conversant in, and acquainted with information and are more likely to influence successful realisation of the programme. In the research, the researcher is of view that the stakeholders became the experts as they do not only read policies but also put them into practice.

2.2.3 A Three dimensional Model

According to Gronn (2003), decision-making is as a process in which “awareness of a problematic state of a system, influenced by information and values, is reduced to competing alternatives among which a choice is made, based on perceived outcome states of the system”. Three dimensions may be identified in the decision making process as (1) decision stage- when decisions are made: (2) decision content- what a decision deals with, and (3) decision involvement- who participates in making decision.

Involvement Patterns

Even though teachers' and parents' participation in decision making is often perceived as important in current school reforms, in order to bring about ownership, commitment, and effectiveness during implementation, decision-making should be contingent on a number of conditions. These include the relevance of the decision, teachers' and SGBs' psychological and technical readiness, availability of time, as well as social norms. Under some situations, there is a "zone of indifference" in each individual stakeholder within which orders are accepted without conscious questioning of their authority (Hopkins, Ainscow & West; 1994). In other words, participation in decision-making may not be very important if the issue appears irrelevant to teachers. They may accept the outcomes or orders from the decision without resistance or objection. The terms "zone of acceptance" and "zone of indifference," are often used interchangeably in the literature of decision-making. From Hopkins et.al (1994) the concept of "zone of acceptance" may be advanced into two positions in school organization settings: (1) as stakeholders are involved in decision making located in their zone of acceptance, participation will be less effective, and (2) as stakeholders are involved in making-decision clearly outside their zone of acceptance, participation will be more effective. From the concept; zone of acceptance, it is important to know whether stakeholders are concerned with the decision issues at hand and are interested in participation in decision-making, and if better results are expected from decision making.

Some stakeholders may desire more participation than they now enjoy, while others may desire less or no change. Therefore, when investigating the patterns of participative decision making, the discrepancy between stakeholders' actual participation (AP) and desired participation (DP) are important areas for discussion in this research.

Hoyle (1986) explored how often an individual or a group is involved in the decision making process by using an Index of Discrepancy Measure (AP- DP). According to this index, there are three patterns of participation in decision making:

- **Deprivation** represents actual participation less than desired participation
($AP-AD < 0$),

- **Equilibrium** represents actual participation equal to desired
($AP-DP=0$)
- **Saturation** represents actual participation greater than desired
($AP-DP>0$).

It is assumed that deprivation in decision making may potentially lead to dissatisfaction of the stakeholder, equilibrium represents the most optimal situation in participative decision making, and saturation or over-saturation in participation may potentially become a burden to stakeholders.

Decision domain

The nature of decision contents within the school can be categorised into technical or managerial domains Mohrman, Naidoo & Bhiwajee (2009):

- **Technical domain** includes decisions relating to technical (professional) tasks of the school such as teaching, evaluation, student guidance, and
- **Managerial domain** includes decisions regarding the managerial support functions of the school such as personnel, maintenance, and student transportation.

Levels of Decision Issue

Thurlow (2003) discusses organizational behaviour from a number of different levels. In the first level, an organization can be viewed as consisting of individuals working on tasks in pursuit of the organization's goals (Individual Level). The second level focuses on the interaction among organization members as teams, groups or departments (Group Level). The final organizational behaviour is analyzed from the perspective of the organization as a whole (Organizational Level). Teacher participation in decision making can be considered from three different levels too:

- **Participation at individual level** – The decision area includes those issues closely relating to individual teacher performance within the classroom such as

choice of teaching materials, teaching materials, teaching schedule and student assessment,

- **Participation at group level** - The decision area includes those issues mainly relating to functions of groups such as subject panels, co-curricular activity groups, and discipline groups, and
- **Participation at school level-** The decision area includes issues at the whole school level such as school goals, school budget, admission policy, intervention programmes and policies, personnel management and development planning.

Through the involvement of stakeholders in the decision making processes, centralisation is avoided, policies are discussed, decided upon and welcomed by all involved and this will ensure effective implementation of the NSNP.

2.2.4 Participative leadership model

The concept of participation is concerned with ensuring that the intended beneficiaries of development projects and programmes are themselves involved in the planning and execution of those projects and programmes. This is considered important as it empowers the recipients of development projects to influence and manage their own development thereby removing any culture of dependency. Participation is one of the ends as well as one of the means of development. Participation is the mental and emotional involvement of a person that encourages the individual to contribute to group goals and to share responsibility for them (O' Connor & White, 2011). This means participation is the involvement of a particular person in giving and sharing ideas in an activity in order to achieve the desired results.

Naidoo & Jordan (2004) argue that participation does not extend simply the right to elect representatives but translates into the right to influence views, change and development. The South African Constitution (RSA, 1996) shifted the authoritarian to democratic rule by emphasizing commitment to representative and participatory

democracy, accountability, transparency and public involvement. Most stakeholders tend to accept the roles defined for them without, interrogating the discourse of participation that prevails, and accepting bogus participation “as the real thing” (Naidoo & Jordan, 2004).

Bottery (2004) suggests that members of any organisation need to participate fully in taking decisions that will affect all stakeholders. Full participation will make the stakeholders own these decisions and abide by them. By doing so, people adopt an “all sink or all swim” approach in that they will enjoy the successes together and accept their failures gracefully. Participation happens in many ways i.e. direct (personal) or indirect (through representatives or institutions) and of intensities, i.e., ranging from minimal to comprehensive, by which individuals, groups, collectives secure their interest or contribute to the choice process through self-determined choices (Harris, 1998).

The participative leadership model favours decision making by a group. In this model the leader consults his/her team and seeks consensus which is what is also favoured by the collegial model. Compared to the autocratic models, this model allows the views of the team members to be heard and encourages team members to participate, hence its name (Lin, 2010). Participative leadership undertakes that the group needs to make decision – making its principal duty. This is a normative model, reinforced by three principles: involvement will intensify efficacy; contribution is warranted by autonomous values’ and leadership possibly exists in any genuine stakeholder (Heystek & Paquette, 1999). Participation in the NSNP will be achieved if the stakeholders feel involved and partaking in the policy making and decisions taken. Ownership and genuine contribution in the programme will result in its effectiveness and the objectives will be met. The theory is highly relevant for the study because the NSNP is not only made up of district officials but also stakeholders in schools who need to be involved, make contributions and lead in the programme.

2.2.5. Policy implementation

This model consists of the top-down and bottom-up approaches. This study will be conducted through the bottom-up approach to policy implementation that puts emphasis on examining the role of the street level bureaucrats, those on the bottom

level of any hierarchy, when assessing policy implementation. Bottom-up approach criticises the top-down model and rational model. The top-down model maintains that successful policy implementation is the result of getting people to do what they are told to do; controlling all the stages of implementation; minimise conflict and deviation of goals by programme development and providing adequate resources in terms of human and financial resources (Parsons, 1995). Rational models place much emphasis on the definition of goals by the top management, rather than by workers on the ground. The rational model has also like top model, the idea that implementation is about getting people to do what they are told and keeping control over a sequence of stages in a system. It is about the development of a programme of control which minimizes conflict and deviation from the goals set by the initial “policy hypothesis” (Pressman & Wildasky, 1973, as cited in Parsons, 1995). However, bottom-up approaches have criticized this model for overlooking the role of street level bureaucrats who are involved in the actual implementation of the policies/programmes on the ground.

The bottom-up approach is of the view that street level bureaucrats use their own discretion when allowed the opportunity to implement the policies themselves. Implementers tend to implement according to their understanding and interpretation (Parsons, 1995). This is also apparent in cases where implementers have not been involved in the process of formulation or are not conversant with the policy/programme; and also in cases where implementers do not favour the policy/programme (Bell and Stevenson, 2006). The outcome is that programmes do not go as planned.

This theory may be of significance to the study because stakeholders are the programme implementers who need to be involved, be conversant with NSNP policies and should favour the programme

2.2.6 The Distributed leadership model

According to Gronn (2002) the widely distributed inter connected virtual forms of organizations that have emerged require that organizations unlock the knowledge of their members and empower them to act on their own behalf and on behalf of the organization. Gronn (2003) is also of the view that positional leadership does not

meet the needs of high performance organizations: when working with knowledge workers, managers can have no direct authority over how their subordinates perform, they can at best coax them to do their best. Managers will deliver more by not clutching the reins, instead, they should entice others to hold them as the situation warrants (Harris, 2004).

The distributed model of leadership focuses upon the interactions, rather than actions, of those in formal and informal leadership roles. A distributed perspective recognises that there are multiple leaders and that leadership activities are widely shared within and between organisations Harris (2007). The key element in the development of leadership “is the notion of learning together and the construction of meaning and knowledge collectively and collaboratively. Such leadership allows opportunities to surface and it mediates perceptions, values, beliefs, information and assumptions through continuous conversations” Lambert (2003). It is primarily concerned with whether leadership acknowledges the work of all individuals who contribute to leadership practice, whether or not they are formally designated or defined leaders. Distributed leadership is also central to system reconfiguration and organisational redesign which necessitates lateral decision making processes (Hargreaves & Bascia, 2000). According to Harris (2007) and Spillane (2006) distributed models of leadership focus upon the interactions rather than the actions of those in formal and informal leadership roles. Parts of this leadership theory reflect the role of teacher leadership. Spillane (2006) criticizes heroic leadership which tends to equate leadership with school principals and their valiant actions.

According to Gunter, 2005; Grant, 2010 and Spillane, 2006, leadership needs to be distributed among all stakeholders involved and it should revolve around the theory of distributed leadership. Gronn (2002) posits that distributed leadership is a “collective phenomenon where leadership is present in the flow of activities in which a set of organization members find themselves enmeshed”. Spillane (2006) also concurs with this statement by explaining that the starting point of distributed leadership is the division of labour that characterises most organizations not the binary division of leaders and followers.

Distributed leadership is a collective form of leadership in which managers and their subordinates lead the school and collaborate to improve educational practices and

ensure effective teaching/learning. The emphasis here is on collective action, empowerment and shared agency suggesting that primary school stakeholders and NSNP district coordinators can lead and that leadership is a form of agency that can be distributed and shared. The literature leadership always include reference to collaboration, collaborative work practices or collaborative cultures (Grant 2010). Distributed leadership includes interaction among colleagues and involves practices that stretch over a number of people in developing the school as a community.

Harris (1998) argues that patience is required in the process of implementing distributed leadership because acceptance of such a novelty by members could prove difficult. After all, cultural change is both challenging and demanding. This is what is actually happening in the NSNP, the coordinators seem to be resistant to change even though South Africa became democratic eighteen years ago.

Lin (2010) explores the analysis of distributed leadership at a pragmatic sense. That is to say, he has considered its usefulness, pointing up four usages: as a theoretical lens for looking at the activity of leadership, as a means of furthering democracy within a school, distributed leadership may be regarded as a means of enhancing efficiency and effectiveness, and a means of enabling human capacity- building. One of Lin (2010)'s possible "usages" of distributed leadership in schools is that of furthering "democracy". This means decision- making bodies are all the schools' stakeholders. The democratisation of education therefore includes the idea that all stakeholders should be able to participate in the activities of the school. These activities include decision-making, governance and resource allocation (Harris, 1998). School principals, SMTs and SGBs need to be included in decision-making, governance fund allocation for the NSNP as the parties who have to implement the programme at schools. Bottery (2004) distinguishes three levels of participation namely:

Pseudo-participation (where no real decision- making is allowed),

Partial participation (where equality of decision-making is not allowed but influence is allowed)

Full participation (where there is equality of decision making).

Bottery (2004) further suggests that members of any organisation need to participate fully in taking decisions that will affect all stakeholders. Full participation will make the stakeholders own these decisions and abide by them. By doing so, people adopt an “all sink or all swim” approach in that they will enjoy the successes together and accept their failures gracefully. Participation happens in many ways i.e. direct (personal) or indirect (through representatives or institutions) and of intensities, i.e., ranging from minimal to comprehensive, by which individuals, groups, collectives secure their interest or contribute to the choice process through self-determined choices (Heystek & Paquette, 1999).

A review of the educational literature demonstrates a positive link between participative decision making (PDM) and teacher job satisfaction (Taylor & Tashakkori 1997). In research on job enrichment, leading scholars have viewed PDM as functional for schools and their members. The magnitude of the motivating potential inherent in job enrichment is commonly regarded as a motivator rather than a stressor (Taylor & Tashakkori, 1997). Chikoko (2007) argues that participation can also serve to increase control by changing the meaning of stressors that cannot be eliminated. PDM has been found to influence stress in studies considering perceptions of influence and actual participation and empowerment. However, very few studies have examined the possibility that participation can generate stress when present in high levels. For example, Gunter (2005) found that teachers who evaluated PDM as threatening showed deterioration in their well-being and health, whereas teachers who perceived PDM as challenging evidenced improvement in theirs.

Decision-making

The decision-making process is a complex phenomenon. Limpham (1997) defines decision making as a process in which “awareness of a problematic state of a system, influenced by information and values, is reduced to competing alternatives among which a choice is made, based on perceived outcomes state of the system”. Bush (2003) in turn defines decision-making as an act with others in the organization in order to achieve organizational goals and objectives. Whilst Chen et al (2006) view it as any process wherein one or more individuals determine a particular choice, whereas participation refers to the sharing by two or more individuals in some action

or matter. In educational settings, the concept involves two major clusters of personnel, the administrators with teachers and/ or students, and the administrators with the citizenry of the community. Harris (1998) explains that the new arena for decision making:

“brings the responsibility for decisions as close as possible to the school... defining how school staffs can work collaboratively to make these decisions... creating ownership for those responsible for carrying out decisions by involving them directly in the decision making process and by trusting their abilities and judgments.”

Bush (2003) argues that decision making in schools might include such areas as curriculum change which may comprise selection of textbooks, decisions regarding subjects done in the classroom, extra-curricular programs, budget decisions which may involve review, approval or disapproval of budget, building maintenance, purchases, sales and engagement in money yielding projects, personnel which may include hiring and laying off of members of staff, staff conditions of work, salary increase and wellbeing of staff, school policy decisions which include code of conduct, school regulations, discipline code, teaching schedules, reporting attendance figures, dealing with tardiness and absenteeism.

Decision-making is a process through which a choice is made. Hall & Hord (2001) argues that there are different levels for participation in decision making, ranging from the classroom level to much higher and general levels at which decisions affect the school as a whole. Examples of decisions at school level for teachers only include those related to curriculum, staff development, assigning teacher responsibilities, providing materials and mental support, planning schedules for teachers and students (Conley, 1991). The current setup in NSNP does not confine teachers' and stakeholders' participation in decision making to a particular level or area, but to their level of importance from their own point of view.

Stakeholders' perceptions on their participation may vary, according to whether they believe these areas are important or not. For example, it is argued that there are areas of decision making, which lie beyond the school, that may or may not capture stakeholder's interest, but stakeholders will unquestionably accept them. Such

decisions fall in what is called the zone of indifference, which is a bigger zone of acceptance (Hall & Hord, 2001). The assumption is that teachers and administrators have different decision making domains so to speak, and this has led to the emergence of the contested zone, which describes decisions that are traditionally assigned to a particular group and aim to cross the border of another group's domain (Conley, 1991). However the main aim of the current research is not to fit teachers' perspectives in any of these zones. The aim is to examine stakeholders' participation in education as many decisions are intertwined and affect both classrooms and schools. Teachers, who in turn have to influence the stakeholders, have to constantly need to make decisions, which the educational process requires and these are taken at all, levels (Mohrman, Naidoo & Bhiwajee, 2009). Taylor & Tashakkori (1997) argue that teachers and parents who are closest to student learning are more familiar with students' needs and are best equipped to make educational decisions. This clearly states that the stakeholders are the ones who have the interests of the learners at heart and know their nutritional needs better. Besides, since these stakeholders are the closest to the implementation of such decisions, participation would enable them to solve NSNP problems promptly and to apply corrective measures at appropriate times and immediately provide feedback on or about decisional effectiveness, Carl (2007). Thus, if stakeholders participate in school decision making, better decisions will be made and as a result, the objectives of the programme will be accomplished and learner achievement will improve.

It can be argued that participation of stakeholders in managerial decision making does not automatically lead to positive organizational outcomes (Nisbet & Watt, 1984). Some stakeholders may be distracted from their primary role as educators and school governors. Some teachers involved in the managerial and corporate life of the school reported an undermining of their commitment to the classroom. They found out that there was less time for curriculum development, lesson preparation, professional interaction with colleagues and student assistance outside classroom hours. Many teachers even see low levels of involvement in decision making in the management area as detracting from valuable classroom time.

Although most parents tend to rate lack of time as the main deterrent in participating in decision making, teachers are still likely to participate in those management

decisions that set the parameters for financial decision making in the technical domain. Consequently, it is proposed that teachers and parents will desire some involvement in strategically financial management decisions to ensure adequate resources are provided for the implementation of the programme at the school. Chikoko (2007) believes that people yearn for participation in policy making especially in aspects that affect them even if they are not capable of making those decisions successfully. Involvement and participation by members in the organisations' matters have been influenced through models and training to produce healthy organisations and inclination by members to partake in forthcoming organisational programmes. Theory and practice have shown that significant taking of responsibility by members within organizational settings increases the likelihood of a healthy institution, and the willingness to participate in future organizational or changes (Chikoko, 2007). This study will look at areas in which stakeholders will participate for example in policy formulation, financial matters and management issues of the programme.

Every decision is an outcome of a dynamic process that is influenced by a multitude of forces. As the stakeholders need to be involved in the decisions to be taken in the programme, the theory seems to be of relevance to this project as their input might influence the implementation of the programme. Regardless of its type, any decision making follows identified steps in reaching a decision on any organizational problem. Bottery (2004) present an analysis of steps of the decision making process as follows (i) Recognize and define the problem or issue,(ii) Analyse the problem of the existing situation,(iii) Set the criteria for the solution,(iv) Establish the strategy for the action,(v) and Initiate a plan of action. In the context of the study these are useful because they help to check whether stakeholders were involved in decisions all the way.

2.2.7 Human relations model

According to Mosoge & van der Westhuizen (1998), the human relations model gives attention to social and egoistic needs and it recognizes that teachers feel that fair treatment and pay are vital. On the other hand managers emphasize controlling,

which implies preventive steps are taken to obtain the desired contribution of organizational members. This means that the school heads must guide or groom their subordinates so that they are in line with school issues. At the school level, any school head who wants to succeed must avoid falling victim to the sheep syndrome in which teachers and parents of the learners are seen as a faceless herd to be led, directed and instructed without any creativity and knowledge to contribute to the success of the school. Dimmock (1993) concurs with this view by clarifying that effective schools adopt collegial and professional rather than hierarchical stances in making decisions and problem solving where the input of the expert is sought. Although this model emphasizes the importance of teacher participation in decision-making, it also points out that head-teachers do not involve teachers in running their schools (Sayed, 2002). This observation justifies the need to carry out the current research so as to determine the extent to which stakeholders are involved in decision-making.

According to the human relations model the task of the school executives is to make subordinates know that they are useful and important members of the team, to explain their decisions and to discuss subordinates' objections to their plans. Subordinates are: to share information with the managers and be involved in school decision making to help satisfy their basic needs for belonging and individual recognition. This model stresses the need to consider expertise, experience, creativity, willingness and all positive aspects of subordinates in an organization, hence the need to consider teachers as able and willing to participate constructively in decision making in schools.

Bennett et al (2003) list four basic characteristics of this model namely: decentralization of responsibilities, democratization, delegation and de-bureaucratization. In this case, teachers are given responsibilities in the running of the school, classes or their departments. Heads facilitate teachers and SGBs' cooperation in the attainment of school goals. Teachers are provided with opportunities to enhance their personal growth and development and in so doing, capacitated to build those of others and in this case 'those' will be the SGBs. There is real concern for teachers and their needs and the recognition of workers and social

psychological human beings. The human relations model therefore accepts the fact that people share a set of needs: to belong, to be liked and be respected.

This model is relevant to the study because it calls for the need to obtain organizational members' contributions in achieving organizational goals and it urges managers to allow subordinates to participate fully in organizational matters because these are their expectations. Stakeholders may exercise responsible self-direction and self-control in the accomplishment of worthwhile objectives that they understand and have helped establish.

Furthermore, this model is relevant to the study as people tend to comply with goals if the needs to belong and liked are fulfilled (Mitchell, 2008). This is because, if stakeholders are involved in decision making, they will be motivated and participate fully in the learning and teaching situation. This model will assist the researcher to find out whether stakeholders are given a chance to participate in decision making. In addition, the researcher will be in a position to find out whether stakeholders are given opportunities to expose their creativity and whether their willingness to participate in decisions is considered.

2.3 International Perspective on school nutrition

Research has demonstrated a clear relationship between nutrition and a child's cognitive development and the ability to learn (Alaimo, Olson, & Frangillo, 2001). For a number of reasons, many families are unable to adequately meet their food needs, and school feeding programs were a response to these problems. Juneau (2009) stated that authority was given to all schools to make sure that low income children have access to healthy and nutritious food. The programme is said to touch millions everyday and improves educational achievement, economic security, nutrition and health. Anxiety and aggression have been found to be closely associated with hunger (Kleinman, et al 2002). Hunger during school may prevent children in developing countries from benefiting in education and it is with that thought that developed and developing countries have invested large sums of money in school feeding programmes to improve attendance, achievement levels and nutritional status of the learners (Powell, et al 1998). From a developmental perspective, hunger and

undernourishment can have the most severe effects on preschool-aged children rather than on school aged children, so children in school should be the prior recipients of food programs (Hay, 2000). Children who are hungry cannot function well in the classroom, no matter how talented the teacher is. An appropriate diet can improve problem solving skills, test scores, and school attendance rates as it is always believed that through healthy minds healthy bodies are built (Juneau, 2009).

Learners who come to school on hungry stomachs face more difficulty in focusing and accomplishing difficult tasks. Previous studies demonstrate that refining learner's diet and well-being produces improved class performance and a decrease in repetition of class and dropout (Child Health Unit, 1997). As stated in the Child Health Unit, (1997) children with diminished cognitive abilities and sensory impairments naturally achieve less and are likely to repeat grades and drop out of school than children who are not impaired; they also enrol in school at a later age, if at all, and finish fewer years of schooling. Therefore diet and the well-being are influential factors on the learner's education and achievement at school (O'Toole et al, 2007).

Schools are an established setting for health promotion activity as the theoretical advantages of influencing health related beliefs and behaviours early in the school health career. These beliefs and behaviours become established as adult patterns. Children represent a large population that is present and hence accessible over a prolonged period in a setting that is relatively sheltered and where education and learning are the norm. By improving the health of school children, educational performance and learning may be enhanced (Huang and Shanklin, 2006). Again, educational outcomes linked to good health in school children include improved classroom performance, school attendance participation in school activities and learner attitudes.

Sometimes these programmes provide extra income for poor families by reducing the amount they spend on food. The availability of school nutrition programmes has been associated with both dietary and educational benefit (Kleinman et al.2002). In several schools, educators have noted that learners looked more alert and participated better in class after receiving a meal (Castle and Brialobrzaska, 2009). At school, all children especially those from low income families are encouraged to attend school

more often as a result of the nutrition programme. School teachers and parents reported that there was a decrease in disciplinary problems during break and in the classroom, and children were calmer and ready to learn in the classroom (Bound, Nettles, & Johnson, 2009). These programmes ensure that all children have access to healthy food to promote learning readiness and healthy eating behaviours.

The involvement of principals, teachers and parents was requested and there was a need for nutrition education regarding the nutrient content of menu items served to enhance the stakeholders' knowledge about food choices. For the programme to gain success involvement and obtaining support from the stakeholders was emphasized and this will in turn ensure transparency, accountability and sustainability of the program. Lambert (2003), in the survey on perceptions of stakeholders on school nutritional programmes found that principals, teachers and parent bodies all agreed that nutrition is valued at their schools but more funding is needed in order to support it. They also agreed that the necessary stakeholders should be actively involved in all the processes and thorough training is needed on nutrition education and menu selection. Inclusion of all even in the menu planning processes will allow the programme directors to educate participants on the nutritional content of menus, obtain input from the stakeholders and most importantly, secure support for the menu items offered at school (Lambert, 2003). Bound, Nettles, & Johnson (2009) in their survey found that there are certain issues that are important for successfully implementing the nutrition programme. Issues rated as most important included having strong leadership for the programme, all involved parties working together to establish policy, and maintaining a positive attitude about the programme. Schools should utilise a team approach to fully examine all issues before implementing the programme. Team members should not only be limited to school teachers but parents as well. As communication and understanding of individual team members' roles increase, school teams can work together in planning and implementing the programme. This team approach can keep focus on what is best for the children and maintaining the instructional time while working through the specifics related to logistics, scheduling and personnel support (Bound, Nettles, & Johnson, 2009).

The perception of the stakeholders as stated in Kleinmann et al (2002) was that the food choices should be improved and healthier diet be requested. A supportive and knowledgeable school staff and an encouraging school environment must be in place if the programme is to be successfully incorporated into the school's wellness and safety policies. For success to occur, a team approach that includes teachers and parents must exist. Huang & Shanklin (2006) agree with the above statement and say that for nutrition to be successful and effective in the school setting, the environment must have approaches that involve cooperation of all stakeholders; an emphasis on collaboration by all stakeholders in the programme should be addressed. Bound, Nettles, & Johnson (2009) say that the role of the stakeholders in implementing the nutrition programme cannot be underestimated because they play a role that supports not only the nutritional benefits but also the academic benefits. The stakeholders must be knowledgeable of the logistics of time constraints for meals that are designed into the programme. They must be committed to having meals ready and serving learners quickly and efficiently so that there are no delays in the school programmes. In doing so, the stakeholders are doing their part so that instructional time in the classroom is not disrupted. The programme should be viewed as a worthy component of the school by all its beneficiaries.

Juneau (2009) stated that authority is given to all federal schools to make sure that low income children have access to healthy and nutritious food. The programme is said to touch millions every day and improve educational achievement, economic security, nutrition and health. The objectives of the programme reviews were clear and straight forward; they were to enhance learner progress, class performance and these reviews are done every five years. O' Toole, et al (2007) recommend that food co-ordinators must have a minimum level of education or there must be some sort of training for newly hired staff or to have a food handler's certification.

McDonnel, et al (2004) indicated that perceptions of directors, principals and teachers with regards to providing nutrition to primary learners show that it is valued at schools, but inadequate funds are allocated to support it. They also found out that school principal, teachers and parents perceive this school nutrition programme as overstepping the bounds of school responsibility and could interfere with parental roles and is intended primarily for low income families. Professionals including

principals consider introducing nutrition in schools in the form of lunch programmes a success. If there is strong leadership, and all parties concerned work together to establish policy and maintain a positive attitude about the policy.

Powell, et al (1998) believed that both teachers and parents have similar roles and greater influence on their children's healthcare during recent decades. Their actions are of great importance in allowing the child opportunity to participate in decision making; if they support their child, he or she is more likely to take part in decision making. Children rely on the voices of school principals, teachers and parents to reinforce the importance of good nutrition and this will also help the children in making healthy choices in life. If the stakeholders don't have the necessary knowledge and support, they will lack the power of making that positive impact and be positive role models of their children. Their inputs are said to influence healthy eating patterns which are essential for children to achieve their full academic potential, optimal physical and mental development and lifelong health and well-being. School nutrition programs positively influence children's eating habits and they will have access to healthy options.

The stakeholders help prepare learners for success by promoting and supporting nutrition programmes. Principals, teachers and SGBs are the ones who can establish a nutrition policy that requires good nutrition at school and ensure that it is in force. Stakeholders should value and enthusiastically support healthy nutrition programmes. These programs build healthy school environments where children are given enough time to eat; they gain values on the social aspects of food and therefore learn to socialize.

The Cape Verde government says that its nutrition programme has been running for years since 1979 and currently covers all primary schools and public kindergartens, which in South Africa are known as crèches or day care centres, and it has contributed largely to high enrolment rates in the country. Also, it supported food

security and nutrition of children and providing social security to the most vulnerable. The Cape Verde government ensures sustainability of the programme by including its most important stakeholders.

The researcher tried to show the importance of good nutrition to school-going children, internationally, which prompted the South African government to follow suit, hence the introduction of the NSNP.

2.4 NSNP in South Africa

Every citizen in South Africa is required by law to have basic or minimum education and the government has the duty to see that these rights are fulfilled to make education available to all, using sensible methods.

The Primary School Nutrition Programme which later became known as the National School Nutrition Programme was introduced in 1994 as one of the Intervention Programmes and a Presidential Lead Projects. The intention was to enrich scholastic experience of disadvantaged primary school children in order to encourage regular and punctual school attendance. Through this programme, short duration hunger was alleviated, there was refined focus and this contributed to the general well-being improvement. Initially it was a programme conducted and coordinated by the DOH but was later transferred to the DOE based on the fact that schools are the functional responsibility of Education (Annual Report, 2008; Annual Report, 2009/10).

Given the prevalence of poverty in communities across the country, school children faced the risk of reduced capacity to learn as a result of nutritional deprivation (Public Service Commission, 2008). The NSNP is an important part of the government's intervention for creating a better life for all. So, it was against this background that the democratic government established the nutrition programme in selected schools in 1994. The NSNP has been an integral part of the overall strategy of government to address the imbalances and inequities of the apartheid era. The overall purpose of the NSNP is to improve the health and nutrition status of South African primary

school children, to improve the learning capacity of children which in turn will lead to increased access to education for the poor (Public Service Commission, 2008; Annual Report, 2009/10). Learners who come to school on empty stomachs struggle to carry out and finish difficult tasks.

At the time of its inception, when the programme was coordinated by the DOH, policy and operational guidelines, systems and procedures were put in place. Monitoring and evaluation tools were also introduced, and personnel were recruited and trained to manage the programme (Public Service Commission, 2008). Community participation was one of the core facets in the implementation of the project, and structures as School Governing Bodies (SGBs) were brought on board to monitor the programme's implementation. Formerly, the NSNP catered only for public primary school children but survey and recommendations done by the Fiscal and Finance Committee saw and confirmed the dire need to expand the programme to secondary schools. In 2008, the National Treasury increased the NSNP budget to progressively extend the programme from primary schools to secondary schools (Annual Report, 2008).

The key objectives of the NSNP are:

- Provision of school meals to add enriched learning capability to;
- To reinforce nutrition education in schools and
- To stimulate viable food manufacturing enterprises in schools.

The Department of Basic Education (DBE) directs and administers the NSNP, making sure that policies and other appropriate regulations are observed by putting monitoring measures in place (Annual Report, 2008; Annual Report, 2009/10; Public Service Commission, 2008). Procurement of goods and amenities was handed over to the Provincial Education Departments (PEDs). Funds for the programme are received from a conditional allowance and are poverty based. Guidelines for the programme stipulate that learners should be fed by ten o'clock and there is a specific amount allocated for each learner's meal per day which is increased accordingly. Provinces are to strictly observe the guidelines or face withdrawal of funds. Also,

FBDG must be strictly followed and accommodate fruit and vegetables in the menu (Public Service Commission, 2008).

The education system in South Africa is not static, it is dynamic. Many changes have been observed since the country became democratic in 1994. With these changes there came changes in the Education Ministry. These changes in the education system had a great influence in the Nutrition Programme. The Department of Basic Education manages and master minds the programme and sees to its smooth and effective operation. The program is funded through a conditional grant that is transferred to provinces. The allocation of funds is done per quintiles, meaning that it is poverty based. Quintile 1 to quintile 5 schools is from the poorest school environment to the better socio-economic community environment where the school are situated. The allocated funds are then distributed to districts which in turn deposit them to schools per child allocation. The funds are entrusted to the school principals and SBGs who must elect a parent to be the school treasurer to manage the nutrition funds in accordance with the stipulated guidelines. The schools purchase the nutrition items on their own but must follow the FBDG policy. The SGB has also to elect parents who must serve at the school as meal-servers for a period of one year (Annual Report, 2008).

In the education sectors functions and decision making powers were devolved to different levels, namely national, provincial and school levels to ensure participation by all stakeholders (Jansen & Sayed, 2001). Consequently, the national Department of Education is responsible for higher education, development of norms and standards and the conditions of employment and service of teachers in schools and colleges. Provincial Departments of Education in turn have full responsibility of General and Further Education and Training (Pampallis, 2002). In addition to constitutional allocation of powers to the provinces, powers and authority were decentralized to the school level through the South African Schools Act (SASA) (Republic of South Africa (RSA), 1996). Thus, SASA makes provision for, amongst others, the establishment of the School Governing Body (SGB) at every public school. Teachers are allowed representation on the SGB, thereby affording them the opportunity to participate in school governance (RSA, 1996).

2.5 The successes of NSNP

1. Improved learner attendance and learning outcomes
2. Improved health of learners
3. Increased access in nutrition funding

2.5.1 Improved learner attendance and learning outcomes

The introduction of the NSNP has been of great value to South African child especially those who had been marginalised before to attend school regularly. Improve school attendance and learning capability produces better educational results (Annual Report, 2008). Significant stakeholders had a common understanding on the appreciation of the value of the programme because it impacted positively to both learners and the community. Firstly, the learners had their health improved, their performance in class increased and their level of attendance and participation increased. Secondly, again the programme has made a significant achievement by extending the programme for the first time to quintile 2 secondary schools in April 2010 a move which has been roundly well received by learners, parents and the wider community (Annual Report 2009/10). But at the time of research the programme had not started at these secondary schools. Also, the Annual Report 2009/10 says that most schools have succeeded in providing cooked meals five times a week and there has been general improvement in the quality of meals; vegetables and fruit are included in the menu. Many schools in all provinces make every effort to implement the programme effectively and with excellence, sometimes within limited resources.

2.5.2 Improved health of learners

Nutrition programmes, if properly designed and effectively implemented, can address nutrition and health problems of school-age children. Because children who benefit from the programme come from poor backgrounds, it can have benefits like alleviating short-term hunger in malnourished school children; motivating parents to enrol children and have them attend school regularly; addressing specific micronutrient deficiencies in school-age children and increase community involvement in schools. Schools with their communities behind them are more effective than schools without community involvement (Child Health Unit, 1997).

2.5.3 Increased access in nutrition funding

As of March 2011, funds have been transferred to schools that are participating in National School Nutrition Program, with a clear directive on that schools in quintiles 4 and 5 are not participating hence they should not expect funds (Internal Memorandum, 09 March 2011). This meant lessening of the problems that used to constantly exist in the program implementation. These included delayed deliveries, delivery of stale food items and non-payment of suppliers and meal servers.

2.6 Challenges of NSNP

The four main challenges, as identified by the researcher in the NNSP were

- 1) Non-involvement of stakeholders,
- 2) Centralisation of the program,
- 3) Incapacity of stakeholders,
- 4) Implementation challenges

2.6.1 Non-involvement of stakeholders

Some stake holders felt that in the implementation process, their opinions were not highly valued in their districts (McDonnel, et al 2004). They felt that with their involvement, parents might become aware of the academic and behavioural benefits

of the program as well as the stigma associated with participation. The inclusion of the necessary stakeholders helps to build a consensus on a policy and objectives that focus on how the program can effectively contribute to improving education and to meeting the nutrition and health needs of school-age children (Child Health Unit, 1997). In a meeting held in the Eastern Cape in 2007, it was suggested that monitoring should be done by SGB's, principals and teachers at schools. Members of that meeting were of the view that centralisation is not always applicable as the travelling distance could become cumbersome, so schools should take responsibility for the feeding of their children (NSNP: Briefing by National and Eastern Cape DOE, 2007). To date this has never taken place due to the fact that there were no guidelines and monitoring tools outlined for this to be done.

2.6.2 Centralisation of the programme

Program managers and stakeholders have to decide and agree on what circumstances or difficulties to address, whom the programme is intended for and which model copies are applicable for the programme. The involvement of stakeholders will equip them with knowledge of the monetary implications in order to see the need for fundraising to sustain the programme. Fundraising will guarantee maintenance of the advantages while controlling the cost side.

Although decentralisation can be seen in most areas, in some the programme is still dominated by the officials and inclusion, participation and involvement of stakeholders is not evident (Jansen & Sayed, 2001). Once the stakeholders or people are not involved or not participating this might result in anger and frustration. Centralisation of decisions undermines the equality that the South African government wants to cement. Non-involvement is the cause of the many miscalculations evident in the programme despite the recommendations by different reviews (Steyn and Labadios, 2007).

The involvement of the necessary stakeholders helps to build agreement on a policy and purposes that puts emphasis on how the programme can efficiently contribute to improving education and to meeting the nutrition and health needs of school-age

children (Child Health Unit, 1997). Program managers and stakeholders have to agree on what situations or problems the programme will address, who the programme will serve and which programme models are feasible for implementation. Also, the inclusion of the stakeholders will make them aware of the financial implications of the programme and hence find means to raise funds. This will ensure that the benefit side of the programme is enhanced while controlling the cost side.

Steyn and Labadios, (2007) are of the view that non-inclusion of the stakeholders has resulted in the many errors and problems encountered by the NSNP including not implementing the excellent recommendations made by the various surveys done. The different evaluations done found the following challenges in the NSNP implementation:

- Unavailability of the necessary and needed infrastructure;
- Non delivery or delayed delivery of supplies;
- Substitution of other items due to shortage of the necessary items for the day;
- Supplies delivered not according to prescribed requirement; and
- Centralizing of the programme at the provincial level (Public Service Commission, 2007; Annual Report 2008, 2009/10).

This led to inconsistency of the programme for a number of years.

2.6.3 Incapacity of the stakeholders

The Public Service Commission (2008) reported in its findings that, various stakeholders lacked awareness of the roles and responsibilities that they are supposed to play in the implementation of the programme. This is despite the fact that the stakeholders were trained and went through an induction process when they started to participate in the NSNP. Lack of knowledge of the stakeholders who are central to the successful implementation of the programme might affect the

implementation of the programme and its intended goals. The introduction of direct fund allocation to the schools' bank account brought more need for capacity building which the DoE had promised to facilitate (Internal Memo, March 2011). The key challenges were lack of managerial skills among those involved in the programme. The stakeholders perceive, with a shared common understanding, the NSNP as having value and appreciate the value it has had on the lives of the school children and their communities. Parents and local people are employed to serve as food handlers and food suppliers which contribute to local economic development.

2.6.4 Implementation challenges

The different evaluations done on the NSNP found the following challenges encountered in the implementation of the program:

- Unavailability of the needed infrastructure;
- Non-delivery or delayed delivery of supplies;
- Substitution of other items due to shortage of the necessary items of the day,
- Supplies delivered meeting the FBDG and
- Lastly centralisation of the program at provincial level (Public Service Commission, 2008; Annual Report, 2008, 2009/10).

Sometimes the implementation does not comply with the Guidelines set, like for example, it is stated that the learners must be fed by ten o'clock in the morning, but this is not always the case and then there is disruption and interference with the teaching times due to late or non-delivery of supplies and shortage of suitable equipment for the preparation of the food.

Recommendations done were for the development of education and training developmental material to assist the entire school community involved in the programme. This should have provided strategies for overcoming possible barriers or

challenges in the programme. Pre and post studies at schools that have successfully implemented the programme should be supplied to schools to identify practices that were important during the implementation process (Bound, Nettles, & Johnson, 2009).

2.7 Summary

The chapter presented the literature that was reviewed during the study and the theories that were incorporated into the research to investigate the perceptions of the stakeholders on the implementation of the NSNP. The theoretical frameworks guiding this study were reviewed for an example the systems model, the collegial model, participative model, the policy implementation model, decision making, distributive leadership and human relations model and their relevance to the study was also outlined. The study further discussed what people have written about aspects of each model.

The final section of the chapter was devoted to examining what people have written regarding successes and challenges of school nutrition programme both at international and national level. Subsequent chapters and field research will further pursue the gaps identified in the study in order to draw conclusions on the theory and practice obtaining in this area. The methodology followed in the study is outlined in the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents the methods used to collect and analyse data. In the study, qualitative methodology was followed. The researcher explains the research design, population, sampling procedure; data collection techniques, data analysis techniques that were used in the study. Ethical considerations were also taken into consideration. This study looked at the selected stakeholders' perceptions in the implementation of the National School Nutrition Programme: a case study of three primary schools in King Williams' Town Education District.

By methods, Cohen, et al (2007) refer to that range of approaches used in educational research to gather data which are to be used as a basis for inferences and interpretation, for explanation and prediction and this also refers to those techniques associated with the systems and collegial model. If methods refer to techniques and procedures used in the process of data gathering, the aim of methodology then is to describe these methods, throwing light on their limitations and resources, clarifying their presuppositions and consequences, relating their potentials to the twilight zone at the frontiers of knowledge (Denzin and Lincoln, 2000). In all as Bell & Stevenson (2006) says, different styles, traditions or approaches use different methods of collecting data, but no approach prescribes nor automatically rejects any particular method.

This section presents the following research methodology: interpretivist paradigm, qualitative approach, case study design, population, sampling and sampling methods. Furthermore discussions follow on research instruments, reliability or trustworthiness, data analysis and ethical considerations.

3.2. Research paradigm

Paradigms are viewed as background knowledge that tells us what exists, how to understand it and most concretely how to study it. Paradigms are all encompassing systems of interrelated practice and thinking that define for researchers the nature of their enquiry along three dimensions namely: ontology, epistemology and methodology (Terre Blanche & Durrheim, 2006). Ontology specifies the nature of reality that is to be studied and what is to be known about it. Epistemology specifies the nature of the relationship between the researcher and what can be known. Methodology specifies how the researcher can go about studying practically what he believes can be known (Terre Blanche & Durrheim, 2006). According to Maree (2007), a paradigm is a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world view. Paradigms serve as the lens or organizing principle by which reality is interpreted.

In the three basic research paradigms mentioned by Cantrell (2006) the interpretivist paradigm is the way to gain insights through discovering meanings by improving our comprehension of the whole. The underlying assumption of interpretivist is that the whole needs to be examined in order to understand a phenomenon. It also proposes that there are multiple realities, not single realities of phenomena, and that these realities can differ across time and place (O'Brien, 2006). According to Babbie and Mouton (2005), an interpretivist / constructivist researcher tends to rely on 'the participants' views of the situation being studied and recognizes the impact on the research of their own background and experiences. Constructivists do not generally begin with the theory (as with positivists) but rather they "generate or inductively develop a theory or pattern of meanings throughout the research process". The constructivist researcher is more likely to rely on qualitative data collection methods and analysis of both qualitative and quantitative methods (mixed methods). Quantitative data may be utilized in a way which supports or expands upon qualitative data and effectively deepens the description.

The interpretivist paradigm is about understanding the everyday lived experiences of people in a specific area or historical setting (de Vos et.al., 2011). It is about epistemology that advocates that it is necessary for the researcher to understand human roles as social actors and the meaning the humans give to these roles. This

research falls within the parameters of the interpretive paradigm in that it seeks to explore how the stakeholders perform and perceive their roles in the NSNP implementation. The explanations and descriptions the stakeholders gave served as a source of the meaning they gave their roles as stakeholders. This is further reinforced by Gibbons and Sanderson (2002) when they conclude that such are the characteristics of the interpretive researchers, that in their research they will be concerned with people's beliefs, feelings and interpretations and how they make sense of their world through meaning.

Yates (2004) argues that an interpretive paradigm provides relevant information to the researcher in terms of "subjective reasons and meanings that lie behind social activities. With the interpretivist paradigm, efforts are made to get inside the person and understand from within, this is done to retain the integrity of the phenomena being investigated. Yates (2004) further clarifies that "we need to know their intentions and their motives..." With regards to this research method, the researcher talks of "subjective meanings" of those whom they are researching, that is; the different understandings and interpretations which the participants bring with them to the situation". Terre-Blanche and Durrheim (2006), describe an interpretive researcher as a person who wants "to make sense of feelings, experiences, social situations or phenomena as they occur in the real world and therefore want to study them in their natural setting.

The choice of a paradigm is guided by the objectives of the researcher and what he/she intends to accomplish. In this case, the researcher is trying to assess from the respondents the perceptions of selected stakeholders in the implementation of the NSNP in the King Williams' Town district. It was only possible to do so by choosing a suitable paradigm which enabled the researcher to seek answers to this question. This study adopted an interpretivist paradigm. Cohen, et al (2007) indicate that this paradigm is characterised by concern for individuals and they also believed that this paradigm is intentional behaviour and is future oriented. ". This paradigm is relevant to the current study because the research questions are interpretative in nature. The current researcher wants to understand the perceptions of the stakeholders; their experiences and their views in terms of NSNP implementation. Furthermore, the researcher would like to understand how the selected stakeholders feel about the

areas in the NSNP, in the district in which they are involved and participate in. This paradigm is adopted because it will assist the researcher to understand the participants' different views on NSNP implementation. It will also further assist the researcher to describe, interpret and make sense of feelings, experiences and views of stakeholders as they occur in school.

According to Maree (2007), the interpretive paradigm attempts to describe and interpret people's feelings and experiences. The interpretive researcher begins with the individual and sets out to understand his interpretations of the world around him. Theory is emergent and must arise from particular situations. It should be grounded on data generated by the research act. Theory should not precede research but follow it (Cohen, et al 2007). The researcher will work directly with experience and understanding to build theory. The data yielded will be glossed with the meanings and purposes of those people who are their source. Hence, the researcher has an aim of understanding how this glossing of reality goes on at one time and in one place and compare it with what goes on in different times and places. Since the researcher is particularly interested in finding the perceptions of the stakeholders about the NSNP and its implementation in schools, the paradigm will be most appropriate. As the paradigm is future oriented, it is appropriate to the aim of this study of trying to give meaning and direction to the NSNP in the near future. The aim of the investigation for the interpretive researcher is to understand how this glossing of reality goes on at one time and in one place and compare it with different places.

3.3. Research approach

The qualitative research involves an interpretive and naturalistic approach to the world (Denzin & Lincoln, 2000). This means that qualitative researchers study things in their natural settings, attempting to make sense or interpret phenomena in terms of the meaning people bring to them. It is concerned with answering the questions, why? How? In what way? In order to do this, the researcher should be able to enter the subject "life world" or "life setting" and place himself in the shoes of the subject. This is mainly done by means of naturalistic methods of study i.e. analysing conversations and interaction that researchers have with subjects. The researcher in this study adopted a qualitative perspective as she is concerned about understanding

the individuals' perceptions of the world and seeks insight rather than statistical analysis (Bell, 2001). The qualitative approach always attempts to study human actions from the perspectives of social actors. The aim is in-depth descriptions and understanding of actions and events. According to Yates (2004) qualitative researches attempts to explore how individuals or group members give meaning to situations and express their understanding of themselves, their experiences and/ or their world.

Qualitative research methods are valuable in providing rich descriptions of complex phenomenon; tracking unique or unexpected events by actors in widely differing stakes and roles; giving voice to those whose views are rarely heard; conducting initial explorations to develop theories; and to generate and test hypotheses; and moving toward explorations, (de Vos et.al. 2011). Qualitative research, with its emphasis on understanding complex, interrelated and/or changing phenomenon, is particularly relevant to the challenges of conducting management research. Hence the researcher used the qualitative approach to find the perceptions of school management teams and school governing bodies in the implementation of the NSNP.

3.4. Research design

A research design is the logic that links the data to be collected and the conclusions to be drawn to initial questions of a study hence it ensures coherence. It should ensure clarity of what is to be achieved by the case study. This study will adopt a case study design. A case study is a specific instance that is frequently designed to illustrate principle, the study of an instance in action (Cohen et al, 2007). Case studies can establish cause and effect hence this study uses it because it wants to establish the perceptions of stakeholders in the implementation of the NSNP. Tellis, (1997) believes that the case study gives voice to the powerless and voiceless. Cohen et al (2007) argue that case studies observe effects in real context and provide a unique example of real people in real situations. A case study is an inductive form of research that explores the details and meanings of experience. The researcher attempts to identify important patterns and themes in the data.

Cohen et al (2007) is of the view that case studies are useful in providing answers to 'research' questions and he also believed that case studies can be used for investigative, expressive or descriptive research. They are an appreciated way of looking at the world around us. The researcher in this study also say that case studies are the preferred strategy when 'investigative, expressive and descriptive questions are being posed, when the investigator has little control over events, and a case study is especially appropriate when the limitations between occurrence and background are not clearly evident.

A case study is an in-depth study of the phenomenon of each case in its natural context and including the point of view of participants, which will come out as they share their experiences, (de Vos et. al., 2011). In other words, a case study is conducted to shed light on a phenomenon, be it a process, event, person or object of interest to the researcher. A researcher may also do a case study so as to produce a detailed description of the phenomenon, to develop possible explanation to it or to evaluate the phenomenon (de Vos et. al., 2011). A case study can also be described as an intensive description and analysis of a phenomenon or social unit such as an individual group, institution or community. It is a specific instance that is frequently designed to illustrate a more general principle (Cohen et.al.; Nisbet & Watt 1984). Case studies are usually set in temporal, geographical, organizational, institutional and other contexts that enable boundaries to be drawn around the case. They can be defined with reference to characteristics defined by individuals and groups involved (Cohen et.al 2007).

In this study, it helped to explain the success and failures of the implementation of the National School Nutrition Programme in schools as perceived by educators, principals and stakeholders. A research design is the logic that links the data to be collected and the conclusions to be drawn, to initial questions of a study; it ensures coherence. It should ensure a clear view of what is to be achieved by the case study.

The researcher adopted a case study because it allows her to gather large amounts of data. It also allowed the researcher to go into greater depth and get more insight into the real dynamics of situations and people. In addition, a case study uses a number of instruments of data collection such as observation and interviews which allow the researcher to study the respondents in their natural settings. A case study

is an interpretive form of research that explores the details and meanings of experiences (Stake, 2005). The researcher attempts to identify themes that emerge from the data collected. Stake (2005) differentiates between intrinsic case study, where the purpose is to have an in depth knowledge about a particular case and instrumental case study, where the purpose is to show general phenomena. The current researcher used the intrinsic case study as it will help in exploring the perceptions of stakeholders in participation and involvement in decision making processes in the National School Nutrition Programme in the King Williams' Town Education District.

The case study copes precisely with the distinguishing situation in which there will be many more variables of interest than data points, and as one result depends on several sources of evidence, with data needing to join in a triangulation fashion. Triangulation is about merging several multiple viewpoints, approaches and foundations of information (e.g. from interviews, observations, field notes, self-reports or think about protocols, tests, transcripts and other documents). It adds quality, complexity and multiple understandings to an analysis and can enhance the legitimacy or trustworthiness of the results. The data collection is often more organized, using key informant interviews, organized observation of events and communications and the collection and content analysis of relevant documents (e.g. to help establish the facts, the assumptions values and priorities or to illuminate differences in insights). Case studies allow generalisation, present research or evaluation of data in a more publicly accessible form and their insights may be directly interpreted and put to use (Cohen et. al 2007).

Despite the much strength that was presented above, case studies also have limitations. Yin (2003) discusses two types of arguments against case study design. First, case studies are often accused of lacking rigour. Secondly, Yin (2003) notes that many times, the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusion. In the light of this warning, as a researcher, I will not exercise biasness of any nature that will influence the respondents as this will not yield valid and reliable results of the case to be studied. The researcher will guard against this weakness by adhering to ethical considerations.

With that view, the researcher will use three primary schools to gain in-depth information of the stakeholders' perceptions in the implementation of the NSNP.

3.5. Population

Babbie and Mouton (2005) describe the population as the theoretically specified aggregation of study elements. The population of the study were the teachers and SGB members of the schools where the NSNP is implemented. There are 334 primary schools that are involved in the NSNP in the King William's Town Education District in the Eastern Cape Province and from such schools; three primary schools were selected. From the three selected schools, three principals, three teacher coordinators of the programme and three school governing members, from each school respectively, were included in the study.

3.6. Sample and sampling procedures

Cohen et.al (2007) describes a sample as a smaller group or subset of the population where the researcher endeavours to collect information from; in such a way that the knowledge gained is representative of the total population under study. A population is a term that sets boundaries on the study of units. It refers to individuals in the universe who possess certain characteristics (de Vos et. al., 2011). For this study, a population is that group of people from whom we want to draw conclusions. A population is a group of individuals, elements, objects or events that conform to specific criteria and to which we intend to generalize the results of the research.

For the purpose of the study, the researcher used purposive sampling where the researcher handpicked the cases to be included in the sample on the basis of judgement of their typicality. In this way the researcher built up a sample that was satisfactory to the specific needs. Purposeful sampling is generally used in case study research; therefore it explains sampling procedures and case selection, and the defining characteristics and typically of the study (Tashakori and Teddlie, 1998).

The researcher used purposive sampling because the selected schools and the selected respondents were chosen for a purpose regarding what their roles in the NSNP as stakeholders are. In purposive sampling, the researcher's concern is

important and the researcher satisfies the study's specific needs (Leedy & Ormrod, 2005).

In purposive sampling, respondents are selected people or other units are chosen, as the name implies, for a purpose. For instance, we might choose people whom we have decided are 'typical' of group or those who represent diverse perspective on an issue (Leedy & Ormrod, 2005).

The correct sample size depends upon the determination of the study and the natural surroundings of the population under study (Cohen, et al 2007). A sample, according to Lincoln and Guba (1985) is a smaller group which is studied drawn from a larger population. Data is collected and analysed from the sample and references may be made back to the population. Three primary schools were selected for the study in the King Williams' Town District. One principal, one teacher coordinator of NSNP and one SGB member were selected from each school in the district.

3.7. Negotiating entry

Bell & Stevenson (2006) is of the view that no researcher can demand access to an institution, an organization or to materials. Permission to carry out an investigation must always be sought at an early stage. Bell and Stevenson (2006) suggests the following principles for negotiating access to institutions:

- clear official channels by formally requesting permission to carry out your investigation;
- speak to the people who will be asked to co-operate;
- maintain strict ethical standards at all times;
- submit the project outline to the superiors;
- decide what is meant by anonymity and confidentiality;
- inform participants what is to be done with the information they provide;
- prepare an outline of intentions and conditions under which the study will be carried out; and

- be honest about the purpose of the study and about the conditions of the research.

The researcher visited the schools' district manager to give a brief description on the intent of the study, and to gain permission to conduct the study as required by the study. The researcher also asked for permission to conduct the study in the King William's Town Education District and the three schools included in the study.

3.8. Data collection instruments

3.8.1 Face –to- face interviews

De Vos et.al (2011) states that all interviews are interactional events and interviewers are deeply and unavoidably implicated in creating meanings that ostensibly reside within participants. Both parties, the researcher and the participant, are thus necessarily and unavoidably active and involved in meaning-making work. Cohen et.al (2007) defines qualitative as 'attempts to understand the world from the participant's point of view, to unfold the meaning of people's experiences to uncover their lived world prior to scientific explanations.

In this study, the researcher collected data through interviews. Cohen et.al., (2007) describe an interview as 'the translation that takes place between seeking information on the part of one and supplying information on the part of the other' Gratton and Jones (2004) sees it as a two-person conversation initiated by the interviewer for the specific purpose of obtaining relevant information and is focused on content specified by research objectives of systematic description, prediction, or explanation. It involves the gathering of data through verbal interaction between individuals. According to Tellis (1997), one of the advantages of an interview is that "it gives voice to the powerless and voiceless. The interview is a direct method of obtaining information through face-to-face situation (Behr, 1973). Bell and Stevenson (2006) say that a major advantage of the interview is its adaptability. A skilful interviewer can follow up ideas, probe responses and investigate motives and

feelings, though interviews are time-consuming and expensive (Cohen et.al, 2007; Behr, 1973; Bell and Stevenson, 2006).

Wiseman and Aron (1972) linked interviewing to fishing expedition, and Cohen et.al. (2007) adds that 'like fishing, interviewing is an activity requiring careful preparation, much patience, and considerable practice if the eventual reward is to be a worthwhile catch'. Slavin (1984) describes interviews as a means by which individuals are asked specific questions but allowed to answer in their own understanding. Respondents can be asked to clarify or expand on responses, making the data from an interview potentially richer and more complete. The interviewer has the opportunity of giving a full and detailed explanation of the purpose of study to the respondent, and to ensure that the latter fully understands what is required of him/her. If the respondent misunderstands a question, the interviewer probes, rephrases and adds a clarifying remark. If s/he appears to show lack of interest or becomes detached, the interviewer can stimulate him/her. The way the respondent behaves in the interview situation can in certain circumstances be important for the purpose of the research (Behr, 1973; Bassey 1999).

One of the methods of gathering qualitative data is by interviews. The basic individual interview is one of the most frequently used methods of data gathering within the qualitative approach (Babbie & Mouton, 2005). As such, the main instruments for collecting data were the interviews. The researcher conducted one-on-one interviews. A basic individual interview is an open interview which allows the object of study to speak for him or herself rather than to provide our respondents with a set of our own predetermined hypothesis-based questions (Babbie & Mouton, 2005). Qualitative interviews are attempts to understand the world from the participants' point of view, to unfold the meaning of people's experiences and to uncover their lived world prior to scientific explanations (de Vos, et al 2011). According to Babbie and Mouton (2005) a qualitative interview is an interaction between an interviewer and a respondent in which the interviewer has general plan of enquiry but not a specific set of questions that must be asked in particular words and in a particular order. A qualitative interview is essentially a conversation in which the interviewer

establishes a general direction for the conversation and pursues specific topics raised by the respondent (Babbie & Mouton, 2001).

According to Cohen et al (2007), there are three types of interviews, structured, semi-structured and unstructured interviews. Qualitative studies typically employ unstructured or semi-structured interviews. Unstructured interviews are also known as in-depth interviews. de Vos et.al (2011) are of the notion that unstructured interviews have at the root, an interest in understanding the experience of other people and the meaning they make of that experience. It is focused and discursive and allows the researcher and participant to explore an issue.

Semi-structured interviews are defined as those organised around areas of particular interest, while still allowing considerable flexibility in scope and depth. Gillham (2000) elaborates that semi-structured interviewing is the most important form of interviewing in a case study research. Thus, this study used semi-structured interviews because questions are specified yet there is a freedom to probe beyond the answer if the interviewer has difficulty answering a question or gives only one brief response. For the purpose of the study, the researcher used semi-structured interviews because the respondents gave their own detailed perceptions, views and opinions about the NSNP.

According to de Vos et.al., (2011), the interview should be conducted after the researcher has created an atmosphere of friendliness and openness. The participant should be made to feel comfortable and at ease, the researcher should facilitate and guide him instead of dictating the encounter. Preferably they should be in their own environment or backyard. As suggested by de Vos et.al (2011), prior to interviewing the researcher, defined the required information to the participants, so that the information supplied clearly relates to specific questions that the researcher sought to answer.

With regards to interviews, it is advised that an interview schedule should be prepared before-hand. A questionnaire also should be written to guide interviews and is called an interview schedule or guide. This provides the researcher with a set of predetermined questions that might be used as an appropriate instrument to

encourage the participant and designate the narrative terrain (Levering, 2002). If the researcher prepares an interview schedule before-hand, it will help him/her to think explicitly about what he hopes the interview might cover. It also makes the researchers to think of difficulties that might be encountered, e.g. in terms of question wording or sensitive areas. And the sequences his/her questions must follow.

In the light of the guidance shed by the above notes, interview schedules were prepared for the following groups of people:

- School principals
- SMT/NSNP coordinators
- SGBs

The interviews tried to seek how the SMT and SGB perceive the programme, their involvement in decision making process and the recommendations they could make.

3.8.1 Document Analysis

Within the context of qualitative research, another method of collecting data is the study of documents. According to Maree (2007), document analysis means focusing on all types of written material that could shed light on the studied phenomenon. The study of documents involves the analysis of any written material that contains information about the phenomenon being researched (de Vos et al, 2011). The study of documents may help answer questions that interviews may have missed to address. The researcher would study official documents in order to fill in the gaps left open by other data gathering strategies, such as the interviews in this case.

Document analysis is valuable for collecting qualitative data and it purely means focusing on the written material that has been accessed in the study which could shed light on the stakeholders' perceptions on NSNP (Maree, 2007). Document searches need to be carried out by the researcher in order to assess whether the proposed project is feasible and to inform oneself about the background and nature

of the subject (Bell and Stevenson, 2006). The study of documents involves the analysis of any written material that contains information about the phenomenon being researched (de Vos, 2011). The study of documents may help answer questions that interviews may have missed to address. The researcher would study official documents in order to fill in the gaps left open by other data gathering strategies, such as the interviews in this case.

According to Bailey (as cited in de Vos, 2011), official documents are documents that are compiled and maintained on a continuous basis by large organisations such as government institutions. Such documents are more formal and structured. They include documents such as minutes and agendas of meetings, inter-office memos, financial records, statistical reports, annual reports and process reports.

Content analysis of document is a non-intrusive form of research which involves reviewing of documents memos, or other pieces of information for content and themes. By examining the written word, the researcher is studying one type of communication that occurs in the selected sample. Content analysis of other archival, administrative and performance data is also another non-intrusive method to review information that has been previously collected, or secondary data is reviewed to gain a better understanding into the chosen topic. This gives history into the chosen topic and can be a valuable key to understanding the past.

According to Bailey (as cited in de Vos, 2011), official documents are documents that are compiled and maintained on a continuous basis by large organisations such as government institutions. Such documents are more formal and structured. They include documents such as minutes and agendas of meetings, inter-office memos, financial records, statistical reports, annual reports and process reports.

In relation to this study, the researcher analysed documents such as the attendance register, school schedules and any other documents which may reveal problems emanating from orphans not being able to access programmes that might help them.

A major advantage of document analysis is that documents will show the reality of the situation and a clear picture of what is going on in schools' implementation of the program. As the study is dealing with the perceptions of stakeholders in the school nutrition program in the King Williams' Town Education District, a study of the documents helped in finding out whether there was a link between school stakeholders and the district NSNP coordinators through involvement, participation and educative forums.

This could enable the researcher to collect additional information/ data by analysing the documents. All documents that are capable of transmitting, intentionally or unintentionally, a first-hand account of event are considered as primary sources (Cohen et al 2007).

In relation to this study, the researcher analysed the following documents to be analysed as primary sources; the policy handbooks of NSNP, circulars handed out, memoirs, log books, minutes of meetings held with NSNP directors, minutes of meetings held at school level and data of schools involved in the programme in the district. Thematic analysis was employed to analyse the documents. Thematic analysis is a way of getting closer to the data and developing some deeper appreciation of the content. It is a convention practice in qualitative research which involves searching through data to identify any recurring patterns; it requires determining the frequency of appearance of a theme or type of data (Lincoln & Norman, 2000).

These documents may reveal whether the selected stakeholders have been invited or involved in decision-making meetings and whether their views were taken into consideration in the implementation of the NSNP in the King William's town District.

3.9. Credibility and trustworthiness

In order to convince a reader, the study findings in a qualitative research must be credible. Credibility refers to that which can be seen and believed. The key criterion or principle of good qualitative research is found in the notion of trustworthiness and neutrality of its findings or decisions (Babbie et.al. 2005). Lincoln and Guba (1985) also developed the notion of trustworthiness as a key principle in qualitative

research. Just as a quantitative study cannot be considered valid unless it is reliable, a qualitative study cannot be called transferable unless it is credible, and it cannot be deemed credible unless it is dependable.

Trustworthiness entails credibility and transferability, which is the extent to which the findings can be transferred to other context (Bassegy 1999). Babbie and Mouton (2005) explain that transferability refers to the extent to which the findings can be applied in other contexts or with other respondents. In a qualitative study, the obligation for demonstrating transferability rests on those who wish to apply to it to the receiving context, (Guba 1994, cited in Babbie & Mouton 2005).

In ensuring that the study has credibility and trustworthiness, the researcher used multiple data collection instruments, for an example, semi-structured interviews and document analysis. Again the researcher ensured that the participants confirm whether the transcript of the data analysed is a correct reflection of the information provided to the researcher by allowing them to have access to read the data collected or by giving the participants a report back.

Validity refers to the degree to which an instrument is doing what it is intended to do (de Vos, 2011). Leedy and Ormrod (2005) discuss four types of interpretive validity that they believe should be used to judge the validity of qualitative research. These are; usefulness, contextual completeness, research positioning and reporting style. Usefulness refers to whether the research report enlightens those who read it or moves those who were studied to action (Leedy and Ormrod, 2005). Contextual completeness refers to the extent to which a comprehensive view of the situation is provided (Leedy and Ormrod, 2005). Completeness can be achieved by including information about the history of the phenomenon, the physical setting, the routines of the participants as well as their individual perceptions and meanings (de Vos et al., 2011). Research positioning refers to researchers' awareness of their own influences, whether subtle or direct in the research setting. These influences must be made explicit so that readers can determine for themselves the credibility of the findings (Leedy and Ormrod, 2005). Lastly a researcher's choice of reporting style,

his or her reconstruction of participants' perceptions must be perceived to be authentic (de Vos, 2011).

In order to ensure validity the researcher made use of external validity which refers to how well the study reflects the real world and not just an artificial situation. Hence the researcher ensured that this is what is applicable to a diverse group and a wide array of natural environments by choosing three primary schools involved in the NSNP in the King Williams' Town Education District. Again the researcher ensured that subjects under study do not leave the study by offering participation incentives so as to increase validity (Yin, 2003).

Reliability has been defined as the accuracy or precision of an instrument, and the extent to which independent administrations of the same instrument yield the same or similar results under comparable conditions (de Vos, 2011). de Vos (2011) continues to explain that reliability is primarily concerned not with what is being measured but with how well it is being measured. Therefore it becomes obvious that the more reliable the instruments and observations are, the more consistent and dependable the results (Bostwick & Kyte as cited in de Vos, 2011). In this study, the instruments were interviews. In order to confirm credibility and dependability, data from the respondents was presented and read to them to confirm whether what is written represents the views and perceptions of respondents.

In order to ensure reliability (Yin, 2009) the researcher used the same type of research questions regardless of age, gender, employment status and qualifications. This was to avoid biasness and to maintain positive attitude to all respondents. Also, the researcher reviewed the question timeously to ensure phrasing is clear and specific.

3.10. Data Analysis

According to Glasser and Strauss (1967), data analysis is the process of making meaning from the data, and Maree (2007) concurs with this statement by saying that data analysis is the process of bringing order, structure and meaning to the mass of

collected data. It is a messy, ambiguous, time consuming, creative and fascinating process. It is a search for general statements about relationships among categories of data. The researcher has to explore the data by reading through all information to obtain a general sense of information. Thus the researcher will develop descriptions and themes from the data (Glasser and Straus, 1967) and further describes data analysis by saying that it is concerned with the organisation and interpretation of information in order to discover underlying pattern and trends. The researcher needs to analyse the information in order to make sense of it and to make accessible to researchers (and people who read the report of the research) the larger amount of rich textual data that has been generated. Data analysis consists of examining, categorising, tabulating and recombining (Bell, 2001).

The process of data analysis takes place once data collection and checking have been completed. Data analysis may begin informally during interviews and continue during transcriptions, when recurring patterns, themes and categories become evident. Once written records are available, analysis involves the coding of data and the identification of salient points or structures. Qualitative data which forms the gist of this research was subjected through data analysis techniques which find compatibility in each other. The technique to be used in the study is the content analysis. The data collected was analysed according to the following themes: perceptions; challenges; and improvements noted.

Within the context of qualitative research, another method of collecting data is the study of documents. The study of documents involves the analysis of any written material that contains information about the phenomenon being researched (de Vos, 2011). The study of documents may help answer questions that interviews may have missed to address. The researcher studied official documents in order to fill in the gaps left open by other data gathering strategies, such as the interviews in this case.

Official documents were employed as a data collecting strategy. Official documents are documents that are compiled and maintained on a continuous basis by large organisations such as government institutions (de Vos, 2011). Such documents are more formal and structured. They include documents such as minutes and agendas

of meetings, inter-office memos, financial records, statistical reports, annual reports and process reports. In relation to this study, the researcher analysed documents such as the attendance register of SGBs, SGB minute book and any other documents which may reveal that the stakeholders are involved in the school nutrition programmes.

A major advantage of document analysis is that documents showed the reality of the situation and a clear picture of what is happening in the implementation of the National School Nutrition Programme at schools. Document analysis included documents such as minutes and agendas of meetings, inter-office memos, financial records, statistical reports, annual reports and process reports. As the study was dealing with the perceptions of selected stakeholders in the implementation of the program in the King William's Town education district, a study of the documents helped in finding out if the stakeholders were involved in any decision making process within the district.

3.11. Ethical Considerations

All the ethical considerations were observed and adhered to by the researcher in this study. Ethics are defined as a set of widely accepted moral principles that offer rules for and behavioural expectations of the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students (de Vos, 2011). All ethical considerations were taken into account, for instance: the University of Fort Hare has rules and regulations which are prescribed in the faculty handbook and these will be noted and adhered to.

Social research necessitates obtaining the consent and co-operation of subjects who are to assist in investigations (Cohen et.al. 2007). Before participants were interviewed, the researcher first sat down with them and carefully explained the nature and purpose of the study. The researcher also explained the ethical obligations to the participants and these acted as guiding principles to keep the researcher in check. This was done for the purpose of transparency so that at the

end, if the participants would like to get feedback on the outcome of the research, it may be presented to them.

The researcher got consent forms from the participants as to whether they were willing to participate in the study or not. The researcher tried to obtain voluntary participation which requires that participants will not be coerced into participating in the research. Participants received an informed consent letter which contained a brief explanation of the study, purpose, significance and the issue of voluntarily participating in the study and encouraging participants to remain in the study until to the end. Again the informed consent ensured that the participants are fully informed about the procedures and risks involved in research and must give their consent to participate. Ethical standards also required that researchers should not put participants in situations where they might be at risk or harmed as a result of their participation (Babbie et al., 2005).

Anonymity and confidentiality was assured to the participants as well as respecting the time of each participant. The research guarantees the participants' confidentiality and participants are assured that the identifying information was to be made available to anyone who is not involved or is not directly involved in the study. The important standard is the principle of anonymity which essentially means that the participants remained anonymous throughout the study and even to the researcher. Anonymity is a stronger guarantee of privacy (Maree, 2007).

The researcher also sought permission to enter the targeted schools where data was collected from. The researcher ensured participant confidentiality by removing all identifying information from reports and transcripts of work gathered from the field. The researcher also used the data collected for purposes of academic research and understanding; as such personal information from respondents was not released to the public. The researcher should fulfil the commitments made to those who assisted in the research endeavour (Leedy and Ormrod, 2005).

3.12. Summary

Chapter 3 examined and justified methodology selected for the study to show its suitability to the study. The following were covered; the interpretive paradigm, the qualitative approach and case study design. Furthermore this chapter presented interviews, observation and documentary analysis as instruments used to select data. It finally covered the purposive sampling procedure, trustworthiness and ethical considerations. The data from different respondents was collected, analysed and interpreted. These findings and discussions are presented in Chapter 4.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter will focus on the presentation and analysis of data and the plan for analysis and interpretation is always guided by the purpose of the research. It sought to find out the extent to which the selected stakeholders' perceptions in the implementation of school nutrition programme. Data was collected through face to face interviews. Participants in the study were the school principals, SGB members and SMT members / school nutrition coordinators selected from three primary schools in the King William's Town Education District. Analysis of documents in the school relation to school nutrition was carried out in order to triangulate the data obtained through interviews.

The participants in the study were selected through purposive sampling technique from the three primary schools. Three school principals, three SBG members and three SMT members / school nutrition coordinators participated in the study.

4.2. Basic information about the participants

Basic information on participants was collected since the biographic data acts as a mirror on the status of participants in understanding the selected stakeholders' perceptions in the implementation of school nutrition programme. For example profiling gender is important since the perceptions of participants are normally attached to gender. In this case it would be possible to categorise responses and make inferences on the dominant gender in the study. The examination of academic and professional qualifications of participants would also assist in determining the ability of the participants to understand the importance of their involvement in the

programme. It is in view of the above observations, that the chapter presents biographic data.

Presenting and analysis of findings

Profile of schools

Overview of the Eastern Cape

The Eastern Cape Province has 23 school districts, but for the purpose of the research, the researcher focuses her attention only to one district, the King William's Town Education District. This district comprises of 331 schools that are partaking in the NSNP. For the purpose of this research, the study will be conducted in 3 schools in the King William's Town Education District.

Geographical background

Here presented is a brief geographical setting of the three schools. These schools are junior primary schools located in the King William's Town Education District. They are some of the 133 schools benefiting from the NSNP in the district. When schools were allocated on quintiles, these schools were put on quintile 4. Quintile 4 schools are those schools which are situated in poverty stricken areas and hence, because these schools are situated in such areas, they became the first to benefit from the programme.

Before the commencement of the programme, the schools were characterised by high rates of learner absenteeism, learner dropout and truancy. Learners were also malnourished and sickness tendencies were very common. This was caused by the fact that the socio-economic background of the learners is low and unemployment rates of the parents are very high. The learners had no motivation to come to school on empty stomachs and still be expected to stay more than five hours without any provision of food. The overall purpose of the NSNP is to "improve the health and nutritional status of South African primary school children, to improve levels of school attendance and to improve the learning capacity of children", which should in turn level the playing field for the poor in terms of access to education.

Based on this background, these three schools were selected. They belong to the group of schools that benefit from the programme in the district. Most of the people from this area were deported from various parts of the country during the apartheid regime. Some are ex-political prisoners who were deported to the area straight from Robben Island and they were the first occupants of the underprivileged place. It is a district that used to be strong in political activities.

This area was chosen because of its socio-economic factors. It is a very disadvantaged area due to unemployment of the learners' parents. This formerly marginalized area was developed and used to be economically booming with the factories that have now closed down. Most of the parents were working but nowadays they rely solely on child support grants and the grandparents' social pension. Again, the learners' parents are dependent on donations from various churches, NGOs and food parcels from government departments. This is a community that is hands-on in projects like gardening, poultry and baking. Therefore these stakeholders were selected based on these grounds because the researcher felt that with such knowledge, they could be able to voice their own opinions, views and feelings on the NSNP. They are used to being participants in community programmes. As such the researcher based her research against this geographical information of all the three schools selected.

The following table shows the number of learners, educators, SMTs, parent SGB members and meal servers of each of the three schools in which research was conducted.

Table 1

Name of school	No. of learners	No. of educators	No. of SMTs	No. of parent SGB	No. of meal servers
School A	323	9	4	5	2
School B	465	9	3	5	3
School C	310	8	2	5	2

As seen from the table, all three schools are among the schools that are benefiting from the National School Nutrition Programme.

As indicated in chapter 3, three primary schools, all in the King William’s Town Education District were sampled. From each school, 1 SMT member, and in this case, the school principal; 1 SGB member from the parent component and one NSNP teacher coordinator who is also an SMT member, were selected.

Respondent’s profile

The researcher described the respondents by means of a table. Table 2 specifies the respondents: participants, their gender, age-group, educational qualifications and employment status in all three schools used.

Table 2

PARTICIPANTS			SEX		AGE GROUP			QUALIFICATIONS			EMPLOYMENT STATUS	
PRNC	EDUC	SGB	F	M	30-40	41-50	51-60	SEC	DIP	DEG	E	UN
3	3	3	8	1	1	2	4	1	6	2	6	3

KEYS

PRNC –Principal

EDUC – Educators

SGB – SGB members

SEC - Secondary

DIP – Diploma

DEG – Degree

E –Employed

UN – Unemployed

a) Gender representation

By using gender, the researcher was trying to find out if gender is considered at schools, both by educator and parent component. She was interested to know if males and females are represented equally in the running of school programmes like NSNP. Again it is of interest not to hear only the views of one gender but both, as men and women do not think alike.

Out of nine respondents used in all the three schools, there were few male respondents as compared to the total number of female respondents. This clearly shows that there were fewer males than female respondents. The fact that there are both men and women in this group implies that different perspectives will be gathered as generally men and women perceive things differently. All three school principals and SMTs who are NSNP teacher coordinators were females. This is because the selected schools were populated by female educators in all three schools. This indicates that all six educators interviewed from three schools were females, and this is due to the fact that junior primary schools or the foundation phase schools are always dominated by female teachers. Male teachers become visible from senior primary or intermediate phase and senior phase. These phases, at the time of the research had not yet participated in the NSNP in the King Williams' Town district. The teacher coordinators of the NSNP in all three schools were also members of the School Management Team.

As for the parent component of the SGB, only one school had an SGB member who was a male. In the other two schools, only female SGBs could be available for the research. When the SMTs and SGBs were questioned about this, the response was that males did not always avail themselves at all school activities, in the community and are not committed in what they did and were not reliable. Even for school SGB parents' meetings, there were always few males than females. This was seconded by the revelations by Bush and Heystek (2003) that females have good communication skills and good intuition capabilities. Respondent 3, who is the chairman of the SGB from school A and the only male used for the study, responded to this by saying, “we

males are always afraid to be committed and taking responsibility and initiative, that is why the world around is dominated by females. Even in our homes, females are the managers of our households.”

The female respondents out-numbered the male respondents; they were many, but both were assertive in their statements. The researcher avoided gender discrimination and took into consideration everyone’s ideas and contributions.

b) Participants

Three of the respondents were school principals, three were educators and three were SGBs of the parent component. This clearly shows that the educators dominated the NSNP in schools. This is caused by the fact the researcher used SMTs -principals and educators who are coordinators of the NSNP at schools. The researcher did not want to rely on the principals’ voice only as she acts as a government official at school but also the voice of the educators had to be heard. Therefore the researcher had to select one school principal and another SMT who is the NSNP coordinator, making it two educators per school. The imbalance in the SMT and SGB representation in the research is caused by the fact that for the research purpose, only one SGB member was selected per school out of the five SGB parent components.

c) Age cohort

Most of the respondents were above the age of fifty years and few were above forty years and thirty years. This clearly indicated that all the interviewed SMTs and SGBs were mature people who are believed to have a capacity to analyse and understand school situations. Mature people have that ability to make and take informed decisions, are able to voice their own views, and are responsible and self-reliant. SMTs and SGBs are chosen with the view that they will display such characteristics and influence them in their involvement at schools.

d) Educational qualifications

Most of the respondents' qualifications were diplomas, few respondents were holding university degrees and one respondent had a secondary education. This meant that not only the educators had tertiary education but also some of the SGB members. The subsequent information indicated that most of the respondents were experienced people with vast knowledge. This came in handy when collecting information regarding the challenges faced by the NSNP. It assumed that they have understanding of elements that affect the implementation of the NSNP. Also, they may have high analytical skills in explaining issues pertaining to the implementation of the programme.

It is of high value nowadays that the elected SGBs at least have a minimum education as education is highly dynamic and needs people who are able to rise up to that challenge. Again, the researcher used this educational qualification background to determine whether the respondents will be able to face the challenge of answering the research questions and can be able to stand on their own, state own views and feelings and not be merely dependent on their counterparts, educators who may be more educated than them.

e) Employment status

Most of the respondents were employed whilst only a few were unemployed. This was caused by the fact that most of the respondents were school principals and SMTs who were the coordinators of the NSNP at schools. In justifying reasons why most of the respondents were employed and few were unemployed, the researcher found out that the SMTs were school principals and teachers who are employed by the DoE to work at schools to educate learners and are monthly remunerated. So the researcher selected one school principal and one SMT member who is also the teacher coordinator of the NSNP, from each school. The SGBs were the parents of the learners who serve at schools and act as the parental voice. Most of the time, SGBs are unemployed people as it become very impossible for working parents to avail themselves for SGB duties because SGB meetings are time-consuming and need responsible, available and committed human beings.

Overall, the trends in all three schools were similar except for only one school that had a male respondent who was an SGB member.

This section seeks to unpack the themes that have been identified. Leedy & Ormrod (2005) advised that data should be collected, presented and grouped together into themes that relate to the research questions. The researcher identified the themes from the participants' description of their experiences.

4.3. Involvement of SMTs and SGBs in the NSNP

There were divergent views amongst the respondents in as far as their involvement in the NSNP is concerned, at school level and at district level. All the respondents felt that they are not involved in the decision making processes of the NSNP by the DoE. Decisions are taken for them on what, how and when to do things in the programme. Policies are laid down autocratically without inviting the stakeholders to discuss and share with them. They are of the view that the DoE uses the top down approach when communicating with the SMTs and SGBs in schools. A consequence of this approach is that of an authoritarian ethos which persists at many South African schools is the fact; it militates against the establishment of the free space in which creative interaction and deliberative exchanges are encouraged. The department communicates with them only through the meetings held with the principals.

On the one hand, what is required are district managers who can provide structural framework required for distributed leadership. Distributed leadership can only come to fruition in a well-structured organization which is characterized by shared values and beliefs. This type of leadership requires those in formal leadership positions to relinquish power to others. Apart from the challenge to authority and ego, this potentially places the head or principal in a vulnerable position because of lack of direct control over certain activities

The researcher found out that all of the respondents interviewed felt that they are involved in the implementation of the NSNP at their schools. They see themselves as the most important people in the school governance. They indicate that, for the

program to operate smoothly, SMTs and SGBs have to work as a team. Some of the respondents saw their involvement as very crucial because they had to erect gardens to plough vegetables that are needed in the NSNP at their schools.

The following were the comments from school A principal and SGB: “As far as the decision making is concerned in the NSNP at district, provincial and national level, SMTs and SGBs are not involved at all”. “We are not involved at all, because what has to be done is only communicated to us through school principals, nobody is interested and talking with us or hear our opinions”. Again, SMT from school C who is the NSNP coordinator in the school as the so called implementers of the programme we are supposed to be involved in each and every decision-making step taken in the programme. “Maybe they see us as uneducated, illiterate people whom they can never communicate with, yet it is our children and schools they decide about. Without us as parents and our children, there will be no school. We are the most important people who have the child’s interest at heart”, SGB from school C reiterated.

It was clear from the above responses that the involvement of SMTs and SGBs in the NSNP only went as far as the school level and was limited to the reports they received from school principals who communicate the government policies that had to be endorsed at schools. These responses from all the stakeholders echoed their frustration and despair of their non-involvement in areas like decision making, policy making and administration in the NSNP at district provincial and national level. Full participation will make the stakeholders own these decisions and abide by them. By doing so, people adopt an “all sink or all swim” approach in that they will enjoy the successes together and accept their failures gracefully.

There is a body of evidence that demonstrates that teachers work most effectively when they are supported by other teachers and work collegially (Hargreaves, 1994). Collegial relations and practice is at once the core of building the capacity for school improvement (Hopkins, et al 1994). It has been shown that the nature of communication between those who work together on a daily basis offers the best indication to or of organizational health. Hopkins et al (1994) state that ‘successful schools encourage coordination by creating collaborative environments which

encourage involvement, professional development, mutual support and assistance in problem solving'. This implies a view of schools as learning communities where teachers and learners learn together. Supporting teacher leadership in schools has a number of important dimensions such as making time for planning together, building teacher networks and visiting each other during classroom teaching.

When teachers are able to demonstrate leadership and the capacity to work collegially with each other, an effective school is produced. This in turn will be carried over and influence such an atmosphere into the whole school from SMTs, educators, learners and lastly the SGBs. Parents are not only there at schools to govern but are there also to learn certain skills from the teachers and on their side, impart some of the skills they possess to the teachers. If the SGBs already show some leadership skills, they become more polished with their involvement and co-working with teachers. As already mentioned above, the school becomes a learning community where one learns from another.

Thurlow (2003) further argues that teacher leaders need opportunities for continuous development in order to improve in their roles. By developing teachers, the whole school is developed and so is the whole nation because teachers are very influential people and have the necessary skills and abilities to share with others for developmental purpose. So it can be assumed that the NSNP members who are not teachers can reap those rewards of being teamed with teachers and can be said to be professionally developed. In addition, in order for teacher leaders to be effective, teacher leaders need to be continuously involved in decision making and be involved in the professional development of others. Again, Thurlow (2003) suggests that 'where teachers feel confident in their own capacity, in the capacity of their colleagues and in the capacity of the school to promote professional development, school improvement is more likely to be effective. When the confidence of the teachers has been built, the whole school morale is boosted. They will assume their duties eagerly and are able to welcome the SGBs into their groups and work collaboratively with them. Stakeholder leadership roles need to be made available to all involved; otherwise some members will end up as leaders, while others as merely technicians, creating a two-tier system. If leadership is not distributed, some members will develop a tendency of not partaking in leadership roles. This clearly

means that school improvement is more likely to occur when leadership is distributed and when all stakeholders have a vested interest in the development of the school Gronn, (2002).

The study found out that teachers are only involved in NSNP at school level where they are supposed to budget and do purchases on funds allocation they were not involved in when they were decided upon. On this principal from school B had this to say, “at the principals’ meetings we are told that the allocated funds have to be budgeted for at SGB meetings before any purchases are made. Also reports are to be submitted monthly on how the funds have been utilised without any workshop on how these requirements are to be met. It is really frustrating and puts us in a dilemma because when things get tough and teachers and SGBs cannot move with these requirements, tempers flare and we blame each other”. School A NSNP coordinator allotted, “we are expected to do monthly budgets and reports that were decided without informing us and we waste time trying to do them in vain”.

This in a way is contrary to what the human relations model advocates for. According to the human relations model the task of the school executive is to make subordinates know they are useful and important members of the team, to explain his/her decision and to discuss subordinates objections to his or her plans. This is in line with what Singh & Anser (2008) object to. According to this model the expectations of subordinates are that administration should share information with them and involve them in school decision making to help satisfy their basic needs for belonging and individual recognition. Harris (2004) argues that patience is required in the process of implementing distributed leadership because acceptance of such a novelty by members could prove difficult. After all, cultural change is both challenging and demanding. This is what is actually happening in the NSNP coordinators are undermining the stakeholders by not inviting them to any meetings or capacity building workshops. They are not exercising patience to bring the stakeholders on board in the NSNP by imparting the knowledge already known to them.

The development of the stakeholders for their leadership role in the NSNP needs to focus not just on development of the teachers’ skills and knowledge but also on aspects specific to their roles. Skills such as research need to be incorporated into

programmes to help stakeholders adapt to their new leadership roles. The most powerful barrier to the take-up of the concept of leadership in the DoE is that its many structures and schools are still bureaucratically and hierarchically organized with managers who are autocratic. This is because these managers are still intransigent and refuse to adapt to change and still follow the top–down approach of leadership and this may lead to their improper functioning. The way in which the NSNP is structured does not allow stakeholders to work collaboratively with the districts. SMTs and SGBs find themselves working in isolation in their various schools, surrounded by hungry learners all day with very limited interaction with their districts counterparts. At least, they survive on that hope that they still have each other at schools where they can share their experiences and ideas; and the needed encouragement to work together.

NSNP District

The research findings are that the National School Nutrition Programme was entrusted to a team of people called District coordinators, by the Provincial Department of Education. The district coordinators sometimes took decisions together with the rest of the principals in district or circuit meetings. Respondent from school B who is an SMT member and the NSNP school co-ordinator uttered: “they never invite us to nutrition meetings as the so-called co-ordinators; it seems as if we are just puppets for them to play with”. SGB from school A allotted: “we have never gone to any meeting or workshop whatsoever. Maybe they class us as uneducated or illiterate people who they can never talk with, yet it is our children at those schools. Without our children and us as parents, there will be no school at all”.

Many other times, they first discussed the issues alone as the district coordinators and apply a top-down approach (May & Winter 2009; Evan, et al (2006).

Barriers to stakeholder leadership

While leadership is beneficiary to each individual school community, there are several barriers that need to be overcome for genuine leadership activity to occur within the DoE. One of the main barriers to stakeholder leadership identified is the organizational structure that concerns the “top-down” leadership model which is dominant in the department. Stakeholders perceive lack of status within the NSNP

and the absence of formal authority as hindrances to their ability to lead. The possibility of their functionality in any school is dependent upon whether the management within the district relinquishes real power to stakeholders and the extent to which stakeholders in turn accept the influence of the district managers who have been designated as leaders in a particular way. This leadership role requires a more devolved approach to management and necessitates a shared decision making process. If leadership assumes and still remains firmly within the formal management structure at the top of the hierarchy, development is hindered. It can therefore be concluded that some stakeholders may not be willing to participate in teacher leadership although they are given a chance because of the non-involvement in the decisions taken due to the top-down approach used. Hence the researcher sought to find out the prevailing situation in the studied area. Lack of support from the upper structure is a crucial component in the success of the implementation of the NSNP and where such support is not forthcoming; the possibilities of collaborative actions are reduced. The heads will need to become leaders of change, striving to develop a relationship of trust with the programme members, and encouraging leadership and autonomy throughout the NSNP. For such leadership to develop, managers must also be willing to allow leadership from those who are not part of their 'inner circle', and might not necessarily agree with them. My view is that if the district managers are still autocratic and do things at their own will, it will be impossible to practice stakeholder development for leadership.

An ideal situation in decision making is whereby the process begins with the people and is designed for the people. Such an arrangement may call for greater participation and involvement of all stakeholders. Decision making should therefore be people centred and it can only be so if every stakeholder is involved in the decision making process. Hopkins (1994) states that if one does too much alone, nothing gets done properly, and one may quickly get exhausted and then what was going well may gradually deteriorate. Decision making is a process through which choice is made. By being not involved in the decision making processes of the NSNP, the stakeholders are denied the chance of making suitable choices in the programme. Hence they have to do with the FBDG, not their own menu choice without any alternative given.

4.4. Capacity building workshops

This section explored the role played by district officials in capacitating the stakeholders of the NSNP as reported by the respondents. These roles included calling of meetings, formulating and ensuring the implementation of policies, managing of finances and reporting and ensuring smooth running of NSNP. The stakeholders are given the role of running the NSNP so they have to be educated on how the programme is to be run in the above mentioned roles. By capacitating them, the district, will be equipping them with the necessary skill to implement the programme well and face any challenges they face boldly and with confidence, groomed with positive attitudes and knowledge.

(i) Calling of meetings

The responses given by the respondents indicated that at school level, meetings are communicated by notices given to the learners by the school SGB secretary. At the meetings, the principal communicates the instructions of the district regarding the NSNP or gives a report of what has been said about NSNP, what has to be done, changes and expectations. Not a single respondent gave an indication of attending NSNP meetings at district level. Instead, the majority of the respondents complained of being undermined and not being given the respect they deserve and the duty they are supposed to carry or do.

Four of the respondents felt undermined and not being recognized as important people in NSNP. School A SMT and teacher coordinator of NSNP reported- “SMTs and SGBs should be given the honour they deserve to be full participants of the NSNP. School A SGB noted: “What has to be done is only communicated to us through the school principals, nobody is interested to talk with us or hear our opinions”. Respondent SGB from school B answered: “we need to be considered as the necessary people in the programme by the DoE and be invited to all decision making meetings, be given workshops and be educated about the NSNP”.

School C SMT and NSNP coordinator noted: “the DoE continues to be that upper structure where decisions are taken, disregarding those at ground level, and who are supposed to implement the NSNP. Why is it so difficult for these people to come down to our level and hold capacity building workshops to teachers and SGBs so that

they become fully fledged implementers who are empowered to implement the programme. I have never as a NSNP coordinator been given any education on how things are expected to be done. Sometimes we blame our principals but we do so because they should voice their concerns on things are at the schools' because they also lack the skills needed to accomplish these implementation tasks".

It was clear from the above data that both SMTs and SGBs felt not being fully recognized as important stakeholders in the implementation of the NSNP. From the above data, the researcher could deduce that there were no meetings whatsoever called at district level to decide and inform the stakeholders.

The respondents felt that stakeholders need to be invited to all decision making processes, so as to empower them about their duties in the NSNP. School A principal postulated: "Stakeholders should always be involved in all the processes of the NSNP from national, provincial, district and at school level, especially when decisions are to be taken for them to implement at schools and not only invite school principals".

An SGB from school A noted: "SMTs and SGBs need to be brought on board the NSNP vehicle so as to own, nurture and keep it functional". The principal of school B added: "Stakeholders could improve by being fully involved in all the structures of the NSNP from the national down to the district level and not only at the school level".

When asked about measures to improve the NSNP most of the respondents reported that they could improve the quality of the NSNP at school through proper capacity building workshops to gain knowledge, take responsibility and be accountable. The principal from school C had this to say: "There should be proper capacity building workshops from the DoE for all involved, including the stakeholders.

The SMT and NSNP coordinator from school B reported: "Every stakeholder should be capacitated fully so as to go back to school with full knowledge of their responsibilities and when things ought to be done". School B reported: "We need to be considered as the necessary people in the programme by the DoE and be invited to all decision making meetings, be given workshops and be educated about the NSNP". The respondents feel they can contribute and improve a lot in the programme but are degraded, frustrated and dismayed by partial involvement. The

above statements also prove that the DoE takes a high-handed autocratic approach when it comes to making decisions that affect schools with NSNP included. This becomes evident when only principals are called for meetings yet there are Nutrition Committees in place. No apologies or explanations were ever given.

ii) Formulating and ensuring the implementation of the NSNP policies.

Every institution operates on policies. The NSNP also functions on policies that have to be implemented at schools. The FBDG has to be adhered to by the school nutritionists because good food provides energy for the brain and the body. The meals served in the NSNP are intended to help learners keep alert and concentrate during lessons, and give them the energy they need for physical activities. The snag in this policy, like all others, is that it was decided by the upper managers without involving the stakeholders. Managers sometimes see decision making as their central job because they must constantly choose what is to be done, who is to do it, and how it will be done. Again there are policies of who should be a meal server, how they should be elected and how they are to be paid. This policy also stipulates that meals should be served by ten o'clock, not taking into consideration the school environment and factors that may hinder the effectiveness of this policy.

In interviewing certain members of the SMTs and SGBs about the formulation and implementation of the NSNP policies, the researcher found negative responses. There were feelings that much still needs to be done on the NSNP and there were some challenges faced by the SMTs and SGBs in the implementation of the programme. SGB from school C noted, "There is still a lot to be done in this programme. They must stop undermining us and come and visit our schools to make sure we do things as required and correct where it is needed". The respondents felt that problems will always be encountered as long as the stakeholders are not involved in decision making processes. There appears to be no stance taken to grant stakeholders greater formal authority to initiate and formulate policy in the central domains of budget, personnel and program implementation

When questioned on why do problems still exist in the implementation of the NSNP, the principal from school A stated: "It is due to the fact that decision making is centralized. As long as stakeholders are not invited when decisions are to be taken

regarding the NSNP, problems will always be there. On the same issue, SMT from school A indicated: “Lack of proper communication structures prevails in the NSNP since its inception. Schools are not involved in important decisions taken hence there are ever challenges existing”.

School A SGB added: “The government officials take decisions suitable to themselves which could have been avoided were the stakeholders involved also confirms by saying: “Policies have to be discussed and agreed upon by all involved before their actual implementation takes place”.

The respondents were asked to elaborate on their roles concerning ensuring that policies are implemented at their various schools. Principal from school A answered: “We are to follow the district office orders”. SMT from school A further added: “There are the orders given to us by the government officials and we can never deviate from them, yet they were never discussed with us as the said stakeholders”. SGB from school B noted: “The involvement of the SGB is to monitor whether the NSNP is done well at school by being part of all decisions and steps taken in the implementation”. “We are told about rules and regulations which we have to follow in the Nutrition Programme but we know nothing about them”, SMT from school B voiced his own view.

iii) Managing finances and reporting to district office

Financial management of schools is a relatively new experience for all the three schools that participated in the study. The introduction of section 21 schools that are funded by the government also came up with devolution of financial management in these schools whereby these schools have to manage the financial resource they receive from the government and later submit a detailed report on how the funds have been utilized. The management of funds and the power and control associated with it may create an environment in which the degree of competence, integrity, fairness and openness of people and process are inevitably scrutinized. In an attempt to establish a high level of teacher and SGB participation and involvement in decision-making, some schools have established administrative structures like finance and procurement committees. This promotes an image of self- management,

reliance and accountability but in effect distracts teachers from their initial or primary instructional role.

There are funds allocated for the running of the programme at schools from the district NSNP into the schools' bank account. The funds are just deposited into the account without prior consultation with the stakeholders. The district calculates the funds on its own, allocating the money regardless of the school and learners' needs. Nobody ever questions the funds because there is no time left for that, learners need to be fed immediately.

All the respondents indicated that they are not fully equipped on the use of the allocated funds. School principal from school A stated that only school principals were informed in a meeting situation that NSNP funds were to be deposited into school bank accounts. Nothing was ever done to educate the stakeholders about the use of the funds. She further explained: "But we try in turn to educate each other on the proper use of the funds, and discourage embezzlement of funds.

SGB from school A noted: "The stakeholders are not fully equipped on the use of the NSNP funds because there is a confusion in who should handle the funds, a teacher or a parent. On his side, SGB from B stated: "We are not equipped, some workshop are needed for all stakeholders to be at par with whatever needs to be done in the programme, like to understand how to utilise the funds".

The stakeholders feel that they have to ensure that the finances are well maintained and properly used. SMT from school C explained: "We do so with limited knowledge of what, how, who and when to do, because of non-involvement by the DoE but we try by all means to implement the program even if we do so with limited knowledge and limited resources". The respondents reported that budgets are done on the allocated funds. SMT from school B stated: "The money for the NSNP is directly deposited into the school's bank account and a meeting has to be held to budget the allocated funds".

From the data presented above, it emerged that the stakeholders felt that finances are run in transparent manner where consultation is wide at their schools. The principals may disapprove some transactions even though by policy they are not signatories. They have the full capacity to do so in conjunction with SGBs, finance

committee and SMTs if they feel that those transactions are out of the nutrition boundaries or limits.

When it came to the issue of reports that had to be done on the use of the NSNP funds, the respondents gave the following statements. SGB from school B said: “We are expected to report monthly on how the allocated money has been distributed. First, we have to acquire three quotations from the retailers, of the items we are going to purchase before we can go and buy. This is done after the funds have been deposited”. SGB from school on her side said: “We are expected to carry out the instructions of the DoE regardless of any problems we might encounter. We buy the nutrition goods and then submit monthly reports that we never trained on how they are done”. Principal of school C noted: “A Monthly report has to be submitted to the district offices on nutrition expenditure and it has to be verified by the SGB”. From the above utterances, the study concluded that detailed reports on how the funds have been distributed are expected to be submitted monthly to the district offices.

iv) Ensuring smooth running of the programme

All the respondents felt that despite the problems they encounter in the NSNP implementation like non-involvement by the DoE, they have a responsibility to see to the smooth running of the programme. The principal of school C stated: “By forming the School Nutrition Committee as SGBs and SMTs, we are involved in the NSNP in our schools”. When further probed on the functions of the committee, she explained: “This committee sees to the proper operation of the programme by implementing the given policies which were decided for us by the NSNP officials”.

Principal from school A noted: “We are only involved at school level, where we work as a team to ensure the smooth running of the programme operates as it should be. We plough vegetables in the garden to get fresh produce, design budgets and prepare meals for the learners. SMT from school A noted on this: “The SMTs and SGBs see to the smooth running of the NSNP by providing a garden and make sure it is tendered to daily to get vegetables for the learners’ meals as stipulated by the FBDG menu from the district”.

Principal from school B stated: “Stakeholders hold meetings whenever there are things to be done for NSNP like budgeting, purchasing nutrition goods and employing the selecting meal servers for the following financial year. Team work plays a crucial role”. The principal of school C said: “We as the stakeholders need to take ownership of the programme and see to it that its objectives are met and the programme benefits those for whom it is intended, and there is no stealing of food items and embezzlement of funds that takes place.

The above responses reflect that the respondents felt obliged to perform their duties and be regarded as the important elements of the NSNP in the school community. They all share the sentiments that despite being ignored, undermined and not involved by the DoE, they have to make the school operational and functional especially with the NSNP.

Document Analysis

With regard to involvement of the stakeholders in decision-making processes document analysis failed to reveal any invitation to a circuit or district meeting where decisions were made. The researcher requested and asked for permission to view the SGB minute books to validate the statements and so as to support them. The only evidence that could be found were report back meetings where all the school principals had given reports to SGBs on matters from district meetings and NSNP matters were found.

Minutes of meetings from all three schools researched confirmed that schools do their budgets at the beginning of each term for the funds that have been allocated by the NSNP. It is also revealed that whenever the Nutrition Committee needs items that have financial implications, they consult the finance committee in agreement with the principal. These finance committees comprise of teachers, SGBs and the school principal as an overseer of all school committees. The procurement committee, which sees to the purchasing of all school items, is also involved.

While minutes from the documents confirmed that schools did their budget, financial statements also confirm how funds are utilized. The principal as an official of the department, as per government regulations, has an obligation to advise the governing body in any acts or instructions they issue that contravenes with

departmental policies. In addition, the SGB has a responsibility to ensure that funds are utilized effectively hence they form part of the finance and procurement committees, and the parent component of the SGB become signatories.

The researcher tried in vain to get hold of the NSNP official. Despite the letter from the university explaining about the study, the researcher was at first asked a lot of questions by the secretary whom the study was intended for, purpose and what was to be done with the findings. Many appointments were set up, but were not honoured by the district official. This was an attempt to validate the perceptions made by the stakeholders but it seemed as a waste of time and money luckily, the researcher managed to get hold of the statistics that informed the study about the number of schools participating in NSNP in King Williams' Town Education District.

4.5. Challenges facing non-involvement of all stakeholders

When the important stakeholders are not involved in the implementation of the NSNP, challenges may arise that might jeopardize the smooth running of the programme. This in turn will have detrimental effects in the smooth operation of the programmes of the school. The schools learners and teachers might not progress normally as expected when the stakeholders who are essential are not consulted. It is imperative that each stakeholder, regardless of race, creed or colour be part of the every happening in the program. The respondents all cited: high demotivation, regular absenteeism in important meetings, low morale, lack of sense of ownership in decisions they were not part of. Stakeholders are reluctant to implement decisions they were not part of when they were taken. If the core aim of the NSNP is negatively impacted, teaching and learning will do likewise.

SMT from school C confirms this by stating: "This scenario creates discomfort and confusion because one would feel that he/she was not part of the decision making. Lack of commitment will occur because stakeholders will be reluctant to implement decisions they were not part of. SMT from school A eluded: "If the officials decide to do take important decisions alone, they will not be able to identify their mistakes but if other stakeholders are involved, their views will make a difference and a common understanding will be reached. There are no tensions when everybody is on board

and every decision will be implemented with enthusiasm and good spirit. You own all the decisions taken as you are part of them and thus progress will be observed both with the programme and at school". The data discloses that the stakeholders view involvement as a tool that encourages collaborative team work. Ownership of ideas is a result of active participation by relevant stakeholders in decision making. Being involved in decision making is paramount and beneficial to the school, learners and the implementation of the program. If this does not happen, improved teaching and learning is hampered, resulting in lack of improved learner performance. Again, the objectives of the NSNP are not met.

On the question of challenges brought up by non-involvement, SGB from school B noted: "School programs are disrupted because meetings have to be called now and again, taking teachers away from their teaching duties. It also causes havoc in our personal lives because we are not school based, and we have to abandon our commitments at our homes and community to attend to school meetings. Whenever things do not go according to plan, SGBs have to call meetings".

Principal of school A also shared the same sentiments and remarked: "Stakeholders will be demotivated and this may result in the school atmosphere becoming heavy for teaching and learning. No one will be eager to implement the decisions that one does not know about". SMT from school C further cited sabotaging as one of the challenges that might hamper development of the NSNP at the school as a result of non-involvement of stakeholders. SMT from school C: "Sabotaging will come out from the members who were not involved. There will be tensions amongst the members as some may feel excluded and undermined".

It is interesting to note that the majority of the respondents from the schools are of the view that non-involvement of stakeholders will impact negatively and will not yield good results. Defiant attitudes erupt against the principal as a result of non-participation. SGB from school A commented: "Members become reluctant to perform their tasks and programmes are delayed because they did not partake in decision making processes. There was a case where there was confusion as to how the break should be adjusted because learners have to be served their meals by 10 o'clock in the morning every school day. SMT voiced her concern that teachers feel that the time factor was not well communicated to them by both SGBs and SMTs. In

turn, the feeding time consumed most of the teaching time because teachers did not release the learners in good time. This in turn resulted in conflicts and tense atmosphere in which the SGB had to intervene”.

4.6. Summary

The study indicated that in all schools, the DoE took decisions without consulting the stakeholders. This in turn frustrated the stakeholders as they felt useless in being not given the respect due to them. The data stated that where stakeholders were not involved in the NSNP processes, there will be challenges that will come out. Stakeholders were of the view that their involvement will make them willing participants in the programme. It may come that by consulting with principals, the DoE is implementing a fast-track consultation group as it may be time consuming to mobilize SMTs and SGBs at once.

Stakeholders needed, to be involved, capacitated and monitored in all levels of school governance because they are the ones who are answerable to all school happenings. By being involved, they are empowered to own, monitor and make improvements to the programme. Stakeholders perceived that when they are involved at levels of the NSNP, their morale and enthusiasm become very high, resulting in improved participation and implementation of the programme at school. Yet, non-involvement leads to demotivation that will negatively impact on the programme, leading to its failure. When the programme fails, the objectives and benefits it was intended for are not met and it is not benefiting those it is supposed to benefit, the learners. Involvement must include capacity building workshops and inclusion in all decision making processes.

The next chapter will discuss the findings of the study and recommendations to the study.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the main findings of the study with respect to the main research question. The main objective of this chapter is to discuss the findings and bring them closer to what is already known about the implementation of the NSNP at schools. The main findings of this study are

- Non-involvement and participation of the stakeholders in NSNP
- Lack of capacity building platforms and
- Inadequate involvement at school level and challenges.

School stakeholders need the courage to practice fearlessness so that once a school has determined its own destiny and plans to move forward collegiality, participation, human relations and distributed leadership will result in improved working relationships. Stakeholders need to recognize that they cannot always do things as the Government asks them to do. Instead, leadership strategies should be used to make them on the same level with district coordinators of NSNP so as to improve service delivery in our schools.

Throughout this study, certain commonalities and little diversity in the stakeholders' perceptions in their implementation of NSNP and working relationships have surfaced. These are related to attitudes, opinions, views and ideas. In this chapter, findings will be examined for their implications. While recommendations will derive spontaneously from this study, others, because of their direct relationship with a thorough understanding of the substantive issues involved in this work will also be suggested.

The study viewed the implementation of the nutrition programme, the working relationships and to note the use of distributed leadership, collegial and human relations theories; involvement and participation in decision making processes in the

NSNP in King Williams' Town Education District. Direct excerpts were provided to illustrate the emerging categories and themes within a grounded theory approach as explained by Glaser and Strauss (1967). Themes which emerge from data collected from the interviews and documents are presented. In analysis and discussion of findings, the researcher used the frameworks of collegiality, systems and human relations frameworks.

5.2 Non-involvement of the stakeholders in NSNP

Active community involvement is key and central to the success of the NSNP (Public Service Commission, 2008). This involvement is ensured through active participation of the whole school community which is made up of teachers, parents and learners. In schools, all teachers despite the position they hold, make academic and administrative decisions on different events in the school. Decision making which is the art of teaching, since best schools and best heads are judged on their ability to make well informed decisions on how learners can benefit in a formal learning environment. This is the strategy teachers employ when working with the parent component of the SGB. Because teachers are very influential people, they are able to impart such knowledge to their SGBs that everybody should be involved in decision making processes. When this does not happen, they tend to be frustrated and as a result all the stakeholders become confused, angry and frustrated because the NSNP coordinators are not handling matters in an expected manner. They feel undermined, underestimated and unrecognized.

The issue of participation in decision making was seen by the respondents as something that reduces tension in the school. A rational tenet in decision making is that regardless of the manner of options presented on an issue, decisions should be taken in tandem with guidelines set. While intuition and emotions do come into decision making, they should not be the norm. Analytical and problem solving skills are better to rely on to guide choice making than intuition. Thus when information is inadequate or complex, judgment still has to be consistently sound (Van Wyk, 2004). The setting of making up the decision making boards have to be put in place to ensure decisions are made smoothly in accordance with set norms and guidelines. These guidelines and norms have to be adopted and agreed upon by all involved.

Although the South African Schools Act (SASA, 1996) calls for active involvement of all stakeholders in all aspects of school decision making processes, research has shown that district officials allow little or no subordinate participation in NSNP decision making processes because such involvement is perceived as unproductive. The study revealed that the stakeholders were not involved at the NSNP implementation at district level at all. The fact that only principals were invited at circuit meetings does not imply that there is full participation of all the stakeholders. At schools, all teachers and parents, who were the main stakeholders of the current study, made decisions despite the position they hold. The research findings were that these stakeholders were not involved in all issues that require decision making in the NSNP but their involvement is skewed to only school level. At schools, they were involved in processes of budgeting and purchasing with the nutrition funds allocated to the school. This is where they were allowed to take own decisions which must be within the limits of the NSNP.

The study found that stakeholders felt that it is imperative that they are included and involved in any decision making processes so as to fully partake in the implementation of the programme willingly. The stakeholders were of the view that this involvement must begin at national level down to school level. In all three schools, data reveals that stakeholders were not part of policy crafting but they are expected to implement it. Stakeholders' perceptions indicated that proper involvement produces a boosted morale and enthusiasm became very high resulting in improved implementation of the NSNP amongst the members of the programme. Stakeholders perceived their involvement as something that was the key to their active participation in decisions taken as they will be owners of the ideas. They were of the opinion that participation creates collegial approach to work and shared ideas and participation in all that can be done within the NSNP. Non -involvement causes demotivation which will have a negative impact on the running of the programme in the school as the stakeholders will not own any decisions taken without their consultation. This will in turn have detrimental effects in the smooth operation of the school.

The research findings were that the stakeholders felt demotivated when their views are not invited and as a result they lose a sense of belonging to the programme.

They felt that they were not recognised, ignored and undermined by the officials. Hence lack of enthusiasm and involvement in decision making, absenteeism, tensions and complaints usually emerge from stakeholders, leading to ineffectiveness, inefficiency, low productivity and non-achievement of the goals of NSNP. Progress of the programme is hampered as a result of all this. Non-involvement causes non-participation and as a result conflict of ideas, defiance poor morale and sabotaging of ideas come from the above. The end product of this is an unhealthy learning environment and an unhealthy working environment for all the stakeholders.

Stakeholders also view their involvement as a way of creating a collaborative working platform that enhances the smooth running of the NSNP and in turn the school is also operated smoothly. Tensions were also reduced in the work place and this contributes positively towards organizational development. The stakeholders viewed participation as a tool of ushering in progress in all stages of the programme. Ownership of the programme through ideas that are shared by all is a view that is agreed upon by most of the respondents. They were of the view that when stakeholders work and take collective decisions together, they work with the same spirit and strive towards a common goal and so success is observed. The South African School Act of 1996 (SASA) emphasizes collaboration and collective decision making between school stakeholders.

Van der Mescht (2008) found that the importance of participation in decision making is emphasized by the DoE when it puts it as a rule that schools should be based on the democratic principles that enables broader participation by those 'on site' dealing directly with issues that need to be resolved, people who have expertise. In instances where the officials consult all stakeholders, they will be using the collegial model. This model emphasizes that power and decision-making should be shared among some or all members of the organization who are thought to have a shared understanding about the aims of the institution (Bush, 2003). The collegial model works by having those in senior positions mentoring those in junior positions who may not be ready to make decisions but can be coached bit by bit. Again, this model

encourages sharing of tasks and complementary engagement where decisions made in one forum are enhanced by those receiving them so that each level keeps on being built up and added to the organization. It is based on team work and its goals include transformation of stakeholders from one level of operation to a higher one through cooperative planning and implementation of policies and decisions taken at various levels such as national, district, provincial and management meetings of the NSNP.

The district NSNP coordinators were core in the making of decisions and the principal is the accounting officer. The assumption is that the coordinators felt that consultation may put them in a compromising position as decision making becomes a monotonous process. They may as a result end up not consulting at all and subsequently they then perceived as having dictatorial tendencies or authoritarian tendencies by their subordinates. This was also confirmed by the SMTs and SGBs who echoed non consultation and centralized decision making. Other reasons district coordinators make decisions with school principals is that as shown in related literature, principals are experienced and are trusted to make sound decisions. They had a track record that proves their capabilities (Van Wyk, 2004). Although the South African Schools Act (SASA) (1996) calls for active involvement of all stakeholders in all aspects of school decision making processes, research has shown that district coordinators of NSNP allow little or no subordinate participation in school decision making processes, because such involvement is perceived as unproductive (Bush and Heystek 2003; Van Wyk 2004).

Van Wyk (2004) postulated that expertise and experience must be considered in deciding who should be involved in reaching a decision. This is a plausible idea because someone who is experienced has cases to refer to and knows what can be expected from certain situations. This means experience guides such people to making sound decisions. This confirms Dimmock's (1993) findings which say and mean that stakeholders with the most experience must be put in strategic boards that are fundamental to running the school so that their experience works for the benefit of the school.

Stakeholders were required to attend many meetings such as budget committees and financial execution meetings and development committees. But, despite this

wide range of apparent participation, stakeholders still doubt their abilities and the knowledge and skills of others. They were of the opinion that these potential benefits of participation may outweigh their involvement and there is little possibility of these potential benefits being achieved unless their level of participation is matched with a similar level of influence over the final decision outcomes in as far as the district level involvement is concerned. For example, the study found that in the schools under study, stakeholders were able to participate and make decisions with regard to implementation of the programme. However, were unable to be part of the decisions taken on how the programme is to be implemented at national, provincial and district levels. The research findings were that stakeholders felt demotivated when their views are not taken on board and as a result they lose a sense of belonging to the school and do not come easily when invited to NSNP meetings or may hand in apologies now and again. Where stakeholders lack motivation and involvement in decision making, truancy, excessive excuses, absenteeism, tension and complaints usually emerge, leading to general ineffectiveness, inefficiency, low productivity and non-achievement of the goals of organization.

The collegial model encourages sharing of tasks and complementary engagement where decisions made in one forum are enhanced by those receiving them so that at each level, they keep on being built up and adding to previous decisions. It is based on team work and its goals include transformation of staff from one level of operation to a higher one through cooperative planning and implementation of policies and decisions taken at various district meetings and capacity workshops by the coordinators of the NSNP.

Stakeholders' desire to participate in decision making is expressed through various aspects, such as claiming the right to make decisions in their designated areas, and expecting others to consider their views in a wide range of issues that may influence their work. Decision making is a process through which choice is made. By being not involved in these decision making structures, the stakeholders were denied the chance of making suitable choices in the menu for their learners, hence they follow the prescribed FBDG without any given alternative. The Child Health Unit (1997) is of the view that the inclusion of the necessary stakeholders helps to build a consensus on policies and objectives, which focus on how the program can effectively contribute

to improving education and to meeting the nutrition and health needs of school age children. Program managers and stakeholders have to agree on what situations or problems the program will address, who the program will serve and which program models are feasible for implementation. Also the inclusion of the stakeholders will make them aware of the financial implications of the program and hence find means to raise funds. This will ensure that the benefit side of the program is enhanced while controlling the cost side.

With regard to document analysis, minutes of SGB meetings from the schools show that none of the schools under the study had ever been invited to a NSNP district meeting. This became evident when the researcher perused through the SGB minute book and found no agenda showing that SGB were invited to discuss and report back from a district meeting they had attended.

But the documents did confirm that SGBs do their budget at the beginning and some at the end of the year where funds are allocated according to their departments. Again document analysis reveals that when the NSNP at school needs items to be purchased or anything that has financial implications, they first of all consult the finance committee and once they are in agreement then a decision to make a purchase is made in agreement with the whole SGB. All financial issues are done in consultation with the principal.

While minutes confirm that schools do their budget, financial statements confirm how funds are utilized. Cheques used also confirm that the parent component of the SGB is the signatory. However, according to government regulations, the principal as an official of the department of education has a responsibility to advise the governing body when they issue instructions or act in a manner that contravenes departmental instructions or policy. In addition, SGB has a responsibility to ensure that the school funds are utilized effectively hence they form part of the finance committee or become signatories.

5.3 Challenges of non-participation in decision making

Van der Mescht (2008) point out that the manuals issued by the Department of Education are of little use for schools in South Africa. Schools cannot function without clear procedures, firm guidelines, and clear lines of accountability. There is nothing that can replace human interaction. Relying on guidelines written on policy document will never match the reliance on human resource where there are interactions, questions can be asked, some issues can be clarified and concerns can also be raised.

The study found that when stakeholders are not involved in decision making, their non-participation negatively affects the school. Stakeholders become demotivated, there is high absenteeism rate and their morale becomes low and this result in lack of ownership in decisions they did not take part in. The challenges of non-participation as the study reveals include conflict as to who should do what and poor morale and this was evident in the data presented by some respondents. This was also observed in some schools (Leithwood & Riehl, 2003).

Resistance to change is another challenge that can be faced as a result of non-participation in decision making. In the study, data revealed that when stakeholders were left out of decision-making, they were disgruntled. All this these lead to a situation where the institution fails to run smoothly and effectively. Chikoko (2007) argues that people desire involvement in the making of decisions on matters that affect them, even when they sometimes have no capacity to effectively make such decisions. Therefore, decentralization should be accompanied by sustainable capacity building among stakeholders. Bush & Heystek (2003) report that significant levels of dissatisfaction among teachers pertaining to factors related to their workplace occur when staff are not included in decision making. If the teachers lack motivation in NSNP implementation, nothing good will come out from that organization because SGB will be more demotivated and may frequently absent or excuse themselves in important NSNP meetings. A lack of job satisfaction results in frequent stakeholder absenteeism from school; aggressive behaviour towards colleagues and learners, psychological withdrawal from work, being burn-out, and early exit from the teaching profession (Lashway, 2002) and early withdrawal from SGB membership. Where people's participation in decision making is limited, they

may lose opportunity for personal growth, while administration loses expert and intelligent contribution by those people (Taylor & Tashakori, 1997). Thurlow (2003) further highlights that when stakeholders' expertise and suggestions are acknowledged and rewarded by co-opting them into decision making, an associated high level of job satisfaction and morale is noted.

Participation in decision-making depicts recognition of intellectual power, and when stakeholder's intellectual power or ability is acknowledged, they become more participative, creative and satisfactory Bush & Heystek (2003). Stakeholders do not wish to be viewed as mere recipients of policies who are to implement the changes but they expect to be included in the initial processes of meaningful decision-making where their voices will be heard. Van der Mescht (2008) supports this view that if managers claim to want participation from their people but never let them become intellectually and emotionally involved and never use their suggestions, the result may be negative. Still in line with this view, Tyala (2004) buttressed the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements. On the other hand, some stakeholders who feel over-burdened with work might not be very willing to participate.

School nutrition leaders who use the authoritarian leadership style engender poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates. The coercive style leader often creates terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets (Tyala, 2004).

5.3.1 Importance of involving teachers in decision making

The study revealed that teacher participation in decision making can yield good results in the school. The study found that working together in the school creates collegiality and the sharing of ideas broadens the scope of thinking, thereby leading

to organizational success. Ownership of ideas is achieved through participation, and greater commitment to organizational goals is achieved.

Lambert (2003) points out that there is more commitment to an action in which people have played parts in decision making, greater understanding and agreement about the action and ownership of the decision than when they are left out. Carl (2007) adds that that when teachers know that the leader has full confidence in them to allow them to take their own decisions, freedom to air their views and reward them for achievement, they will feel part of the organization, be assured of ownership and consequently become committed to achieving their shared vision and mission.

This study disclosed major contestations of non-involvement of teachers in decision making. In support of this Harris (1998) assert that:

Where teachers are adequately involved in decision making process, there would be commitment and adequate support for the principal and the realization of school goals will be easy while apathy and opposition within the school will be minimized (p78).

Stakeholders' cooperation is believed to be an indisputable asset to the school principals while involvement in decision making process by the teachers and SBGs could ease the principal's mounting problems as many heads would be put together to intellectually solve the problems that could have remained unsolved by the principals alone. This could also be applicable to the district coordinators of NSNP.

5.3.2. Lack of proper capacity building programs

Capacity building is concerned with increasing the ability of the recipients of development projects or programs to continue their future development without external support or to function independently on its own. Capacity building is parallel to sustainability. Despite the DoE's promise to effect capacity building workshops to be facilitated by the DBE focusing on Program Implementation, Meal Planning and Preparation, as well as Food Production (Internal Memo, March 2011) none were reported to have been attended by the stakeholders at the time of the research study.

The DoE had also promised special attention would be given to Financial Management skills which all the stakeholders had reported to be lacking in but all these had been empty promises and the deadlines that have been set were in vain.

Futile attempts are done at schools when the school principal comes back from district or circuit meetings and gives feedback on NSNP matters discussed there. Principals have reported that sometimes they are also not informed of how things should be done but are just given empty forms to fill which they complete through trial and error methods. So one can deduce that even the principals who are said to be accounting officers are not capable enough to plough back the information they have received to the stakeholders. Lack of proper capacity building programs has resulted in pandemonium at schools. The NSNP guidelines state that learners must be fed by ten o'clock every morning to give them energy to concentrate and be alert in class (Memorandum, 14 April 2011). This is not easily achieved as meal servers report for duty at the same time as the learners and teachers. Also, the stipend received by the meal servers does not allow them flexible time at the school. This causes the teaching and learning to be disturbed for many days.

The provincial Departments of Education are the custodians of the program and are well informed as to how the program should be implemented. Yet they fail to see to it that the districts set up effective workshops to capacitate the involved stakeholders. Findings also show that lack of training and monitoring has led to schools not following proper guidelines and stipulation as far as implementation is concerned. Lack of training could lead to unjust suffering on the part of the learners. It is essential therefore that in all policy formulation, all participants from those at the top, that is, managers to implementers at the bottom of the pyramid, are taken on board and be involved in the processes so that they are all conversant with the policy programme and own it as they will have the desire to see it succeed and not fail.

A trained employer becomes more efficient and productive if he is trained because he is familiar with the demands and expectations of the work (Leadership Training, 2010). The district in which the research study took place is a vast one. This could in turn have negative effects on the implementation of the program and the coordinators could face problems of monitoring the program closely. Because of this, another level of operation will have to be devised at district level where each coordinator will be

responsible for his or her own circuit to ensure smooth operation of the program in that area.

5.3.3. Inadequate involvement at school level and challenges faced

Nutrition programmes, if properly designed and effectively implemented, can address nutrition and health problems of learners. It can have benefits like alleviation of short term hunger in malnourished school children, motivate parents to enrol children and have them attend school regularly. It also addresses specific micronutrient deficiencies in learners and increase community involvement in school. Schools with their communities behind them are more effective than schools with less community involvement (Child Health Unit, 1997).

The stakeholders are given the mandate and the responsibility to implement the program at schools, yet decisions to do so are taken without their involvement. They encounter problems in their roles because of insufficient knowledge and the limited resources they have for use. Schools in the district do not have adequate infrastructure and facilities to implement the NSNP effectively and successfully. The guidelines of the NSNP demand that fresh food items be used daily for the meals yet schools lack basic infrastructure for storage of these items like kitchens and refrigerators which are not budgeted for in the allocated funds. Rural schools already are poorly resourced because they lack adequate and proper classrooms and teaching facilities. The provision of the infrastructure seems to be regarded as of less importance but it causes many problems at the schools as a result of shortcomings in the development of strategies used to implement the program resulting from non-involvement of the necessary stakeholders.

Sayed & Soudien, (2005) points out that collaborative power arises as members learn to make most of their collective capacity to run the day-to-day affairs of their school and solve problems (Muijs & Harris, 2003). Thus in using participative leadership,

NSNP heads should form teams called committees and give the special tasks which they debate on, make decisions on and action (Bush, 2003; Lashway, 2002).

5.4 Summary

From the data, the researcher found out that the stakeholders lack commitment in the NSNP daily functioning since they feel undermined, uninvolved in decision making and incapacitated in the programme. This in turn might cause chaos in programme operation and blaming of each other or shifting of responsibility and accountability leading to delays in programme implementation at schools. The successes of the programme like decreased dropout and truancy rates, increased learner attendance and improved health status and learning abilities will be tampered with.

The next chapter will be dealing with the summary, conclusions of the study and recommendations done for future study.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

In this final chapter of the study, a summary of the study is presented followed by a brief outline of the methodology used to carry out the study. The summary revolves around the themes that have been identified and the involvement and participation of these stakeholders in decision making in the NSNP. This will be followed by recommendations drawn from the study.

6.2. Summary of research finding

6.2.1 Non- involvement and lack of participation of stakeholders

Harris (2004) is of the view that when employees' (in this case stakeholders') basic human needs go unsatisfied, their psychological and physical health, as well as their productivity, suffers.

Again, people may participate firstly in setting goals; secondly, in making decisions, choosing from among alternative courses of action; thirdly in solving problems- a process that includes the definition of issues and the generation of alternative courses of action as well as choice among the alternatives and finally participation may involve making changes in the organization (organizational development) (Leadership Training). These stakeholders participate as individuals, as manager–employee, which in this case may be district coordinator- school coordinator of NSNP, and thirdly they may participate as members of a group.

Findings of the study revealed that stakeholders were not involved in any decision making processes within the NSNP implementation at the district level. They rely solely on information relayed through school principals who are the only people invited to the district meetings. This causes them to be disgruntled as they feel sidelined, undermined and unworthy. It can be deduced that the district managers use

the manager-employee strategy when communicating with the stakeholders where only school principals are invited to district meetings of the National School Nutrition Programme.

6.2.2. Lack of capacity building platforms

Ham & Hill (1984) describe implementation as those actions by the individual or the public or groups that are directed at the achievement of the objectives set forth in prior policy decisions. The stakeholders in this study are expected to implement the NSNP policies they were not involved in when they were formulated. Lack of knowledge of the stakeholders who are the central role players to the successful implementation of the program might affect the implementation and its intended goals (Public Service Commission, 2008).

Data revealed that the stakeholders are unsure of what roles they should be playing as they had never been invited to a meeting to empower them as programme implementers. Even those of them who are said to be signatories in the allocated school funds, do so without receiving any form of training on how to budget and utilize the funds but they do the trial and error method. Public Service Commission (2008) identified the lack of managerial skills among the stakeholders involved in the programme as a key challenge yet capacity building was one of the functions the Provincial DoE was tasked to do, with set deadlines.

6.2.3 Inadequate involvement at school level

The study found out that the stakeholders feel that they are inadequately involved in the implementation of the programme. They lack proper knowledge of how things should be done at their schools. With the limited knowledge the stakeholders have which they only get from the principals who are unsure, the smooth running of the programme is affected and sometimes the learners are affected. The teaching and learning programme does not receive quality time due to the learners because much time is wasted on doing things wrongly. The feeding time is said to be ten o'clock but it is not easily applicable. This frustrates the stakeholders who have to spend much of their time daily resolving these nutrition issues disregarding other school matters which they were not involved in from the very onset.

6.3. Conclusion

The case study revealed that collegiality, distributive leadership and positive human relations exist if they are shared among all the stakeholders. The notion of teamwork is rooted in the above theories that stress collaboration, and participation and involvement in decision-making. The study was interpretive in orientation, and utilized qualitative data gathering techniques in all three primary schools in the King William's Town Education District in Eastern Cape Province.

The call for a more collective notion of leadership rose out of the research. In this study, the role of the district coordinators is not denied but is enhanced by the theories and models used. One can deduce that these theories drew heavily on systems and processes beyond the individual leader or coordinator and within working relationships and interaction.

From the data, the researcher found that the stakeholders lack commitment in the NSNP functioning since they feel undermined, un-involved and incapacitated in decision making in the programme. This might cause chaos and blaming of each other or shifting of responsibility and accountability leading to delays in the programme at school. The successes of the programme like decreased dropout rate and truancy, increased attendance, health status and learning abilities will be hindered. The study has helped to deduce that stakeholder participation and involvement in all decision making processes of National School Nutrition Programme is of great value and importance to the effective, sustainable and smooth running of the programme. These may include processes like policy formulation, allocation of funds and selection of NSNP managers and its management.

6.4. Recommendations for future research

In this section the recommendations that are derived from the findings are;

- The DOE must provide well-furnished kitchen and storage places to cater for the NSNP needs at school.
- On the basis of these findings, the researcher recommends that clear national, provincial and district guidelines be established to define the specific roles of each member of S.G.B.
- The DOE should gradually increase the term period of SGBs for five years to allow for stability and competence in school governance and NSNP implementation.
- In ensuring policy implementation the DOE should develop a manual for SMTs to ensure the policies of school are implemented accordingly and clarity is given to SGBs and to improve working relations.
- In matters pertaining to financial management, a clear directing manual be designed. This manual must contain all the guidelines pertaining to financial management of the school. SASA just prescribes that a budget must be done by the SGB without any guidelines or details to follow. On procurement of school items, the researcher recommends that the parent SGB who is the school treasurer be thoroughly trained.
- A sort of stipend will be welcomed for the parent SGBs who almost spend daily lives at school for motivation and to easily get nominees when it comes to SGB elections.

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Annexure A: Permission letters

The Manager

King Williams' Town District

Re: Mrs Vuyiswa Qila: Student Number 200801070

The above mentioned is an MED student at the University of Fort Hare. Her research project is focusing on issues of access to education in South Africa. As she is conducting research she will be required from time to time to go out to collect information and also have meetings with her supervisor at the University of Fort Hare.

I would be grateful if you could grant her permission when she has to do the above mentioned tasks.

Yours sincerely

Professor S. W Rembe

Supervisor

Faculty of Education

***Department of Further and Continuing
Education***

Stewart Hall, Alice

Phone: Alice: 040602412 Email: nmayiya@ufh.ac.za|



RE: Mrs Qila's studies

This serves to inform you that Mrs Qila is a Masters student at the University of Fort Hare and there will be times when she will be meeting with her supervisor regarding her work, I therefore request her to be kindly released from school when such times come.

She is now at the stage of collecting data, so she will have to go to the District office and the selected primary schools where her research data will be collected. I hope that when she requests to do so she will be released from school.

Thanking you in anticipation

Yours faithfully

Tyilo, P. N. (Ms)

MED Supervisor

0820565018

The SGB Chairperson
School A Junior Primary
King William's Town
5600

Dear Mr. Lolo

RE: REQUESTING FOR A PERMISSION FOR INTERVIEW – YOURSELF

I hereby request you to grant me permission to come and interview on matters relating to National School Nutrition Programme. I am a Masters student at the University of Fort hare and my topic is selected stakeholders perceptions in the implementation of NSNP. I am due to collect data during the month of November 2011- January 2012.

Thanking you in advance.

Yours faithfully

Mrs. V. E. Qila

The Manager

King Williams' Town District
5600

NOVEMBER 2011

Dear Mrs Qila

RE: PERMISSION TO CONDUCT RESEARCH: SCHOOLS A, B, & C

Receipt of your letter dated November 2011 is acknowledged and I hereby grant you permission to go and conduct your research in the above mentioned schools.

Wishing you all the success in your studies.

Sincerely

(Circuit Manager)

Annexure B: Consent letters

School A Primary

King William's Town

5600

29 November 2011

Dear Mrs Qila

RE: PERMISSION TO CONDUCT GRANT INTERVIEWS ON SCHOOL A J.P.

I have been authorised by the School Governing Body (SGB) of the above mentioned school to grant you permission to come and conduct your research interviews in this school. You are therefore invited to come to the SGB meeting that will be held on the 15 November 2011 to formally introduce yourself.

Yours faithfully

THE MANAGER

Tyatyaza Location

P O Box 100

King Williams' Town

5600

29 November 2011

I...Mpafane Zime LE (SGB) of the above mentioned school hereby consent that I will participate in the interview that will be conducted with me by the researcher. I understand the topic of the research and will co-operate with her as long as she is within the limits of the topic.

Yours sincerely

N. Mnqayi

2155 Thembisa

Dimbaza

5671

29 November 2011

The Manager

King William's Town

5600

Dear Sir

PERMISSION TO CONDUCT STUDY

Kindly be informed that I have registered with the University of Fort Hare for Masters of Education Degree. My supervisor is Ms. P. N. Tyilo. I herewith apply for permission to conduct research in three primary schools of King Williams' Town District, School A, B and C. The title of my research is: **SELECTED STAKEHOLDERS PERCEPTIONS IN THE IMPLEMENTATION OF NATIONAL SCHOOL NUTRITION PROGRAMME.**

It is my contention that the findings of this study can be used as a basis for strengthening the working relations between principals, SMTs and SGB members during the implementation of the National School Nutrition Programme.

Thanking you in advance

Yours sincerely

Mrs. V. E. Qila

20 November 2011

Annexure C: Interview Schedule – Interview questions

Semi – structured interview questions for the SMTs and SGBs

Main Question

What are the perceptions of the SMTs and SGBs on the implementation of the National School Nutrition Programme in their schools?

Sub – questions

How are the SMTs and SGBs involved in the implementation of the NSNP?

Why there are still some challenges faced by the SMTs and SGBs in the implementation of the programme?

How can the SMTs and SGBs take measures to improve the implementation of the programme?

Annexure D

Name of the school.....

BIOGRAPHY

1. Sex (please tick one)

Category	Code
Male	1
Female	2
Any other, please specify	3

2. Age group (please tick one)

30 - 40 years	1
41 – 50 years	2
51 -60 years	3
60 -70	4

3. Position at school (please tick one)

Category	Code
Principal	1
SMT (NSNP coordinator)	2
SGB Chairperson	3
SGB Secretary	4
Treasurer	5

Additional member	6
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4. Employment status

Category	Code
Never been employed	1
Unemployed	2
Self employed	3
Permanently employed	4
Part time employed	5
Any other, please specify	6

5. Qualifications

Category	Code
Secondary	1
Diploma	2
Degree	3
Any other, please specify	