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**SCHOOL MANAGEMENT TEAMS' EXPERIENCES IN IMPLEMENTING A SCHOOL
FEEDING PROGRAMME IN NIGERIA PUBLIC PRIMARY SCHOOLS**

by

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Submitted in fulfilment of the requirements for the degree of

PHILOSOPHIAE DOCTOR

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NOVEMBER 2023

DECLARATION

I, **Ogunbayo Shakirat Bola**, declare that the thesis titled “**School Management Teams’ experiences in implementing a School Feeding Programme in Nigeria public primary schools**” which I hereby submit for the degree of Philosophiae Doctor in Education Management, Law and Policy at the University of Pretoria is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.



.....
Ogunbayo Shakirat Bola

November 2023

DEDICATION

This thesis is firstly dedicated to the Almighty God, who has sustained me throughout the duration of the degree programme.

I want to dedicate this work to the following people:

- My darling husband, Dr Ogunbayo Babatunde Fatai for your physical and emotional guidance, your financial and prayerful support throughout my studies. Your love and support have proven that behind every successful woman there is a positive supporting man.
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I declare that I obtained the applicable research ethics approval for this thesis. I observed the ethics criteria stipulated by the research Ethics Committee in terms of the University of Pretoria's Code of Ethics for Researchers and the Policy Guidelines for Responsible Research.

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 by
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 Submitted in fulfilment of the requirements for the degree of
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TO WHOM IT MAY CONCERN

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It remains the responsibility of the candidate to effect the recommended changes.



Prof. Tinus Kühn

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ABSTRACT

School Management Teams (SMTs) implement a School Feeding Programme (SFP) to achieve their set objectives. However, the emerging demand placed on SMT to act as implementers of an SFP prompted the need to determine whether the working practices and relationships in selected Nigeria public primary schools were healthy enough to act out their roles despite the challenges experienced. This study investigated the experiences of SMTs in implementing aSFP in Nigeria public primary schools.

A qualitative case study within a constructive/interpretivist paradigm was adopted for the research. The theoretical framework of this study is grounded in Administrative Management Theory by Henry Fayol (1949), which postulates that managers have to adapt to the five elements of the management procedure, namely planning, organising, commanding, coordinating and controlling, to implement a programme effectively. Six schools participating in the SFP in the Ado-Odo Ota Local Government Area of Ogun State were purposefully selected for this study. The SMTs that consisted of the headteacher, deputy headteacher and Heads of Department were the participants in this study. The data was obtained from different sources that included semi-structured interviews, document analysis and observations. The data was thematically analysed and the results were categorised according to themes and sub-themes.

The findings of the study highlight the role of SMTs in implementing aSFP in their schools; inadequate funding and poor infrastructure were identified as the challenges that affected SFP implementation. Formulation of policy, as well as adequate monitoring and evaluation mechanisms of the SMTs, seems to be a common strategy used by SMTs in these schools to overcome the SFP challenges. SMTs applied other relevant administrative management practices in implementing aSFP in the schools. The study concluded that the management practices of SMTs seemed to be based on understanding and interaction of self and the school in which the programme was implemented.

Keywords: Public primary school, School feeding programme, School management teams, School management teams' challenges, School feeding strategy.

LIST OF ABBREVIATIONS

ACHPR	African Charter on Human and Peoples' Rights
ACRWC	African Charter on the Rights and Welfare of the Child
CFRN	Constitution of the Federal Republic of Nigeria
CRC	Convention on the Rights of the Child
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
HGSMP	Homegrown School Meals Programme
ICESCR	International Covenant on Economic, Social, and Cultural Rights also include the right to food
INS	Integrated Nutrition Strategy
NEEDS	National Economic Empowerment Development Strategy
NEPA	Nigerian Education Policy Act
NSLP	National School Lunch Programme
PPS	Public Primary School
PSNP	Primary School Nutrition Programme
SAPS	Situation Analysis Policy Study
SDGs	Sustainable Development Goals
SFP	School Feeding Programme
SMTs	School Management Teams
UBA	Universal Basic Education
UBEP	Universal Basic Education Policy
UDHR	Universal Declaration of Human Rights

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ETHICAL CLEARANCE CERTIFICATE	iii
ETHICS STATEMENT	iv
TURN IT IN REPORT	v
DECLARATION BY THE LANGUAGE EDITOR	vi
ACKNOWLEDGEMENTS	vii
ABSTRACT	viii
LIST OF ABBREVIATIONS	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xviii
LIST OF FIGURES	xix
CHAPTER 1	1
OVERVIEW OF THE STUDY	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	2
1.3 PROBLEM STATEMENT	6
1.4 RATIONALE FOR THE STUDY	8
1.5 SIGNIFICANCE OF THE STUDY	9
1.6 THE OBJECTIVES OF THE STUDY	11
1.7 RESEARCH QUESTIONS	11
1.7.1 Main research question	11
1.7.2 Secondary research questions	11
1.8 RESEARCH METHODOLOGY	12
1.9 CLARIFICATION OF KEY CONCEPTS USED IN THE STUDY	13
1.9.1 School Management Teams	13
1.9.2 School Feeding Programme	13
1.9.3 Public primary schools	14
1.9.4 Implementation	14
1.10 DELIMITATIONS OF THE STUDY	14

1.11 CHAPTER OUTLINE	15
1.12 CONCLUSION	17
CHAPTER 2.....	18
LITERATURE REVIEW	18
2.1 INTRODUCTION.....	18
2.2 THE CONCEPT SCHOOL FEEDING PROGRAMME.....	19
2.3 SCHOOL FEEDING PROGRAMME IN PUBLIC PRIMARY SCHOOLS	21
2.4 RATIONALE FOR IMPLEMENTING A SCHOOL FEEDING PROGRAMME	23
2.4.1 Reducing learners’ short-term hunger	23
2.4.2 Improved learners’ nutrition and health status.....	24
2.4.3 Encouraging school enrollment.....	25
2.4.4 Increased learner attendance	27
2.4.5 Enhanced learner academic performance.....	28
2.5 POLICY IMPLEMENTATION ON A SCHOOL FEEDING PROGRAMME IN DEVELOPED AND DEVELOPING COUNTRIES	30
2.6 POLICY IMPLEMENTATION OF A SCHOOL FEEDING PROGRAMME IN NIGERIA	34
2.7 ROLES OF SCHOOL MANAGEMENT TEAMS IN IMPLEMENTING A SCHOOL FEEDING PROGRAMME	38
2.7.1 Monitoring and evaluation.....	39
2.7.2 Conducive environment	41
2.7.3 Supervising.....	42
2.7.4 Coordinating.....	43
2.7.5 Writing reports	43
2.7.6 Sharing duties.....	44
2.7.7 Directing	45
2.8 CHALLENGES SCHOOL MANAGEMENT TEAMS EXPERIENCED IN IMPLEMENTING A SCHOOL FEEDING PROGRAMME	46
2.8.1 Insufficient funding.....	47
2.8.2 Poor monitoring and evaluation.....	48
2.8.3 Poor data planning	49
2.8.4 Corruption and mismanagement	51
2.8.6 Delay in food delivery	53
2.8.7 Poor infrastructure	55

2.9 STRATEGIES SCHOOL MANAGEMENT TEAMS EMPLOYED TO MITIGATE SCHOOL FEEDING PROGRAMME CHALLENGES	56
2.9.1 Policy development	56
2.9.2 Improved monitoring and evaluation	57
2.9.3 Provision of adequate funding	58
2.9.4 Provision of effective training	59
2.9.5 Parental and community participation	60
2.9.6 Consistency and scheduling	61
2.9.7 Adopt a flexible menu	62
2.10 CONCLUSION	63
CHAPTER 3	63
THEORETICAL FRAMEWORK	63
3.1 INTRODUCTION	63
3.2 THEORETICAL FRAMEWORK	64
3.2.2 Organising	67
3.2.3 Commanding	67
3.2.4 Coordinating	67
3.2.5 Controlling	68
3.3 CONCLUSION	71
CHAPTER 4	71
RESEARCH DESIGN AND METHODOLOGY	71
4.1 INTRODUCTION	71
4.2 PHILOSOPHICAL ASSUMPTIONS UNDERPINNING THE STUDY	72
4.3 RESEARCH APPROACH	75
4.3.1 Qualitative research approach	76
4.4 RESEARCH DESIGN	77
4.5 RESEARCH METHODOLOGY	79
4.5.1 Sampling	79
4.5.2 Selection of research participants	81
4.5.3 The research sites	82
4.5.4 Data gathering process	83
4.5.4.1 <i>Semi-structured interviews</i>	84
4.5.4.2 <i>Mining data from documents</i>	85

4.5.4.3	<i>Observations</i>	86
4.6.1	Thematic analysis	88
4.6.1.1	Familiarising oneself with data.....	88
4.6.1.2	Generating codes and searching for themes.....	88
4.6.1.3	Reviewing and naming themes.....	89
4.6.1.4	Producing reports.....	89
4.7	TRUSTWORTHINESS OF THE STUDY	89
4.7.1	Credibility	90
4.7.2	Transferability	91
4.7.3	Dependability	92
4.7.4	Conformability	93
4.8	ETHICAL CONSIDERATIONS	93
4.9	MY ROLE AS A RESEARCHER	95
4.10	CONCLUSION	96
CHAPTER 5		97
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA		97
5.1	INTRODUCTION	97
5.2	THE SAMPLED SCHOOLS	97
5.2.1	Profile of Baba Primary School	98
5.2.2	Profile of Semi Primary School	99
5.2.3	Profile of Tunmi Primary School.....	99
5.2.4	Profile of Kadi Primary School	99
5.2.5	Profile of Kth Primary School	100
5.2.6	Profile of Zola Primary School.....	100
5.3	DESCRIPTION OF PARTICIPANTS IN THE STUDY	100
5.3.1	Participants' gender	101
5.3.2	Participants' years of service as School Feeding Programme officials.....	102
5.4	RESEARCH QUESTIONS, THEMES AND SUB-THEMES	102
5.5	DISCUSSION OF THEMES	103
5.5.1	Theme 1: The role of School Management Teams in implementing a School Feeding Programme	104
5.5.1.1	<i>Sub-theme 1: Supervising the School Feeding Programme</i>	104
5.5.1.2	<i>Sub-theme 2: Monitoring and evaluating aSchool Feeding Programme</i>	106

5.5.1.3Sub-theme 3: Coordinating the programme.....	109
5.5.1.4Sub-theme: Creating a conducive atmosphere for the programme.....	111
5.5.1.5Sub-themes: Sharing duties and teamwork among members.....	112
5.5.1.6Sub-theme: Writing reports on the programme.....	114
5.5.1.7Sub-theme: Directing the food vendors.....	116
5.5.1.8Summary of Theme 1.....	118
5.5.2 Theme 2: The reasons for the implementation of aSchool Feeding Programme	118
5.5.2.1Sub-theme: Improving learners' nutrition and health status.....	119
5.5.2.2Sub-theme: Managing learners' short-term hunger.....	120
5.5.2.3Sub-theme: Increasing learners' attendance in school.....	122
5.5.2.4Sub-theme: Encouraging school enrollment.....	124
5.5.2.5Sub-theme: Enhancing learner academic performance.....	126
5.5.2.6Summary of Theme 2.....	127
5.5.3 Theme 3: Challenges faced by School Management Teams when implementing aSchool Feeding Programme	128
5.5.3.1Sub-theme: Insufficient funding of the programme.....	128
5.5.3.2Sub-theme: Poor infrastructure of the programme.....	130
5.5.3.3Sub-theme: Poor monitoring and evaluation.....	132
5.5.3.4Sub-theme: Poor data planning for the programme operation.....	134
5.5.3.5Sub-theme: Delays in food delivery to school.....	137
5.5.3.6Sub-theme: Inadequate training for the programme.....	138
5.5.3.7Sub-theme: Corruption and mismanagement among the implementers.....	140
5.5.3.8Summary of Theme 3.....	142
5.5.4 Theme 4: Strategies used by School Management Teams to deal with School Feeding Programme challenges	142
5.5.4.1Sub-theme: Providing a monitoring and evaluation mechanism.....	143
5.5.4.2Sub-theme: Provision of adequate funding.....	145
5.5.4.3Sub-theme: Consistency and scheduling of the programme.....	147
5.5.4.4Sub-theme: Effective training of the management and vendors.....	149
5.5.4.5Sub-theme: Formulating rules and regulations for the programme.....	151
5.5.4.6Sub-theme: Encouraging parental and community participation.....	153
5.5.4.7Sub-theme: Adopting a flexible food menu.....	155
5.5.4.8Summary of Theme 4.....	156

5.6 CONCLUSION	156
CHAPTER 6.....	157
DISCUSSION OF KEY THEMES EMERGING FROM THE FINDINGS.....	157
6.1 INTRODUCTION.....	157
6.2 RESEARCH QUESTIONS	158
6.3 DISCUSSION OF RESEARCH FINDINGS	158
6.3.1 The role of School Management Teams in implementing a School Feeding Programme	159
<i>6.3.1.1Supervising the programme</i>	<i>159</i>
<i>6.3.1.5Sharing duties and teamwork among members.....</i>	<i>164</i>
<i>6.3.1.6Writing reports on the programme.....</i>	<i>165</i>
<i>6.3.1.7Directing the food vendors.....</i>	<i>166</i>
6.3.2 The reasons for the implementation of aSchool Feeding Programme	167
<i>6.3.2.1Improving learners' nutrition and health status.....</i>	<i>167</i>
<i>6.3.2.2Managing learners' short-term hunger.....</i>	<i>168</i>
<i>6.3.2.4Encouraging school enrollment.....</i>	<i>170</i>
<i>6.3.2.5Enhancing learner academic performance</i>	<i>171</i>
6.3.3 Challenges faced by School Management Teams when implementing aSchool Feeding Programme	171
<i>6.3.3.1Insufficient funding of the programme</i>	<i>172</i>
<i>6.3.3.2Poor infrastructure of the programme.....</i>	<i>173</i>
<i>6.3.3.3Poor monitoring and evaluation</i>	<i>174</i>
<i>6.3.3.4Poor data planning for the programme operation</i>	<i>174</i>
<i>6.3.3.5Delays in food delivery to school.....</i>	<i>175</i>
<i>6.3.3.6Inadequate training for the programme</i>	<i>176</i>
<i>6.3.3.7Corruption and mismanagement among the implementers</i>	<i>177</i>
6.3.4 Strategies used by School Management Teams to deal with theSchool Feeding Programme challenges	178
<i>6.3.4.1Providing monitoring and evaluation.....</i>	<i>178</i>
<i>6.3.4.2Provision of adequate funding.....</i>	<i>179</i>
<i>6.3.4.3Consistency and scheduling of the programme.....</i>	<i>180</i>
<i>6.3.4.4Effective training of the management and vendors</i>	<i>180</i>
<i>6.3.4.5Formulating rules and regulations for the programme</i>	<i>181</i>
<i>6.3.4.6Encouraging parental and community participation.....</i>	<i>182</i>

6.3.4.7	<i>Adopting a flexible food menu</i>	183
6.5	CONCLUSION	183
CHAPTER 7	184
	REFLECTIVE SUMMARY OF THE THESIS,RECOMMENDATIONS, CONTRIBUTION TO KNOWLEDGE, IMPLICATIONS FOR FURTHER RESEARCH, LIMITATIONS AND CONCLUSION	184
7.1	INTRODUCTION	184
7.2	REFLECTIVE SUMMARY OF THE THESIS	184
7.3	RETROSPECTIVE SUMMARY OF THE RESEARCH JOURNEY	186
7.4	SUMMARY OF THE RESEARCH FINDINGS	187
7.4.1	School Management Teams’ roles in implementing a School Feeding Programme	187
7.4.2	Rationale for the implementation of a School Feeding Programme	189
7.4.3	Challenges School Management Teams experienced in implementing a School Feeding Programme	191
7.4.4	How School Management Teams mitigated the challenges they experienced in implementing a School Feeding Programme	193
7.5	RECOMMENDATIONS	195
7.5.1	Recommendations for the government	195
7.5.2	Recommendations for School Feeding Programme officers	196
7.5.3	Recommendations for the Ministry of Education	197
7.5.4	Recommendations for School Management Teams	198
7.5.4.1	School Management Teams’ roles in implementing a School Feeding Programme	200
7.5.4.2	Rationale for School Feeding Programme implementation.....	202
7.5.4.3	Challenges in implementing a School Feeding Programme	203
7.5.4.4	Strategies developed for implementing a School Feeding Programme	205
7.6	CONTRIBUTION TO KNOWLEDGE	207
7.6.1	Contributions to the field of a School Feeding Programme	207
7.6.2	Contributions to policy and practice	209
7.6.3	Methodological contribution	210
7.6.4	Theoretical contribution	211
7.7	IMPLICATIONS FOR FURTHER RESEARCH	212
7.8	LIMITATIONS OF THE STUDY	212

7.9 CONCLUSION	214
REFERENCES.....	214
ANNEXURE A: APPROVAL LETTER.....	261
ANNEXURE B: PERMISSION LETTER	263
ANNEXURE C: SCHOOL FEEDING PROGRAMMEENROLLMENT LISTS	264
ANNEXURE D: RESULT ANALYSIS	265
ANNEXURE E: LETTER TO HEADTEACHER	266
ANNEXURE F: LETTER TO DEPUTY HEADTEACHER	268
ANNEXURE G: LETTER TO HEAD OF DEPARTMENT	270
ANNEXURE H: HEADTEACHER'S CONSENT FORM.....	272
ANNEXURE I: DEPUTY HEADTEACHER CONSENT FORM	273
ANNEXURE J: HEAD OF DEPARTMENT CONSENT FORM	274
ANNEXURE K: INTERVIEW PROTOCOL	275

LIST OF TABLES

Table 4.1: Sampled Schools	824
Table 4.2: Summary of documents analysed	868
Table 5.1: Biographical information of the participants	10103
Table 5.2: Research questions, themes, and sub-themes	1024-105

LIST OF FIGURES

Figure 3.1: Administrative Management Theory.....	667
Figure 7.1: Ogunbayo (2023) Administrative Management Model in Implementing a School Feeding Programme in Schools	204

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

According to the World Bank Group (2016), a School Feeding Programme (SFP) implementation targets social safety nets that provide educational and health benefits to the most vulnerable learners. SFP was implemented in developed and developing countries' schools to increase learners' enrollment and attendance rates significantly, reduce absenteeism, increase cognitive development and improve food security at the household level (World Food Programme, 2019).

A study was conducted in the United Kingdom by Parnham, Chang, Rauber, Levy, Millett, Lavery, and Vamos (2022) on how SFP implementation improves effectiveness and increases the benefits of education. The findings show that SFP implementation has attracted and retained learners in school by providing them with food, consequently boosting nutrition and health status, increasing school enrollment, and improving attendance and academic performance. Their study suggests that SFP implementation should be regarded as one of the key strategies in contributing to household food security and forms part of a complete package to improve the health and general well-being of a learner. Moffat and Thrasher (2016) conduct a study in France on how SFP implementation affects learner nutrition and on health on school performance. The findings reveal that SFP implementation is effective in stimulating the demand for education, particularly in settings where school attendance is low.

Hatløy and Sommerfelt (2017) discovered that SMTs are essential to the implementation of an SFP in their research study in schools in the Democratic Republic of the Congo. SMT's years of experience and understanding of the process involved are instrumental in effectively implementing the SFP (Howlett, 2019). A pilot study was carried out by Nigeria's Federal Ministry of Education (FME) on a subset of schools that benefited from an SFP by increasing enrollment, improving attendance, and producing high academic results (Olubayo, 2015). The findings show that experienced, dedicated and committed

SMT members, knowing their roles and responsibilities, were the reason that a SFP was successfully implemented in these schools (Singh & Fernandes, 2018; Omondi, 2018). Although government policy on the implementation of a SFP is not likely to change, SMT experience may make a difference in how challenges associated with the implementation of the programme can be managed (Oyinlola, 2021).

SMTs were the key implementers of the programme in achieving the set objectives of a SFP. As noted by Basson and Mestry (2019), SMTs are the core people responsible for the schools' management, which includes all activities that support the implementation of a SFP. Naidoo (2019) maintains that SMTs consist of the headteacher, deputy headteacher, and Heads of Department. Lekalakala (2019) and Oyinlola (2021) observe that without effective SMTs to manage an SFP, the implementation of the programme may remain uncertain, and the set objectives of the programme may be hindered. Oyinlola (2021) states that SMT's implementation of the program has widely been affected by poor monitoring and evaluation, lack of adequate policy to run the programme and lack of proper training on the implementation process for the programme, which the SMTs required to gain experience to run the programme.

This suggests that the successful implementation of an SFP in Nigerian public primary schools depended on SMTs' experiences, among other factors. School Management Teams' experiences could be one of the reasons why schools running a SFP were performing well despite the challenges they faced in schools.

1.2 BACKGROUND TO THE STUDY

Education is the key attribute in a country's intellectual, economic, social and cultural development (Thom-otuya & Inko-tariah, 2016). One of the objectives of education is to improve learners' retention and ensure that they stay longer in school to gain knowledge that will be useful in their lives (Adekunle & Christiana, 2016).

Despite these educational objectives, there are still problems with an educational programme initiated to improve learners' retention, absenteeism, dropout and academic performance globally. According to studies, different policies have been established in developed countries, such as the United Kingdom and the United States of America, as

well as in developing countries, such as South Africa and Botswana, to reduce learner absenteeism, dropout and education inequality (Drake, Woolnough, Bundy & Burbano, 2016; Eluya, 2019; Baiden, Boateng, Dako-Gyeke, Acolatse & Peters, 2020). These policies intend to enhance the standard of education in communities of lower income by raising learner attendance, enrollment, punctuality, learning capacity, and retention rates, as well as by supporting the general health development of learners (Mwendwa & Chepkonga, 2019). However, the challenges faced by developing countries ranging from inadequate funding and insufficient facilities to a lack of teaching materials, school infrastructure, and textbooks have impeded the realisation of their educational objectives. These demonstrate the ongoing struggle of developing nations to bridge the gap in their education systems compared to those of more developed countries.

In Nigeria, education is viewed as a superior tool for the nation's social and economic reconstruction. In the early 1990s, the government decided to reconstruct the education system by evaluating the National Policy on Education documents and performing two studies on the education division (Oyedeji, 2015; Bolaji, Campbell-Evans & Gray, 2016). The first study analysed the factors limiting access to quality education, while the second one assessed the learning capacity of the learners at the school level (United Nations Children's Fund, 2019). Subsequently, in 1999, a thorough review of Nigerian schools' policy that guides the education system, was conducted. The education policy review's essence was to improve learners' retention and ensure that they stayed longer in schools to gain knowledge that would be useful in their lives (Osaghae & Irabor, 2018). Based on this review, a new institutional framework was established for education (Federal Government of Nigeria, 2004). The newly established Education Policy Act (115) of 2004 was aimed at improving learning capacity, school enrollment and increasing attendance levels within the education sector (Otekunrin, Momoh & Ayinde, 2019).

Regardless of the government's efforts through different initiatives at the local and national levels in Nigeria, the progress towards education has been uneven (United Nations Educational, Scientific and Cultural Organisation, 2019). This has decreased enrollment rates, increased dropouts, and affected school learners' academic performance within Nigerian schools (Otekunrin et al., 2019). To achieve the goals of

different government education initiatives towards averting these problems, one of the policies introduced was a SFP that was implemented to raise the demand for schooling (Azubuike & Mbah, 2019). The implementation of a SFP benefits large contexts that encourage school learners to function more effectively (Jacob & Musa, 2021). Agbozo, Atitto and Abubakari (2017) identify the purpose of this programme as enhancing school learners' learning capacity, school attendance and punctuality, and contributing to the learners' general health development. Agbozo et al. (2017) cite Kiilu and Mugambi (2019) who state that the programme needs to be managed by SMTs to benefit learners from low-income families.

Conversely, according to Section 2 (2) of the Nigerian Education Policy Act (115), school management must be performed by SMTs under the supervision of the Ministry of Education (Okolo-Obasi & Uduji, 2022). To contribute meaningfully, the transformation of education is no longer good enough for a head of school to be only a good manager, but the principal must also be a proactive leader (Singh & Fernandes, 2018). In terms of leadership and management, the head of the school is not expected to carry the burden of school management alone but rather to form senior-level SMTs. However, SMTs are in charge of the schools day-to-day monitoring and evaluation of any programme as well as the implementation of government policies in schools (Omondi, 2018). Although all SMT members are expected to participate in school management, the head of the school who is the head of SMT members, ultimately has the authority and power to act decisively (Benoliel, 2020).

In the same context, the Universal Basic Education (UBE) Act 2004 as enacted by the law, recommendd that SMTs should be active participants in the SFP programme in the Nigerian public schools (Olubayo, 2015). It also encouraged schools to ensure that SMTs with appropriate training were selected and supported through ongoing in-service training to value and emphasise their role in the implementation of the school programme (Otekunrin et al., 2019). To this end, SMTs in Nigeria public primary schools were trained and inducted to capacitate them and become the rightful owners of the programme (Aladegbola & Jaiyeola, 2016). Thus, school learners rely on the voices of SMTs to reinforce the importance of good nutrition, which also helps the learners make healthy

choices in life. If SMT members do not have the necessary knowledge and support, they will lack the power to have that positive impact and be positive role models for their learners (Bolaji et al., 2019). Their input influences healthy eating patterns that are essential for learners to achieve their full academic potential, optimal physical and mental development, and lifelong health and well-being (Oyededeji, 2015).

Several studies have shown that SMTs experienced various challenges in implementing a SFP where the programme was implemented (Bolaji et al., 2019; Sternadt et al., 2021). Poor policy, corruption by government officials, and a lack of proper monitoring and evaluation were among the challenges that SMTs experienced during programme implementation (Sternadt et al., 2021). Olubayo (2015) argues that the lack of managerial skills among SMTs involved in the programme was identified as the challenge affecting its implementation. He further states that the instructions and orders always come from the government without inviting the necessary SMT members, even though SMTs are the key sources of information. Abdullah and Salihu (2020) argue that SMTs do not know their roles in implementing the programme. This causes them to be unprepared to deal with the challenges of the programme (Azubuike & Mbah, 2019). It is a serious concern that shows that SMT members are not fully equipped to implement the programme in their schools effectively.

Additionally, the food-based guidelines, which should be strictly followed, were abandoned because the school management team members had no say in the foods provided for the learners and had to accept whatever was delivered to the school (Thomas & Nwokocha, 2021). Other challenges experienced by SMTs included late delivery or non-delivery, embezzlement of programme funds, corruption by SMTs and programme agencies, and food vendors failing to follow basic food supply guidelines. Even though various studies on SFP implementation have provided excellent recommendations to guide SMTs in implementing the programme, issues still persist.

As a school counsellor, I have observed learners at particular schools I have worked at before sitting on empty stomachs, which sometimes are due to the non-delivery of supplies or stale food that could not be served to them. School Management Teams are the only people who have to deal with such a situation to avoid conditions that prevailed

before introducing a SFP. To avoid learner dropout, absenteeism, low enrollment, decreased academic performance, truancy and psychological disturbances, quick measures have to be devised to ensure that vulnerable school learners are fed when they come to school (Abdullah & Salihi, 2020).

It is against this background that the study investigated the experiences of SMTs in implementing a SFP in Nigeria public primary schools. The study was centered on schools situated in the Ado-Odo Ota Local Government Area of Ogun State, Nigeria. These specific schools were chosen due to their participation and receipt of benefits from the programme under investigation.

1.3 PROBLEM STATEMENT

The Nigerian Government's overarching development plan aims to ensure fair and accessible education for all individuals, aligning with the principles outlined in Section 18 (3) of the Constitution of the Federal Republic of Nigeria, 1999 (as amended) (FGN, 2004). Equally, Section 15 of the Child Rights Act of 2003 requires the Federal Government in Nigeria to provide free, compulsory and universal education in federal-level institutions (Mahadew, 2016). The Compulsory, Free and Universal Basic Education Act was enacted in 2004 as a result of the Child Rights Act of 2003. Apart from the right to education, the Federal Government of Nigeria implemented a SFP through Section 2 (2) of the UBE Act (115) 2004 (Adekunle & Christiana 2016).

The significance of a SFP on the well-being of public primary school learners cannot be overemphasised. Schools can provide future safety nets, meet immediate food needs, and offer long-term support and empowerment to learners, families and communities by providing daily foods (Jacob & Musa, 2021). Education, nutrition and health cannot be considered in isolation. A comprehensive approach to a learner's well-being should be followed (WFP, 2019). Hunger is a barrier to learning, and SFPs around the world have successfully drawn learners to school by providing them with food or a nutritious snack (Bolaji et al., 2019). The primary objective of a SFP is to provide food or snacks to alleviate short-term hunger, thus enabling learners to learn (Azubuike & Mbah, 2019).

To ensure that aSFP is successfully implemented, various models for implementation have been introduced to establish structures for training SMTs on how to run the programme. Jacob and Musa (2021) examine the challenges influencing the implementation of a SFP in Nigerian public primary schools. The study findings indicate that managerial competency, lack of adequate planning, funding and accountability in utilising allocated funds contributed to the challenges of SFP implementation. Jacob and Musa (2021) indicate that managerial competency influences the planning process during the implementation of a SFP. Lack of financial investment plans and poor adherence to budget allocation also contributed to challenges experienced during the implementation of a SFP. School Management Teams are faced with other challenges, such as food getting to school late, disrupted normal school activities, poor infrastructure affecting SFP implementation, and unavailability of food that cause learners to miss school (Jacob & Musa, 2021).

Imeh and Johnson (2017) investigate the challenges facing the implementation of a SFP in Nigerian schools. The study findings revealed that SMT members are still unaware of their roles in the programme's implementation and lack SFP knowledge. This problem occurs even though these SMT members were trained and went through an induction process (Drake et al., 2020). These problems still exist despite the excellent recommendations made in previous programme evaluations. School Management Teams are not provided with programme guidelines; therefore, they have no understanding of how to run the programme, leading to substandard food quality supplied, fraud, corruption among SMT members, and noncompliance with food-based nutritional guidelines causing food poisoning and unbalanced foods among learners (Imeh & Johnson, 2017). Also, inappropriate policies and strategies for SMTs contribute to the problem of a SFP in Nigerian schools (Imeh & Johnson, 2017).

Adekunle and Christiana (2016) study the challenges affecting the Nigerian SFP. The study findings discovered that the legal framework stipulated for implementing a SFP in Nigeria public primary schools was unclear, confusing MTs on how to run the programme to meet the programme objectives. The researchers further revealed that the non-involvement of SMT members in the decision-making processes by school feeding

agencies had inhibited the successful implementation of the programme. This non-involvement places additional responsibility on SMT members who must find a way to feed the deprived learners. Despite numerous evaluations and recommendations, problems persist in the implementation of a SFP Jacob and Musa (2021). These problems are experienced daily nationally Jacob and Musa (2021). There are adverse reports on the programme, and learners are not always fed as stipulated in the Nigerian constitution through Section 2 (2) of the UBE Act (115) 2004 (Adekunle & Christiana, 2016).

The studies of Okolo-Obasi and Uduji (2022) and Jacob and Musa (2021) established the current practice where the Federal government coordinates the SFP through the State Government has led to issues hindering the effectiveness of the SFP in basic primary schools in Nigeria, including insufficient food served to the students in quantity and quality, inadequate materials and infrastructure, and unaffordable prices of required groceries from the market. These issues, as noted by Okolo-Obasi and Uduji (2022), affect SMTs in implementing the SFP in public primary schools within the Nigerian education sector.

Hence, the study sought to explore the experiences of SMTs in the implementation of a SFP at their schools. School Management Teams are the people entrusted with the day-to-day management of the schools to which they are assigned; these SMTs have to perform an obligation to the parents and learners regarding school matters. It is important to note that the capacity of SMTs involved in SFPs to serve adequate food for all learners in need to experience cognitive, physical, health, and psychosocial benefits remains quite challenging. This study was conducted to ensure that all public primary school learners have access to school food and are healthy and ready to learn through a well-managed feeding process. Therefore, it is against this background that the study investigated the selected SMTs' experiences in implementing a SFP.

1.4 RATIONALE FOR THE STUDY

My drive to conduct this study stems from my personal and professional background as a former school counselor in a Nigerian school characterised by significant challenges such as low enrollment and attendance rates, coupled with poor academic performance,

absenteeism, and high dropout rates. These schools consistently struggled with low learner turnout, presenting a formidable challenge in addressing both the academic performance and nutritional requirements of the learners.

Over time, I've noticed the Nigerian Government taking various measures to tackle challenges in low-income areas. These efforts encompassed strategies like implementing free school fee policies, distributing textbooks and notebooks, augmenting government funding and resources to mitigate absenteeism and dropout rates, and enhancing learner attendance and performance. Within the same geographical area, I noticed certain schools lacking experienced School Management Teams (SMTs) in implementing a School Feeding Programme (SFP). These observations in particular schools left me intrigued, prompting an investigation into the roles of SMTs in implementing an SFP. This perspective aligns with Benoliel (2020), who asserts that the effective involvement of School Management Teams (SMTs) in implementing a School Feeding Programme (SFP) requires experienced team members for the programme, leading to a notable rise in enrollment rates, improved attendance, and enhanced academic performance among learners.

This implies that the involvement of experienced SMTs in the policy formulation for the SFP will help improve the programme success rate and allow SMTs to have a better understanding of the programme. This observation motivated me to investigate SMTs' experiences of implementing a SFP in Nigeria public primary schools. The Rethinking School Feeding SFP publication (Hatløy & Sommerfelt, 2017) had a significant impact on this study as well. It demonstrates how SMTs' contributions impact healthy eating habits, which are crucial for learners to meet their academic goals and maintain their long-term health and well-being.

1.5 SIGNIFICANCE OF THE STUDY

Any study's significance is usually expressed in terms of how it will advance practice, review policies, or increase the body of knowledge regarding the subject of the study (Mwendwa & Chepkonga, 2019). This study should add new knowledge to ongoing arguments about SMTs implementing a SFP in Nigeria public primary schools. The study

should be of great benefit to SMTs in gaining a better understanding of their role in implementing a SFP. The study is also anticipated to provide vital insight into the challenges that SMTs face when implementing a SFP as well as prospective strategies for improving it. Furthermore, this study may benefit learners who are the major beneficiaries in appreciating the programme objectives, which will also aid in mobilising their full participation in the attainment of the stated objectives.

Additionally, guided by the concept of the Administrative Management Theory, the findings of this study will propose a model that can guide SMTs in implementing a SFP in participating schools. This may shift the paradigm towards new ways of implementing a SFP in schools, contributing to new and relevant knowledge on the phenomenon under investigation because it is results-driven. The model may also persuade schools to begin administrative practices that may help in the processes required in implementing a SFP to achieve the set objectives. The findings of the study may be used by government officials, policymakers and SFP officers through the Ministry of Education, and SMTs should receive reliable information on programme challenges and recommendations for improvement, which could assist them in formulating new policies and reviewing existing ones. Also, the study is expected to expose or excavate crucial areas of a SFP in the Ministry of Education sector that previous studies did not address.

Moreover, the findings of this study could indicate a necessity for additional research into the experiences of School Management Teams (SMTs) regarding the implementation of School Feeding Programmes (SFPs). While the findings might not be directly transferable to all schools engaged in similar programmes across Nigeria or globally, they can offer contextual insights into the knowledge and methodologies of SMTs involved in implementing SFPs. This study may also serve as a foundational resource for future study endeavors focused on schools participating in SFPs.

Despite numerous evaluations and recommendations for the programme, problems persist in implementing the SFP within public primary schools, and learners are not fed as stipulated in the programme policy. Hence, this study aims to evaluate school management teams' experiences in implementing a School Feeding Programme in Nigeria Public Primary Schools. The study is noteworthy because it should add to new

knowledge by incorporating the experiences of SMTs (head teachers, deputy headteachers, and Heads of Departments) on SFP implementation in Nigeria public primary schools, taking into account the background, problem statement, rationale, and objective indicated above.

1.6 THE OBJECTIVES OF THE STUDY

The objectives of the study were to investigate the experiences of School Management Teams in implementing School Feeding Programme in Nigeria public primary schools.

This study aimed at the following:

- Examining how School Management Teams implement a School Feeding Programme in Nigeria public primary schools.
- Investigating the rationale for the implementation of School Feeding Programme in Nigeria public primary schools.
- Identifying the challenges, the School Management Teams in Nigeria public primary schools experience in implementing a School Feeding Programme (if any).
- Exploring how School Management Teams mitigate the challenges (if any) they experience in the implementation of a School Feeding Programme in Nigeria public primary schools.

1.7 RESEARCH QUESTIONS

The study addressed the following research questions:

1.7.1 Main research question

- What are School Management Teams' experiences in implementing a School Feeding Programme in Nigeria public primary schools?

1.7.2 Secondary research questions

- How do School Management Teams implement a School Feeding Programme in Nigeria public primary schools?
- What is the rationale for the School Management Teams to implement a School Feeding Programme in Nigeria public primary the way they do?

- What challenges (if any) do School Management Teams in Nigeria public primary schools experience in implementing a School Feeding Programme?
- How do School Management Teams mitigate the challenges they experience in the implementation of a School Feeding Programme in Nigeria public primary schools?

1.8 RESEARCH METHODOLOGY

The research activities are summarized in this section. A thorough discussion of the research methodology is presented in Chapter 4.

In this study, a qualitative research approach was adopted, deemed appropriate as it aimed to grasp the subjective aspects of social reality, offering a nuanced understanding of participants' viewpoints (Cohen, Manion & Morrison, 2022). In this study, the qualitative methodology was employed to investigate and gain insights into the experiences of School Management Team (SMT) members involved in implementing a School Feeding Programme (SFP) within Nigeria public primary schools. The study focused specifically on public primary schools that had participated in an SFP within the past three years in the Ado-Odo Ota Local Government Area of Ogun State, Nigeria. Employing a case study research design entrenched within the interpretive paradigm, I chose this approach to utilize instruments that would help discern the circumstances surrounding SMT members' experiences (Creswell, 2018). This investigation encompassed six public primary schools situated in the Ado-Odo Ota Local Government Area of Ogun State, Nigeria. Purposive sampling was used to select the six schools that were under the operation of a SFP and SMT members, such as the headteacher, deputy headteacher, and the Head of Department in this study.

Semi-structured interviews, document analysis and observations were the data collection instruments used in this study. Thematic analysis procedures were used in analyzing data in this study. The research followed a code of ethics that guided this study, which I explained to the participants. Approval to conduct the study was sought from both the Ministry of Education, Science, and Technology as well as the Ethics Committee of the University of Pretoria. To maintain anonymity and confidentiality, pseudonyms were

employed instead of real names when referring to participants. Prior to their involvement, participants were fully informed about the study's objectives, and their consent was obtained through signed consent forms. The study ensured the participants' freedom to participate and made sure they were well-informed. Trustworthiness in this study was established through credibility measures, including triangulation, member checking interviews, and probing for additional information, as outlined by Smith (2018).

1.9 CLARIFICATION OF KEY CONCEPTS USED IN THE STUDY

To assist the reader and avoid ambiguity, various key concepts used in this study are clarified below.

1.9.1 School Management Teams

School management teams (SMTs) refer to groups of individuals within a school or educational institution responsible for overseeing various aspects of school operations, administration, and leadership (Basson & Mestry, 2019). The SMTs play a crucial role in schools' effective and efficient operation, fostering a positive learning environment, supporting student success, and promoting continuous improvement in educational practices (Benoliel, 2021). The team work collaboratively to address challenges, implement innovative solutions, create a supportive and inclusive school community and coordinate programmes such as SFPs (Wyk & Marumoloa, 2012).

School Management Teams are responsible for the quality of teaching and learning (Benoliel, 2021). According to Mestry and Govindasamy (2021), to improve the quality of teaching and learning effectively and efficiently, SMTs should be able to manage their roles and function successfully. In this study, School Management Teams were responsible for the day-to-day running of a SFP in Nigeria public primary schools.

1.9.2 School Feeding Programme

A School Feeding Programme simply refers to distributing food to learners through schools following government or institutional policy (Desalegn, Gebremedhin, Alemayehu & Stoecker, 2021). In this study, a SFP is an organised programme that alleviates hunger while supporting education, health and community development. Its

targeted social safety net provides educational and health benefits to the more vulnerable learners, thereby increasing their academic attendance, reducing the drop-out rate and maintaining a 100% transitional rate (Igboji, et al. 2022).

1.9.3 Public primary schools

Public primary schools are schools founded and sponsored by the government in which learners receive primary education between the ages of six and 13 after pre-school and before secondary (Aduwa & Omajuwa, 2021). In this study, public primary school education is the education given to children between the ages of six to 11 plus. This means that upon entry into primary school, the child must be at least six years of age. Since other education systems are built upon primary education, aSFP is introduced to assist learners within these ages to complete their education (Federal Ministry of Education, 2017).

1.9.4 Implementation

Implementation is the process of identifying, incorporating, monitoring, and continually refining professional learning that helps educators enhance their practice and encourage and inspire learners academic and non-academic growth; it is also described as a set of structures that are proposed to be put into practice (Nilsen, 2020). Jacob and Musa (2021) define implementation as the process of turning a concept into a reality. In this study, implementation entails putting a SFP action into practice through SMTs.

1.10 DELIMITATIONS OF THE STUDY

The delimitations of a study are those elements within the researcher's control that determine the boundaries of the study or limit the scope of the investigation (Goes & Simon, 2015). These comprise, among others, the study objectives, research questions, variables of interest, and theoretical framework to be adopted (Goes & Simon, 2015). Theofanidis and Fountouki (2018) state that postulations, constraints and delimitations are essential components of a feasible study. Without these considerations clearly stated, evaluations may raise valid questions about the study's credibility. This study, however, has three delimitations: the research problem, approach, and geographic location of the schools.

Implementation of a SFP is a collaborative effort among many implementers. This study focused on the opinions of SMTs only. These opinions could have been triangulated by the opinions of other stakeholders involved in the programme. However, my focus was on how SMTs, as the schools' administrative officers, implemented a SFP. Follow-up studies are recommended to look into the involvement of other stakeholders.

Moreover, the scope of this study was restricted to one case, public primary school management in schools. My curiosity about SMTs stemmed from my experience as a school counsellor working with the school participating in the programme, as well as the limited available literature on how SMTs implement a SFP. This study was conducted in public primary schools in Ado-Odo Ota Ogun State, which was selected because it has the maximum number of schools participating in a SFP. The study centred on public primary schools, and its findings may offer insights applicable to School Management Teams (SMTs) in similar public primary school settings across various participating states in Nigeria.

In this study, I chose schools in semi-urban areas that were affected by socioeconomic issues. These schools were selected based on the high impact of a SFP on their learners' nutritional and health status, absenteeism, academic performance and reduction in learners' short-term hunger, as well as where they were located. While I had the option of selecting rural schools designated as underprivileged, I opted for schools in semi-urban areas that appeared to be better off than rural schools. This approach allowed me to demonstrate that socioeconomic challenges impact schools in semi-urban regions, challenging the common belief that these challenges primarily affect schools situated in rural areas.

1.11 CHAPTER OUTLINE

The following chapters are presented in this thesis:

Chapter 1: Introduction and overview

Chapter 1 introduces the study and provides a general overview of the background, the rationale for the study, the statement of the problem, the significance of the study,

clarification of key concepts, objectives of the study, key research questions, delimitations of the study and the organisation of the research.

Chapter 2: Literature review

Chapter 2 presents the review of related literature on the concept of a SFP and SFP in public primary schools, the rationale for implementing a SFP, policies implementation on a SFP in developed and developing countries, policy implementation on a SFP in Nigeria, roles of SMTs in implementing a SFP, challenges that SMTs experienced in implementing a SFP, and the strategies used to deal with SFP challenges.

Chapter 3: Theoretical framework

Chapter 3 discusses the theoretical framework used in this study. This study analysed data utilising analytical tools from Henri Fayol's Administrative Management Theory (1949). Administrative Management Theory assisted me in understanding how SMTs implement a SFP and the roles they played in managing a SFP to improve the well-being of the learners. It also helped me understand the phenomenon when participants' experiences and meanings were elicited (Creswell, 2018).

Chapter 4: Research design and methodology

Chapter 4 discusses the research approach, design, and methodology that was adopted for this study. The discussion focuses on the research paradigm underpinning the study, the research approach, the case study design and the research methodology. Furthermore, it presents the sampling strategy and the methods that were used to generate data, such as semi-structured interviews, analysis documents and observations. It also explains in depth how data was analysed. I explain why I chose the cases in the study and how I worked with them in their respective schools. Finally, I conclude this chapter with issues of trustworthiness, and the ethics of the study.

Chapter 5: Presentation of research findings and interpretations

Chapter 5 deals with data presentation and descriptive analysis of SMTs' roles in the implementation of a SFP, the reasons for SFP implementation, the challenges SMTs faced when implementing a SFP, and the strategies used to deal with SFP challenges. I

interpret the data in terms of what it signifies or implies. I then examine the larger meaning of the issue under investigation based on personal perspectives, and I compare the findings of my study to previous studies (Creswell & Báez, 2020).

Chapter 6: Discussion and analysis of key themes that emerged from the data

Chapter 6 deals with data presentation and the descriptive analysis of the role of SMTs in implementing a SFP, the rationale for SFP implementation, the challenges they experienced in the implementation process, and the strategies used by SMTs to deal with SFP challenges. The chapter create wider meanings about the issue under investigation and compare the findings of the study to previous studies.

Chapter 7: Reflective summary, conclusions, recommendations, contribution to knowledge and implications for further research

Chapter 7 explores the study by providing a reflective summary of the thesis, a retrospective summary of the research journey, and a summary of research findings related to the research questions; and make recommendations, outline the contribution to knowledge, the implications for further research, study limitations and draw a conclusion.

1.12 CONCLUSION

The introductory chapter outlined the background to the study, which highlighted the basic facts about aSFP, internationally and locally, and SMTs' experiences in implementing SFP in Nigeria public primary schools. The acknowledgement of aSFP in learners' enrollment, attendance and academic performance was outlined in this chapter. It provided an overview, the study's background, and a problem statement that supported the necessity of conducting the research study, laying the groundwork for the investigation. Additionally, the rationale for the study and the significance of the study were presented in this chapter. The main research question was stated, followed by sub-research questions, the research methodology, the delimitation and clarification of the concepts. In conclusion, the above assisted in explicating the research focus to answer

the outlined research questions. In the next chapter a review of literature relevant to the study is given to lay a firm theoretical foundation for the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In Chapter 1, I introduced and provided a general orientation to the study, including the problem statement. Chapter 1 also reflects on the historical background of the SFP, the

rationale for it, the preliminary review of the literature, and the significance of the study. This chapter reviews international, continental and national literature on SFP implementation in developed and developing countries. Lim, Kumar, and Ali (2022) emphasise the significance of reviewing relevant literature as it aids researchers in comprehending the investigated phenomenon. Literature encapsulates the existing knowledge base about the topic, encompassing previous research, methodologies employed, key findings, and crucial issues. Additionally, it facilitates an understanding of prominent theories related to the subject, their applications, evolution, and the critical evaluations and criticisms directed toward studies within the field. Similarly, a literature review is an original and valuable work of research in and of itself; rather than serving as a foundation for a researcher's work, it provides a strong starting point for all members of the community interested in a specific topic or issue (Paul & Criado, 2020). Schryen et al. (2017) define a *review article* as a journal-length piece with the main goal of synthesising the literature in a discipline without gathering or analysing any primary data.

The review of related literature was facilitated by the research questions, one of which I was attempting to address being, *What are the School Management Teams' experiences in implementing a School Feeding Programme in Nigeria public primary schools?* I wanted to determine what the literature said about this research question. This literature study was organised around a discussion of the international, continental and national literature on the concept of a SFP, SFP in public primary schools, the rationale for implementing a SFP, policy implementation of a SFP in developed and developing countries, policy implementation of a SFP in Nigeria, roles of SMTs in implementing a SFP, challenges experienced in implementing a SFP, and strategies employed to mitigate SFP challenges.

2.2 THE CONCEPT SCHOOL FEEDING PROGRAMME

Learners are vulnerable mainly to short-term hunger when poor-quality food is consumed. Having to complete chores before going to school, walking long distances to school, and eating poor quality food at home were all factors that contributed to hunger among school learners. Zenebe et al. (2018) state that hunger has been a major challenge to child education. Learners who arrive at school hungry are more likely to become distracted and

lose concentration, resulting in poor performance and failure (Boito et al., 2023). A study by Musa (2021) indicates that hunger leads to psychosocial dysfunction in learners, particularly increasing their levels of anxiety and aggression and to a greater risk of non-productive behaviour in class. Historically, in-school foods have been the most popular modality of a SFP for reducing hunger and productive behaviour (Mostert, 2021). A School Feeding Programme including foods served in school and take-home rations is a transfer tool that has recently received renewed attention as a powerful policy instrument for achieving the Sustainable Development Goals (SDGs) of universal primary education, hunger reduction, gender equality and poverty reduction (World Food Programme, 2019).

Defining a SFP is difficult, even though it is important (Kaur, 2021). Francke and Acosta (2021) assert that the definition of a SFP is highly personal. The World Bank Group (2016) defines a SFP as targeted social safety nets that provide educational and health benefits to the most vulnerable learners. World Food Programme (2019) describe SFP implementation as an initiative that now enables hundreds of millions of impoverished children in both developed and developing countries to attend school. Akuamoah-Boateng and Sam-Tagoe (2018) assert that a SFP provides foods to learners during school periods. Adekunle and Christiana (2016) point out that an SFP constitutes a critical intervention that has been introduced in many developed and developing countries of the world to address the issue of poverty, stimulate school enrollment and enhance learner performance. Chepkonga (2019) explains that a SFP is an intervention that provides nutritious foods to learners who attend school regularly. Referring to this study, a SFP means a response to influence the persistent hunger that is recognised as a challenge to learners' enrollment, performance and class attendance in schools.

Globally, a SFP has attracted children to the learning environment because it provides food to all learners who attend. The United Nations (2016) states that a SFP positively impacts educational status, nutritional status and gender equity, all of which contribute to improved overall levels of the country and human development. The study by Hassanally, Naicker and Singh (2020) indicate that the programme implementation in developed and developing countries' schools has improved learners' nutritional status, increased school enrollment, attendance, and attention span, and the resolution of community health

problems, particularly among low-income learners' families. In many of these schools, the programme provides vital nutrients that many learners need, and the food provided is the most nutritious food they will get all day (Oyeneye et al., 2023). The programme effectively increases the demand for schooling where school attendance is low (Oyeneye et al., 2023).

A School Feeding Programme improves school learners' dietary diversity and nutritional status. A study conducted in Liberia by Dago and Yogo (2022) has reveal that a SFP is effective in reducing child labour for male children, children living in war-displaced households, and children living in households in which the head is illiterate. The study by Mostert (2021) in South Africa indicates that a SFP improves school attendance, health and learners' achievement. Palazzo et al. (2016) conducts a study in selected African countries, including Burkina Faso, Kenya and Senegal. The findings of the study show that a SFP is an impactful intervention for boosting learners' learning.

In summary, SFP is part of many countries' larger national school reform initiatives. The programme is implemented in schools to improve overall learner well-being. However, to increase the chances of the programme's effectiveness and sustainability significantly, schools must devise strategies that allow a SFP to run smoothly. School Management Teams must be involved and be held accountable for a SFP from the start (Desalegn et al., 2021). Research suggests that SFP targets the most under-served, food-insecure areas with relatively low school attendance rates (Hassanally et al., 2020). When SFP officers and SMTs work together where the programme is implemented, the learners' concentration level and attendance will improve (Desalegn et al., 2021).

2.3 SCHOOL FEEDING PROGRAMME IN PUBLIC PRIMARY SCHOOLS

Educational attainment, especially primary education, is perceived as one of the main vehicles for spurring economic growth and improving living standards (Zuilkowski, Piper, Ong'ele, & Kiminza, 2018). Public primary schools are government-funded educational institutions that provide foundational education to learners, typically between the ages of 6 to 12 years (Zakar et al., 2020). These schools are part of the public education system and are operated and managed by local, state, or national government authorities,

depending on the country's educational structure (Ayehu and Sahile, 2021). Overall, public primary schools play a vital role in laying the foundation for learner's education, fostering academic, social, and emotional development, and contributing to the overall well-being and success of individuals and communities (Zakar et al., 2020; Ayehu & Sahile, 2021).

The schools are free of charge to all learners (Zuilkowski, et al, 2018). It is funded and controlled by the state or national government, which means it is funded entirely or partially through taxation (Zuilkowski et al., 2018). Public primary schooling is required and free of charge under international human rights law (Rajovic, Zuev, Vazerova, & Trailovic, 2018). Free primary education is critical to ensuring that every child has access to education (Rajovic et al., 2018). However, countries considered to be part of the Western developed world, from Canada and the United States in North America to France and the United Kingdom in Europe to Australia and New Zealand in the Pacific, all offer and have offered free primary schooling (Zakar et al., 2020). According to Zakar et al. (2020), these countries have been operating on free primary schooling for the past 100 years or slightly longer. These countries developed the concept of universal primary education and continue to fund it through aid and programmes in the Millennium Development Goals (Sakaue, 2018). Some Nordic European countries, such as Sweden, regard it as a fundamental right for all of their citizens.

Similarly, Moshoeshoe (2021) states that free primary schooling has had a significant impact on poverty rates in Sub-Saharan Africa. While providing access, schooling can be difficult for learners living in low-income areas (Moshoeshoe, 2020). While free primary school may be provided, it is frequently not attended in many developing countries because families cannot afford to send their children to school due to a lack of books and uniforms, leaving millions of school-age children without an education (Sakaue, 2018). As a result, the government, with the assistance of the World Food Programme and non-governmental organisations, implemented school feeding programmes in the majority of public primary schools in low-income areas to encourage learners to attend school (Sakaue, 2018). According to Ayehu and Sahile (2021), the programme's minimum policy

is to feed public primary school learners from grade one to grade six. The programme was presumed to provide vulnerable learners with at least one meal or snack per day.

2.4 RATIONALE FOR IMPLEMENTING A SCHOOL FEEDING PROGRAMME

This section presents the justification for implementing a SFP, which includes short-term hunger alleviation, learners' nutrition and health, enrollment, attendance and academic performance.

2.4.1 Reducing learners' short-term hunger

A School Feeding Programme reduces learners' short-term hunger in the school. Hunger is one of the most pervasive and destructive phenomena affecting millions of children today (Desalegn et al., 2021). It has a devastating influence on both individual and national development. A School Feeding Programme could be one of the most important measures for improving household food security, particularly in low-income countries. As a result, it can be useful in resolving both short-term and long-term hunger. Since many of the learners' parents cannot afford to feed their children breakfast at home, they come to school on an empty stomach, knowing that food will be available in school to manage their short-term hunger (Onah & Olise, 2020). Similarly, Azubuike and Mbah (2019) assert that a SFP results in the management of short-term hunger in learners. It is significant because the programme has a great impact on learners' education through the management of short-term hunger in school (Hassanally et al., 2020). Desalegn et al. (2021) assert that a hungry learner cannot attend school even if enrolled. The authors state further that such a learner is more likely to drop out because they have to deal with their immediate hunger before they get ready for schooling.

During the past decade, the Food and Agriculture Organisation (2020) has reported the effects of short-term hunger on learning capacity, in which hunger greatly affects learning ability due to missed foods. However, many factors contribute to school-age learners' hunger, including long distances they have to travel and cultural food practices such as no or small breakfasts due to lack of family time and resources to provide adequate foods to learners before and/or during the school day. A School Feeding Programme, such as a small meal at the start of the day or mid-morning, alleviates short-term hunger and is

linked to increased awareness, activity and learning capacity of learners in schools (Nikiema, 2019). The author states that learners who are not hungry are more focused and have better cognitive abilities in school. The WFP (2019) states that when poor children go to school, they often leave home on an empty stomach, therefore the provision of food at school helps to reduce learners' hunger during the school day.

In Brazil, SFP implementation is highlighted as part of the Zero Hunger Strategy to combat hunger and ensure everyone's right to enough food. In reality, almost every country in the world now provides school food to at least 330 million learners, and countries invest approximately \$30 billion in a SFP each year (WFP, 2019). Similarly, Sekiyama, Kawakami, Nurdiani, Roosita, Rimbawan, Murayama and Nozue (2018) indicate that the implementation of a SFP reduces learners' short-term hunger in many schools. The School Feeding Programme addresses hunger because learners are motivated by their need for food to attend school. Sekiyama et al. (2018) also contend that providing food throughout the year reduced hunger among learners in Mutale Vhembe District Municipality in Limpopo province of South Africa. Food transfers to poor and food-insecure individuals have the ability to manage immediate hunger.

2.4.2 Improved learners' nutrition and health status

Malnutrition has remained a public health concern for learners, particularly in developing countries where poor socioeconomic conditions have continued to act in tandem with malnutrition (Keller, 2019). A School Feeding Programme has helped improve learners' nutritional and health status as learners come to school to eat the food provided (Wang & Fawzi, 2020). Poorly fed learners who are provided with good food improve their growth and school performance and prevent nutritional deficiencies (Aurino et al., 2023). However, nutrition and health programmes in schools, like a SFP, have assisted learners with their nutrition problems because many learners come from low-income families that cannot afford to consume a balanced diet at home (Kajuju, 2017). Kroth, Geremia and Mussio (2020) assert that the programme has encouraged parents to enrol their children and monitor their nutrition and health. When properly designed and implemented, a SFP can decrease malnutrition in school learners. A School Feeding Programme has been proven to improve nutrition among learners who have become healthier in schools where

SFP is implemented. There is a widespread belief that increased nutritional food distribution in schools has the potential to improve learner health by reducing disease outbreaks. As a result, a SFP serves as an important platform for the implementation of health initiatives.

A few studies have indicated that a SFP improves learners' nutritional and health status (Adelman et al., 2019). A study conducted in Burkina Faso by Mauti et al. (2021) found that learners who shared in a SFP gained significantly more weight than those who did not. A study conducted by Kwofie (2021) on the nutritional status of learners in Dambai Ghana primary schools found that learners participating in a SFP had significantly higher and more adequate energy and nutrient intake to perform tasking activities. Similarly, Kroth et al. (2020) discovers that half of the school-age learners in poor communities in Sub-Saharan Africa and India look good and healthy because they consume balanced diet food in their schools, which makes them reason well. Mishra (2021) investigates the effects of a SFP on learners' nutrition and health status over two years among undernourished learners aged 6 to 16 to establish the link between school feeding and nutritional deficiency. During the course of the study, it was discovered that learners who received food at school had better nutritional and health status than those who did not. Awojobi (2019) agrees that a well-designed school food plan can help set learners on the path to healthier diets in a growing number of countries. Nyamai (2022) states that a SFP is the primary reason for parents enrolling their children in school in Kibera, Kenya's largest slum. Kangasniemi (2021) reveals a variety of factors that supported a greater number of children attending school in Zambia and recognised a SFP as a major contributor.

2.4.3 Encouraging school enrollment

The impact of a SFP on enrollment cannot be overemphasised as it encourages parents to enrol their children in schools. School Feeding Programme implementation is one of several interventions that can address absentee school-age learners (WFP 2019). Adelman et al. (2019), in their research on the impact of the SFP on education development, concluded that a SFP is a valuable instrument for stimulating school enrollment. Hassanally et al. (2020) identify a link between a SFP and school enrollment.

Similarly, Kwofie (2021) discovers a significant increase in school enrollment rates following the implementation of a SFP in Ghana. The study by Mostert (2021) shows an increase in enrollment in a programme aimed at low-earner parents. However, sending children to school where food is served offsets the financial costs of schooling, and thus families are incentivised to send their children to school (Awojobi, 2019). Given the importance of timely school entry for future school and labour market success, the effect of a SFP on age at first schooling is also of interest.

Chakraborty and Jayaraman (2019) research the effects of a SFP on school enrollment in West Bengal, India. They performed a comparative analysis, which included selecting schools where the programme had been implemented and schools where it had not been implemented. The study findings indicate a significant increase in school enrollment in the areas where the programme was implemented. Hassanally et al. (2020) agree that a SFP improves learner enrollment in schools. The WFP (2019) states that SFP implementation around the world has successfully attracted children to school by providing them with food or a nutritious snack. Azubuike and Mbah (2019) conclude that a SFP is a beneficial instrument for promoting school enrollment in their study on the impact of a SFP on education development. Mauti et al. (2021) are of the opinion that SFP implementation may serve as an incentive for learners to be enrolled in school to receive food rather than miss out on food by staying at home. In a similar example Mali, Karg, Satta and Casey (2019) note that SFP implementation, particularly in the northern part of Mali, witnessed a high number of learner enrollment. The implementation of a SFP encouraged parents to enrol their children in school because they were served food before classes began. Okae-Adjei, Akuffo and Amartey (2016) indicate that since the start of a SFP, public basic schools benefitting from the programme have seen a significant increase in the enrollment of learners in the Kwaebibrim District in the Eastern Region of Ghana.

A recent study of an ongoing SFP in Burkina Faso discover that SFP implementation was associated with increased school enrollment, particularly in low-income areas (Aurino et al., 2020). The United Nations International Children's Emergency Fund (2019) analysed survey data from Sub-Saharan African schools. The data indicates that enrollments

increased twice as fast in schools that implemented a SFP. Furthermore, Adelman et al. (2019) discover a significant increase in school enrollment due to a SFP in the first five years of implementation in a study carried out to assess the impact of a SFP in Northern Uganda. Also, the study of Wineman, Ekwueme, Bigayimpunzi, Martin-Daihirou, de Gois VN Rodrigues, Etuge, and Mitchell (2022) in Burkina Faso identify a link between school enrollment and school food, consistent with other studies. The study discovered that in Burkina Faso, schools that provide food have higher enrollment rates than those that do not. Trivellato, Priore, Franceschini, Santos and Costa (2019) study SFP implementation challenges and opportunities in the United States of America. The researchers concentrated heavily on the rationale for implementing a SFP. Their findings agreed with those of other researchers that a SFP increased school enrollment. They concluded that the learners within the country performed well as a result of a SFP.

2.4.4 Increased learner attendance

Due to the fact that learners receive food only when they attend school, a SFP has been found to increase class attendance effectively (Wall, Tolar-Peterson, Reeder, Roberts, Reynolds & Rico Mendez, 2022). Mishra (2021) asserts that SFP implementation results in higher learner attendance rates in school. Class attendance is the type of school participation examined in this study. Food provided through a SFP is thought to be effective in increasing class attendance because learners receive the food only when they are present in school (Imeh & Johnson, 2017). Desalegn et al. (2021) state that there is evidence that a SFP, particularly for learners in Grades 1 to 3, have increased attendance in schools. Azurilah's (2020) study findings, similar to those of other researchers, show that a SFP increased school attendance by lowering dropout rates. Wineman et al. (2022) discover that SFP implementation encouraged learners to attend school. Wall et al. (2022) found a significant positive effect of a SFP on learners' attendance. Zenebe et al. (2018) asserts that learners who were given food in school were more likely to be punctual, on task, and engaged in less improper chatting than learners who were not given food in school. As a result of SFP implementation in schools, it is possible to conclude that learner attendance has increased.

A recent evaluation of an ongoing SFP in Burkina Faso found that a SFP was associated with increased attendance, which led to lower repeat rates, lower dropout rates in disadvantaged provinces and higher success rates in school examinations (Aurino et al., 2020). The authors further indicate that SFP implementation resulted in regular attendance. Such advantages for learners have prompted the continuation of the SFP, particularly at the primary school level. In Bangladesh, Mostert (2021) examines the effect of SFP implementation on attendance and discovered that it had a significant positive impact. The programme increased the number of learners who showed up for classes in schools in Bangladesh. The class attendance records for the schools in low-income areas in the study showed that the school involved in the programme saw an increase in attendance during the programme duration (Mostert, 2021). Imeh and Johnson (2017) discover that SFP implementation increased attendance in Niger State, Nigeria, compared to non-participating schools. Similarly, in Pakistan, Lowe, Qualter, Sinclair, Gupta and Zaman (2023) attempt to address the issue of low attendance in schools by introducing a SFP, which provided rice snacks to families, encouraging learners to attend school and resulting in an increase in attendance for primary school learners. Wall et al. (2022) report that a SFP positively and significantly impacted class attendance in Ghana. Boamah's (2020) studied in South Africa found that in the Western Cape SFP implementation increased school attendance. The author further states that there was evidence that a SFP increased school attendance, particularly if supported by complementary actions or supplementation.

2.4.5 Enhanced learner academic performance

A School Feeding Programme is essential for improving learner academic performance and attention span (Kroth et al., 2020). Khalidi and Gen (2020) state that a SFP assists learners in concentrating and assimilating knowledge, which, as a result, enhances their performance. The impact of SFP implementation on educational outcomes appears to be that it enhances the performance of learners in the classroom (Bakhshinyan et al., 2019). A School Feeding Programme significantly impacts learners' learning and performance in class; when a person is healthy, the brain functions at full capacity, which is required to acquire knowledge and perform well in class tests (Kroth et al., 2020). Imeh and Johnson (2017) assert that a SFP has a great impact on learners' education by enhancing

their cognitive abilities and learning performance. Equally, Mostert (2021) claims that SFP implementation enhances learners' learning skills, attention, concentration and pass rates in school. Similarly, Maijo (2018) maintains that a SFP has a meaningful impact on academic performance. Learners who partake in school food tend to outperform their peers in non-participating schools on standardised tests. Learner academic performance improves overall when they have access to adequate diets and healthy food options (Khalidi & Gen, 2020). A meal per day functions as a magnet that attracts learners into the classroom and encourages them to learn (WFP, 2019). Palazzo et al. (2016) asserts that having implemented a SFP in school would enhance learners' academic performance and contribute to learners' test performance and normal progression in completing school. Gaddis and Coplen (2018) state that in the United States, SFP implementation has enhanced learners' academic performance, particularly in Mathematics and, to a lesser extent, History, based on the number of calories in the food supplied to them.

A study carried out in Uganda on learner academic performance revealed that a SFP has a measurable influence on academic performance, impacting learners' attention and concentration in class (Adelman et al., 2019). However, food has classically been perceived as a means of providing energy and building materials to the body. Research over the years has provided exciting evidence of the influence of a SFP on academic performance (Kwabla, Gyan & Zotor, 2018). Through the implementation of a SFP, learners are motivated to get into school, significantly impacting their academic performance (Lumbwe, 2017). Literature has shown that learner academic performance and learning potential depend on the quality and nutrient components of food received at school (Adepoju & Johnson, 2020).

In Nigeria, Awojobi (2019) conducts a study on the impact of SFP implementation on learner academic performance. The author found that providing a SFP enhanced learner attentiveness and effort in class. The findings imply that the quality of the school determines how much SFP enhances effort levels. Learners in schools with better average scores on curriculum-related tests benefited much more from SFP implementation. Moreover, Ampofo and Pac (2020) believe that one of the most important factors for excellent learner academic performance in school is the regular consumption

of balanced diets provided through a SFP. They add that in a study conducted in Jamaica, learners scored higher in class examinations when they were being fed at school. The impact of a SFP on learners' academic performance has been embraced by parents and guardians. Herath and Poon (2021) research the effects of SFP implementation on the academic performance of learners between the ages of 5 and 10 years. The authors utilised a crossover design on three groups comprising malnourished, stunted and non-stunted learners. They found that SFP implementation is crucial to learner academic performance, and the impact is even more significant among malnourished learners in schools.

2.5 POLICY IMPLEMENTATION ON A SCHOOL FEEDING PROGRAMME IN DEVELOPED AND DEVELOPING COUNTRIES

A School Feeding Programme policy attempts to use schools as sites for improving learners' nutritional well-being. The policy establishes a framework for implementing school feeding strategies to ensure learners receive nutrition education messages reinforced throughout the school environment (Kiilu & Mugambi, 2019). When properly implemented, the school feeding policy coordinates all aspects of a SFP, including curriculum, food vendors, school food provision and training of school managers involved, as well as establishing links with learners' families and monitoring and evaluating the programme (Van Kleef et al., 2022). A School Feeding Programme policy has a broad scope, addressing not only learners but also the school management, school personnel, community members and government institutions (Jones, Ruge & Jones, 2022).

Globally, various international policies have been enacted to give effect to three distinct child rights: the right to education, the right to food, and the right to be free from disease or health issues (Ouedraogo et al., 2020). Article 25 (1) of the Universal Declaration of Human Rights establishes the right to food (UDHR). Articles 11(1) and (2) of the International Covenant on Economic, Social and Cultural Rights also include the right to food (ICESCR). The Convention on the Rights of the Child (CRC) is the most important instrument of international law, explicitly recognising every child's right to healthy living. Article 24(2)(C) of the CRC states that governments must take appropriate measures to

combat disease and malnutrition by providing adequate nutritional food and safe drinking water (Aliyar, Gelli & Hamdani, 2015).

The first policies on SFP policy were enacted in developed countries. The very first policy was implemented to ensure that learners received proper nutrition and adequate food. In Germany, a combined programme of teaching and feeding hungry learners was first established in Munich as early as 1790 and later spread to France in 1867, where a school lunch programme for deprived learners was established in approximately 464 areas (Food Agriculture of Organisation, 2020). In 1877, France initiated the supply of essential, high-quality nutritious food to learners at schools whose parents' names were registered on the Poor Board list, all funded by the public. Later, the Ministry of Education in France subsidised school foods by approximately 50%, with the remainder paid by parents.

In 1946, President Truman signed into law the National School Lunch Programme (NSLP) Act (79 P.L. 396, 60 Stat. 230) in the United States of America. The signed Act aimed to improve learners' attendance and academic performance by providing adequate school foods (Swensson, 2018). The NSLP Act was created to safeguard learners' health and well-being and meet their nutritional needs (Baiden et al., 2020). In Japan, following World War II, concerns about food shortages and nutritional deficiencies prompted the implementation of a SFP (School Lunch Programme) policy in 1954, under the School Lunch Act (Moffat & Thrasher, 2016). This implementation policy's primary goal was to support school learners' healthy, mental and physical development (Moffat & Thrasher, 2016). All learners in Japan now receive lunch in schools. But those lunches initially did not meet the nutritional requirements of today until the 1970s when the programme started meeting its target goals (Moffat & Thrasher, 2016).

Policies have also been established in India to implement a SFP (Baiden et al., 2020). Statutory Provisions on the Right to Food are included in the Indian Constitution. Article 47 of the Constitution explicitly mandates that the state must enhance the well-being of learners in schools by improving their nutrition and living conditions (Jayaraman & Simroth, 2015). Elevating the nutritional status and quality of life of its learners, alongside promoting public health, is one of the foremost responsibilities of the state. The Indian

Government enacted the National Food Security Act 2013 in 2013 as a legal and policy framework to guide a SFP within public schools, based on the Indian Constitution (Chakraborty & Jayaraman, 2019). The National Food Security Act (2013) establishes the School Feeding Programme policy, which aimed to offer complimentary foods to learners between the ages of six months and six years through the local Anganwadi India. One free midday food every day, except on school holidays for learners aged 6 to 14 years in all government and government-aided schools up to Class 6. However, a SFP policy clearly showed that for learners who suffered from malnutrition, food would be provided free of charge through the local Anganwadi. Since its implementation, the school feeding policy has effectively provided adequate foods to learners in Indian schools (Chakrabarti et al., 2021). However, it is important to highlight that the introduction of a SFP in Indian schools has been tainted by instances of corruption (Drake et al., 2016).

Similarly, the African Charter on Human and Peoples' Rights (ACHPR) 1986 does not explicitly include the right to food in African countries. However, the decision of the African Commission on Human and Peoples' Rights incorporates the right to food into the Charter. The rights and principles for the status of children were outlined in the African Charter on the Rights and Welfare of the Child (ACRWC) in 1999. The ACRWC developed a framework that is more informed by the context of the African continent than the CRC (1989). Article 11(1) of the ACRWC (1999) Charter includes the right to education, while Article 14 includes the right to health, which contains nutrition and food rights guidelines (1). The charter requires states to combat malnutrition in schools (Daitai, 2017). It prompted African countries to implement a proactive programme to assist and support child caregivers in nutrition, health, clothing and housing (Van et al., 2022).

In Kenya, the Constitution (2010) requires the state and parents to provide quality basic education to all children (Republic of Kenya, 2010). Chapter 4 of the Kenyan Constitution guarantees all Kenyans economic, social and cultural rights, including the fundamental rights to health, education, food and a decent livelihood. The Kenyan Government created the National School Nutrition and Meals Strategy in 2011 (Republic of Kenya, 2010). A School Feeding Programme strategy was created to guide the implementation of Kenya's School Meals initiative at all levels by the broad national goals outlined in the country's

Vision 2030 and in accordance with the Kenya Constitution (2011) (Lokuruka, 2020). The strategy is a policy guide for a SFP in Kenya, intending to ensure that school learners are well-nourished, healthy and able to learn. The policy is based on Article 43 (1) sections (c) and (d) of the Kenya Constitution (2011), which states that subject to the availability of necessary resources, the government shall ensure that every Kenyan has a right to be free from hunger to adequate food of acceptable quality, and an uninterrupted supply of clean and safe water in adequate quantities (Kiilu & Mugambi, 2019). The strategy aided in enhancing the existing SFP in Kenyan primary schools, such as the homegrown school feeding programme (HGSFP) and the Njaa Marufuku Kenya programme. The Kenyan Government has developed several policy plans to improve a SFP over the years (Karaba, Gitumu & Mwaruvie, 2019). Some of the policy plans relevant to a SFP in Kenya and with which the School Nutrition and Meals Strategy is aligned include, but are not limited to, the Food and Nutrition Security Policy of 2011, the Basic Education Act (2013), the Food and Nutrition Security Strategy 2015-2025 and the National Nutrition Action Plan 2012-2017 (Lokuruka, 2020). Since its inception, the School Nutrition and Meals Strategy has aided and improved school managers' work, and the vendors' performance and given learners access to daily foods in Kenyan schools (Bicalho et al., 2021).

In South Africa, the School Feeding Programme (SFP) policies are grounded in two sections of the South African Constitution. The first, Section 27(1)(b), affirms the right of all individuals to access sufficient food (Martins, Rodrigues, Cunha & Rocha, 2021). The second, Section 28(1)(c), underscores that every child is entitled to proper nourishment. A School Feeding Programme was first implemented in South African schools in early 1930 (Martins et al., 2021). Before the advent of democracy in 1994, apartheid policies in many schools intensified hunger among the poorest black South African learners in schools. However, the advent of democracy in South Africa in 1994 relieved black learners, particularly in impoverished rural areas. The democratic government of South Africa established the Primary School Nutrition Programme (PSNP) in 1994 to eliminate the unacceptable rate of child death due to malnutrition (Department of Basic Education, 2014). The establishment of the PSNP (Public Service National Pension System) in 1996 was in compliance with the provisions of the South African Constitution. During the same time frame, President Nelson Mandela established a national SFP as a key component

of poverty and hunger eradication among South African school learners (Ampofo & Pac, 2020).

Furthermore, the Integrated Nutrition Strategy (INS) emerged as a result of the National Committee on Nutrition's recommendation. The INS was later renamed the Integrated Nutrition Programme (INP) (Kweon, Ellis, Lee & Jacobs, 2017). As a result, the PSNP became a component of the INP multidisciplinary national programme (Chabite, Garrine, Ferrão, & Fernandes, 2018). The main goal of the INP strategy, however, was optimum nutrition for all South Africans through coordinated inter-sectional efforts to combat nutritional challenges, particularly among school learners (Swensson & Tartanac, 2020). The PSNP was renamed the National School Nutrition Programme in 2004. The goal of the new programme policy was to include a comprehensive view of what school feeding could achieve in accordance with international school feeding policies. The implementation of the NSNP enabled the identification of three essential pillars: learner food provision, nutrition education, and sustainable food production (FAO, 2020; Mostert, 2021). However, since its implementation, a SFP has successfully achieved its goals of reducing hunger and improving nutrition in South African schools.

2.6 POLICY IMPLEMENTATION OF A SCHOOL FEEDING PROGRAMME IN NIGERIA

In Nigeria, one of the objectives of education is to improve learners' retention and ensure that they stay longer in school to gain knowledge that will be useful in their lives (Adekunle & Christiana, 2016). In the early 1990s, the Nigerian Government decided to rebuild the education system with the review of the National Policy on Education documentation with two studies of the education division (Oyededeji, 2015; Imeh & Johnson, 2017). The first study was conducted in 1991 on Situation Analysis Policy Study (SAPS) to analyse the factors limiting access to quality education (United Nations International Children's Emergency Fund, 2019). By 1997, the second study was conducted to assess the learning capacity of school learners at the primary four levels (United Nations Educational, Scientific and Cultural Organisation, 2019). Subsequently, in 1999, President Olusegun Obasanjo reviewed the Universal Basic Education (UBE) policy that

guides primary education in Nigeria. Osaghae and Irabor (2018) state that the primary aim of the UBE policy revision is to enhance learner retention and enable them to remain in school for extended periods, acquiring knowledge that will prove valuable in their future lives.

To further improve the education system in Nigeria, especially at the primary school level, the Nigerian Government established the National Economic Empowerment Development Strategy (NEEDS) in 2004 (International Organization for Migration, 2014). Under this new policy, education was viewed as a vital transformational tool and vital instrument for socio-economic empowerment (Dapel, 2018). As detailed in the NEEDS policy, one of its main aims in education is to increase the percentage of graduates in primary schools to acquire functional literacy and numeracy to 100 percent and nutritional improvement (Falebita & Koul, 2018).

Similarly, in 2004, the Federal Government of Nigeria (FGN) initiated a new institutional framework on basic education by establishing the Universal Basic Education Act 2004 (Federal Ministry of Education, 2017). The new policy showed clearly that primary school education regulations, guidelines and maintenance are the responsibility of the Federal Government, while basic education services delivery and management that include learners' welfare is the responsibility of the state government. Otekunrin et al. (2019) affirm that the UBE Act 2004 was aimed at improving learners' learning capacity and school enrollment and increasing attendance levels within the primary education cadre.

However, many learners do not attend school despite all efforts towards encouraging greater access to education (UNESCO, 2019). According to UNICEF (2018) reports, approximately 10 million learners in Nigeria do not attend school – 4.7 million primary school learners and 5.3 million secondary school learners (Federal Republic of Nigeria, 2021; UNICEF, 2018). The Federal Ministry of Education Report (2015), cited by UNESCO (2019) revealed that many learners drop out before completing primary school. The report further showed that learners did not attend school because of the high cost of schooling, the cost of feeding, illness and hunger, the limited economic costs of education, and the low quality of schooling (UNESCO, 2019).

Further, the Federal Ministry of Education Report (2015) indicates that high numbers of Nigerian learners between the ages of 6 to 10 were out of school because they did not have enough food to eat and suffered from hunger and malnutrition. The report of the World Bank Group (2016) shows that most families lived under one dollar per day, and they could not provide basic needs for their families, including food and sending their children to school. Nigeria's number of out-of-school learners continues to rise despite the twenty-one years of democracy (Jacob & Musa, 2021). Poverty, illiteracy and bad parenting are all major challenges in Nigerian schooling (Bolaji et al., 2016). Despite the Nigerian Government's efforts, many families are still unable to enrol their children in school due to poverty and the inability to provide essentials for their children, such as food (Alabede, 2022). A study conducted on Nigerian education by Ajuzie, Sanusi and Makinde (2018) indicates that hunger and undernutrition of children between ages 6 to 10 have caused growth retardation, increased vulnerability to diseases, cognitive impairment and affected their early enrollment in schools.

Before now, the Nigerian Government, in line with constitutional requirements, have directed some of its policies towards ensuring that suitable and adequate food is provided for all citizens (Federal Ministry of Education, 2017). In accordance with Section 16(2) (d) of the Nigerian Constitution, the Nigerian Government, through the Act of Parliament, proposed different policies and strategies to reduce hunger and nutritional deficiency among learners between the ages of 5 and 10 in Nigerian schools. Some of these policies and strategies include the National Policies on Food and Nutrition (2004), the National Food and Nutrition Policy (1990), and the National Policy on Food Safety and its Implementation Strategy (2014) were enacted to provide an overarching framework covering the multiple dimensions of food and nutritional improvement. The policies were formulated to deal with multi-faceted food and nutrition problems among citizens, including learners (UNICEF, 2019). In line with section 15 of the Child Rights Act 2003, the Nigerian Government makes it a duty to provide free food to support learners in schools.

Through the different international legal instruments signed and ratified by the Nigerian Government, the right to food by children was established in the Nigerian education sector

(World Bank Group, 2016). These international policy instruments include the Convention on the Rights of the Child (CRC) 1989, the most important international law instrument that specifically recognises every child's rights. Article 24(2)(c) of the policy stipulates that States Parties are obligated to implement suitable measures for "addressing diseases and malnutrition by ensuring the availability of sufficient nutritious food and clean drinking water." This commitment aligns with the International Covenant on Economic, Social, and Cultural Rights (ICESCR) of 1996, which enshrines the right to food in Articles 11(1) and (2) (Ferguson, 2017). The African Charter on Human and Peoples' Rights (ACHPR), 1986 of the African Commission on Human and Peoples' Rights has incorporated the right to food into the charter. The Nigerian Government policy on child food rights aligned with the African Charter on Rights and Welfare of a Child (ACRWC), 1999 sets out the rights and defines principles for the status of children (World Bank Group 2016; UNESCO, 2019). The right to education is included in Article 11(1) of the charter, while the right to food or nutrition can be derived from Article 14(1), which provides for the right to health.

In accordance with section 16 (2) (d) of the 1999 Constitution of Nigeria and other international policies, the Federal Government of Nigeria established a SFP in public schools. The programme (SFP) establishment ensures the progressive realisation of the right of every Nigerian child to free, compulsory and universal basic education. A School Feeding Programme is established to increase the demand for schooling among learners from poverty-level families (UNICEF, 2019; WFP, 2019; FAO, 2020).

In 2004, the Federal Government of Nigeria initiated aSFP through the Universal Basic Education (UBE) Act (115) (FME, 2017). The legislation stipulated that all state primary schools must provide at least one meal daily for each learner. As a result, a free breakfast programme was implemented in schools, particularly in low-income areas (Ibrianu et al., 2017). School learners around the country are supposed to get at least one meal filled with highly nutritional supplements every day under the free food effort known as the Homegrown School Feeding and Health Programme (HGSFP) (National Homegrown School Feeding Programme, 2017). As enacted in the UBE Act (115) 2004, the scheme was intended to reverse the nation's dismal school enrollment figures (FME, 2017). The programme's primary objective was to improve learners' eating habits, reduce

absenteeism, and help them expand their general knowledge capacity, all while supporting Nigeria's Universal Basic Education Programme (Oyuru, 2023).

To commence SFP implementation, the Federal Ministry of Education decided in 2005 to conduct a pilot study with thirteen states, which would later be expanded to other states (Unimna et al., 2021). Due to the significant financial implications, only Osun State demonstrated a willingness to implement it at that time. Incorporating from Osun State, the Federal Government instilled hope in the manifestos of the parties to convince the electorates of the readiness to serve them and make them enjoy the dividends of democracy (Okolo-Obasi & Uduji, 2022). On June 8, 2016, the government of President Muhammed Buhari finally launched the Strategic Plan (2016-2020) for the HGSFP, nearly two years after taking office and in the face of public outrage over the failure to keep the promise of implementing the strategic plan for the programme (African Union, 2021). According to the plan, the first phase of implementation involves eighteen states (three from each of the country's six geopolitical zones), while the programme provides for the feeding of primary school learners in Primary 1 to 3, beginning from September 2016 (Adekunle & Christiana, 2016). Furthermore, the participating states bear the cost of feeding the learners in primary 4 to 6, which serves as the counterpart funding expected from them (Otunla et al., 2019).

However, it is pertinent to find out how SMTs' experience in implementing a SFP in Nigeria public primary schools has helped accomplish the objective of improving learners' nutritional health, enrollment, attendance and class performance as set out in the programme objectives.

2.7 ROLES OF SCHOOL MANAGEMENT TEAMS IN IMPLEMENTING A SCHOOL FEEDING PROGRAMME

School feeding is considered one of the most important programmes in the school. Olugbade and Olurinola (2021) point out that the effectiveness of a SFP is dependent on its implementation. International studies in Canada concur that aSFP has improved learners' overall well-being in school (Hernandez, Engler-Stringer, Kirk, Wittman & McNicholl, 2018). This raises the question of who bears the responsibility for

implementing a SFP. Research findings validate that the primary focus of SMTs should be on enhancing and advancing the programme, shifting away from routine administrative tasks (Ruetz & McKenna, 2021). This addresses the above question by stating that implementing a SFP is one of SMTs' duties in the school.

School Management Teams are a collection of individuals in charge of SFP implementation (Ibeanu et al., 2020). However, SMTs consist of the headteacher, deputy headteacher, and Head of Department. Ampofo, Onyango and Ogola (2019) assert that for a SFP to be successfully implemented, SMTs must always be aware of their roles and be adequately prepared to carry out their duties to meet the set objectives. As a result, to carry out their duties successfully, all members of the SMT must be capable of comprehending and interpreting SFP objectives (Olasehinde-Williams, Yahaya & Owolabi, 2018).

Feeding learners in school is one of the most significant roles played by SMTs (Jacob & Musa, 2021). A School Feeding Programme is regarded as an essential programme for SMTs in Nigeria public primary schools, as supported by the Universal Basic Education Policy (UBEP) (FGN, 2017). In Nigeria, SMTs play a vital role in making sure every activity programme runs concurrently without any interference. School Management Teams in Nigeria public primary schools are given tasks or programmes to manage (Olugbade & Olurinola, 2021). This devolved form of management has, however, assisted some SMTs in carrying out their duties successfully. Several scholars found that members of the SMT perform their roles in programme implementation as follows:

2.7.1 Monitoring and evaluation

Monitoring is a systematic process of observing, assessing, and evaluating processes to ensure they are functioning as intended and achieving desired outcomes (Kibet, 2017). Evaluation, on the other hand, is a systematic and objective process of assessing the relevance and effectiveness of programs to support evidence-based decision-making, learning and improvement (Kibet, 2017). However, monitoring and evaluation together contribute to accountable, responsive, and impactful SFPs toward achieving desired results and delivering value to learners (Gann, 2015).

Globally, researchers have differing perspectives on the role of SMTs. Studies agree that SMTs' roles include monitoring and evaluating the daily implementation of the feeding programme, which includes actual feeding of the learners, the work of food vendors, health and nutritional assessment, distribution of food supplied, and supplementary activities (Meirink et al., 2020). Usman (2016) asserts that members of SMTs are mandated to monitor and evaluate SFP implementation properly. Similarly, Gann (2015) points out that SMTs' duties are to monitor and evaluate food vendors and learners now and again, especially in the manner in which they relate to one another in terms of SFP implementation.

Hernandez et al. (2018) investigate the impact of SMTs on school food distribution. It was found that the monitoring and evaluation of the programme had a major impact on SFP implementation. As a result of the findings, the study suggested that a SFP be regularly monitored and evaluated to ensure that records on food rations distributed to learners are kept up to date. Acheampong, Kumah, Addo, Asare, Agyei-Manu, Mohammed and Akuffo (2022) conduct a study on the impact of monitoring SFP implementation in South African schools. It was revealed that routine monitoring of school feeding has helped the programme function well.

Muhirwe et al. (2021) conduct a study in which they identified various roles frequently used in the operation of a SFP by stating the activities done by SMTs to improve operations. Muhirwe et al. (2021) notice that monitoring and evaluating programme operations daily had a positive effect on SFP implementation. Their study proposed that food vendors be monitored and evaluated on a regular basis to ensure that they understand the significance of school feeding and their roles in providing quality food for learners' consumption. School Management Teams monitor the food supplied by the food vendors, assess the learners' satisfaction with the food consumed, and evaluate the condition of the programme infrastructure. Chakrabarti et al. (2021) conduct studies in India on how SMTs implement a SFP in some schools. The finding indicates that a SFP was implemented effectively in those schools because SMTs personally monitored the operation of the programme to ensure that what was reported was what was happening in the schools regarding the feeding programme. Monitoring and evaluation of the

programme by SMTs ensure the programme objectives are implemented as per the schedule and desirable outcomes are delivered accordingly (Kibet, 2017). Also, its functions form part of the structures used by SMTs for implementation and feedback on SFP.

2.7.2 Conducive environment

A conducive environment is a physical space that is safe and stimulating, with good structural facilities, intended for different programmes that are well-planned and linked to school requirements and that uses strategies that meet the needs of SMTs, vendors and learners (Adekunle & Christiana, 2016). Creating a space that is conducive to learners to eat comfortably is one of the most important things SMTs should do (Usman, 2016). Aboudahr, Olowoselu and Ganesan (2023) state that the primary role of SMTs in the implementation of a SFP is to create a conducive environment for the programme. School Management Teams must carry out tasks that will assist in the implementation of a SFP while also providing a pleasant working atmosphere for the food vendors.

Olugbade and Olurinola (2021) assert that SMTs is obligated to establish a suitable environment for food vendors and learners to carry out the programme operations smoothly. However, this could be more successful if there is strong leadership that prioritises a SFP environment (Adekunle & Christiana, 2016). López-López et al. (2022) contend that despite being expected to be effective school managers, most SMTs lack the ability effectively to maintain a SFP. In their study, they assert that it is crucial for SMTs to create a conducive environment that will add to the implementation of a SFP. Benoliel (2020) states that SMTs are required to create a conducive workplace for effective programme implementation and direct SFP involvement.

Similarly, Adebisi, Adebisi, Jonathan, Ajani and Asogwa (2019) conduct a study on the implementation of school feeding in Nigeria public primary schools. Their findings were that the implementation of school feeding needed a suitable environment for it to function properly. The study suggested that SMTs must create a welcoming environment for food vendors to execute their task of distributing food to learners. Olugbade and Olurinola

(2021) felt that SMTs should create a friendly atmosphere to improve the implementation of a SFP. Creating a conducive environment for food vendors to do their jobs well while running the programme, creating a conducive space for the learners to eat, and creating a stand for the food vendors to distribute food were identified as the roles of SMTs (Sibanyoni, Tshabalala & Tabit, 2017).

2.7.3 Supervising

In Italy, Rossi, Ferrari, Martone, Benvenuti and De Santis (2021) establish that it is the responsibilities of SMTs to supervise SFP implementation. Wang and Fawzi (2020) acknowledge that SFP implementation is successful when SMTs supervise all the activities involved in the programme. Roothaert et al. (2021) assert that the members of the SMT are accountable for the daily supervision of a SFP. This includes ensuring that the food provided is in accordance with government food menus and that food vendors are in place, that all areas of the programme function effectively, and that team members work efficiently toward programme objectives. Many of the programme activities rely on SMTs, and the success or failure of the SMT is heavily affected by SFP implementation. School Management Teams supervise the food supplied by the food vendors as well as the learners who participate in the process (Ibeanu et al., 2020).

Wahyudin and Saepudin (2023) point out that SMTs have distinct leadership roles and are mainly responsible for supervising whether 'the food supplied is aligned with government laid down guidelines. School Management Teams supervise the development of SFP objectives and expectations (Ololube, Elechi & Uriah, 2018). In Mali Sidibe, Diallo and Deme (2019) study the implementation of a SFP in public schools. The findings indicate that the methods of supervision used by SMTs have assisted them in determining whether the food supplied is aligned with the government food menu for the day before serving the learners. Their study recommends that before serving food to learners, SMTs must check to see whether the food supplied is aligned with the government food menus. As a result, it is the responsibility of SMTs to supervise food vendors while they perform their duties. Awuor (2016) asserts that SMTs carry out the responsibility of supervising the vendors and learners to ensure the quality implementation of a SFP. Wang and Fawzi (2020) also acknowledge that SFP

implementation is successful when SMTs supervise all the activities involved in the programme. Each member of the SMT in most Nigeria public primary schools is given a group of specialised tasks or programmes to supervise (Olugbade & Olurinola, 2021).

2.7.4 Coordinating

Mestry and Govindasamy (2021) believe that SMTs are obligated to be accountable for all programme activities, including coordinating the programme to perform the duties associated with management roles deliberately and proactively. Zabihi et al. (2019) explain that the role of SMTs in the implementation of a SFP is to coordinate the distribution of food from food vendors to learners. School Management Teams must stand between the food vendors and the learners to keep order. Zabihi et al. (2019) state that SMTs' duties include coordinating by ensuring that the food provided to the school is of high quality in terms of the dietary requirements of the learners, as well as the availability of sufficient storage and preparation facilities.

In Ghana Goldsmith et al. (2019) investigate the responsibilities of SMTs in achieving SFP set objectives. The study discovered that SMTs coordinate SFP implementation by checking the number of learners fed per day, calculating quantities on delivery notes, and developing a closer working relationship with food vendors. Coordination as a role has assisted SMTs in identifying learners who have not eaten. Similarly, Lu and Hallinger (2018) discover in a study conducted in the United Kingdom that SMTs coordinate the implementation and operation of a SFP in schools by developing a closer working relationship with food vendors to do their job adequately.

2.7.5 Writing reports

Studies on the implementation of a SFP with SMTs have been conducted all over the globe. Merchant, Klinger and Love (2018) suggest that the effectiveness of SFP implementation is dependent on the report writing of the programme irregularities and finding solutions to them. School Management Teams' responsibility in implementing a SFP consists of report writing and record keeping (Nwosu, Bechuke & Moorosi, 2018). Ranalli, Templin and Applebaum (2021) assert that it is imperative that SMTs be provided with an enabling environment by management to motivate them to keep records regarding SFP implementation in the school.

A study conducted in England by Fernández, León Guerrero, Fernández-Martín, Arco Tirado and Arrebola (2023) found that writing daily reports on the outcome of the programme through SMTs was a common response to implementing and managing SFP challenges effectively. The researchers concur that report writing is critical in correcting any irregularities in SFP implementation. Likewise, Zabihi et al. (2019) contend that SMTs are responsible for writing reports on the implementation of a SFP and should so serve as torchbearers of SFP transformation. Ayogu et al. (2018) in a study on the effective management of a SFP in Nigerian schools determined that frequent reports made available by SMTs on the implementation of a SFP assisted in regulating the programme.

Bigson, Essuman and Lotse (2020) found that when school feeding records are kept on a daily basis, the programme improves. The authors point out that SMTs' should ensure that the vendors' work is documented and that a report on any loopholes in the programme is written for record keeping. Daily, SMTs write a report on the functioning and output of the food vendors as well as on their performance. The food supplied is recorded daily, the food vendors' attendance is closely tracked, and daily reports on the food served to the learners are written. A study was conducted in Nigeria by Ossai and Nwabuwe (2023) on the operation of a SFP in Nigeria public primary schools. The findings indicate that report writing is critical for SMTs to work on whatever shortcomings are reported on the programme on a daily basis. The study recommends that SMTs constantly track vendors' attendance and performance, keep records of the food provided, and write reports on the overall operation of the programme.

2.7.6 Sharing duties

Working as a team and sharing duties not only results in the improvement of SFP implementation but also in the development of SMTs and achievement of the programme-set objectives (Benoliel, 2021). As noted by Ossai and Nwabuwe (2023), teaming up in the programme, though far from new, has become progressively important to a SFP in Nigerian schools and around the globe. Engagement with duties and programme activities should be done through working in teams (Maijo, 2018). Sitali, Chakulimba, and Kasonde-Ng'andu. (2020) state that working in teams can be defined as a team or group

that has shared duties, explicit roles, actual procedures, compact relationships and excellent communication. As a result, SMTs must define what the programme goals are and work tirelessly to attain them.

Benoliel (2021) points out that SMTs are liable and accountable for every activity in the school, including a SFP. However, for a SFP to be implemented successfully, the leadership duties should be shared among SMTs (Chen-Levi, Schechter & Buskila, 2021). Drake et al. (2020) observes in their study that SMTs work together to run a SFP successfully by inspecting the vendors' work and the food supplied. Maijo (2018) investigates the role of SMTs in Tanzanian schools. The findings indicate that the team leaders shared duties rather than doing them on their own. Sharing duties among SMTs guarantees that work is broken down into manageable portions (Wang & Fawzi 2020). Despite being expected to be effective school managers, Basson and Mestry (2019) contend that most school managers lack motivation as well as the ability to implement, supervise and maintain a feeding programme.

Cletus, Habila, and Alfa (2022) investigate the implementation of a SFP in Nigeria public primary schools. The findings show that SFP responsibility is shared among SMTs, which includes the headteacher, deputy headteacher and Head of Department. The head of the team's role in implementing a SFP is restricted to sharing duties with other team members, monitoring food quality, assessing team member reports, and monitoring learners' food intake. Cletus et al. (2022) states that other team members should share overall duties for implementing the SFP. Benoliel (2021) postulates that food vendors should assist in the everyday operation of the programme, but the ultimate role of SMTs should remain programme coordinating, directing, supervising and monitoring. Sitali et al. (2020) conducted a study in Zambia on the management of a SFP in Zambian public schools. Their finding revealed that managerial roles for implementing a SFP are shared among the members of the SMT. The study suggests that the programme duties should be shared among SMTs for successful implementation.

2.7.7 Directing

Imhangbe et al. (2019) elaborate on this subject matter in Nigeria public primary schools. They declare that SMTs that are heavily focused on implementing a SFP should take on

the following tasks: directing food vendors, checking food vendor hygiene, inspecting learners who are collecting food, evaluating the food by tasting it, and ensuring an adequate SFP. In India, Muralidharan and Singh (2020) investigate the role of SMTs in SFP implementation. The findings show that SMTs were thought to be in charge of directing the food vendors in the programme. Jacob and Musa (2021) claim that SMTs can no longer afford to be simply good managers but must direct food vendors to implement a SFP efficiently to satisfy the learners involved. Similarly, Sakaimbo, Simuyaba and Nsama (2023) examine strategies to improve Zambia's SFP. The authors found that SMTs managed the programme by directing the food vendors on how to carry out their duties, where to go, what to do and whom to serve. In Brazil, Hawkes, Brazil, Castro and Jaime (2016) investigate the roles of SMTs in achieving programme success. The researchers discovered that as learners were ready to take food, SMTs directed the food vendors on whom to serve. Their study suggests that SMTs should be held accountable for directing vendors on what to do when they first appear at school by verifying the learners' roster, they have with them before directing them on whom to serve. In summary, these studies found that the implementation of a SFP has impacted both SMTs directly and indirectly. School Management Teams should implement a SFP effectively; to increase professional efficacy for the benefit of the learners, team members should closely collaborate with the team leader.

2.8 CHALLENGES SCHOOL MANAGEMENT TEAMS EXPERIENCED IN IMPLEMENTING A SCHOOL FEEDING PROGRAMME

Traditionally, a challenge is viewed as a scenario that influences the effectiveness of an individual. School Management Teams involved in the implementation of SFP must deal with the challenges that are affecting the programme in the school. To achieve the SFP set objectives, SMTs have to deal with the following challenges: insufficient funding, poor monitoring and evaluation, poor data planning, corruption and mismanagement, ineffective training, delay in food delivery and poor infrastructure.

2.8.1 Insufficient funding

One of the most persistent challenges for an African SFP is securing consistent and predictable funding (WFP, 2018). Annual budgetary disbursement for the SFP implementation is insufficient and this affects the programme implementation. This agrees with the finding of Azubuike and Mbah (2019) who discover in their study that insufficient funding is the challenge facing the SFP implementation in Nigeria public primary schools. This also explains why there are not enough classrooms and furniture to accommodate the rapid enrollment increase over the year due to the implementation of SFP. Similarly, Munje and Jita (2019) conduct a study on the evaluation of a SFP in Limpopo, South Africa. The study aimed to examine whether SFP-allocated funds were used effectively or ineffectively. The researchers identified the challenge as a lack of funds to manage the programme. In a Malawi survey Manea (2021) reports that the SFP is under threat. This is due to a lack of funds to obtain more resources as the number of registered learners has increased. Due to the delay of funds for vendors to cook, the number of days designated for food service has been cut from five to three each week (Chipungu, 2022).

Furthermore, Wang et al. (2020) report in China that insufficient funding has resulted in a lack of important nutrients in food supplied to schools, resulting in ineffective SFP implementation. Nankuke (2022) found that delays in the disbursement of funds generate inconsistencies in food supplies, resulting in learners not attending school on a regular basis. Delays in fund release and insufficient allocation of funds have a negative impact on food quality and quantity supplied to schools (Acheampong, 2022). Iddrisu, Gunu and Abdul-Rahaman (2022) found that the erratic release of funds challenged the implementation of the SFP in northern Ghana schools. Nankuke (2022) states that insufficient funds for food and the high cost of food items were mentioned as challenges to SFP implementation.

International studies in the United Kingdom indicated that delays in the disbursement of funds have negatively affected the supply of food delivery, resulting in inconsistency for the food vendors (Hernandez et al., 2018; Parnham et al., 2022). Netshipise (2016) conducted a study on learners' feeding in America. He identified the problem of a lack of funds. He also discovered that the programme was poorly implemented due to the small amount of funds allocated for SFP implementation. Likewise, Cupertino, Ginani,

Cupertino and Botelho (2022) study the challenges of implementing a SFP in the United States. The researchers identified the challenge of poor feeding as insufficient funds. The authors concluded that financial challenges have resulted in an inadequate supply of food for the programme. This implies that insufficient funds for the SFP posed a challenge to implement SFP effectively.

Jacob and Musa (2021) state that only a small portion of the funds allotted by the government and released for the SFP was given to the food vendors, which contributed to the inconsistent delay in the food supply. The availability of funding is a crucial challenge because the SFP is likely to experience serious issues, if not completely cease operations when there is a lack of or delay in funding to purchase food and pay food vendors (Aurino et al., 2023). Okolo-Obasi and Uduji (2022) conduct a study through in-depth interviews that sought to explore the challenges impeding the implementation of aSFP in Nigeria's Eastern rural schools. The study found that the most prominent challenge affecting the implementation of SFP in their study area was insufficient funds. The authors further state that this led to a shortage of food items, irregularity in the preparation of food, inconsistency of the food vendors, inadequate cooking facilities, and poor quality of the foods (Okolo-Obasi & Uduji, 2022).

2.8.2 Poor monitoring and evaluation

Another challenge facing the implementation of the SFP is poor monitoring and evaluation. Jerono and Nzuki (2019) mention that monitoring and evaluation methods designed for the implementation of SFP by the federal, state and local government councils are weak and ineffective. The authors add that even the monitoring officials assigned to each school to monitor and evaluate the programme activities have failed to visit the schools, making the food vendors behave irrationally. Jacob and Musa (2021) state that the implementation of SFP can be unsuccessful if it is not closely monitored.

Adekunle and Christiana (2016) conduct a study on the evaluation of a SFP in Osun State Nigeria. The study investigated whether the feeding programme had been monitored effectively or ineffectively. The authors noted that the lack of adequate evaluation and monitoring mechanisms was a major challenge to the SFP. Okolo-Obasi and Uduji (2022) assert that the large number of different development projects supported by various

donors, each with its own management and reporting arrangements, resulted in large and wasteful transaction costs for SFP learners since the programme was not properly monitored and evaluated.

Eluya's (2019) study examined the implementation of SFP in public schools in Kgalagadi, Botswana. The objective of the study was to investigate the factors affecting the participating schools. His findings revealed that the programme lacked proper monitoring and evaluation. The author went on to say that the schools he visited had not welcomed monitoring officials, which affected the quality and quantity of food provided to learners. A study carried out by Wang and Fawzi (2020) in Mali on SFP challenges revealed that the implementation of the SFP was faced with the problem of poor monitoring and evaluation, which were caused by the lack of growth monitoring gadgets required for effective programme planning, review and improvement. Aurino et al. (2023) state in their study that although the SFP contributed to an increase in enrollment and attendance, enhanced participation of learners in the classroom, and generated jobs in the communities, it had come under criticism for its poor monitoring and evaluation mechanisms.

Alabede et al. (2020) conduct a study on the challenges experienced in the implementation of a SFP in Oyo State Nigeria. The goal of this study was to investigate the implementation of the Home-Grown School Feeding in Oyo State Nigeria schools as well as its impact on food vendors' performance. The study found that the greatest challenge facing the implementation of SFP was poor monitoring and evaluation mechanisms. Similarly, Rabi, Idoko and Ganiyu (2023) investigate the monitoring of SFP implementation at two primary schools in Kano State, Nigeria. The study intended to ascertain how the programme was being monitored as well as food vendors' perspectives on SFP monitoring issues that confronted the programme. The findings found that SFP implementation was challenged by poor monitoring and evaluation mechanisms.

2.8.3 Poor data planning

Poor data collection for planning is another challenge confronting the implementation of SFP. Jerono and Nzuki (2019) assert that the government's inadequate data planning

results in inaccurate information being conveyed to school food vendors regarding the total number of learners to be served most of the time. In a study conducted on the challenges facing learners' attendance in schools that participate in SFP in the Eastern Region of Uganda Munje and Jita (2019) found that the lack of a current and reliable data collection plan for the learners involved in a SFP was another challenge. The authors state that learners' data is very important for SFP planning, and no meaningful implementation planning can occur without current and reliable data. A study conducted by Roothaert et al. (2021) in KwaZulu-Natal, South Africa, established that poor data information is one of the challenges facing the implementation of a SFP. The authors revealed that there is inadequate information regarding the learners involved in a SFP. This is because SFP data is not constantly being generated, and if generated, the collection methodology is poor. Gundersen and Ziliak (2018) assert that to have successful SFP implementation, monitoring and evaluation officials should be prepared to inspect every school involved in the programme.

A study carried out in Nigeria on SFP implementation revealed that the data on the number of learners to be fed in each school does not correspond to the current number of learners given to food vendors to serve (Olawale & Okafor, 2022). Olawale and Okafor (2022) point out that the challenge of a poor data plan has adverse effects on both schools and learners, particularly in terms of food quality and quantity. They emphasise that because SMTs strive to ensure that the foods provided adequately cater for all the eligible learners, any reduction in food quantity served inevitably leads to a decline in food quality. Singh and Fernandes (2018) carry out a study in Gambia on the challenges facing SFP. The study aimed to investigate the barriers affecting the implementation of SFP. The findings show that the data collection officials lacked effective methods of generating data due to poor capacity training.

Kimwele et al. (2019) concur that there are other factors responsible for poor data plans in Uganda, Ghana, Kenya and many other countries. The authors conclude that these factors include inadequate funding of data collection agencies, insufficient data collection officials, poor capacity development of data collection officials, and corruption among data collection personnel. Atobatel and Okewale (2021) investigate SFP challenges in Ogun

State, Nigeria. The study primarily explored the impact of data planning on the operation of a SFP, the implications of learner data information on food distribution, and the management challenges to SFP implementation resulting from increased enrollment of learners in beneficiary schools in Ogun State. The findings found that the current state of the programme was influenced by poor data planning, which affected the quantity of food given to the programme participants.

2.8.4 Corruption and mismanagement

Corruption and mismanagement are major problems facing the implementation of SFPs around the world. The funds released for the implementation of the programme are looted and mismanaged by some SFP officers handling the implementation (Olajubutu, Adebayo & Olajubutu, 2021). International studies in the United States and California agree that corruption is one of the problems facing the implementation of the SFP (Anozie & Banki, 2021). This raises the question of who is responsible for the corruption.

Findings from studies have revealed that officials in charge of the programme have diverted funds to their accounts without the knowledge of the government (Chakrabarti et al., 2021; Anozie & Banki, 2021). Nath et al. (2022) also mention mismanagement of funds as a barrier to SFP implementation in South Africa. Embezzlement of school feeding funds has a negative impact on the quality and quantity of food provided to learners, as well as leaving a large number of learners without food in school (Olajubutu et al., 2021). Chakrabarti et al. (2021) state that corruption and mismanagement are just two of the challenges that impede the programme's seamless operation because there are those who will not hesitate to take from starving learners. As a result, the constitutional rights of millions of children from low-income households are violated, with little or no responsibility on the part of the numerous perpetrators. Mismanagement of funds prevents the vendors from performing their duties in supplying quality food to schools (UNESCO, 2019).

A study conducted by Chakrabarti et al. (2021) has revealed that corruption among the officials of SFPs, gravely affect the quantity of food supplied. Sitao (2018) states that SFP exposure to corruption and mismanagement affects the input of the food vendors in preparing nutritious food for learners. Milhorance de Castro, Sabourin and Bursztyn's

(2015) study in Mozambique revealed the challenges of mismanagement or corruption within the SFP. The authors further note that the corruption within SFP implementation is also related to the procurement of items from suppliers who are not eligible for participation. There were challenges such as weak oversight, mismanagement, inadequate security of food supplies and diversion of food and funds related to corruption reported by Milhorange (2017) in South Africa and Zambia, among other countries. In Nigeria, administrative and management challenges related to corruption and the quality of food were also listed as a challenge to SFP implementation (Alabede, 2022). Because of the corruption challenge, learners occasionally experience inadequate nourishment, receive substandard food, or encounter disruptions in their feeding schedule (Karaba et al., 2019). In Gambia, Da Silva et al. (2022) indicates in their study that the challenges have made the proposed impact of the SFP implementation on the nutritional status of school-going learners unlikely. The handling of funds, logistics and the provision of high-quality food have undergone substantial analysis during the implementation of SFP, primarily due to instances of corruption and mismanagement in the system.

2.8.5 Lack of effective training

Literature found that the food vendors perform poorly in the implementation of SFP due to a lack of training. Shrestha et al. (2020) argue that nutritional coordinators, food vendors and other officials are not properly trained on how to take care of and prepare the food. Tull and Plunkett (2018) also identify the challenge of poor training of food vendors. According to the researchers, food vendors are not well trained on how to prepare nutritional foods and administer the programme (Tull & Plunkett, 2018). Hence it resulted in poor programme implementation. The National Framework for Food Security in Swaziland Schools states that food vendors must be trained, and they should also be monitored for cleanliness and proper food management, ensuring that there is minimal wastage (Mamba, 2015). Kwena (2019) asserts that the food vendors are not adequately trained on how to take care of the food. Petchoo, Kaewchutima and Tangsuphoom (2022) contend that for a SFP to function well, experience from the food vendors who made the food is required, as well as SFP implementation knowledge. They further state that if food

vendors are not adequately trained in food preparation and hygiene styles, they may produce harmful food in unsanitary settings, resulting in food poisoning among learners.

Kwena (2019) conducts a study in the United Kingdom, assessing the impact of school feeding intervention. The researcher found that the SFP was not well implemented because the SFP officers did not consistently organise workshops/training for the nutritional coordinators and food vendors on how to administer the programme; hence it resulted in a lack of knowledge about the SFP. In India, a study was conducted by Maijers and Nalla (2019) on the challenges of a SFP. The researchers identified the challenge of the lack of knowledge and skills in nutrition education. They concluded that the lack of in-service training of the food vendors caused the lack of knowledge and skills for the programme. Based on self-report, Wang and Fawzi (2020) note that SMTs and the food vendors have never undergone training in understanding their roles in the implementation of the programme. However, several challenges are noted in the study of Wang and Fawzi (2020). Firstly, some beneficiaries may have confused SFP officials learning/observational visits with the provision of training; secondly, training does not always target all committee members at a given school due to funding constraints; thirdly, turnover among committee members means replacements tend to miss the annual training. Manea (2021) conduct research on SFP implementation in Chimutu, Malawi. The aim of the study was to determine why the food vendors failed to prepare quality food to schools and why. Despite the provision of food, malnutrition remains a concern among primary school learners. The study found that the food vendors are not preparing nutritious food since they have not been trained on how to prepare it.

2.8.6 Delay in food delivery

The delay in food delivery adversely affects the educational process by consuming valuable time that should be dedicated to school-related tasks. Timely food provision poses challenges due to the extensive distances required to fetch water for food preparation, dependence on volunteers, and limited resources (Muriira, 2020). Offsite prepared food was adopted by most developing countries like Peru, Lesotho, and Nigeria to deal with problems associated with time taken from learning and other logistical

disturbances (Adebisi et al., 2019). However, the challenge with this arrangement was the monotony of the food provided, quality and hygiene. The SFP has also become a health hazard in some countries like Kenya and Malawi where offsite food preparation is not allowed. The countries were faced with inadequate dining space, no hand washing facilities, and generally poor hygiene during food preparation (Drake et al., 2016; WFP, 2019). Mafugu (2021) reports that some schools continue to feed learners after 10:00. The researcher further shows that schools feed their learners late because of food quantity, late delivery and poor infrastructure. Azubuike and Mbah (2019) assert that feeding at late hours in school can affect learners' time in school and decrease their level of attention and concentration in class.

According to the WFP (2019), feeding should take place as early in the day as possible to be most beneficial in improving learner performance and concentration in classrooms. Research on Tembisa's SFP implementation was carried out in Gauteng by Shrestha et al. (2020). The research aimed to look into how the programme was implemented in the province of Gauteng. The results show that the delay in food delivery affected SFP implementation. The researchers discovered that the programme implementation faced challenges due to the feeding time. They further found that some of the schools were feeding their learners after 10:00, despite the feeding programme guidelines requiring that the learners be fed at 10:00. The reason for late feeding was a lack of food and proper cooking facilities in schools; the food was not prepared in time, which was the cause of the late feeding. In Nigeria, Azubuike and Mbah (2019) carry out a study on how lunchboxes affected learners' daily dietary intake in Nasarawa State. The researchers noted that the challenge of late feeding of learners is caused by theft, leading to irregular food suppliers among learners. Awojobi (2019) assess the Ghana School Feeding Programme's (GSFP) food delivery challenges. An in-depth examination of the Ghana School Food Programme was conducted in this study to determine the factors that affect the programme's successful implementation and to assess the delivery of food to learners. The findings show that there is a delay in the delivery of food to schools, which disrupts normal classroom lessons.

2.8.7 Poor infrastructure

Poor infrastructure in the implementation programme was an unsettled issue surrounding the SFP, which negates learners of access to food facilities like plates, spoons and cups. Numerous studies were carried out, and they showed that the infrastructure was of poor quality. A study on SFP implementation conducted by Yendaw and Dayour (2015) found that poor infrastructure in rural schools was a stumbling block for the SFP. According to the authors' findings, the infrastructure issue posed the greatest challenge to the effective implementation of aSFP. Drake et al. (2016) indicate that poor infrastructure and overcrowding are the major challenges facing the implementation of SFP. Similarly, Azubuike and Mbah (2019) point out that schools do not always have well-equipped kitchens to ensure that food is cooked in a clean and harmless environment. Maijers and Nalla (2019) states that prepared food is unsafe because it is prepared outside, it is unprotected and so vulnerable to germs.

Drake et al. (2016) mention that insufficient infrastructure, like poor kitchens, a lack of refrigerators to store vegetables and a lack of gas cookers, utensils and storage space are other challenges of a feeding programme. The researchers further state the issue of improper maintenance for the kitchen appliances used for the programme. There was sometimes a lack of food for some days because of the equipment breakdowns caused by poor maintenance. The absence of safety precautions presented another challenge for the feeding programme. The lack of infrastructure necessitated the storage of gas and stoves in a single room. Maijers and Nalla (2019) maintain that the programme faces challenges because there are no school dining halls. As a result, many learners eat in class, leading to pollution in the classrooms, resulting in illnesses and the weakening of the school furniture (Maijers & Nalla, 2019).

In Ethiopia, Zenebe et al. (2018) discover that a lack of water supply in the district as well as a lack of food storage facilities such as kitchens and dining halls has challenged SFP implementation. Okolo-Obasi and Uduji (2022) conduct a study across Nigeria on the challenges of implementing a SFP. Their study revealed that the main challenge of SFP in northern schools is poor infrastructure. The researchers identified a lack of plates, spoons and cups as one of the challenges caused by inadequate infrastructure. Another

significant challenge to SFP in Nigeria public primary schools was parents and teachers' lack of interest in participating in the programme due to poor infrastructure. Ahern, Thilsted, Kjellevoid, Overå, Toppe, Doura and Franz (2021) conduct a study in the Eastern Cape and Limpopo provinces to evaluate the SFP. The researchers note difficulties caused by poor infrastructure, a lack of capacity, non-delivery of suppliers, shortages of essential supplies and inadequate management involvement of school administrators. Ahern et al. (2021) also state that most schools in Limpopo and the Eastern Cape lack the infrastructure to support the programme implementation. Neither of the two provinces' schools have the necessary infrastructure such as water supply, utensils, and kitchens or cooking appliances. Infrastructure appears to be the primary challenge to SFP in many countries.

2.9 STRATEGIES SCHOOL MANAGEMENT TEAMS EMPLOYED TO MITIGATE SCHOOL FEEDING PROGRAMME CHALLENGES

It is important to note that strategies must be employed by SMTs to mitigate the challenges affecting the SFP in the majority of schools around the world. Among these strategies are policy development, improved monitoring and evaluation, provision of funding, provision of effective training, parental and community participation, consistency and scheduling, and adopting a flexible menu.

2.9.1 Policy development

A good policy foundation for a SFP helps strengthen its potential for sustainability and accountability as well as the quality of its implementation (Ejore et al., 2020). Policy development should be a participatory process based on the available evidence for the given context. Kimwele et al. (2019) are of the opinion that implementation must be governed by policies and regulations as well as procedures for consultation with stakeholders. Furthermore, it is important to argue that an implementing unit and arrangement should be present in the school for a SFP, accompanied by frequent monitoring and evaluation of the programme objectives and goals to produce full reports of this progress regularly. Ejore et al. (2020) state that clear feeding programme policies for school health ensure programme implementation.

A clear feeding programme policy is essential because it provides the framework for designing a SFP while ensuring consistency with the goals identified in the national dialogue (Chakrabarti et al., 2021). The authors point out that a SFP is multi-sectorial, and adequate policy must address programmatic elements such as education, nutrition and health, agriculture development, market access and public health procurement. Acheampong (2022) supports this by stating that governments should create a dedicated SFP policy, adapt existing school feeding or social protection policies, or establish related policies and laws to cover the various programmatic aspects.

A study in other countries indicates that to achieve results and sustainability the government should align and support the policy with a national legal framework or strategy (Cupertino et al., 2022). The legal framework for a SFP must build on and integrate existing legal frameworks. These legal frameworks, such as procurement from smallholders, health and safety regulations, contract law and enforcement, and tax legislation should be put in place for SFP objectives (Nath et al., 2022).

2.9.2 Improved monitoring and evaluation

Monitoring and evaluation are essential for ensuring that programme objectives are fully achieved, and that the implementation process stays on track. Evidently, with an efficient management apparatus in place, as well as ongoing monitoring and evaluation procedures, there is the possibility of recognising and resolving impending challenges within SFP implementation early enough to avoid an escalation (Hassanally et al., 2020). The researchers add that the need to monitor and evaluate a programme is unique to a SFP and is also a critical step in the planning and implementation of the programme. Monitoring and evaluation of a SFP helps to assess the benefits across the various objectives such as education, health, nutrition, agriculture and social protection, and is critical to increasing their impact (Eluya, 2019). Salifu et al. (2018) maintain that monitoring makes detecting and addressing challenges on time possible. The authors further maintain that governments should therefore align the data and monitoring initiative of the school food to ensure that it is essential, up-to-date and reliable to understand and optimise the programme and particularly to monitor and evaluate progress over time. Untoro et al. (2017) contend that monitoring and evaluation are essential management

responsibilities for ensuring that everyone involved in the programme is completely dedicated to reaching SFP objectives and keeping the implementation process on track.

It is important to have school feeding data or indicators captured and reported at the highest level through national structures in the education sector. In ensuring timely monitoring and evaluation, it is important that the SFP secures adequate resources to run the programme and makes funds available for monitoring and evaluation resources (Ahern et al., 2021). School Feeding Programme inspection is utilised in many countries as a tool or control measure to monitor and evaluate the performance of those involved (Acheampong, 2022). These authors add that when a SFP is not implemented well or does not meet the set standards, stringent measures such as rigorous monitoring and evaluation, the possible closing of a school are taken against the school in an effort to make it add value or improve SFP implementation.

Eluya (2019) suggests that SFP implementation necessitates effective monitoring and evaluation mechanisms to ensure that the programme accomplishes its objectives and goals. Chabite et al. (2018) contend that monitoring and evaluation are essential management responsibilities for ensuring that everyone involved in the programme is completely dedicated to reaching SFP objectives and keeping the implementation process on track. Wang, Zhao, Boswell and Rozelle (2020) found that the introduction of monitoring and evaluation mechanisms for SFP implementation in China served as a motivating factor for food vendors consistently to attend to schools. This made them conclude that monitoring and evaluation are very important management functions that should be taken seriously to achieve the programme's set objectives. Wang and Cheng (2022) suggest that the monitoring team officials assigned to each school should do their work diligently to curb any form of irregularity in the programme implementation.

2.9.3 Provision of adequate funding

Stable funding is required for the long-term success of SFP implementation. However, where there is the greatest need, the programme is typically the smallest and most reliant on external funding (Gödecke et al., 2018). Kwena (2019) states that funding for this programme can come from various sources, including non-governmental organisations and the government. A globalised programme, like a SFP, necessitates a dependable

and independent funding source, such as government key assets or development budget. For a successful and stable SFP, a government funds line for school feeding is required in the long run (Mohammed, 2022). Olubayo (2015) conduct a study in Kenya where adequate funding is recommended to have a positive influence on the running of SFP implementation in schools.

In the same context, governments should work towards providing adequate funding to ensure long-term reliability and effective SFP implementation (Jamaluddine, Akik, Safadi, Abou Fakher, El-Helou, Moussa & Ghattas, 2022). The authors underscore the fact that the SFP policy or implementation framework should also regulate the flow and management of funds. The programme should have a consistent and dedicated budget line and disbursements at various levels (national, state and school) should be made on time (Dago & Yogo, 2022). Governments must recognise that a SFP is more than just an educational intervention funded by the Ministry of Education (Alabede, 2022). Coordination of budget planning among the various relevant ministries and schools involved is critical to ensuring the intervention's efficiency and effectiveness (Tull & Plunkett, 2018). Alabede (2022) maintains that there is an urgent need to increase funding for SFP implementation due to budget constraints and heavy reliance on donor funding, which has influenced the implementation of SFP. Dago and Yogo (2022) state that a well-coordinated financial structure is required to use the allocated funds for the implementation of SFP.

2.9.4 Provision of effective training

To strengthen school capacity and the management of SFP, the government should aim to provide annual training for each school on operations, programme management and food preparation techniques (Olutola & Aguh, 2023). Hervie and Winful (2018) assert that effective training plays a significant role in the improvement of SFP implementation in the contemporary world. Banda (2017) states that in-service training or workshops are vital in enhancing the knowledge, skills and competencies and/or attributes of the workforce for SMTs to be able to succeed in implementing a SFP. Alabede (2022) postulates that comprehensive training should be undertaken at the state, district and school levels to implement the school feeding planner packages. Based on the Ministry of Education in

Zambia's report, SFP officials recently hosted a four-day National School Feeding Symposium in conjunction with Hands for Hunger and the purpose of the annual training was to ensure that the food vendors were up to ministry standards when supplying learners with food throughout the school year (Napanje, Du Plessis & Marais, 2022).

Also, the food vendors need to be trained in nutrition basics and the school management in nutrition fundamentals. Officials regulating the SFP should collaborate with development partners, NGOs or independent experts to organise relevant training to build stakeholders' capacity (SMTs, local public officers, and food vendors) (Sitali et al., 2020). Atta and Manu (2015) state that effective training includes mapping out and discussing how to handle tasks perfectly. Mafugu (2021) recommends that workshops be held to train school management and food vendors on how to implement a SFP. In Kenya, Obumneke-Okeke, Bosah and Mabel (2019) maintain that in-service training programmes have led to enhancement in the capabilities of SMTs and food vendors, ultimately resulting in a positive impact on the implementation of a SFP. In-service training enables the school managers to take their jobs more seriously (Ramachandran, 2019).

2.9.5 Parental and community participation

Parental and community involvement in schools where the stakeholders were involved in the organisation and implementation of the feeding programme offered many advantages. Such advantages include strengthening nutritional coordinator and parent collaboration, a strong link between the school and the community, and programme ownership (Dago & Yogo, 2022). Adekunle and Christiana (2016) maintain that to implement a SFP successfully, parental and community participation needs to be brought on board in the whole process. They add that parents and the community play a vital role and assume responsible services, such as cooking, fetching water, ensuring security and ensuring a clean and hygienic school environment. Kiilu and Mugambi (2019) state that the communities are eager to volunteer to supply water to the participating schools. The researchers also determined that community participation in the Nutrition Programme aided food vendors' work by supplying water for them to accomplish their tasks. Mostert (2021) contends that parental and community participation is critical for establishing a community bond towards SFP implementation. Adekunle and Christiana (2016) state that

parent involvement and support have a profound influence on the implementation of a SFP.

Dago and Yogo (2022) agree that to achieve parental and community involvement, all the stakeholders should be allowed to participate in the whole process of providing the feeding programme. The researchers opine that parental and community involvement is vital for the realisation of the benefits of aSFP. Parental and community coordination is thought significantly to increase the value of food in schools in terms of the desired outcomes (Olutola & Aguh, 2023). Kwena (2019) likewise argues that engaging parents in school activities related to the implementation of a SFP is essential for elevating the overall educational standards within the community. This would go a long way in increasing the potential base of the community. Jayaraman and Simroth (2015) state that SFP implementation should include substantial parental participation and ownership by key stakeholders, including the beneficiaries' learners. Aliyar et al. (2015) indicate that parents should become volunteers for the nutrition programme to support what the government is providing to schools.

2.9.6 Consistency and scheduling

In order successfully to implement a SFP throughout its daily routines, consistency and scheduling are crucial. Learners started attending class regularly once there was consistency in the school food supply (Kwena, 2019). Acheampong (2022) asserts that consistency in the food supply at school will make learners clearly understand what a feeding programme is and get them to attend school regularly. School Feeding Programme implementation is built on stability, schedule, consistency and dependability (Demilew & Nigussie, 2020). The programme should be supplied to learners on a constant timetable to ensure that they can rely on it as a source of food (Maijers & Nalla, 2019). The authors further revealed in their study that successful implementation of the SFP embodied the consistency with which the government disbursed funds to food vendors assisted the programme implementation in Kenya schools. In addition, a SFP should provide consistent nutritious food (Njeri & Munga, 2019). This will enable the programme to maximise its potential to improve educational performance and safeguard learners against hunger.

The programme schedule is determined by the type of SFP chosen by governments and the resources available to them (Prifti, Daidone & Grinspun, 2021). It may be breakfast food every school day, lunch food every Monday and Wednesday, or a backpack programme every Friday before the weekend. This schedule must be consistent and disseminated to all school management and food vendors (Jamaluddine et al., 2022). Kiilu and Mugambi (2019) postulate that it is crucial that SFP implementation is constant to keep learners in school to study since they require food in school to stay longer. Adebisi et al. (2019) at three schools in Osun-state Nigeria, suggest that the more SFP implementation is taken seriously, the less absence and fewer dropout rates ensue.

2.9.7 Adopt a flexible menu

Kwena (2019) points out that a flexible menu ensures that there is a diverse range of food options available to learners. It can include different types of dishes, ingredients and cuisine to cater for varying tastes and dietary requirements. As a result, a SFP should use a flexible menu to reflect the variety of locally available food crops. The school feeding supply chain can remain flexible and avoid potential food shortage issues (Khalidi & Gen, 2020). This is one way to ensure that a SFP promotes healthy eating and helps local farmers integrate (Brooks, Commandeur & Vera, 2019). They propose that the value chain should reflect primarily food crops produced by farmers in each locality. Maijers and Nalla (2019) argue that when designing the school food menu, the seasonal nature of crops should be considered, otherwise the supply chain may be unable to keep up with the seasonal availability of food crops, and local farmers may struggle to meet demands when harvest seasons are over. The menu can be adjusted to meet specific nutritional needs, such as providing balanced and healthy foods that contribute to learners' overall well-being and academic performance. Ahern et al. (2021) suggest that food menus are a food-optional timetable intended for vendors to serve foods to learners with set ingredients and types of food for each day. School Feeding Programme implementation requires uniform food menus and is solely guided by the government's general mid-day food (Khalidi & Gen, 2020). The food menus were established in a participatory manner with local, district and national stakeholders, with a focus on the utilisation of nutritious and readily available food (Gearan & Fox, 2020).

2.10 CONCLUSION

This chapter presented the literature reviewed for the study and the theories incorporated into the research to investigate SMTs' experiences in implementing a SFP in Nigeria public primary schools. The review assisted me in being aware of and interpreting what was already known and identifying any contradictions or gaps. The literature discussed the concept of aSFP, SFP in public primary schools, sthe rationale for implementing it, the policy for implementing a SFP in developed and developing countries, and the policy for implementing it in Nigeria. The roles of SMTs in the implementation of a SFP, the challenges SMTs experienced in SFP implementation, and the strategies used in implementing the SFP are discussed. The literature shows that SMTs are involved in the implementation of a SFP. However, SMTs with knowledge of a SFP can directly or indirectly impact SFP implementation processes. The next chapter presents the theoretical framework of the study.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The preceding chapter reviewed the literature on SMTs' experiences in implementing a SFP. This chapter presents the theoretical framework of the study, namely the Administrative Management Theory (AMT) of Henri Fayol (1949). Administrative Management Theory stipulates that managers have to adapt to the five elements of the management procedure, namely planning, organising, commanding, coordinating and

controlling to implement a programme effectively. I chose this theory for the purpose of this study because I believed it was the most appropriate for this type of study. As a result, SMTs' roles are discussed and analysed in this study using this theoretical framework.

3.2 THEORETICAL FRAMEWORK

This study is grounded in Henri Fayol's Administrative Management Theory that originated in 1949. This is an emerging theory that is based on how management should interact with employees in an organisation to achieve the set objectives. The theory highlights the importance of managers supervising tasks, which directly applies to the oversight required to ensure the proper implementation of a programme (Fayol 1949; Edwards, 2018). It advocates for a formalised administrative structure, a clear division of labour, and the delegation of power and authority to managers relevant to their areas of responsibility. It also focuses on increasing management efficiency so that managers can supervise and complete tasks consistently (Edwards, 2018).

Karimli and Baghirov (2020) postulate that the theory centres on the principles and elements that managers can use to supervise the internal activities of an organisation programme. They argue that these organisations and managerial practices are critical in driving the efficiency and consistency of any implemented programme. They assert that the theory illustrates the appropriate methods for managers to direct implemented programmes within the organisation towards attaining the specified goals and objectives. It emphasises creating different work and functional groups and assigning required duties and responsibilities to managers, based on their capabilities that ensure bringing greater programme outcomes.

Administrative Management Theory remains relevant in contemporary management practices, particularly in the context of principles articulated by Henri Fayol, as highlighted by Karimli and Baghirov (2020). The theory is practised by management to organise and regulate the internal activities of an organisation. The fourteen principles that grounded Fayol's administrative theory management process include division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination of Individual Interest, remuneration, centralisation, scalar chain, order, equity, stability, initiative and

esprit de corps. The fourteen principles of Management are pillars of any programme in an organisation, integral for prediction, planning, decision-making, process management, control and coordination. By applying these principles, SMTs can effectively organise, coordinate, and manage the implementation of a SFP, leading to improved outcomes for learners desperately needing food for healthier living and academic performance.

Although the theory is often associated with traditional business management, its principles remain relevant to the management of school feeding programme by the school management teams. The theory provides valuable principles and guidelines that school management teams can apply to effectively manage school feeding programme. By incorporating concepts such as division of work, authority, responsibility, communication, unity of direction, and equity, school management teams can enhance the efficiency, effectiveness, and impact of feeding initiatives, ultimately benefiting learners and the school community.

In line with the theory, Hatchuel and Segrestin (2019) are of the opinion that management practice is an essential element that influences the performance of organisations, managers and staff members all over the world. They state that an organisation's success is dependent on the manager's ability to monitor and evaluate individual performance. Islam, Hosen and Hoshen (2022) assert that the theory develops good management practice and proposes a universal set of management roles that are fundamental management principles used in monitoring and evaluating programme activities in an organisation. They add that the theory introduces a universally applicable framework of managerial roles that serves as essential management functions employed by managers when monitoring and evaluating programmes.

Karimli and Baghirov (2020) are of the view that Henri Fayol enunciated a five-management practice of elements for effective implementation of programmes. These elements are flexible and capable of adaptation, based on the specific roles' managers play in an organisation. The five elements of Fayol's administrative management theory as related to SMTs' roles in implementing a SFP are illustrated in Figure 3.1 below:

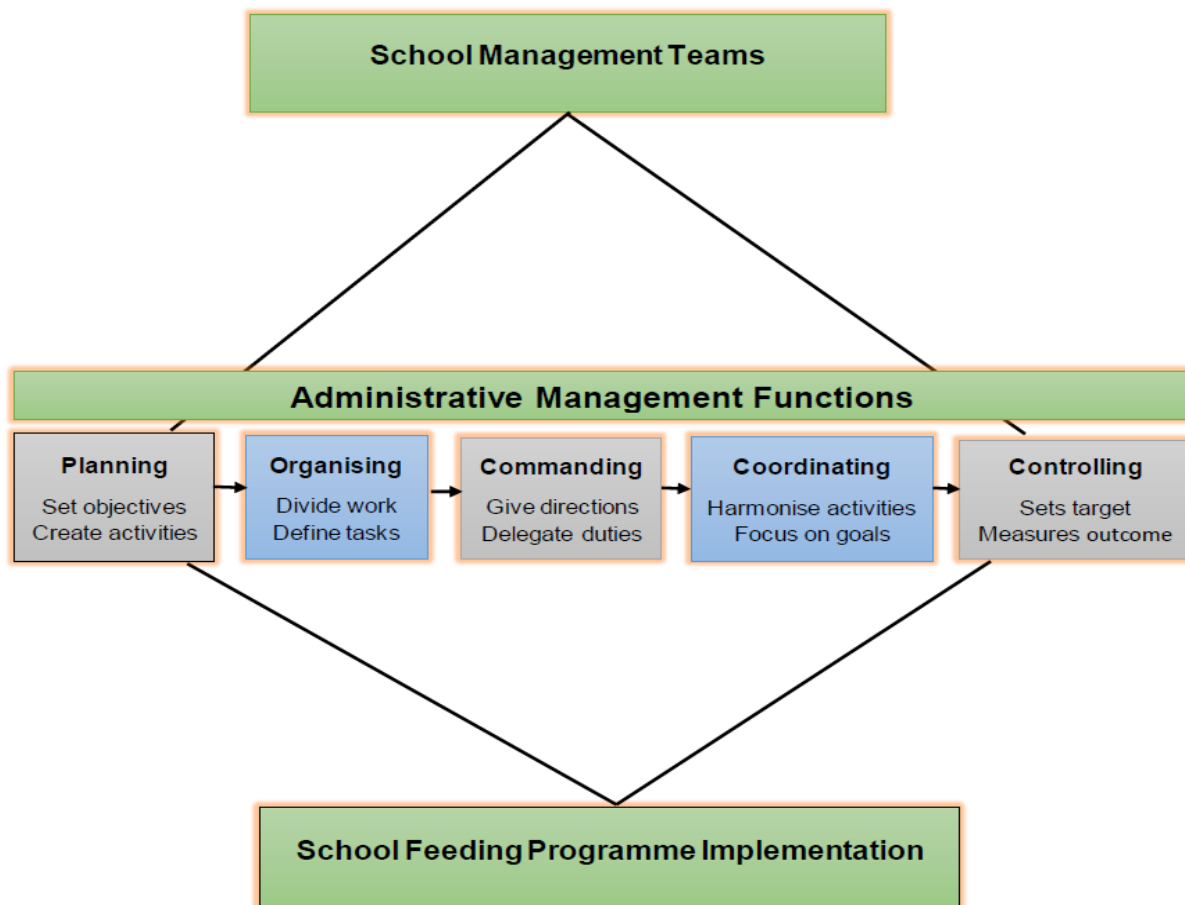


Figure 3.1: SMTs Administrative Management Functions

(Adapted from Henry Fayol, 1949)

The above variations show the functions that managers perform in implementing programmes in an organisation. Fayol (1949) highlights five management elements that encompass planning, organising, commanding, coordinating and controlling. However, in the context of this study, the subsequent sections delve into these management elements in relation to the roles of SMTs during the implementation of a SFP.

3.2.1 Planning

Planning entails forecasting the future, mapping the path, developing a structural plan of action and determining the action's goals and objectives. Managers plan for both the short and long-term objectives of a programme (Uzuegbu & Nnadozie, 2015).

In the context of a SFP, it is important that SMTs understand the theory to plan the implementation of the SFP. This involves setting clear objectives for the programme, such as improving learners' nutrition and academic performance, and creating a detailed plan outlining how food will be prepared, distributed and funded. School Management Teams should have a structural plan, forecast the programme's future, and determine the set goals and objectives of the SFP by engaging in short- and long-term planning in providing quality food to learners.

3.2.2 Organising

Organising is about arranging resources, both human and material, in a way that supports the implementation of the plan. This element involves defining roles and responsibilities, establishing hierarchy and reporting relationships, and allocating tasks and resources to achieve the programme goals (Cunha, 2023).

The theory is of paramount importance for SMTs to organise the resources required for the programme success, including kitchen facilities, food vendors and funding. They need to define their roles and responsibilities, ensuring that the food vendors understand their roles in the programme implementation.

3.2.3 Commanding

Commanding refers to the process of directing and leading people to achieve programme goals. Commanding requires exceptional interpersonal skills and the ability to motivate people (Islam et al., 2022).

The idea is critical for SMTs to provide clear leadership and direction to ensure the successful implementation of a SFP. This includes highlighting the significance of the programme to the learners, directing the food vendors on how to serve, and managing the daily operations of the programme.

3.2.4 Coordinating

Coordinating entails harmonising and synchronising the activities and efforts of individuals and departments in an organisation. It guarantees that everyone works together towards the programme common goal. Coordinating also entails resolving

disagreements, improving communication and aligning resources and operations to avoid duplication or inefficiencies (Karimli & Baghirov, 2020).

Therefore, it is essential that SMTs coordinate to blend all the activities that facilitate the success of SFP implementation. However, for successful implementation, SMTs should regularly communicate the SFP-established objectives with the food vendors and other stakeholders during a meeting. School Management Teams should also hold regular meetings with the food vendors and coordinate action on the part of the general management of SFP implementation, with efforts focused on the smooth operation of each specific department.

3.2.5 Controlling

Controlling is the process of monitoring and measuring performance against established goals and standards. It involves comparing actual results to the planned objectives, identifying variances, and taking corrective actions when necessary. Control mechanisms help ensure that the organisation stays on track and that deviations from the plan are addressed promptly (Edwards, 2018).

This provides the potential for SMTs to implement a system of monitoring and evaluating SFP performance. It may involve tracking food quality and safety, assessing the programme's impact on learner nutrition, attendance and academic performance, and regularly reviewing the funding to ensure cost-effectiveness. If issues are noted on the records book, adjustments should be made promptly to address them.

Fayol emphasises the importance of management in an organisation's programme implementation. In an attempt to understand why SMTs are involved in the implementation of a SFP, I found Administrative Management Theory (1949) to be useful in this study, because the five elements, namely planning, organising, commanding, coordinating and controlling provide a structured framework for managing complex tasks like a SFP. Also, the theory can help SMTs create an effective and organised environment for a SFP by emphasising clear roles, responsibilities and communication channels among them, leading to effective food distribution to learners. Understanding how different roles and responsibilities are structured within the school administration can be

crucial when implementing a SFP. School Management Teams can play specific roles in this structure and understanding the elements of school structure can help optimise these roles. Similarly, the theory relevance demonstrates that, given today's constantly challenging roles of SMTs, it is required of them to be trained in management practices that are likely to contribute to the successful implementation of a SFP.

The theory detailed how SMTs can gain the required experience through the five principles with a deeper understanding of their roles, rationale, challenges, and strategies for the implementation of SFP in schools. The theory, using administrative principles, if well established, can create a systematic approach, efficient organisational processes, and management principles for successful SFP implementation, contributing to improved learners' nutrition, attendance, well-being, and academic performance.

The theory has made me understand the processes that occur when participants' experiences and meanings are aroused (Creswell, 2018). It is expected that the theory will complement a case study and social interpretivism to improve SFP implementation in schools. Secondly, the theoretical viewpoint provides a transformational perspective that shapes the types of question asked, informs how data is generated and analysed, and delivers a call for action or change (Creswell, 2018). The viewpoint also directs the researcher as to what issues to investigate and whom to study (Creswell, 2016).

I employed this theory based on the support by academic scholars. They advocate for managers to utilise management practices to rectify deficiencies identified within a programme, as recorded in the literature, which might otherwise impede the achievement of the programme's predetermined objectives (Edwards, 2018). Edwards (2018) also establishes that this theory is one of the best practical solutions that managers can employ to improve programme implementation in an organisation after discovering any challenges mentioned, which I believe when applied to schools can assist SMTs in improving SFP implementation.

Additionally, Administrative Management Theory was useful in this study because it helped me understand how SMTs implement a SFP by adopting management elements. These management elements are thought to be significant fundamental principles that constitute the foundation of successful management and which the managers must adapt

to direct, monitor, supervise and coordinate the programme activities (Karimli & Baghirov, 2020). This theory has assisted me in understanding the roles each SMT played and in learning about their strengths and weaknesses, as well as of the food vendors, giving me a clearer picture of how they successfully implement a SFP by making more acceptable decisions to satisfy learners and developing their management principles that are effective in managing a SFP. Karimli and Baghirov (2020) assert that managers significantly implement a programme since it cannot be conducted successfully without the engagement of the managers. This theory has also made me understand this study because SMTs manage the SFP overall planning and implementation in schools.

The adoption of management elements that resulted in excellent supervision may be used as a useful guide in enhancing the management roles of SMTs in implementing a SFP. However, different activities should be departmentalised and arranged among SMTs to achieve the programme's set objectives. The theory assisted SMTs in ensuring that all work assigned and duties expected of the food vendors were done well and on time. The ability of SMTs to respond to the needs of the learners is also most important.

Finally, this theory has made it clear that the five elements of management, namely planning, organising, commanding, coordinating and controlling are crucial to the successful SFP implementation. Besides the outlined reasons for the theory's support in my study, its alignment with case study methodology and social interpretivism was expected to enhance the implementation of SFP. The theoretical perspectives played a vital role in instigating changes by influencing the formulation of pertinent research inquiries, guiding the methods of data collection and analysis, and prescribing actionable steps to drive these changes (Creswell, 2016). These viewpoints aided in discerning the pivotal issues to investigate and identifying the individuals or groups crucial to the study.

As previously said, the Administrative Management Theory has been adopted by several organisations throughout the world. This theory helped me develop the model that SMTs can use to implement a SFP. It also helped us understand how SMTs apply management practice and respond to challenges that affect SFP implementation.

3.3 CONCLUSION

In this chapter, I started by discussing how the Administrative Management Theory came into play in explaining the roles of SMEs in implementing an SFP, outlined its five management elements and how they helped me to answer pertinent questions. In line with Yussiff, Ahmad, and Oxley (2014), who argue that a reasonable approach to theory and understanding of SMTs' roles is to use a systemic theoretical framework, I used this theory in this thesis to better analyse and understand the phenomenon of SMTs' roles in implementing a SFP in Nigeria public primary schools. The next chapter presents the research approach and methodology used in this study.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In the previous chapter, a review of international and national perspectives on SFP implementation was presented. In addition, the theoretical framework underpinning the study was discussed. This chapter addresses the research approach, design and methodology as a systematic approach to answering research questions and is believed to motivate method selection (Creswell & Poth, 2016). Three methodologies are typically used in research: quantitative, qualitative and mixed methods (Creswell, 2016). Methods preferred by qualitative researchers are inductive and evolving and are formed by the researcher's ability to generate and analyse data (Creswell, 2018). The discussion in this chapter focuses on the research paradigm, the qualitative approach, the research design, research sites, sample participants and sampling, and data collection methods, such as

semi-structured interviews, document reviews and observations. In conclusion, I discuss the issues of trustworthiness, ethical considerations, and the limitations of the study.

4.2 PHILOSOPHICAL ASSUMPTIONS UNDERPINNING THE STUDY

When conducting research, different researchers have different worldviews or paradigms that are a way of looking at the world (Cohen et al., 2022). This aligns with Gates and Deniz (2019) who state that every study should be conducted within a certain research paradigm. Creswell (2021) describes a research paradigm as an overall philosophical orientation towards the world and the nature of the research that the researcher brings to the study. Each research paradigm is identified by its core assumptions or metaphysics regarding the researcher's perspective on reality (ontology), the best way to approach studying the phenomenon (epistemology), the tools available to do so (methodology), and the inquiry, whether value-free objective or value bound subjective (axiology) (Gates & Deniz 2019).

There are three major educational research paradigms identified in literature: scientific, critical and interpretive paradigms (Creswell & Poth, 2016). Positivism, which maintains that the researcher and the subject of the study are distinct entities, forms the foundation of a scientific paradigm (Creswell, 2018). Researchers who follow the positivist school of thought hold that reality is real and can be observed, measured, and understood. A positivist paradigm is based on objectivist epistemology. Positivism gave rise to post-positivism, which is similar to positivism in many areas but different in others. Post-positivists accept that all causes and all effects are possible rather than adhering to strict causes and efforts (Creswell & Poth, 2016). Yin, Wang, and Zhao (2019) state that a critical paradigm is a research perspective that uses action research, participatory action research, critical research, and feminist research to address social injustices and power disparities. The paradigm is founded on the concept that the researcher and the phenomenon being examined are inextricably linked and that the investigator's values influence the investigation (Yin et al., 2019). Alharahsheh and Pius (2020) opine that a critical paradigm is a collection of assumptions or beliefs about fundamental aspects of reality that give rise to a particular worldview. Paradigms act as organising principles or viewfinders through which reality is interpreted. Yin et al. (2019) argue that researchers'

selection of a research paradigm hinges upon their perceptions of the fundamental nature of reality (ontology) and their methods of understanding this reality (epistemology). The present study aligns with an interpretive/constructivist paradigm as it acknowledges the belief that the authentic experiences and perspectives of SMTs are crucial in comprehending the implementation of an SFP. Merriam (2015) observed that both paradigms share some similarities, particularly in their approach to understanding phenomena through subjective perspectives and meanings attributed by individuals

In a constructivist paradigm, individuals seek to comprehend the world in which they live and act (Denzin et al., 2023). Armstrong and Rustin (2018) assert that constructivism's ontological perspective holds that a variety of people interpret their experiences subjectively, applying meanings that are specific to particular objects or phenomena. This method assists in entering the minds of the subjects being studied, as well as in understanding and interpreting what the subject is thinking or the meaning that the person is making of the context (Denzin & Lincoln, 2018). Constructivists believe that reality is socially and personally constructed and that those who construct it should actively participate in the process (Gates & Deniz 2019; Creswell, 2021).

The emphasis is on understanding the individual and how they interpret their surroundings. In this study, the paradigm assisted me in understanding SMTs' interpretations of how the management teams implemented a SFP in schools.

This study operated within the framework of an interpretivist paradigm, which asserts that reality is socially constructed. Within this paradigm, the ontological perspective suggests that multiple realities exist for the phenomenon under investigation, rejecting the notion of a singular objective reality (Flick, 2022). Interpretivism aims to comprehend the phenomenon from the viewpoint of individuals within their unique contexts (Flick, 2022). Hence, the adoption of an interpretivist paradigm in this study was intended to explore the experiences of SMTs in implementing a SFP. Moreover, recognising the significance of cultural and historical contexts for the participants, the interpretivist paradigm acknowledges the influence of individuals' living and working environments (Creswell, 2018). Embracing this interpretivist perspective allowed me to delve into how SMTs navigate the implementation of an SFP.

The interpretivist research paradigm is distinguished by its pursuit to comprehend the world through subjective viewpoints, prioritising explanations from participants' perspectives rather than those of the observer (Kankam, 2019). Researchers within this paradigm aim to elucidate reality by exploring the viewpoints, backgrounds, and experiences of the participants (Creswell, 2021). Typically, qualitative in nature, data obtained through an interpretivist paradigm offers a comprehensive and detailed portrayal of the research setting as a unique domain (Pham, 2018). This position allowed me to understand the lived experiences of each person participating in the implementation of SFP in schools located in low-income areas.

Epistemologically, my belief centred on the necessity of engaging with the participants to comprehend the experiences of SMTs involved in implementing a SFP. Through these interactions, I gained insight into the SMTs' experiences, facilitating the construction of knowledge pertinent to SFP implementation. Employing an interpretivist framework in this study, I focused on interpreting the meanings constructed by participants regarding their experiences while implementing an SFP. This framework enabled me to pose open-ended questions that encouraged participants to construct their own interpretations and elucidate how they implemented the SFP within their schools.

Axiology is the nature of value/quality or goodness in general (Pritchard, 2016). Creswell and Poth (2016) note that axiological concerns infuse research. For example, it considers aspects such as what makes a good researcher, which includes caring, impartiality and diligence. Furthermore, interpretivist researchers introduce themselves and actively report their values (Pritchard, 2016; Merriam, 2015). In this regard, I focused on the research and exercised impartiality with all the participants taking part in this study to yield fruitful results. Kivunja and Kuyini (2017) point out that researchers need to be concerned that their research is ethically undertaken. Merriam (2015) believes that axiology is when one understands, evaluates and defines the concepts of behaviour, whether they are right or wrong in carrying out the research; these are privacy, accuracy and accessibility of data. Mthiyane (2015) states that motivation, transformation and empowerment change lives through building self-esteem and encouragement. However, Merriam (2015), affirms

that confidentiality is essential, which I considered most important as I generated data with my participants.

Methodologically, an interpretivist researcher uses qualitative data generated, implementing interviews, discourses, text messages and reflective sessions in a natural setting (Creswell, 2018) hence semi-structured interviews and one-on-one interviews. Document analysis and observation were employed to obtain the desired knowledge and a deeper understanding of the study's objectives. Semi-structured Interviews enabled me to conduct collaborative conversations with SMTs concerning SFP and to reflect on their responses. School documents were analysed, and the SFP operation was observed to acquaint the researcher with information about the situation under study and the role played by SMTs. With an interpretive approach, the researcher maintains the role of a participant and does not stand over or outside the research. Creswell (2018) engages in the activities and discerns the meanings of actions as they are expressed within specific social contexts, encouraging participants to share knowledge in order to identify challenges or strategies to implement a SFP.

Creswell (2021) states that the choice of a research approach is influenced by the ontological, epistemological, methodological, and axiological opinions. The discussion focuses on how researchers' choices of particular study approaches are influenced by the paradigm that serves as the foundation for their work (Creswell & Poth, 2016).

4.3 RESEARCH APPROACH

Research approaches encompass the methodologies and procedures guiding the progression from a broad hypothesis to comprehensive insights derived from data collection, analysis, and interpretation (Creswell & Hirose, 2019). These approaches generally fall into three categories: qualitative, quantitative, and mixed methods. Quantitative approaches emphasise numerical data, while qualitative approaches prioritise narrative and descriptive data, and mixed methods employ a combination of both quantitative and qualitative methods (Creswell, 2016). This particular study adopted a qualitative research approach as its objective was to articulate and represent the viewpoints and perspectives expressed by the participants.

4.3.1 Qualitative research approach

A qualitative research approach comprises a naturalistic and interpretive perspective on the world (Lune & Berg, 2017). A qualitative research approach focuses on interpreting phenomena in their natural settings to make sense of the meanings that people bring to these settings (Creswell & Báez, 2020). Merriam and Grenier (2019) stipulate that a qualitative approach comprises a research plan and process that elucidates the steps involved in gathering, analysing, and interpreting detailed data from an assumption. Qualitative research involves collecting information about personal experiences, introspection, life story, interviews, observations, historical interactions and visual text, which are significant moments and meaningful in people's lives (Cohen, Manion & Morrison 2022; Yin, Tao, Chen, Bolan, Sarkar, Lin & Wang, 2021). A qualitative research approach is an interactive inquiry in which researchers collect data in face-to-face situations by interacting with selected people in their settings (Yin et al., 2021).

A qualitative research approach describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions (Creswell, 2021). Thus, in qualitative research, the researcher is concerned with understanding the social phenomenon from the participants' perspectives and therefore interprets phenomena in terms of the meaning people bring to her (Creswell & Poth, 2016). In this study, I used a qualitative approach because I was more interested in understanding people's perspectives on the world than in statistical analysis (Creswell & Poth, 2016). The qualitative method always tries to look at human behaviour through the eyes of social actors. The goal is to provide detailed descriptions and gain comprehension of actions and events. Cohen et al. (2017) suggest that employing a qualitative approach enables researchers to delve deeply into a phenomenon by interacting with participants within their natural settings. This approach proves particularly suitable for understanding and gaining insights into how SMTs have implemented a SFP. Qualitative methodologies emphasise the importance of amplifying participants' voices and perspectives (Creswell, 2018). Within this study, I provided a descriptive account of the SMTs' SFP implementation through the utilisation of a qualitative approach. This approach facilitated the collection of comprehensive data, instrumental in addressing the research questions. Cohen (2021) highlights that while a

qualitative approach enables the acquisition of rich, detailed data through broad and open-ended inquiries, it also possesses inherent limitations.

One of the qualitative approach's limitations is Maxwell's (2021) concern about credibility. I triangulated data by various data collection methods, including interviews, document analysis and observations to ensure the credibility of the study's findings. I also compared data from other participants to detect common themes and unique findings.

4.4 RESEARCH DESIGN

A research design is an investigation type that is used in qualitative, quantitative and mixed method approaches and provides detailed instructions for the research's procedures (Creswell, 2021). Yin (2017) describes a research design as a strategy for moving from one point to another, where the first point is a set of initial questions that need to be resolved and the second is a set of conclusions related to these questions. The purpose of the study is revealed in its focus, research objectives and research questions, and the research design is based on philosophical and theoretical approaches (Creswell 2016; Yin 2017). Consequently, this study is grounded in qualitative research design (Merriam & Baumgartner 2020; Lindheim, 2022). Ryazan (2015) asserts that there are five elements that make up a case study research design: research questions, intentions (if any), unit(s) of investigation, rationale for connecting the data to the intentions, and criteria for interpreting the findings. While designing the study, the researcher must guarantee that these components work together efficiently and accurately throughout time. Furthermore, Creswell (2018) characterises a case study as a bounded system, suggesting that the case is removed from research due to time, place or physical constraints. In a similar vein, Ridder (2017) asserts that a bounded system, when thoroughly reviewed, observed, and analysed can be useful in capturing the main components of a case. In addition, specific information covers a case study.

A case study is the examination of the particularity and complexity of a case, coming to understand its activities and particular circumstances (Merriam & Grenier, 2019). Yin (2017) points out that case studies investigate a contemporary phenomenon in depth and within its real-life context, especially when the boundary between the phenomenon and

context is not clearly evident. The phenomenon and its context are intertwined, but the case should represent a bounded system that clearly defines and delimits the case (Cohen et al., 2017). Hence this study used one because it wanted to establish the experiences of SMTs in the implementation of a SFP. Creswell and Poth (2016) believe that the case study gives voice to the powerless and voiceless. Cohen (2020) argue that case studies observe effects in a 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. Merriam, Meyer, Coppoletta, Butz, Estes, Farris and North (2022) believe that case studies are useful in providing answers to research questions.

A case study is an in-depth study of the phenomenon of each case in its natural context and includes the point of view of participants, which will materialise as they share their experiences (Merriam, et al., 2022). 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. This study utilised a single case study involving School Management Team members from six Nigeria public primary schools. A case study examined the implementation of a SFP in Nigeria public primary schools, which was in accordance with the research's focus. A single person might be a case study for a phenomenon, an institution, a group, a programme, a specific policy or a community (Merriam & Grenier, 2019). This study is an example of a collection of Nigeria public primary schools that were benefitting from the implementation of SFP. The aim was to investigate how SMTs in these schools implement a SFP. The utilisation of a case study design offered a depiction of actual individuals within authentic scenarios, thereby enabling readers to attain a comprehensive grasp of the phenomenon being investigated (Yin, 2017).

This design was chosen by me to have a better understanding of how SMTs implement a SFP in their schools. Yin (2017) emphasises that employing a case study design in educational research serves to anchor teaching and learning within real-world contexts, fostering trust in the revelations that surface within educational governance. In the context of understanding School Management Teams' (SMTs) experiences in implementing a School Feeding Programme (SFP) in schools, the case study design, as indicated by

Merriam and Grenier (2019), proved highly beneficial. Additionally, as highlighted by Merriam (2015), a qualitative case study acts as a pivotal link between empirical data and the primary research inquiries, enabling researchers to address research questions in a nuanced manner. This deliberate consideration by the researcher underscores how the case study framework facilitated the connection between the study's objectives and the eventual findings, effectively addressing the research questions at hand.

The limitations of a case study are that it relies on investigating a single case, making it difficult to reach generalisable conclusions. My objective in conducting this study was not to generalise but to investigate SMT's experiences in implementing a SFP (Merriam, 2015). I chose a case study design because I believed that little was known about the roles of SMTs in implementing a SFP. The case study design allowed me comprehensively to investigate and understand the phenomenon, providing me with an in-depth understanding of how SMTs implement a SFP in Nigeria public primary schools.

4.5 RESEARCH METHODOLOGY

4.5.1 Sampling

Sampling is defined by Rahman (2020) as a process of using a small number of items or parts of a larger population to make conclusions about the whole population. Creswell, and Báez (2020) state that qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. Cohen et al. (2017) underscore the fact that a sample is a smaller group or subset of the population from which the researcher attempts to collect information in such a way that the knowledge gained is representative of the total population under study. A population is a term that delimits the study of units. It includes individuals in the universe who have certain characteristics (Creswell, 2021). For this study, a population is a group of people from whom one wants to draw conclusions; it is a group of people, elements, objects or events that meet certain criteria and that we intend to generalise the research findings. Probability and non-probability sampling are the two fundamental forms of sampling. One of the non-probability sampling techniques used in this study was purposive sampling.

Purposive sampling enables the researcher to handpick the cases to be included in the sample based on their typicality. As a result, the researcher was able to create a sample that was appropriate for the needs at hand (Merriam & Grenier, 2019). Purposeful sampling is commonly used in case study research; thus, it explains sampling procedures and case selection and the study's defining characteristics and typicality (Campbell, Greenwood, Prior, Shearer, Walkem, Young & Walker, 2020). I employed purposeful sampling to reach out to knowledgeable individuals with in-depth information about a specific issue in this study, notably SMTs (Creswell, 2018). Purposive sampling relies on the researcher's concern, and the researcher satisfies the study's specific needs (Cohen et al., 2017). Purposive sampling is utilised to discover participants and sites that can help to understand the research problem and the study's key phenomenon (Cohen et al., 2017; Campbell et al., 2020; Creswell, 2021).

I obtained a list of schools from the Ministry of Education, Department of Basic Education Ogun State Nigeria, and chose Ado-Odo Otta Local Government Areas, District of Education from other Local Government Areas in Ogun State on purpose. The Ado-Odo Otta Local Government Area was chosen because Ado-Odo Otta Educational District was one of the twenty-one local government to begin implementing a SFP in public primary schools. I then chose public primary schools that successfully ran the programme as the populations for the study.

Six public primary schools were chosen from a list of successful schools that benefitted from the implementation of a SFP. The aim of this study was not to generalise the findings but rather to obtain in-depth knowledge on how SMTs implemented SFP in public primary schools and yet managed to run the programme successfully in the face of challenges. This is supported by Abkhezr, McMahon and Campbell (2021) who claim that using a small sample allows the researcher to acquire detailed data from participants. Creswell and Báez (2020) argue that qualitative research does not adhere to a specific sample size but rather continues sampling until saturation or redundancy occurs. This approach was reflected in the inclusion of eighteen participants within this study, consisting of six headteachers, six deputy headteachers, and six Heads of Departments. This approach was reflected in the inclusion of eighteen participants in this study, consisting of six

headteachers, six deputy headteachers, and six Heads of Departments. All six schools sampled have one head teacher and one deputy headteacher, while the number of heads of department in the schools varies from two to five numbers. Hence, the most experienced heads of department with tenancy were selected from the six schools for this study. Due to the distinctive nature of the sample and the particular focus of the study, extensive efforts were made to gather data. This involved considerable expenses on transportation and communication, including using a public bus that took approximately two hours to reach various locations for data collection purposes.

4.5.2 Selection of research participants

In this study, the aim was to have an equitable representation of male and female School Management Team (SMT) members. However, within the selected primary schools, there was a noticeable scarcity of male SMT members, resulting in only one male participant among the sampled SMT members. Consequently, the composition of participants consisted of two male and sixteen female SMT members. Although years of service as a School Feeding Programme (SFP) official were not a decisive criterion, four interview questions did investigate participants' demographic details, including their roles, gender, tenure at the school, and duration of service as an SFP official. The study used a combination of status, gender, years of service in the school and years of service as SFP officials to better understand the experiences of SMTs in implementing a SFP in Nigerian public primary schools. Seventeen participants were female, and one was male. Four of the School Management Team members had six years of experience; two SMT members had five years of experience, two SMTs had four years of experience, four SMTs had three years of experience, and the other six had between one to three years of school service. According to the Teachers Registration Council of Nigeria (2015), experienced teachers can contribute insight and ideas to the course of teaching and learning because they have a richer background of experience to draw from. That means SMTs must have taught or served in a school for at least five and eight years to be eligible to serve as SFP officials.

4.5.3 The research sites

My initial plan was to choose ten public primary schools for the study. However, several public primary schools in the geographical region were not included in the Government Initiative School Feeding Programme (SFP). As a result, I opted to focus on six public primary schools in Ado-Odo Ota Local Government Area, Ogun State, Nigeria, which consistently participated in the SFP. Ado-Odo Ota is the second-largest Local Government Area in Ogun State, situated in the southwest geopolitical division of the country. Ado-Odo Ota is one of twenty local government areas that benefitted from the State Government's feeding programme Initiative. Ado-Odo Ota is a notable Local Government in the State at large, with a significant number of public primary schools running a SFP. Additionally, it has more schools that are appropriate for rural areas. Also, Ado-Odo Ota covers schools in suburban and semi-rural areas. The sample schools were public primary schools, which means they relied on government funding and were non-fee-paying schools. The same schools were situated in underdeveloped areas with high housing costs, inadequate feeding, high food costs, high mortality rates and insufficient amenities like water, electricity and roads. Consult Table 4.1 below in which pseudonyms were used. The six schools were purposively chosen (Campbell et al., 2020). The purposive selection of the public primary schools was based on the fact that the schools had complete SMTs and were consistent with the programme, which was appropriate for this study's objectives and design. The schools were selected due to their accessibility, availability of food vendors, presence of SMTs, high learner enrollment, and years of experience in the programme. The study did not use rural schools because of time frame for the study and access issues.

Table 4.1: Sampled Schools

SCHOOLS	TOTAL NUMBER OF STAFF	YEAR OF IMPLEMENTATION OF a SFP	TOTAL ENROLLMENT SFP BENEFICIARIES
1. Baba Primary School	12	2017	164
2. Semi Primary School	12	2017	181

3. Tunmi Primary School	11	2017	190
4. Kadi Primary School	9	2017	161
5. Kth Primary School	12	2017	159
6. Zola Primary School	15	2017	173

4.5.4 Data gathering process

Yin (2020) describes data gathering as the process of gathering information about a phenomenon under investigation, which can take the form of words, numbers or observations of a group of activities. While delineating the preparation for data collection, Yin (2014) capitalises on the desired skills of a case study investigator, training for a specific case study, the development of a protocol for the investigation, the screening of the case study nominations making the final decision regarding the selection of the case and conducting a pilot study. In this preparation, Yin, Tao, Chen, Bolan, Sarkar, Lin, and Wang. (2021) quaparticularly highlight the pilot case study because they assume that it will help the researcher refine the data collection plans concerning both the content of the data and the procedures to be followed.

I conducted visits to the schools, engaging with the School Management Teams (SMTs) to invite their participation in the study. During these visits, I communicated the study's objectives to the concerned participants and arranged interview schedules accordingly. Some School Management Team members refused to engage in the study, but after showing the Ministry of Education approval letter signed by the Zonal Educational Officer, they agreed to participate. Finding the majority of the chosen schools was a challenge for me. It took me two hours to get to some schools since Google Maps could not pick the location; some schools were a one-hour drive from where I resided. When I arrived at School 1, the headteacher was not around, so I had to wait for her. On her arrival, she asked for the approval letter and my I.D. card, and after seeing it, she requested that I call the officer in charge of public primary schools at Ado-Odo Ota in my area of fieldwork to confirm whether I had passed through them. After this, I was granted permission to conduct the research.

Another headteacher expressed interest in participating, but she would need to contact the Local Government Area (L.G.A) in charge of the homegrown school feeding programme (HGSP) to confirm my attendance. The other headteacher stated that he would like to share his knowledge base on the SFP, but I would have to wait for him for about an hour to accomplish his primary assignment, which took him two hours.

Interviews were conducted at the sampled schools as part of the data collection process. This provided me with an opportunity to observe the SMT's roles during food distribution from the food vendors to the learners where the SFP was being implemented. Interviews were, in my opinion, the best way to collect data for this study, even though it was challenging to obtain consent from some headteachers possibly because the data collection process took a long time. My personal data collection experience made it easier for me to understand how SMTs implement a SFP. I could also obtain and review important documents for the study.

4.5.4.1 *Semi-structured interviews*

Interviews serve as versatile tools that offer participants an open platform to express their ideas and opinions and provide explanations (Cohen et al., 2021). Creswell (2021) states that interviews hold significant importance as a primary method for collecting information in case studies. Yin and Neyens (2020) highlight that semi-structured interviews tend to yield more comprehensive and substantive content compared to other interview types. In this study, the utilisation of semi-structured interviews aimed to maintain control over the interview process while enabling participants to furnish extensive information. Semi-structured interviews involve pre-written questions, granting interviewers the flexibility to select the sequence of questions during the interview (Merriam & Tisdell, 2015). Since the data collected is qualitative in nature, the adaptable nature of semi-structured interviews allows for in-depth probing, enabling interviewers to further explore and elaborate on participants' responses (Yin, 2014). This probing technique played a crucial role in acquiring detailed data necessary to address the research questions. The employment of semi-structured interviews heightened the study's credibility due to their adaptability and capacity for thorough exploration.

Teachman and Gibson (2018) postulate that semi-structured interviews are the most common type of interview used in qualitative research. Interviews allow the researcher to direct the course of the investigation, but they also provide indirect information filtered through the interviewee's point of view (Creswell, 2018). To address this issue, a common interview schedule was developed for all participants to ensure consistency in the research questions. This aided the interviewer in obtaining specific information that can be compared and constructed with information obtained from other participants. Using semi-structured interviews, I was able to comprehend the experiences of SMTs in the implementation of a SFP. The total number of interviewees was eighteen, which agrees with Yin and Neyens (2020) who contend that a saturation point is reached when more responses provide little or no new knowledge. Because the saturation point was reached with eighteen participants, the number of participants was limited to eighteen.

4.5.4.2 *Mining data from documents*

In qualitative research, other sources of data include facts and documents from the study environment (Merriam & Tisdell, 2015). Merriam and Tisdell (2015) further state that these data sources may be found online or offline. Creswell (2021) stipulates that document is an all-encompassing term that is commonly used to refer to a broad range of written, visual, digital, and tangible items relevant to the study. In qualitative research, two primary categories of documents are used: personal and public records. Public records are ongoing official records that comprise government documents, programme materials, media, minutes from organisational meetings, and so forth. Public records were examined in order to gather data for this investigation. Examined were also public-school records.

Document analysis is a methodical approach to studying and evaluating documents, both printed and electronic (Yin, 2017). Creswell (2021) considers documents to be a product of the context in which they were created and are thus anchored in reality. The following papers could be used for systematic examination as part of the study: meeting minutes and agendas, organisational meeting minutes, school academic achievement records and any additional documents (Mik-Meyer, 2020). I spent time analysing the following documents in this study: attendance registers, circulars distributed, memoirs and logbooks (Cohen et al., 2017). Document analysis is used in combination with other

qualitative research methods as a sort of triangulation, which is the use of many methodologies to explore the same phenomenon (Maxwell, 2021). I reviewed the material gathered through these various ways to find convergence and corroboration (Cohen et al., 2021). Table 4.2 below shows a summary of the documents collected and analysed.

Table 4.2: Summary of documents analysed

DOCUMENT TITLE	WHAT TO BE ANALYSED
1. Learners' attendance registers	Documents on learners' attendance partaking in the SFP were presented for Grades 1 to 3 dating from 2019 to 2021.
2. Selected school enrollments	Lists of learner enrollment records from Grades 1 to 3 dating from 2019 to 2021 (SFP).
3. Learner academic performance	Records on learners' academic performance from Grades 1 to 3 dating from 2019 to 2021 (SFP).
4. SFP menu	Documents on the daily food menu provided to school learners.

4.5.4.3 Observations

Yin (2017) states that observations typically consist of specific human behavior or actions, physical environments, real-world events, and the contexts surrounding the events and behavior. The case study method makes use of a real-world setting, which is necessary for observation (Merriam, 2015). Since this study focused on the experiences of SMTs in the implementation of an SFP, I only observed the distribution and management of school foods. As a result, one of the data collection methods used was observations. In this study, I utilised observational methods to deeply explore the experiences of SMTs in relation to the implementation of a SFP. The rationale behind employing observation as a data collection method can be categorised broadly into two approaches: participant observation and non-participant observation. Non-participant observation involves a researcher entering the participant's environment and observing the studied phenomenon

without actively engaging in their activities (Creswell, 2018; Maxwell, 2021). For this study, I specifically opted for non-participant observation during field visits, which encompassed various activities such as interviews (Cohen et al., 2017).

Throughout the visits, I observed the distribution of food as the schools benefitted from the programme. I observed that, after the arrival of the food vendors, SMTs checked the food menu for that day to see if it was aligned with the food provided. In another school, SMTs coordinated the food vendors in the distribution of food to learners. School Management Teams in another school gave financial aid to some learners who were unable to get food due to the quantity of food brought to school. I observed in one school that SMTs supervised the foods provided by tasting if it was of good quality. I also saw SMTs in another school writing reports on the food supplied to the school by the food vendors. I noticed that the food vendors arrived late to serve learners in some schools, disrupting teaching and learning. In another school, the food vendors assigned to feed the learners were insufficient, forcing the learners to take turns to receive food, which was shocking. In some schools, learners borrowed plate covers to collect food because no plates were provided, which was surprising. Additionally, I watched school learners before and after food distribution, and in the process, I noticed that after the learners had finished eating, they had to go outside the school compound to get drinking water. In this study, I used observation to help readers understand how SMTs implemented and managed the SFP.

4.6 DATA ANALYSIS

Merriam and Grenier (2019) perceive data analysis in qualitative research as the act of classifying and interpreting linguistic material to make claims about the material's implicit and explicit dimensions and structures of meaning-making and what is represented in it. The process of reducing enormous volumes of acquired data to make sense of it is also known as qualitative data analysis. Organising data, reducing data through summarisation and categorisation, and identifying patterns and themes are all part of this process. (Cohen et al., 2017). Creswell (2018) states that data analysis is the process of making sense of data from the perspectives of participants using themes, groups and uniformisation. Thematic analysis was used in this study to examine the interview

transcripts, observation notes and pertinent documents such as learners' attendance lists, food menus, school enrollment records, and learner academic performance reports. Data analysis was a continuous process that grew in importance as the data collection process continued (Maxwell, 2021). The inductive technique of data analysis was used in this study. It seeks to derive meaning from the common themes that emerge from the acquired data (Smith, 2018). I employed a thematic analysis process in this study.

4.6.1 Thematic analysis

Campbell et al. (2020) describe thematic analysis as a method of analysing qualitative data by categorising, organising and presenting insights in the form of meanings or themes. They point out that thematic analysis has the advantage of being a very flexible approach that delivers rich detailed data. Creswell (2021) asserts that four processes must be followed: familiarising oneself with data, generating codes and searching for themes, reviewing and naming themes, and producing the report.

4.6.1.1 Familiarising oneself with data

Creswell (2021) postulates that familiarising oneself with data is a critical phase in the qualitative methodology that entails transcribing, reading and re-reading data while documenting early ideas. The process of transcribing audio tape recordings into written data is known as transcription (Cohen, 2021). I began by transcribing all of the voice-recorded data into written form; I became immersed in the material during the transcription process, which Braun and Clarke (2019) describe as searching for meanings and patterns. I read and reread the data to detect patterns and preliminary ideas. I began coding the data after reading and formalising myself with the transcribed data.

4.6.1.2 Generating codes and searching for themes

Maxwell (2021) outlines that coding serves as a method through which researchers structure data to elucidate the underlying messages embedded within it. Preceding the coding process, I initially categorised the data in alignment with the research questions. Subsequently, I identified codes and correlated them with data excerpts that resonated with these codes (Creswell, 2018). Each individual piece of data received equitable and thorough scrutiny, facilitating the discovery of intriguing attributes that could potentially

evolve into thematic elements. I systematically organised diverse codes into coherent themes, consolidating all relevant data under these thematic categories. Utilising a table, I classified the various codes (Cohen et al., 2017). Ultimately, the culmination of themes and sub-themes emerged from the contributions of the participants.

4.6.1.3 Reviewing and naming themes

I thoroughly reviewed all coded excerpts associated with each theme to assess their coherence and consistency (Braun & Clarke, 2019). Subsequently, I revisited the entire data set to evaluate the integration of these themes within the broader context of the data. This phase of the study resulted in the identification of distinct themes, revealing their interconnectedness and relationships. Returning to the collected data for each theme, I meticulously arranged it in a coherent and internally cohesive manner, supplementing it with supporting narratives. This process enabled the creation of a comprehensive analysis delineating how each theme contributed to the overall narrative and its relevance to the research questions.

4.6.1.4 Producing reports

I used a set of themes to write the final report after doing the final analysis. A scholarly report on the research questions and literature was produced as a result of the final analysis (Braun & Clarke, 2019). I made sure the themes were pertinent to the research questions and literature when I wrote the study's final analysis. Direct questions derived from data collected during participant interviews were used to present the findings. To aid in the interpretation of the emerging findings, the interview data was paired with documentation and observations. Writing a report was the last and final action I took; it is included in the following chapter. In this qualitative study, thematic analysis turned out to be a reasonable and appropriate method of data analysis.

4.7 TRUSTWORTHINESS OF THE STUDY

The concept trustworthiness refers to the quality of the investigation and is used to assess qualitative research (Shufutinsky, 2020). It ensures that the research process can be repeated, which increases the study's credibility. The notion of trustworthiness and neutrality of its findings or decisions is the key criterion or principle of good qualitative

research (Creswell, 2021). Pratt, Sonenshein, and Feldman (2022) establish trustworthiness as a key principle in qualitative research. A qualitative study cannot be considered transferable unless it is credible; it cannot be considered credible unless it is dependable, just as a quantitative study cannot be considered valid unless it is reliable. The credibility, transferability, dependability and confirmability of the study are determined by four factors (Lindheim, 2022).

4.7.1 Credibility

The principle of credibility in qualitative research refers to the degree to which the research findings and conclusions can be considered credible (Pratt et al., 2022). In other words, it is concerned with the truthfulness of the findings and the extent to which they reflect the reality of the phenomenon under investigation (Mertler & Charles, 2014). To accomplish this, I had to ensure that my understanding of the research participants, context and processes was as accurate and complete as possible and that my interpretations were comprehensive (Creswell, 2018). Depending on the data, one useful strategy is member checking, also known as participant validation, which involves sharing the data and interpretations with the research participants to see if they agree (Creswell 2021; Skinner, Edwards & Smith, 2020). Another technique is triangulation, which entails combining multiple data collection methods, sources, explanations or perspectives. Triangulation aids in gaining a more accurate and comprehensive understanding of the issue under investigation, thereby increasing the validity and credibility of the findings (Creswell, 2018).

In qualitative research, credibility signifies the trustworthiness and authenticity of findings, reflecting the perspectives of the participants (Smith, 2018). This study prioritised establishing credibility by engaging extensively with participants through interviews, observing their activities, and evaluating relevant documents (Creswell, 2018; Skinner et al., 2020). Employing triangulation methods was instrumental in bolstering the study's credibility. This involved utilising diverse data collection techniques such as semi-structured interviews, document analysis, and observation to validate and strengthen the findings (Shufutinsky, 2020). Furthermore, the information obtained from participants was

cross verified through triangulation, which entails approaching data collection from multiple angles to enhance reliability.

To enhance credibility, a process of member checking was implemented following accurate transcription, aligning with Cohen et al. (2017). Member checking involves presenting participants with the research outcomes to verify that their perspectives have been accurately portrayed, thereby affirming the representation of their constructed realities. This iterative process ensured that the study findings resonated with and accurately reflected the participants' viewpoints, reinforcing the credibility of the research.

This study's credibility was also ensured during data collection by using a voice-recording device to record interviews. Lemon and Hayes (2020) argue that using an audio recording device during data collection increases credibility. It allowed me to create interview transcripts accurately rather than relying solely on taking notes during interviews. Skinner et al. (2020) assert that peer debriefing is necessary to clarify some research facts that may not have been clear to the researcher.

4.7.2 Transferability

Transferability refers to the extent to which the researcher's interpretation or conclusions are transferable to other similar contexts (Lincoln & Guba, 2017). This necessitates a detailed and comprehensive description of the research activities and assumptions. In quantitative research, transferability appears to be analogous to generalisability. However, because this was qualitative interpretive research, and the number of participants was small and not representative of the population, the findings are not generalisable in the sense used in quantitative research. As Rule and John (2015) point out, transferability should not be used to allow the researcher to make generalisable claims but rather to provide sufficient details to allow readers to transfer if they so desire.

When the researcher gives thorough explanations that enable the reader to ascertain the findings and conclusion, qualitative studies can be made more transferrable (Creswell, 2021). Nayar and Stanley (2014) postulate that the reader assesses transferability by comparing the degree of similarity between the research site and your site. My goal in conducting this study was not to extrapolate the results. Generalisation is challenging in

qualitative research because people's experiences vary depending on the context (Tracy, 2019). Creswell (2018) and Maxwell (2021) both state that I gave readers enough background information about the fieldwork site so they could decide for themselves whether the research findings were applicable to their situation.

4.7.3 Dependability

Dependability is an alternative concept to reliability in quantitative research (Nayar & Stanley 2014). The consistency of data collection tools or measures is referred to as reliability in quantitative research. This principle indicates that in qualitative research, the study should be reported in such a way that others can arrive at similar interpretations if they review the data (Spaulding, Lodico & Voegtle, 2013). This can be improved by meticulously documenting all research activities and any conclusions or changes that may occur as the research progresses (Creswell, 2021). An outside researcher can then review such documentation to determine its accuracy and the extent to which the conclusions are grounded by data (Nayar & Stanley 2014; Maxwell, 2021).

Dependability makes the study's processes distinct to enable future researchers to replicate the work but not necessarily produce the same results (Merriam, 2015). The ability to track a researcher's procedure and processes for data collection field texts is referred to as dependability (Cohen et al., 2017). I established the study's dependability by engaging in comprehensive discussions regarding the qualitative research design, echoing Creswell's perspective (2021) that considers the research design and implementation as a blueprint for assessing the study's dependability. Emphasis was placed on ensuring consistency in research design through a meticulous examination of the research methodology and methods.

To guarantee an audit trail, all confidential documents, including transcripts and audio-recorded data, were securely stored in both the supervisor's and the researcher's computers, ensuring accessibility if needed. The primary aim was not to generalise findings but rather to delve deeply into the participants' experiences and gain a nuanced understanding of the phenomenon under study. Collaboration with field experts and academics passionate about the study augmented dependability. Engaging with

individuals possessing expertise in the field enriched the research process. Additionally, an independent critical reader conducted a peer review of the study's findings, validating the consistency in data collection, exploration, and analysis. This external review contributed to ensuring the reliability and coherence of the research outcomes.

4.7.4 Conformability

Conformability concerns the extent to which others confirm the researcher's interpretations and conclusions (Nayar & Stanley 2014). Creswell (2021) states that qualitative research emphasises the researcher's active role and engagement in the research. It also resembles replicability, which concerns the extent to which a study can be reproduced (Maxwell, 2021). In qualitative research, conformability can be established by describing the data and the findings in such a way that others can confirm their accuracy (McMillan & Schumacher, 2014). One useful strategy is an audit trail, where the researcher records and rationalises all the steps taken and the decisions made regarding the data coding and analysis (Cope, 2014). These records are then made available for any further evaluation and confirmation.

Conformability is the degree to which the findings are the product of the investigation's focus and not the researcher's biases (Cope, 2014; Skinner, Nelson, & Chin, 2022). I ensured conformability by using non-probability sampling methods and limiting the sample size (Cohen et al., 2017; Creswell 2021). As a result, all field text was thoroughly examined during the analysis process (Kyngäs, Kääriäinen & Elo, 2020). In addition, to avoid discomfort, participants were met at their preferred locations. Finally, the findings were shared with the participants to ensure the investigation's accuracy through member checking. The findings of this study were compared to the findings of previous studies. This is how I ensured the conformability of this investigation.

4.8 ETHICAL CONSIDERATIONS

Ethics, as outlined by Strydom (2021), encompasses a framework of moral values guiding appropriate behavior toward both research subjects and the subject matter itself. Adhering to ethical principles is paramount for researchers, necessitating a plan for

oversight and compliance (Cohen et al., 2017). This study meticulously adhered to ethical guidelines in several ways:

Primarily, I initiated the ethical clearance process by submitting an application to the University of Pretoria's Ethics Committee, which subsequently granted approval (Refer to Appendix B for details). Secondly, I diligently sought and obtained explicit permission from the Permanent Secretary of the Ministry of Education, Science, and Technology to conduct research within selected public primary schools (Refer to Appendix C). Moreover, following approval from the Permanent Secretary of the Ministry of Education, Science, and Technology, I sought and secured permission from the Ado-Odo Ota Education District (Refer to Appendix D). These steps underscore the commitment to ethical research practices by obtaining necessary approvals and permissions from relevant authorities. Adhering to these ethical protocols ensured the protection of participants' rights and the responsible conduct of research within the designated educational settings.

A request was made to the headteacher for permission to conduct the research in their schools. The approval was granted (Consult Appendix F). Permission was also sought from the participants in the research, namely the headteachers, deputy headteachers, and Heads of Department (SMT members). The authorisation was granted (Consult Appendix G).

All selected participants (SMTs) were asked to take part in the research. I informed the participants of the study's purpose and the role they were expected to play. I also assured them that they could withdraw from the study at any time and without penalty. Following that, the participants were asked to sign the consent form to demonstrate that they had not been coerced into participating in this study. I informed the participants that there would be no compensation or deception in this study. According to Creswell (2021), the researcher should avoid using financial compensation or inducements to persuade participants to participate. I similarly informed the participants that they could obtain a copy of the thesis at the University of Pretoria library or online.

McMillan and Schumacher (2014) state that the basic principle of conducting human experiments is that voluntary consent is required. The participants were assured of the

confidentiality of their names and school details and the freedom to withdraw from participation at any time. The study used pseudonyms to identify the participants and their schools. This is consistent with Smith (2018) who indicates that the essence of anonymity is that the information provided by participants should not reveal their identity in any way. I assured the participants that they would not be harmed in any way. Maxwell (2021) states that the researcher's responsibility is to protect the participants, build trust, guard against any form of misconduct and promote the integrity of the research. I ensured that the participants' confidentiality and privacy were not jeopardised by ensuring that the voice recording, and transcription were done solely by me. I handed the voice recording and other forms of data collected in this study to the University of Pretoria for safekeeping, as required by the ethics approval letter.

4.9 MY ROLE AS A RESEARCHER

Cohen et al. (2017) state that maintaining impartiality is crucial for researchers to avoid influencing the outcome of the study. In qualitative research, the researcher's identity holds significant relevance and remains an integral aspect throughout the investigation, as noted by Maxwell (2021). As a result, I claim not to have been influenced by the research process or my interactions with the participants. I accept my subjectivity, which may have influenced my observation and interpretation within the context (Maxwell, 2021). The researcher's personal, social and cultural circumstances can influence and shape how she experiences and interprets the study's findings (Thorne, 2016). I previously worked in a public primary school that benefitted from the implementation of a SFP. The school where I worked as a school counsellor had a high proportion of poverty, unemployment and educational issues. My understanding of the study and my experiences with it were shaped by these experiences in a particular way. My work experience helped me to gain a greater understanding of this topic.

In order to mitigate any potential influence stemming from my personal work experience on the study, I adhered to Morse's (2016) recommendations by engaging an independent external auditor. This auditor was tasked with objectively assessing the entire research project to enhance its overall validity. Furthermore, I sought to enhance the validity of the study by sharing my findings and interpretations with field experts. For instance, I enlisted

the critical review of a colleague who had conducted research on a SFP to meticulously assess various facets of my study. This external review significantly contributed to bolstering the validity of the research.

In line with Cohen's (2021) perspective on interpretive qualitative research, the primary objective was to gain an in-depth understanding of individuals' lived experiences within specific social contexts. The involvement of external evaluators and experts aimed to maintain objectivity and rigor, ensuring that the research findings remained rooted in the participants' experiences and the broader social milieu, rather than being unduly influenced by personal biases or preconceptions.

However, if the research participants affirm the accuracy of their participation and the observations are consistent, for instance, a certain degree of generalisation can be attained. In order to gain a deeper understanding of my topic, I made frequent observations while conducting interviews (Flick, 2022). Rather than depending only on my interpretation of the phenomenon, I also checked the data's accuracy by speaking with the participants (Paul, 2017). As part of this study, other duties included data analysis and transcription of interviews (Alase, 2017).

4.10 CONCLUSION

In this chapter, I examined and justified the methodology chosen for the study to demonstrate its applicability to the study. The philosophical perspectives, the qualitative and naturalistic research approach, and the case study design were discussed in detail. Furthermore, this chapter outlined the techniques used to generate data, such as interviews, documents analysis and observations. Finally, it discussed the purposive sampling procedure, as well as trustworthiness, ethical considerations and limitations. Data from various participants was gathered, analysed and interpreted. The next chapter presents these findings and interpretations.

CHAPTER 5

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

The preceding chapter outlined the research design and the methodology that underpins this study. Issues such as the research paradigm in which the study was located, the research approach, data collection techniques, analysis of data and population and sampling strategies used in the selection of participants were discussed. This chapter is based on the thematic analysis of data obtained from the research sites. I used three data collection methods in this study, namely semi-structured interviews, document analysis and observation. This presentation and the discussion of data integrate the reviewed literature in Chapter 2 and the theoretical framework in Chapter 3 that guided the study.

Data generated through semi-structured interviews, document analysis and observation of the school environment and the SFP is presented and discussed in four main themes. This chapter delves into the comprehensive presentation and analysis of findings derived from the collected data. It encapsulates a narrative depiction of the major themes and sub-themes that surfaced during the data analysis process, incorporating direct quotations from participants within these sub-themes. The participants' quotations are included in the sub-themes to enhance the credibility, richness and relevance of the study findings while maintaining a connection to the experiences and voices of the participants. These quotations or views of the participants are italicised and serve as evidence. Before the discussion of the presentation of themes and sub-themes, I present the profiles of the participating schools and the participants. The chapter ends with a conclusion.

5.2 THE SAMPLED SCHOOLS

Six public primary schools that benefitted from aSFP were selected to participate in this study. The first criterion for selecting these schools was the programme's high impact on learners' nutritional and health status, attendance, academic performance and reduction in learners' short-term hunger at school over the last three years (2020 to 2022).

Secondly, the selected schools were non-fee-paying public primary schools. Thirdly, the schools were situated in poverty-stricken areas; hence, 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 malnourished and sickness tendencies were very common. This was caused by the fact that the socioeconomic background of the learners was low and the unemployment rates of the parents very high. The learners had no motivation to come to school on empty stomachs and still were expected to stay more than five hours without any provision of food. The overall purpose of a SFP is to improve the nutritional and health status of learners, to improve learners' attendance, to enhance learner academic performance, and to reduce learners' short-term hunger in schools.

Permission to conduct the study was obtained from the Ministry of Education in Ogun State. The participants' identities as well as the names of the schools had to be kept confidential as part of the ethics clearance. Pseudonyms were used for school names, and codes were allocated to represent the participants. As the study focused on schools that benefitted from a SFP, I present detailed profiles of the schools that participated in this study in the following section.

5.2.1 Profile of Baba Primary School

Baba Primary School was a public primary school located in a rural area. Three hundred and forty-three learners attended the school with 12 teachers, which included one head, one deputy headteacher, and two heads of department (SMTs). The community living in the area comprised families who were subjected to poverty and lacked basic services like water, electricity and tarred roads. Most members of the community were self-employed. Some families were child-headed because their parents had passed away and some learners were staying with their guardians or grandparents because their parents were working far away from home. Baba Primary School did not have enough classrooms to accommodate learners and the school did not have sufficient toilets. The school was not fenced and there were no offices available for teachers.

5.2.2 Profile of Semi Primary School

Semi Primary School was situated in a semi-urban setting. The school had nine classrooms and the majority of the learners were in the Foundation Phase. There were 12 teachers in total, which included a headteacher, a deputy headteacher and two heads of department. The total number of learners was 388. The school was situated close to the Zonal Educational District Office Ado-Odo Ota and most of the learners were from the central region. Most parents were working outside the area because the area was less affected by poverty and they depended on the little they earned, which could not cater for all their needs. Some learners who attended Semi Primary School were still living in shacks with no electricity or water services. Semi Primary School had sub-standard classrooms with little space for learners to learn, which made the classrooms congested. The school had a sports ground facility instead of enough classrooms for learners.

5.2.3 Profile of Tunmi Primary School

Tunmi Primary School was located in a rural area. The school had an enrollment of about 345 learners, from Primary 1 to Primary 6. In total there were 11 teachers: a headteacher, a deputy headteacher, a head of Department, five teachers appointed by the Department of Basic Education, and three teachers funded by the parent Teacher Association (PTA). The school had an average of 50 learners per class. The members of the community were self-employed, and some were not working. Some learners were trained by their grandparents and depended on the petty things they sold. Some families were child-headed as the parents were working far away from home, while some learners' parents had passed away. Tunmi Primary School was one of the schools situated in the church compound.

5.2.4 Profile of Kadi Primary School

Kadi Primary School was an Islamic public primary school situated in a semi-urban setting. The learners totalled 310 with 9 teachers, including a headteacher, deputy headteacher, and a head of Department. The community was affected by socioeconomic factors like criminal activities, unemployment and poor living conditions. Some families were child-headed and some had parents who were working far away from home and were available for their children over weekends only. Some learners grew up in the

absence of parents and in the care of their grandparents and depended on their grandparents' pension for survival.

5.2.5 Profile of Kth Primary School

Kth Primary School was a public primary school situated in a semi-urban area. The school was adjacent to the magistrate court and post office. The enrollment total was 356 with 12 teachers (one principal, one deputy principal, two teachers at the level of head of department and eight teachers at post-level one). The school relied on funding from both the government and the Catholic Mission church where the school was located. The school also employed assistant teachers in the Foundation Phase classrooms. The community was challenged by socioeconomic issues like poverty, unemployment and water irregularity. KTH Primary School did not have standard toilets or a library and no standard classrooms.

5.2.6 Profile of Zola Primary School

Zola Primary School was a public primary school situated in a rural area. The total number of learners enrolled in the school was 394 with 15 teachers, including the headteacher, deputy headteacher, and head of Department. The learners that were attending came from rural areas where the community was affected by poverty and a lack of basic amenities such as electricity and water supply. Most learners stayed with their guardians and parents. Some learners were living on their own as their parents had passed on. Some parents found it difficult to feed their children. Zola Primary School had a permanent building structure that did not have ceilings or windows.

5.3 DESCRIPTION OF PARTICIPANTS IN THE STUDY

In the study, I collected data from eighteen participants who were members of the SMT (headteacher, deputy headteacher, and Head of Department) of the selected schools. The reason for targeting the SMTs was that most research studies had investigated how a SFP benefited learners while my study opted to concentrate only on SMTs' experiences in school. To maintain anonymity each of the participants was given a code name that was used in the presentation of data. Table 5.1 provides a summary of the codes of gender, years of service in school, and years of service as SFP officials.

Table 5.1: Biographical information of the participants

PARTICIPANTS	GENDER	YEARS OF SERVICE AS SFP OFFICIAL
Headteacher 1	F	6 years
Deputy headteacher 1	F	3 years
Head of Department 1	F	2 years
Headteacher 2	M	6 years
Deputy headteacher 2	F	4 years
Head of Department 2	F	2 years
Headteacher 3	M	6 years
Deputy headteacher 3	F	3 year
Head of Department 3	F	2 years
Headteacher 4	F	5 years
Deputy headteacher 4	F	3 years
Head of Department 4	F	1 year
Headteacher 5	F	6 years
Deputy headteacher 5	F	3 years
Head of Department 5	F	1 year
Headteacher 6	F	5 years
Deputy headteacher 6	F	4 years
Head of Department 6	F	2 years

5.3.1 Participants' gender

In terms of gender, two participants were males while sixteen were females. I was very excited when I found that some SMT members involved in the programme were males because primary schools are always dominated by female teachers. This is supported by Adekoya (2015) who points out that female teachers have strong instincts and communication skills. Male teachers become visible from the Senior Primary or Intermediate Phase and Senior Phase.

5.3.2 Participants' years of service as School Feeding Programme officials

Most of the participants' years of service as SFP officials differed when it came to implementing a SFP. Six participants had up to six years of service as SFP officials, while twelve had a minimum of one year of service as SFP officials in schools. I considered the years of service of the participants to be an important factor in gaining a deep understanding of implementing a SFP in school. To enhance the depth and credibility of the generated data, it was deemed essential to consider the participants' years of service.

5.4 RESEARCH QUESTIONS, THEMES AND SUB-THEMES

Table 5.2: Research questions, themes, and sub-themes

RESEARCH QUESTIONS	THEMES AND SUB-THEMES
1. How do SMTs implement a SFP in Nigeria public primary schools?	Theme 1: The role of SMTs in implementing a SFP: <ul style="list-style-type: none"> ➤ Supervising a SFP ➤ Monitoring and evaluating a SFP ➤ Coordinating the programme ➤ Creating a conducive environment for a SFP ➤ Sharing duties and teamwork among members ➤ Directing the food vendors ➤ Writing reports on the programme
2. • What is the rationale for the School Management Teams to implement a School Feeding Programme in Nigeria public primary the way they do?	Theme 2: The reasons for the implementation of a SFP: <ul style="list-style-type: none"> ➤ Managing learners' short-term hunger ➤ Improving learners' nutrition and health status ➤ Increasing learners' attendance in school ➤ Encouraging school enrollment ➤ Enhancing learner academic performance
3. What challenges do SMTs in Nigeria public primary schools experience in implementing a SFP?	Theme 3: Challenges faced by SMTs when implementing the school feeding programme: <ul style="list-style-type: none"> ➤ Insufficient funding for the programme ➤ Poor infrastructure of the programme

	<ul style="list-style-type: none"> ➤ Poor monitoring and evaluation ➤ Delays in food delivery at school ➤ Inadequate training for the programme ➤ Corruption and mismanagement among the implementers ➤ Poor data planning for the programme operation
<p>4. How do SMTs mitigate the challenges they experience in the implementation of a SFP in Nigeria public primary schools?</p>	<p>Theme 4: Strategies used by SMTs to deal with the challenges of implementing a SFP:</p> <ul style="list-style-type: none"> ➤ Improving monitoring and evaluation ➤ Provision of adequate funding ➤ Consistency and scheduling of the programme ➤ Effective training of management and vendors ➤ Formulating rules and regulations for the programme ➤ Adopting a flexible food menu ➤ Encouraging parental and community participation

5.5 DISCUSSION OF THEMES

The themes and sub-themes presented below are based on participants' responses to interview questions that were relevant to the research sub-questions that guided this study. Four themes were identified and related to the research questions. To support the findings, each theme had several sub-themes and direct quotations. The first theme presented below was generated from participants' responses to the first research question: How do School Management Teams implement a School Feeding Programme in Nigeria public primary schools?

5.5.1 Theme 1: The role of School Management Teams in implementing a School Feeding Programme

I conducted interviews to better understand the roles of SMTs in the implementation of a SFP in their respective schools. The goal was to gain insight into how the implementation was perceived by the participants in this study. In this study, the participants (headteacher, deputy headteacher, and Heads of Department) described the various roles they played in implementing a SFP in their schools. The responses of the participants were analysed, and it became apparent from the data that the roles of SMTs emerged as prominent. Seven sub-themes were identified and are analysed in the following paragraphs. Participants indicated that they were responsible for supervising a SFP, monitoring and evaluating it, coordinating the programme, creating a conducive environment for the programme, sharing duties and teamwork among members, directing the food vendors, and writing reports on the programme.

5.5.1.1 Sub-theme 1: Supervising the School Feeding Programme

The participants supervised the daily operation and management of a SFP. School Management Teams supervised the food provided by the food vendors to see if it was aligned with the food items on the menu for the day before serving the learners, checking how the school vendors handled food and how it was served to the learners, checking the quality of the food, identifying the learners who had not eaten, and ensuring that food was delivered on time. This is what the participants said:

My role is to supervise the daily operation and management of the feeding programme. I generally supervise the day-to-day operation of the programme to see if the programme has been carried out accordingly by looking after the food vendors and the learners involved. (Headteacher 3)

My role as the school's deputy headteacher is to supervise the food provided by the food vendors, to see if it's aligned with the one on the food menu for that day before serving the learners. I also ensure to see if the food is properly cooked and that it has not spoiled. (Deputy headteacher 1)

Well, I supervise the programme by continuously checking on how school vendors handle food and how it is served to learners because this must be done properly in order to keep the vendors working and learners satisfied with the programme services. I also check the quality of the food by tasting it to guarantee its quality. (Deputy headteacher 6)

A participant added:

I supervise to identify the learners who have not eaten, and then I give them food to eat out of my pocket. Daily supervision of the SFP and food vendors is carried out to ensure that food gets delivered on time. After their arrival, the vendors report to me to visit their stand to see if the food is safe to eat and to ensure that the food supplied is sufficient for the programme participants. (Head of Department 3)

The participants' views showed that a SFP required a variety of approaches from SMTs for its effective implementation. The participants supervised the daily operation and management of a SFP. It seemed that supervising the daily operation of the programme assisted SMTs in ensuring the effective implementation of a SFP. This was based on the assumption that a SFP can only be implemented effectively in schools if SMTs are fully involved in the process by supervising the SFP. It appears that SMTs regarded the implementation of a SFP as one of the most significant programmes in the school that needed to be attended to. The participants supervised to see whether the food supplied was aligned with the government food menu for the day before serving the learners involved. The results indicated that SMTs not only oversaw the day-to-day operations of the programme but also ensured that the supplied foods were in accordance with the government's specified food menu. Awuor (2016) asserts that SMTs carry out the responsibility of supervising the vendors and learners to ensure the quality implementation of a SFP. Also, SMTs are responsible for ensuring the well-functioning of the school programme (Benoliel, 2017).

The participants assessed the practices of school vendors in food handling and serving to learners. The results revealed the level of involvement of the SMTs in supervising and ensuring that the food vendors assumed responsibility for both the supplied food and its service to the learners. Apparently, supervising and checking the way the food vendors

handled food and served learners assisted the SMTs in fulfilling their responsibilities. School Management Teams checked the quality of food supplied to schools by tasting it. Identifying the learners who had not eaten in school and ensuring that food was delivered on time were also carried out by SMTs. It appears that SMTs' supervision was beyond checking quality food and identifying learners who had not eaten but also making sure foods were delivered on time to satisfy learners' needs in schools. The efficient and effective implementation of a SFP was not compromised because SMTs did not appear to be negligent in their roles and responsibilities. The food vendors reported to SMTs after their arrival to inspect their stand to see whether the food provided was safe and sufficient for learners to eat. Wang and Fawzi (2020) acknowledge that SFP implementation is successful when SMTs supervise all the activities involved in the programme. This suggests that SMTs should be responsible for supervising all the activities regarding the programme to implement a SFP successfully. Otherwise, the programme will continue to be an uncertain idea for other participating schools in the programme. Each member of the SMT in most schools is given a group of specialised tasks or programmes to supervise (Olugbade & Olurinola, 2021).

Administrative Management Theory focuses on increasing management efficiency so that managers can supervise and complete tasks consistently (Edwards, 2018). It is the belief that SMTs must increase management efficiency to supervise the implementation of a SFP. That is, if one supervises effectively, it will result in the achievement of the programme's set objectives. However, this focuses on the principles/elements that leaders or managers may use to supervise the internal activities of organisation programme (Karimli & Baghirov, 2020).

The findings of this study show that SMTs actively participated in SFP implementation and were aware of their roles as they supervised the programme. This implies that one of the roles of SMTs in ensuring that the programme is adequately implemented in the schools is supervision.

5.5.1.2 Sub-theme 2: Monitoring and evaluating a School Feeding Programme

In this sub-theme, participants monitored and evaluated a SFP as it was implemented in various schools. School Management Teams monitored the food provided by the vendors

to the learners, assessed learners' satisfaction with the food consumed, ensured that the food was distributed evenly among learners, checked vendors' serving techniques, and the conditions of the infrastructure used in the programme, checked to see if the food vendors were following the government's guidelines and whether the food was served in appropriate quantities, evaluating the food vendors' performance, and monitoring to see whether learners were eating the correct food with the correct quantity per day. The interviewees said the following:

It is my responsibility to monitor the food provided by the food vendors to the learners and to assess the learners' satisfaction with the food consumed. I also make sure that the food is distributed evenly among the learners, regardless of the amount of food supplied. (Head of Department 1)

Monitoring is what I do mostly, I monitor by checking the vendors serving techniques and the conditions of the infrastructure used in the programme. I also check to see if the food vendors were following the government's guidelines and if the food was served in appropriate quantities and that all learner plates are cleaned before they leave the school. (Deputy headteacher 2)

My role in the implementation of the programme is to evaluate food vendors' performance. I also monitor to see if learners are eating the correct food, with the correct quantity per day. I even something monitors the distribution of food by making sure the food goes around among the learners involved. (Headteacher 4)

Participants used monitoring and evaluation methods to establish whether a SFP was being implemented. School Management Teams monitored the food provided by the food vendors to learners and assessed whether they were satisfied with the food consumed. This finding was supported by what I saw when I visited the school: despite the challenges SMTs experienced in implementing a SFP, the programme was in place, and all learners participating in the programme received food. This shows how organised SMTs were when monitoring and evaluating the food vendors and learners involved. It also indicates that SMTs were accountable and responsible in ensuring that learners were satisfied with the food consumed. The participants made sure that food was distributed evenly among learners regardless of the amount of food served. The finding shows that SMTs were

aware of the need for effective implementation and were committed to helping a SFP successfully.

The participants also checked the food vendors' serving techniques and the conditions of the infrastructure used in the programme. The techniques that the food vendors used in serving learners and the conditions of infrastructure, such as plates, spoons and cooking utensils used were checked to see whether they were used appropriately. It seemed that SMTs interviewed understood their role in ensuring that a SFP obtained the best monitoring possible that would assist the food vendors in using the right techniques to serve learners food and that the conditions of the infrastructure would be maintained appropriately. The participants not only monitored the SFP but also checked if foods were served in appropriate quantities to learners. The participants not only checked the quantities of food served by the vendors but also evaluated the food vendors' performance. SMTs were actively evaluating the food vendors' performance and making sure the vendors were mindful of their roles and performing to the best of their abilities. SMTs were major players in the implementation of a SFP.

Viewing the findings from a literature review perspective, Usman (2016) asserts that members of the SMT were mandated to monitor and evaluate SFP implementation properly in schools. In this study, SMTs monitored to see whether learners ate the correct food as stipulated in the government SFP guidelines. Gann (2015) points out that SMTs' duties are to monitor and evaluate food vendors and learners now and again, especially in the manner to how they relate to one another in terms of SFP implementation. To this end, studies agree that SMTs' roles include monitoring and evaluating the daily implementation of a SFP, which includes actual feeding of the learners, the work of food vendors, health and nutritional assessment, distribution of food supplied and supplementary activities (Meirink, Van der Want, Louws, Meijer, Oolbakkink-Marchand & Schaaps, 2020).

Administrative Management Theory guarantees good management practice and proposes a universal set of management roles that are fundamental management principles used in monitoring and evaluating programme activities in an organisation (Islam, Hosen & Hoshen, 2022). The theory's five main elements are the basic guidelines

for the management function in a school to achieve programme-set goals or objectives. These resonate well with what the participants said, namely that monitoring, and evaluation could lead to effective implementation of a SFP in school.

5.5.1.3 Sub-theme 3: Coordinating the programme

The participants coordinated the programme in the school to implement a SFP effectively. Coordination is one of SMTs' responsibilities. School Management Teams moved around to check whether the programme was in order and coordinated the food vendors' services because the vendors did not know whom to serve. They coordinated by double-checking the number of feeding days per month, the quantity of each food item that was required, and checked calculated quantities on delivery notes. Participants stated the following:

I coordinate by moving around to check if the programme is in order and if vendors follow government guidelines. Also, I coordinate to see if the food vendors brought the right food for the day which must be aligned with the government's food menus. (Headteacher 3)

My responsibility is to coordinate the programme by ensuring that food is delivered to the school on schedule. I tasted the food provided by the school to confirm its quality. I also make sure that the sharing is done equally among the learners. (Deputy headteacher 5)

Well, I coordinate the food vendors' services because the vendors don't know whom to serve and who not to serve, so I guide them to the classes of the learners they will serve and make sure that the learners involved get their food regularly. (Head of Department 2)

Another participant stated the following:

My role is to coordinate the food vendors on how to serve the learners and make sure that the food goes around among the learners. I also coordinate by tasting the food given to learners to check if the food is of quality. I also coordinate by double-checking the number of feeding days per month as well as which week and what quantity of each food item that is required and checking calculated quantities on delivery notes. (Head of Department 5)

The findings above show that implementing a SFP requires SMTs to use different strategies. The participants moved around to ensure that the programme was in order. This seems that orderliness assisted participants in coordinating the programme and ensuring that the food vendors followed SFP guidelines. This was predicated on the assumption that SMTs were in charge of SFP coordination in schools. The finding was confirmed by what I observed when I visited some of the schools where SMTs were coordinating the food vendors in the distribution of food to learners despite their busy schedules. It appeared that SMTs tended to coordinate the food vendors since most of the vendors did not understand the SFP guidelines provided by the government. The participants coordinated by ensuring that the food was delivered to the school on schedule. Coordination is, therefore, the role of SMTs in the implementation of SFP as well as in ensuring food distribution from the vendors to learners (Zabihi, Alizadeh, Kibet Langat, Karami, Shahabi, Ahmad & Lee, 2019). SMTs ensured that food was delivered to the school on schedule. The findings show that SMTs not only coordinated the food delivered but also made sure that the food provided was of a quality that would satisfy learners.

Participants also double-checked the number of feeding days each month, as well as which week and what quantity of each food item was needed and calculated the quantities on delivery notes. This was another method used by SMTs to coordinate a SFP. The calculation of the quantities of food delivered to school motivated SMTs to double-check the number of days in each week and month the food vendors delivered food to determine whether food delivery was consistent. Since SMTs are important to the programme's success, their roles and duties guarantee that a SFP is implemented effectively and that its intended aims are met. Literature asserts that for a SFP to be successfully implemented, SMTs must be aware of their roles at all times and be adequately prepared to carry out their duties to meet the set objectives (Ampofo, Onyango, & Ogola, 2019).

This is supported by Administrative Management Theory that states that managers coordinate by harmonising and synchronising the activities and efforts of individuals and departments within an organisation. It guarantees that everyone works together towards programme common goals (Karimli & Baghirov, 2020). School Management

Teams should coordinate to integrate all the activities that facilitate the success of SFP implementation. The research findings suggest that SMTs were of the view that proper coordination assisted in implementing a SFP effectively. The findings also show that SMTs took their jobs seriously, as seen by their coordination of SFP implementation.

5.5.1.4 Sub-theme: Creating a conducive atmosphere for the programme

Participants cannot run the programme effectively unless they create a conducive environment for the programme. School Management Teams create a conducive environment for the implementation of the programme, make sure the environment is friendly for the food vendors to do their job, create a stand for the food vendors to distribute food to the learners, and create a conducive space for learners to eat their food comfortably. This is what the participants said:

My role as the head teacher is to create a conducive environment for the implementation of the programme. Because as the head I have to make sure that the atmosphere is conducive enough for the vendors to operate. (Headteacher 1)

I make sure the environment is friendly for the food vendors to do their job well in distributing food to the learners for us to have desirable results. I make sure that the environment is also conducive for the learners to eat their food. Because creating a welcoming environment will enable everyone to work in order to achieve the objectives of the programme. (Headteacher 3)

My role is to make the atmosphere conducive to the programme by creating a space for the food vendors to distribute food for the learners and I also create a conducive space for the learners to eat their food comfortably since there is no provision for the dining hall. I make sure that the vendors experience a friendly environment when doing their job. (Headteacher 5)

A conducive environment is a strategy that improves the implementation of a SFP in schools. One of the primary duties of SMTs is to foster a conducive environment that allows the programme to operate smoothly. School Management Teams established the fact that creating a conducive environment for the implementation of a SFP was important for the programme's effectiveness in school. The participants made sure that the

atmosphere was conducive enough for the vendor to operate. A conducive environment allows the vendors to operate easily and conveniently because they know they have been assigned responsibilities and must demonstrate that they are capable of the job. A conducive environment could contribute to effective implementation because even if SMTs are busy with other activities, the programme will continue with the help of the food vendors. The participants made sure that the environment was friendly for the food vendors to do their job well in distributing food to the learners. This appears to be a good strategy for SMTs to establish a warm and welcoming environment that will encourage the food vendors to do their job. The findings show that creating a welcoming environment can instil a sense of belonging in the food vendors, allowing them to carry out the programme's daily operations.

The participants created a conducive atmosphere for the programme by creating a space for the food vendors to distribute food to learners. This is consistent with literature that states that a conducive environment is a physical space that is safe and stimulating, with good structural facilities, intended for different programmes that are well-planned and linked to school requirements, and uses strategies that meet the needs of SMTs, vendors and learners (Adekunle & Christiana, 2016). The participants created a conducive space for the learners to eat their food comfortably since there was no provision for a dining hall. Creating a space that is conducive for learners to eat comfortably is one of the most important things SMTs should do (Usman, 2016). This is important because it allows the learners to maintain a hygienic lifestyle. The discussion so far has shown that SMTs make it easier for the vendors by creating a space to disperse the food brought to school and a conducive space for learners to eat their food comfortably. These findings indicate that SMTs are responsible for providing a conducive environment for a SFP to operate smoothly and for the vendors to experience a friendly environment when doing their job to satisfy learners.

5.5.1.5 Sub-themes: Sharing duties and teamwork among members

Participants shared duties among themselves for the proper implementation of a SFP in school. To run the programme effectively, SMTs shared duties among themselves, and teamed up by delegating tasks to themselves daily, assigning food vendors to the

learners to be served, sharing programme duties among themselves for the next week, and working in teams for the programme's success. Participants explained this as follows:

We share duties among ourselves, and we team up by delegating tasks to ourselves daily, which include inspecting the vendors' work and the food supplied. In addition, programme management is one of the duties shared among us in the school to support the SFP goal, and we assigned food vendors to the learners who are to be served. (Headteacher 2)

Every Friday, we call for a meeting to share programme duties among ourselves for next week, on the role to play in the programme operation in school. (Headteacher 4)

We work in teams for the programme's success. So, we work together every day in order to make the programme work. (Headteacher 6)

The verbatim quotations above show that the participants shared duties among themselves for a SFP to be implemented and run effectively. The participants teamed up by delegating tasks to themselves daily, which included inspecting the vendors' work and the food supplied. As noted by Ossai and Nwabuwe (2023), teaming up in the programme, though far from new, has become progressively important to a SFP in Nigerian schools and around the globe. The findings show that different players are brought on board to help run SFP implementation in the school. This confirms that the implementation of a SFP is not a one-man job; it requires all the team members with different strengths to collaborate for the achievement of the programme objectives. Sharing duties among SMTs ensures that responsibilities are sub-divided into sizeable pieces that are manageable. Literature is, however, certain that working as a team and sharing duties not only results in the improvement of SFP implementation but also in the development of SMTs and achievement of the programme objectives (Benoliel, 2021). School Management Teams agreed that programme management was one of the duties shared among them in the school to support SFP goals. This suggests that SMTs were of the view that effective implementation of a SFP is to be realised if duties are shared among them to manage the programme. This appears like a collective effort among SMTs in sharing duties that should lead to the successful management of SFP in school. The

research findings seem to suggest that SMTs perceived a SFP as a very important programme in the school.

The participants assigned food vendors to the learners who were to be served. Sharing duties was a sure way to ensure that SMTs assign food vendors to the learners who were to be served and were held accountable for specific areas of operation. The participants felt that working in teams in the programme would assist them to implement a SFP. So, working together every day was a way of helping the programme to work. However, a study by Maijo (2018) found that engagement with duties and programme activities should be done through working in teams. The findings of this study suggest that SMTs as a team are likely to work together to implement and assist one another to achieve the programme objective. The findings from the participants corroborate Sitali, Chakulimba and Ng'andu (2020) who state that working in teams can be defined as a team or group that has shared duties, explicit roles, actual procedures, compact relationships and excellent communication. As a result, team members must define what the programme goals are and work tirelessly to attain them.

The findings support Henry Fayol's (1949) theory that maintains that Administrative Management advocates a formalised administrative structure, a clear division of labour and the delegation of power and authority to members relevant to their areas of responsibility (Edwards, 2018). Karimli and Baghirov (2020) agree that the theory focuses on creating different work and functional groups and assigning managers required duties and responsibilities based on their capabilities, which ensure bringing greater programme outcomes. These, however, are in agreement with the participants' assertion that sharing duties among themselves promotes SFP implementation in schools.

5.5.1.6 Sub-theme: Writing reports on the programme

The participants in this study made a general report available every Friday on the operation of the SFP. School Management Teams mentioned that they wrote daily reports on the operation and output of the food vendors, the performance of the vendors and the food supplied was recorded. They also wrote a general report tracking the food vendors' attendance and reports were made available daily on the food served to the learners, and on any irregularities concerning the programme. The interviewees stated the following:

I write a daily report on the operation and output of the food vendors. The performance of the vendors and the food supplied are recorded. I write reports on anything I observe about the programme by checking to see if the food is aligned with the government food menus and is of good quality and give a report to the agency's office which in turn reports to the State government office. (Deputy headteacher 4)

My role is to give a general report by tracking the food vendors' attendance, whether they come or not. My reports are also given daily on the food served to the learners and if there are any irregularities concerning the programme every day. (Deputy headteacher 5)

I give reports on the inspections done physically to see if the food is distributed to learners equally and if it is good for consumption. I give a general report every Friday on the operation of the SFP for the week if there is a need to solve something before the new week (Head of Department 5)

Participants felt that writing a daily report on the operation and output of the food vendors would assist in the implementation of a SFP. The findings show that SMTs were mandated and empowered to run a SFP at the school level and they were mandated to write daily reports on the operation and output of the food vendors. It seems as if writing reports assisted SMTs to keep track of various activities regarding SFP implementation. The participants ensured that the performance of the vendors and the food supplied were recorded. Zabihi et al. (2019) contend that SMTs are responsible for writing reports on the implementation of a SFP and should so serve as torchbearers of SFP transformation. To ensure proper recording of the food vendors' performance and food supplied report writing is important in assisting the vendors to adjust themselves and perform better. The findings of the study suggest that SMTs ensured that whenever food was supplied to schools for a SFP, record books were opened to write reports in to track vendors' performance and the food supplied. The findings of this study are confirmed by what I observed when I visited a school where SMTs wrote reports on the food supplied to the school by the food vendors.

School Management Teams mentioned that they wrote reports on anything they observed about the programme by checking to see whether the food was aligned with the

government food menu and of good quality; they reported to the agency's office, which in turn reported to the state government office. Moreover, the participants wrote a report on the inspections done physically to see whether the food was distributed to learners equally and if it was good for consumption. As evidenced by the above quotations, the participants from the researched schools talked about general report writing that they used in tracking the food vendors' attendance, whether they came to school to supply food or not. The report writing mentioned by the participants suggests that they did not only implement a SFP but were cognisant that report writing was a critical strategy in tracking vendors' attendance. The findings corroborate Merchant et al. (2018) who suggest that the effectiveness of SFP implementation is dependent on the report writing of the programme irregularities and finding solutions for them.

The participants were of the view that reports had to be made available daily on the food served to the learners and to indicate whether there were any irregularities concerning the programme. The findings further suggest that participants' report writing on the daily food served to learners assisted in identifying any form of irregularities in the programme and coming up with solutions. It is clear from the above discussion that SMTs produced a general report every Friday on the operation of a SFP for the week with a view to solving something before the new week. Even though SMTs were responsible for the implementation of the SFP, writing reports on the programme instilled confidence in parents and the community that SMTs were obligated to resolve any shortcomings in the programme. These findings are consistent with Nwosu et al. (2018) who agree that SMTs' responsibility in implementing a SFP consists of report writing and record keeping. This is also in line with Ranalli et al. (2021) who assert that it is imperative that SMTs should be provided with an enabling environment by the management to motivate them to keep records regarding SFP implementation.

5.5.1.7 Sub-theme: Directing the food vendors

The participating SMTs in this study directed the food vendors on what to do when they first arrived at school. The participants acknowledged that they were verifying the learners' rosters they had with them before directing them on whom to serve, directing the food vendors on the kind of food to supply daily, on what to do because most of them

did not know their roles, and checking vendors' outfits to see if they were hygienic enough to serve the learners. The participants expressed the following sentiments:

My role is to direct the food vendors on what to do when they first arrive at school, by first verifying the learners' rosters they have with them before directing them on whom to serve for the food supplied to be distributed evenly among the learners involved by guaranteeing that the learners are served nutritious food. (Deputy headteacher 2)

I direct the food vendors on the kind of food to supply daily which is based on the food menu when funds were disbursed to them. (Head of Department 6)

I direct the vendors on what to do because most of them did not know their roles in the implementation of SFP. So, with my guidance, I was able to direct the vendors appropriately on their job in the programme implementation and I sometimes check the food by tasting the quality of the food and the vendors' dresses to see if they are hygienic enough to serve the learners. (Head of Department 4)

Directing the food vendors on what to do when they first arrive at school is another responsibility of SMTs. The findings of the study show that SMTs are directed to ensure that the food vendors did what they needed to do regarding a SFP. The participants considered directing an essential strategy for implementing a SFP but added that verifying the learners' rosters they had with them before directing the vendors on whom to serve was also of paramount importance. The above quotations further emphasise that SMTs were in charge of directing the food vendors in the programme (Muralidharan & Singh, 2020). The participants ensured that the food supplied was distributed evenly among the learners involved by guaranteeing that the learners were served nutritious food. This suggests that participants were of the view that, if the SFP was to be realised, then direction should be viewed as a core function for SMTs. It seemed SMTs could ensure the implementation of a SFP only if the vendors were directed on how to distribute nutritious food among learners.

Participants directed the food vendors on the kind of food to supply in accordance with the food menu determined when funds were disbursed to them. Directing the vendors on the kind of food to supply daily was taken seriously by SMTs, but this could happen only

when funds were disbursed to the vendors on time. This implies that SMTs directed the food vendors to supply food based on the food menus to feed learners with nutritious food. However, it is evident that SMTs directed the vendors on what to do because most of them did not know their roles in the implementation of a SFP. With the guidance of SMTs, the vendors were appropriately directed regarding their roles in the programme implementation. Jacob and Musa (2021) assume that implementing a SFP is one of the most significant responsibilities of SMTs. The SFP programme was regarded as an essential role for SMTs in Nigeria public primary schools, as supported by the Universal Basic Education Policy (UBEP) (FGN, 2017). This then correlates with the participants who did not only check the quality of the food supplied by tasting it but also checked the vendors' outfits to see if they were hygienic enough to serve the learners.

The findings support Henry Fayol (1949) Administrative Management theory that emphasises that theory demonstrates how managers should direct organisation programmes to achieve the defined goals and objectives. This evidence is derived from the study's results, indicating that SMTs were willing to implement a SFP, even if it required additional efforts to ensure that vendors promptly supplied food to the school. Delays were reported only on a few occasions.

5.5.1.8 Summary of Theme 1

The findings show that SMTs implement a SFP by supervising it, monitoring and evaluating it, coordinating the food vendors' work, and creating a conducive environment for the programme, sharing duties and teamwork among members, directing the food vendors, and writing reports on the programme.

5.5.2 Theme 2: The reasons for the implementation of a School Feeding Programme

In this theme, I tried to gain insight into the reasons for the implementation of a SFP as perceived by the participants in this study. Inferring from this study, SMTs highlighted different reasons that initiated the implementation of a SFP, such as managing learners' short-term hunger, encouraging school enrollment, improving attendance, enhancing academic performance and increasing learners' nutritional and health status.

5.5.2.1 Sub-theme: Improving learners' nutrition and health status

The participants reported that a SFP had helped to improve their learners' nutrition and health status in school. School Management Teams stated that foods like beans, eggs and loaves of bread were provided to curb malnutrition and improve learners' health and well-being. The participants expressed the following:

This was introduced to the school after noticing that some of the learners' nutrition live styles are very poor, which has affected their level of reasoning in class. Food like beans, eggs, and loaves of bread are provided to curb malnutrition in learners at school (Headteacher 3)

Of course, yes, we were told in a meeting that the governments are going to be feeding learners just from primary one to three to improve learners' nutrition and health status in school. (Headteacher 6)

It is a very good programme because different kinds of food are brought to school on a daily basis which gives the learners balanced diets that helped in improving their nutritional and health status. The programme has been feeding learners with nutritional food that has benefited learners' health and well-being. (Deputy headteacher 4)

The participants indicated that the SFP had improved their learners' nutritional and health status, as they were convinced that learners were coming to school to enjoy the food supplied. The programme offered nutrition to learners through the consumption of foods rich in nutrients and proteins. Food like beans, eggs and loaves of bread that were offered provided nutrients to curb malnutrition in learners at school. This indicated that a SFP is a targeted social safety net that provides educational and health benefits to the most vulnerable learners (World Bank Group, 2016). The programme fed learners nutritional food that benefitted the learners' health and well-being in the school. The programme improved learners' nutrition and health through the food supplied that gave them the energy to do their daily academic tasks. However, a study by Chepkonga (2019) shows that a SFP is an intervention that provides nutritious foods to learners who attend school regularly. From the findings, the participants' understanding of a SFP introduction was

that the government provided different kinds of food on a daily basis for Primary 1 to 3 to serve the learners balanced diets that helped them improve their nutritional and health status.

This is further corroborated by Oyeneye et al. (2023) who state that the programme provides vital nutrients that many learners need, and the food provided is the most nutritious food they will get all day. The provision of a SFP at schools not only focused much on learners' nutritional and health status but also minimised growth deficiencies in learners through the supply of nutritious foods. School Management Teams mentioned that a SFP was introduced in school after noticing that some of the learners' lifestyles were very poor and affected their level of reasoning in class. The findings show that a SFP played a significant role basically in learners from Primary 1 to 3 nutritional and health status for the learners to have reasoning skills at a tender age. Indirectly learners were being sensitised to nutritional foods through the varieties of food provided to them. The study shows that a SFP provided a conducive platform for delivering healthy and nutritional intervention to learners in school.

5.5.2.2 Sub-theme: Managing learners' short-term hunger

Participants in this study showed that having food available at school helped manage learners' short-term hunger. The participants agreed that the implementation of a SFP had helped them in managing learners' short-term hunger in school. This was accomplished by empowering the food vendors to prepare and follow food menus given by the government to feed learners to manage their hunger in school. The participants said the following in this regard:

All of the school management was summoned to a meeting when the programme was first introduced into the school system by the federal government through the state and local governments with the aim to manage short-term hunger among learners. The programme is intended for learners in primary one to three. (Headteacher 2)

Because the learners frequently appear to be hungry when they arrive at school, this initiative called the SFP has helped to manage learners' hunger in school. (Headteacher 4)

We were informed that the programme is funded by the federal, state, and local governments and serves learners in primary one to three. This is accomplished by empowering the food vendors to prepare and follow food menus given by the government to feed learners in order to manage their hunger in school, which has prevented many of them from accessing school. (Headteacher 5)

According to what I heard, is a government-established programme to assist underprivileged learners who have trouble eating breakfast at home in an effort to manage short-term hunger. The programmes' goal was to manage learners' short-term hunger, and it has been successful in that regard. (Deputy headteacher 5)

The quotations above show that a SFP managed short-term hunger among learners in school. Apparently, most learners frequently appeared hungry when they arrived at school. The findings agree with Azubuike and Mbah's (2019) assertion that SFP results in the management of short-term hunger in learners. This is also supported by Hassanally et al. (2020) who state that a SFP has a great impact on learners' education through the management of short-term hunger in school. School Management Teams felt that learners in Primary 1 to 3 who would previously have suffered from short-term hunger were provided with food when they attended school. The findings of this study suggest that a SFP was provided to Primary 1 to 3 learners only to manage the short-term hunger that would not allow them to concentrate in school.

This means that since many of the learners' parents could not afford to feed their children breakfast at home, they came to school on an empty stomach, knowing fully well that food would be available in school to manage their short-term hunger (Onah & Olise, 2020). This was accomplished by empowering the food vendors to prepare and follow food menus given by the government to feed learners to manage learners' hunger in school. The findings show that foods prepared by the food vendors were based on the government food menus to manage learners' hunger in school. The participants mentioned that the government-established programme assisted underprivileged learners who had trouble eating breakfast at home in an effort to manage short-term hunger. A School Feeding Programme assisted SMTs in managing learners' short-term

hunger in school. It may, therefore, be concluded that as a result of the programme, learners' short-term hunger was managed to give learners access to schooling.

5.5.2.3 Sub-theme: Increasing learners' attendance in school

The participating SMTs in this study indicated that the programme was offered primarily to learners in Primary 1 to 3 to encourage learners' attendance. They revealed that even the learners' absenteeism in school had been reduced to the minimum and helped learners in school to attend frequently. The programme also assisted some parents who found it difficult to prepare breakfast for their children. The interviewees stated the following:

From my understanding, is a programme offered primarily to learners in primary one to three in order to encourage learners' attendance in school, because the programme has helped learners to attend school regularly and learn. Even their absenteeism in school has been reduced to the minimum, which is quite impressive. (Deputy headteacher 3)

It has increased learners' attendance since the programme inception. This has helped learners in school to attend frequently since they are aware that food will be given to them if they attend school, though some of them were not ready to learn, they did attend in order to get food. (Head of Department 2)

It has been impressive on the part of the learners' attendance in school because the programme has increased learners' attendance since they know that if they attend school they will surely eat. It has even assisted some parents who find it difficult to prepare breakfast for their children at home by sending them to school because they know that food will be provided. (Head of Department 3)

The quotations above revealed that a SFP was offered primarily to learners in Primary 1 to 3 to encourage learners' attendance in school. School Management Teams acknowledged that a SFP had had a positive impact on learners' attendance since its inception. The participants believed that learners reported to school more often than they used to. Learners' attendance had considerably increased in schools every year due to the implementation of the SFP. This finding is in agreement with Mishra's (2021) assertion

that SFP implementation results in higher learner attendance rates in school. A recent study on an ongoing SFP in Burkina Faso discovered that SFP implementation was associated with increased learner attendance, particularly in low-income areas (Aurino et al., 2020). The perspectives of SMTs suggest that the supply of food encouraged learners to attend school frequently, though some of them were not ready to learn but they did attend in order to get food. The findings show that learners wanted to attend school because they thought it was a place where they could complement the food given to them at home. The participants were convinced that SFP implementation had increased learners' attendance since the start of the programme in schools. In agreement, Mauti et al. (2021) are of the opinion that SFP implementation may serve as an incentive for learners to attend school to receive food rather than miss out on food by staying at home.

SMTs were satisfied with learners' attendance since the SFP inception. The review of the learners' annual attendance register revealed indeed that learners were attending school regularly due to a SFP. The daily feeding register was used to confirm learners' attendance, although in this case, SMTs counted only the number of learners who were fed during the operation. However, the analysis of SFP documents was used to verify the data gathered from participants interviewed on-site. The verification entailed a period attendance register document on learners' attendance dating from 2020 to 2022, which showed an increase in learners' attendance right from the start of the school programme. The School Feeding Programmes had made learners frequently come to school since they knew that they would surely eat when they attended. The finding shows that the programme helped parents facing challenges in preparing breakfast for their children at home. These parents felt reassured sending their children to school, knowing that food would be provided through the programme. School Feeding Programmes had a great impact on learners' education by increasing attendance in school (Oliveira et al., 2016). Zenebe et al. (2018) asserts that learners who were given food in school were more likely to be punctual, on task and engage in less improper chatting than learners who were not given food in school. As a result of SFP implementation, it is possible to conclude that learner attendance had increased. School Feeding Programme implementation is an initiative that now enables hundreds of millions of impoverished children in both developed and developing nations to attend school (WFP, 2019).

5.5.2.4 Sub-theme: Encouraging school enrollment

The participants revealed that there was a link between SFP implementation and school enrollment. They perceived that the programme's aim was to provide food to learners in Primary 1 to 3 to improve enrollment. The programme motivated parents from the surrounding community to enrol their children in school because of food security and the programme had increased enrollment in schools on a quarterly and yearly basis. The participants pointed out the following:

We were informed that the programme's aim is to provide food to primary one to three at school in order to improve enrollment when the SFP officers visited the school to explain the programme. Because formally in school, we have no learners in school which I believe is because parents couldn't afford to provide fundamental necessities like food. However, since the programme began, parents have begun enrolling their children in the school because they are aware of the food given to learners.
(Headteacher 1)

Before the introduction of the SFP, there were no learners in school which were because parents cannot afford to provide basic amenities such as food, and learners stay back home, but it has changed since school feeding is in place. (Headteacher 4)

Since we started implementing the SFP, enrollments have increased in school. I think the food we provide is motivating parents from the surrounding community to enroll their children in school because of food security. You know, being a rural community most parents have difficulties finding for their children hence their decision to enroll their learners in school. (Deputy headteacher 1)

It has encouraged school enrollment because I have noticed an increase in the number of learners from the food vendors' list since the programme began. The programme has increased enrollment in schools on a quarterly and yearly basis. Since we have been participating in the programme, the community around us has been encouraged to enroll the children in school. (Head of Department 1)

In terms of enrollment, the participants acknowledged that the SFP had positively increased school enrollment. The participants were certain that before the implementation

of a SFP there were no learners in school whose parents could not afford to provide basic amenities such as food. This shows that SFP implementation motivated parents to enrol their children in school because they would be offered food. School Management Teams believed that the SFP played a major incentivist role for learners to be enrolled. The findings suggest that learners came to school hungry because their parents were unable to afford food and were aware that learners would be fed when they attended school. Sending children to a school where food was served offset the financial costs of schooling, and thus families were incentivised to send their children to school (Awojobi, 2019).

The participants also felt that the programme had significantly increased school enrollment since it encouraged the community surrounding the school to enrol children in the school on a quarterly and yearly basis. An analysed document gathered from the site on the school enrollment list of learners from Primary 1 to 3 dating from 2020 to 2022 shows a significant increase in school enrollment from the programme's inception. This finding was supported by the responses of SMTs. The findings show that SFP implementation motivated parents to enrol their children in school; it had subsequently increased school enrollment every year. Adelman et al. (2019) agree that the enrollment of learners at schools with SFP implementation increases.

It was evident that the SFP had a positive impact on school enrollment as more children enrolled in school due to the programme. School Management Teams believed that a school in a rural community environment where most parents had difficulties finding for their children could motivate parents to enrol their children by means of the SFP. The School Feeding Programme guaranteed learners' food per day by encouraging parents to send their children to school. The School Feeding Programme was an important window through which illiteracy levels could be reduced because it gave learners access to education. This finding is consistent with the World Food Programme (2019), which states that SFP implementation around the world has successfully encouraged school enrollment by providing them with food or a nutritious snack. Azubuike and Mbah (2019), in their study on the impact of a SFP on education development, conclude that a SFP is a beneficial instrument for promoting school enrollment. These findings indicate that poor nutrition at home is no longer an impediment to schooling. Increased school enrollment

is indicative enough of the positive impact SFP implementation has on learners when enrolled in school.

5.5.2.5 Sub-theme: Enhancing learner academic performance

This sub-theme views the participants' perspectives on the impact of SFP implementation on learner academic performance. School Management Teams acknowledged that the programme had assisted in enhancing learner academic performance in class tests and examinations and improved their performance in class work and tests even though some of them slumbered or slept after eating the food. The participants stated the following in this regard:

This has assisted in enhancing learners' academic performance in class tests and examinations, before now the learners have been performing woefully in class tests because many of them resume school on empty stomachs causing deviation of attention in class. Also, learners who are involved in the programme pass at the end of the class tests. (Head of Department 4)

SFP is a programme established in public primary schools to improve learners' academic performance because when the learners are fed with the right proportion of quality food it would improve their performance in class work and tests, even though some of them slumber or sleep after eating the food. (Deputy headteacher 2)

What I understand is that the programme is from the government and involves food vendors coming to feed learners in primary one to three to encourage learners' class participation, class assignments, and final exams. Because it is believed that quality food at school could stimulate learners' performance in class. (Deputy headteacher 6)

The quotations above show that SFP implementation resulted in significant enhancement in the academic performance of school learners. This was facilitated by the provision of food through SFP implementation that was intended to better the academic performance of learners in classroom activities. To determine whether the programme had truly enhanced learners' academic performance, participants were asked how the SFP had enhanced learner academic performance in classrooms. The responses of the participants indicated that the programme had encouraged learners' class participation,

improved class assignments and better examinations results. This is supported by Bakhshinyan et al. (2019) who state that the impact of a SFP on educational outcomes appears to be that it enhances the performance of learners in the classroom. Mostert (2021) corroborates this claim by saying that SFP implementation enhances learners' learning skills, attention, concentration and pass rates. The findings show that SFP was one of the reasons for the good academic performance of learners. The School Feeding Programme was seen as a safety regulator, especially for poor families, and tended to keep learners in school and got them to concentrate on their work.

Despite some learners experiencing drowsiness or sleeping after consuming the provided food, the programme still contributed positively to their academic performance. Overall, learners could concentrate in class as a result of the food they ate in school. The programme assisted in enhancing learners' academic performance in class tests and examinations because before being fed at school the learners had been performing woefully in class tests. After all, many of them resumed school on empty stomachs causing deviation of attention in class activities. The findings of this study suggest that the programme was quite helpful in ensuring that learners did not have to worry about what they were going to eat in school. Eating free food in school allows learners to concentrate and pay more attention to their academic work. The findings indicate that quality food at school will stimulate learners' academic performance in school. All of these findings appear to imply that implementing a SFP in school should enhance learner academic performance and contribute to their test performance and normal progression in completing school (Palazzo et al., 2016). In light of the aforementioned argument, it can be concluded that SFP implementation contributes to learner academic performance and consequently increases the opportunities for them to succeed.

5.5.2.6 Summary of Theme 2

This theme investigates the SMTs' reasons for SFP implementation in their schools. The SMTs found that the programme was implemented to encourage school enrollment, manage learners' short-term hunger, improve learners' nutrition and health status, increase learners' attendance in school, and enhance learners' academic performance.

5.5.3 Theme 3: Challenges faced by School Management Teams when implementing a School Feeding Programme

This section requested responses from participants regarding the challenges they faced when implementing a SFP in their schools. The focus was on the challenges of insufficient funding for the programme, poor infrastructure of the programme, poor monitoring and evaluation teams, delay in food delivery in school, inadequate training for the programme, corruption and mismanagement among the implementers, and poor data planning for the programme.

5.5.3.1 Sub-theme: Insufficient funding of the programme

The main challenge of a SFP, according to the participants in this study, is insufficient funding for the programme. This implies that the fund given to the food vendors by the local government to prepare the food is insufficient to feed the number of learners assigned to them. They acknowledged that food vendors did not usually arrive regularly, and when they were queried, they would say that the government had not paid them; some arrived on Mondays only and missed Tuesdays. The interviewees mentioned the following:

The fund given to the food vendors by the local government to prepare the food is insufficient to feed the number of learners assigned to them. (Headteacher 1)

One of the challenges that we faced is that the food vendors don't usually come regularly, and when you ask them, they will say that the government has not paid them and you know every programme like this requires financial commitment. (Headteacher 4)

The school vendors do not come to school regularly; that is, some only come on Mondays and miss Tuesdays, and when asked why they were absent, they complain of insufficient funds, and sometimes the funds released are not enough to purchase food at the market. (Deputy headteacher 3)

The following additional challenges were mentioned by the participants:

The challenge we are facing is that the food vendors do not come regularly because funds are not disbursed on time and the funds given are not enough to purchase goods from the market. (Head of Department 4)

Also, the food supply is not consistent, and the food vendors complained about the fund given to them which has affected the quantity of the food provided. (Head of Department 6)

Well, the challenge we are dealing with is the inconsistency of food supply to school, because when there is no food supply for like one week, I see the learners staying back home something. After all, food is no longer served in school. (Headteacher 6)

The above verbatim statements show that insufficient funding is one of the main challenges affecting the implementation of a SFP. The participants observed that the fund given to the food vendors by the local government to prepare food was insufficient to feed the number of learners assigned to them. One of the most persistent challenges for African SFPs is securing consistent and predictable funding (WFP, 2019). This study found that insufficient funding by the government made it challenging for the vendors to provide good quality and quantity of food for learners. This posed a challenge for SMTs to implement a SFP fully in schools because the programme required financial commitment. According to the participants, the food vendors did not arrive regularly since funds were not disbursed on time and sometimes the allocated funds were insufficient to purchase goods needed to prepare food. SMTs had to shoulder this challenge because the inconsistency of food supply was actually due to the delay of funds disbursement. The findings coincide with what Wang et al. (2020) report in China, that insufficient funding has resulted in a lack of important nutrients in food supplied to schools, resulting in ineffective SFP implementation. The findings show that the funds given by the government to prepare food for learners is often insufficient and cause poor quality of food.

The participants felt that the local government was constantly delaying payment, causing the food vendors to miss school regularly. The food vendors were willing to supply food once they had received funds. SMTs perceived inconsistency in the food supply as a result of the government's failure to provide sufficient funds needed to meet the

requirements of the growing number of learners involved in the programme. This finding resonates with what Acheampong (2022) found, namely that delays in the disbursement of funds generated inconsistencies in food supplies, resulting in learners not attending school on a regular basis. The participants mentioned that the food supply was not consistent, and the food vendors complained about the funds given to them; this affected the quantity of the food provided to learners. As a result, absenteeism increased because the learners chose to stay at home since food was no longer served in school. The inconsistency in the food supply resulted in test failures, class repetition, and ultimately high dropout rates among learners who did not attend school regularly. Delays in the disbursement of funds to vendors for food production had a major impact on the quality and quantity of food delivered to schools. The possibility of feeding learners regularly yielded no results because the vendors were not paid on time by the government, resulting in food being supplied on Mondays and missing Tuesdays.

All of these challenges correspond to previous studies. Several studies suggest that delayed fund release and insufficient allocation of funds have a significant impact on food quality and quantity supplied to schools (Acheampong, 2022). Similarly, Iddrisu, Gunu and Abdul-Rahaman (2022) found that the erratic release of funds challenged the implementation of SFPs in northern Ghana schools. The findings of this study suggest that the inconsistency in the food supply at school is a result of insufficient funding. These findings also show that inconsistency in the food supply caused pain to the learners, resulting in poor attendance and academic performance.

5.5.3.2 Sub-theme: Poor infrastructure of the programme

The participants in this study noted poor infrastructure as a challenge in the implementation of a SFP. The SMTs indicated that sometimes no provision had been made for plates, spoons and tap water in the school to run the programme effectively and learners did not come to school with their drinking water. Consequently, they went outside the school grounds to fetch water to drink after eating. They also mentioned that food was prepared outside the school grounds because the school did not have a kitchen and no dining hall to facilitate the programme. This was shown in the following participants' responses:

There is no provision for plates, spoons, and tap water in the school to run the programme effectively. If learners do not come to school with their drinking water, they go outside the school to fetch water to drink after eating. (Head of Department 3)

There are no sufficient plates, spoons, and cups because the number of learners is increasing daily. Learners eat with their hands instead of using spoons as a health precaution. (Head of Department 5)

Food is prepared outside because the school does not have a kitchen. It is a problem to cook the food outside because during rainy or windy days you can't finish cooking. (Deputy headteacher 5)

The learners do not have plates to collect food, rather they borrow plate cover to collect their food and use their hands to eat. No sufficient chairs and desks in the classrooms to accommodate learners because the programme brought a large number of them to school, causing the classrooms to become overcrowded. (Deputy headteacher 4)

Other participants stated the following:

There is no infrastructure provided for the programme, when it's time to eat the learners eat inside their classrooms or outside the classroom because there is no dining hall provided for the programme. (Headteacher 4)

My school has not been provided with plates, spoons, or cups to drink water from the tap, so I ask my learners to come with their plates to collect food whenever the food vendors are ready to supply food to the school. (Headteacher 6)

The above accounts indicate that there is still much to be done to meet the expected standard of the implementation of a SFP, which requires plates, spoons, tap water, a kitchen and a dining hall in the school. During school visits it was observed that no food was prepared in the school compound but done outside the school by the food vendors. The findings show that the inside view of the kitchen used to prepare learners' food was full of potholes and the outside view showed filth posing a health risk to the learners. These findings are underscored by Drake et al. (2016) who indicate poor infrastructure

and overcrowding as major challenges faced by schools in the implementation of a SFP. The responses of the participants above show that the food vendors prepared food outside because they did not have a proper kitchen in the school compound. Azubuike and Mbah (2019) point out that schools do not always have well-equipped kitchens to ensure that food is cooked in a clean and harmless environment. Maijers and Nalla (2019) suggest that prepared food is unsafe because it is prepared outside, it is unprotected and therefore vulnerable to germs.

The participants pointed out that when it was time to eat, the learners took turns sharing plates and spoons, and most of the time they ate in their classrooms or outside the classroom because there was no dining hall made available for the programme. Learners ate with their fingers instead of using spoons as a health precaution. This practice harboured a health risk on the part of learners of contracting diseases associated with poor hygiene. In most cases, sanitation was bad, and there was no water to drink or to wash hands. The findings indicate that poor infrastructure rendered learners vulnerable to ill health in most cases because they could not take food in a clean and safe environment. This viewpoint is reinforced by the study's findings, which revealed that participants reported that a SFP could pose a health risk to learners. In Ethiopia Zenebe et al. (2018) discover that a lack of water supply in the district, as well as a lack of food storage facilities such as kitchens, challenged SFP implementation. In addition to a lack of plates, spoons and forks, the schools also lacked sufficient chairs and desks in the classrooms to accommodate learners because the programme had brought a large number of them to school, causing the classrooms to become overcrowded.

The responses shown above align with what Ahern et al. (2021) found. The researchers properly recognised the challenges of a SFP as a lack of water supply, utensils, and kitchens or cooking appliances. The findings show that since there was no provision for plates or spoons, learners were asked to bring their own plates and spoons to collect food whenever the food vendors were ready to supply food to the school.

5.5.3.3 Sub-theme: Poor monitoring and evaluation

The participants in this study believed that poor monitoring and evaluation was one of the challenges facing the implementation of a SFP in the school. The SMTs determined that

the programme had not been monitored or evaluated regularly for more than three years, causing the vendors to behave irresponsibly. They stressed the need for the vendors to be using a uniform, inspection of how the programme was being implemented and checking whether the programme lacked basic amenities like plates, spoons and forks. The participants' responded as follows:

The programme has not been monitored and evaluated frequently for over three years now in schools causing the vendors to behave irrationally towards the programme. (Headteacher 2)

The government, through the Ministry of Education, just came once to monitor and evaluate the programme. I believe some of the challenges could have been tackled if the teams were to be coming here regularly. (Deputy headteacher 3)

Like the day the monitoring teams came, they indicated that it was a burden for the food vendors who prepare food outside school to be coming early to serve food. They also stressed the need for the vendors to be using a uniform so that those from very poor homes should be able to participate in the preparation of food instead of not participating due to lack of clean clothes. (Head of Department 5)

Some participants underscored the following challenges:

The programme is not well monitored and evaluated in school to inspect how the programme is being implemented in the school and to check if the programme lacks basic amenities like plates, spoons, and forks. (Deputy headteacher 1)

We are faced with poor monitoring and evaluation of the programme. Because the SFP implemented needs to be monitored to ensure the proper functioning of the programme, which is lacking in the school. (Deputy headteacher 5)

The statements above show that the programme was not monitored or evaluated regularly, causing the food vendors to act irresponsibly. Poor monitoring and evaluation resulted in food vendors not fully participating in the programme operation in the school. The findings show that poor monitoring and evaluation were a major challenge to the programme. They are in line with Aurino et al. (2023) who state that although a SFP

contributed to an increase in enrollment and attendance, enhanced participation of learners in the classroom, and generated jobs in the communities, it has come under criticism for its poor monitoring and evaluation. Okolo-Obasi and Uduji (2022) assert that the large number of different development projects supported by various donors, each with its own management and reporting arrangements, resulted in large and wasteful transaction costs for SFP learners since the programme was not properly monitored or evaluated.

The monitoring and evaluation teams did not take SFP implementation seriously compared to other school programmes. Jacob and Musa (2021) state that the implementation of a SFP can be unsuccessful if it is not closely monitored. The findings of this study show that there is minimal conscious effort systematically to monitor and evaluate SFP implementation in schools. They also show that the monitoring officers responsible for a SFP paid few visits to schools. The responsibility for monitoring and evaluating SFP implementation lies with the monitoring officers and most of them, according to the participants, did not visit schools to evaluate the programme.

5.5.3.4 Sub-theme: Poor data planning for the programme operation

School Management Teams experienced poor data planning, which affected the operation of the SFP. They acknowledged that the number of learners participating in the programme exceeded the number of learners assigned to the food vendors, resulting in inconsistency and service delays, and in a challenge in terms of the distribution of food in quantity to the learners. They mentioned that the food brought to school was not enough for the learners involved in the programme due to the data information obtained from the government that did not correspond to the total number they had in school. The interviewees expressed the following points of view:

The number of learners participating in this programme exceeds the number of food vendors assigned to serve, resulting in inconsistency and service delays.
(Headteacher 1)

Even the number of learners assigned to each food vendor does not align with the number of learners in the school, which poses a challenge in terms of distributing food in quantity to the learners. (Headteacher 2)

There is a lack of accurate information regarding the number of learners serving food from food vendors. That is, the number of learners the government gave to the food vendors does not match the number of learners in primary one to three in school. (Headteacher 3)

The food brought to school is not enough for the learners involved in the programme due to the data information gotten from the government that does not correspond with the total number will have in school. (Headteacher 5)

This challenge was also mentioned by other participants:

There is a problem with data information from the government because the school has three food vendors rather than six. After all, the learners are numerous, causing the food vendors to not come regularly. Furthermore, the number of learners receiving food exceeds the amount of food provided. (Deputy headteacher 1)

The government data collation of the total number of learners was inadequate. For instance, if the food vendors were allocated a total of ninety-six learners from the government to feed and transport to the school, the total number of learners in the school could be one hundred and thirty, which is quite different. (Deputy headteacher 3)

We are experiencing poor data planning or information because the number of learners the food vendors brought to school to feed is quite different from the total number of learners we have in school, which is affecting the quantity of food to serve the learners. (Deputy headteacher 6)

The excerpts above indicate that the number of learners participating in the programme exceeded the number assigned to the food vendors, resulting in inconsistency and service delays. This resulted in the food vendors not providing the accurate quantity of food needed to serve learners in school because the learner data did not correspond to

the total number of learners in school. The number of learners assigned to each food vendor did not correspond to the number of learners in school, which posed a challenge in distributing the quantity of food to learners. The findings of this study are corroborated by Jerono and Nzuki (2019) who maintain that most of the time the government's inadequate data planning results in inaccurate information being conveyed to school food vendors regarding the total number of learners to be served. The above research findings suggest that the participants were of the view that the government did not conduct proper research in getting the correct data on the number of learners participating in the programme before assigning them to the vendors for food provision. Government's poor data planning resulted in insufficient food delivery for the learners involved in the programme.

The number of learners provided by the government to be fed did not correspond to the number of learners from Primary 1 to 3 to be served. This could imply that the government was pessimistic about the programme's success and learner satisfaction. Gundersen and Ziliak (2018) assert that to have successful SFP implementation, monitoring and evaluation officials should be prepared to inspect every school involved in the programme. The participants said the food vendors allocated to some schools were too few to serve learners due to the high increase in enrollment, causing the food vendors not to pitch regularly. Feeding a large number of learners was always challenging due to the quantity of food provided by food vendors. What Gundersen and Ziliak (2018) state resonates well with what the participants stated when they said no inspection had been done by the monitoring officials. It appeared as if the government data collation of the total number of learners was inadequate. For instance, if the food vendors were allocated a total number of ninety-six learners to feed and transport to the school, the total number of learners in the school could be one hundred and thirty resulting in a food shortage, which means learners were sometimes served little food. The findings show that poor data planning information affected the programme, and also affected learners. The findings also show that poor data planning had a negative impact on the programme.

5.5.3.5 Sub-theme: Delays in food delivery to school

Delays in food delivery to school by the vendors were noted as a challenge in the implementation of a SFP. The participants believed that the pattern of food vendors arriving late to deliver food occasionally interfered with school activities, especially class lessons, and the teachers complained loudly because they would not be able to cover the curriculum when interrupted. They mentioned that the vendors were sometimes not reliable, and the food was not delivered on time, causing lessons to stop halfway to attend to feeding. The participants stated the following:

The vendors are sometimes not reliable, but the new vendors are good. But the former vendors uuh. If there is a problem between the food vendors and the government about the poor delivery of food, the food vendors become angry and overreact to the management. (Headteacher 1)

The challenge is when the food is not delivered on time. The school lesson has to stop halfway to attend to feeding or the learners wait till breaking time which leads to the division of attention because some learners come to school without taking breakfast at home to cope with the delays in food delivery. (Deputy headteacher 2)

The pattern of food vendors arriving late to deliver food occasionally interferes with school activities, especially class lessons, and the teachers complain loudly because they will be unable to cover up the curriculum when interrupted. (Headteacher 3)

Statements by the participants and the analysis of records confirmed that the food vendors did not deliver food according to the schedule. Consequently, the lessons timetable was disrupted after the food arrived. The participants complained that the food that was supposed to be served as breakfast for learners to function well in classroom activities was served after breakfast hours, resulting in the following activities: they ate slowly and then cleaned their classrooms, which eventually disrupted the normal lessons. These findings concur with the WFP (2019) that states that feeding should take place as early in the day as possible to be most beneficial in improving learner performance and concentration in classrooms. The findings show that delays in food delivery to school affected learners' and teachers' subsequent preparedness and attentionspan because

some learners came to school without having breakfast at home. Participants were of the view that teaching time was wasted, and learners lost time that should have been used for learning. The participants' perspectives appeared to support Azubuike and Mbah's (2019) assertion that feeding at late hours in school can affect learners' time in school and decrease learners' level of attention and concentration in class.

Apparently delays in food delivery interfered with the proper activities of the school. The findings suggest that to cope with the delays in food delivery, changes had to be made to the school programme. Similarly, the participants argued that the pattern of food vendors arriving late to deliver food occasionally interfered with school activities, especially school lessons, causing teachers to complain loudly that they would be unable to complete the curriculum when interrupted. The findings suggest that delays in food delivery to schools posed a challenge to teachers to complete the school curriculum. The time at which the food was provided had a substantial impact on promoting or inhibiting learning in class. Mafugu (2021) reports that some schools continued to feed learners after 10:00. The researcher indicated that schools fed their learners late because of food quantity, late delivery and poor infrastructure.

5.5.3.6 Sub-theme: Inadequate training for the programme

The participants in this study believed that inadequate training of food vendors was also a challenge to the implementation of a SFP. The SMTs mentioned that the vendors lacked proper training concerning the programme because most of the food vendors were doing the work based on instructions given by the Ministry of Education. Many of the vendors did not have certificates in catering and they had not undergone any training on how to prepare quality food. This was shown in the participants' responses:

The vendors lack proper training concerning the programme because most of the food vendors are just doing the work based on instructions given by the Ministry of Education. They don't have programming knowledge, except for common knowledge about the preparation of food. (Headteacher 1)

Another challenge confronting the implementation of the SFP in the school is a lack of proper training for the food vendors to understand what they are meant to do in the

programme. Instead of the Ministry of Education organising an annual training programme, they only instruct them on what to do. (Deputy headteacher 2)

The food vendors lack training in understanding their roles in the programme perfectly. Something some vendors don't wear their uniforms and cap when serving. (Head of Department 1)

One participant stated the following:

Many of the vendors don't have certificates in catering and they don't even go through any training on how to prepare quality food. (Head of Department 2)

The above quotations indicate that inadequate training of the food vendors resulted in the poor implementation of a SFP. The fact that food vendors had not been effectively trained on how to take care of the food affecting the implementation of aSFP. The participants were of the view that many of the vendors did not have certificates in catering and they had not undergone any training on how to prepare quality food. Inadequate training made it challenging for the food vendors to prepare quality food for the learners. The findings of this study suggest that inadequate training made the programme challenging for food vendors because they were unaware of their responsibilities in the programme implementation. Participants were concerned about the necessity for ongoing training for food vendors. While the National Framework for Food Security in Swaziland Schools states that food vendors will be trained, they should also be monitored for cleanliness and proper food management, ensuring that there is minimal wastage (Mamba, 2015). The responses from the participants show that the food vendors were trained at the start of the SFP implementation, but there was no further training after that.

The findings show that the food vendors were not continuously trained on how to prepare quality food, and this challenged the SFP implementation. The programme effectiveness in schools was hindered by a lack of adequate training from the Ministry of Education. Essentially, many vendors were carrying out their duties based on instructions provided by the government without sufficient training. Kwena (2019) discovers that food vendors were not adequately trained on how to take care of the food prepared. The participants said that the food vendors did not have programming knowledge, aside from the

common knowledge they had acquired outside of the programme. This viewpoint resonates with Petchoo, Kaewchutima and Tangsuphoom's (2022) contention that for a SFP to function well, experience from the vendors who made the food was required as well as programme knowledge of SFP implementation. The end result of Petchoo et al.'s (2022) argument is that if food vendors are not adequately trained in food preparation and hygiene, they may produce harmful food in unsanitary settings, resulting in food poisoning among learners. However, implementing a SFP in these schools was challenging because most vendors were unaware that they had to wear their uniforms and caps when serving to practise hygiene. The findings of this study suggest that inadequate training can be addressed if the government organises an annual training programme for food vendors involved in the programme. Even if the programme lacked adequate training, it could still perform well as long as the food vendors were dedicated and ready to work hard.

5.5.3.7 Sub-theme: Corruption and mismanagement among the implementers

Corruption and mismanagement among programme implementers were also recognised as a challenge to SFP implementation. The participants said that there was corruption in the area of disbursement of funds to the food vendors. They also mentioned that the food vendors complained that instead of disbursing funds to purchase food items, the government sometimes provided inadequate items needed to prepare the food. This was indicated by the following participants:

There is corruption in the area of disbursement of funds to the food vendors. For instance, food vendors do complain about not giving them an equal amount of funds when they are called for catch-out funds. (Headteacher 5)

I don't understand why people steal from the programme meant for learners. The programme agencies at the local government were set aside to specifically take charge of the feeding programme in schools in the area, even though there is school management. We trusted these people but to hear that they divert money to their accounts is very disappointing. (Deputy headteacher 6)

There is corruption among the implementers at the local government level because the food vendors complain that instead of disbursing funds to purchase food items, they sometimes provide the items needed to prepare the food which are not sufficient to prepare learners' food. Also, learners did not take food throughout the last month because there were no funds to prepare food. (Head of Department 3)

The food vendors complained of corruption in the system because when it was time for the government to disburse funds to them to carry out the programme, the vendors received cooking items instead of funds to purchase the goods from the market. (Head of Department 6)

The above quotations show that corruption and mismanagement of funds had a negative impact on SFP implementation in a variety of ways. Participants believed that there was corruption in the disbursement of funds to food vendors. For instance, the food vendors complained about not giving them acceptable amounts of funds when the school feeding agencies at the local government called for disbursement. The participants pointed out that funds' mismanagement among the implementers at the local government office affected school feeding when the vendors complained of corruption in the area of disbursement of funds. School Feeding Programme officers in control of the programme were unconcerned regarding the implications of not releasing the accurate amount of funds to the food vendors to prepare food. It is possible that the officers were underpaid so they did not consider the repercussions of mismanaging funds allotted for SFP implementation. Embezzlement of school feeding funds had a significant impact on the quality and quantity of food provided to learners and left a large number of learners without food in school (Olajubutu et al., 2021). Chakrabarti et al. (2021) state that corruption and mismanagement were just two of the challenges that impeded the programme's seamless operation because there were those who would not hesitate to take from starving learners. As a result, the constitutional rights of millions of children from low-income households were violated, with little or no responsibility on the part of the numerous perpetrators. The findings show how much the agencies devalued the feeding programme and concentrated solely on their interests. They had little regard for the SFP

when they chose to fill their pockets rather than disburse the correct amount needed for programme implementation.

The implementers were trusted people but to hear that they diverted funds to their accounts was very disappointing. School learners became victims because they did not obtain the required amount of food needed to sustain them in school. Some learners did not take food for about a month because the fund released could not supply the quantity of food needed in the school. The finding shows that during the disbursement of funds by the government for food preparation, the SFP agencies provided cooking items instead of allocating funds for vendors to independently purchase the necessary food items. This suggests that the lack of accountability that led to corruption and mismanagement was very common among the programme implementers. Similar to findings from the reviewed literature, these findings corroborate what participants said about corruption and mismanagement of funds among the implementers that affected the work of the vendors in the distribution of food to learners. Mismanagement of funds prevented the vendors from performing their duties in supplying quality food to schools (UNESCO, 2019). The participants affirmed that the implementers stole from the programme melt for learners. A study conducted by Chakrabarti et al. (2021) reveals that corruption among the officials of SFPs, gravely affect the quantity of food supplied. Similarly, Sitao (2018) states that SFP exposure to corruption and mismanagement affects the input of the food vendors in preparing nutritious to learners.

5.5.3.8 Summary of Theme 3

The SMTs identified the challenges they faced when implementing a SFP in their schools. They identified insufficient funding of the programme, poor infrastructure of the programme, poor monitoring and evaluation, delay in food delivery to schools, inadequate training for the programme, corruption and mismanagement among the implementers, and poor data planning for the programme operation as the challenges they faced.

5.5.4 Theme 4: Strategies used by School Management Teams to deal with School Feeding Programme challenges

The participants faced many challenges; they implemented different strategies to deal with SFP challenges that they were facing in their schools. The strategies used were

monitoring and evaluation, provision of adequate funding, consistency and scheduling of the programme, effective training for the management and vendors, formulating rules and regulations for the programme, and adopting a flexible food menu.

5.5.4.1 Sub-theme: Providing a monitoring and evaluation mechanism

Providing a monitoring and evaluation mechanism in the school was one of the strategies used by SMTs to allow the programme to function well despite the challenges they faced. The participants acknowledged that for the vendors to be committed to their job, they monitored and evaluated their work. They took time every Monday, the first day of the week to evaluate the food supplied, the vendors, and the learners to see if everything had been done as indicated in the government programmer guidelines. In response, the participants stated the following:

I report to the office of those in charge of the programme at the local government what we are experiencing, and I requested for monitoring and evaluation teams to come and inspect the programme in school. (Headteacher 2)

For the vendors to be committed to their job, I monitor and evaluate their work. Because I've observed that whenever the vendors notice that you are monitoring them, they become more serious with their jobs. I do this most of the time to see if the food menu has been followed strictly. (Headteacher 5)

We take time every Monday, the first day of the week to evaluate the food supply, the vendors, and the learners to see if everything is done as implemented in the government programme guidelines. (Headteacher 6)

I monitored the serving of the food by making sure that the food provided goes around among the learners involved. (Head of Department 2)

Informing the government about assigning monitoring officers is another way to monitor the programme as some participants put it:

I inform the government about assigning monitoring officers to evaluate the programme and the work of the food vendors in school. (Head of Department 3)

Monitoring of the programme is an exercise that needs to be done strictly because when funds are released to the state government, some monitoring and evaluation teams from the federal government should be assigned to monitor and evaluate the distribution of funds to ensure that they are distributed accordingly. (Head of Department 5)

I usually communicate with the officers in charge of the programme regarding the current state of the programme that needs monitoring in school. Because I think that monitoring officers coming regularly to inspect the programme will make the food vendors work diligently. (Head of Department 6)

The quotations above show that the participants valued the need to monitor and evaluate a SFP to improve its functioning in school. The participants acknowledged that for the vendors to be more committed to their job, their work was monitored and evaluated. It shows that the participants monitored the vendors in getting them to be more focused on the job to help the learners obtain the food required for the day. The findings of the study suggest that monitoring and evaluation mechanisms greatly influenced food vendors in being serious and committed to their job. The findings corroborate Untoro et al. (2017) contention that monitoring and evaluation are essential management responsibilities for ensuring that everyone involved in the programme is completely dedicated to reaching SFP objectives and keeping the implementation process on track. Aside from monitoring the vendors to ensure the seamless operation of the programme, a report was sent to the government office by those in charge of the programme, requesting monitoring officials to come to inspect the SFP operation. The findings indicate that monitoring and evaluation mechanism encouraged work commitment, teamwork and good output in the programme, assisting the SMTs and vendors in accomplishing the programme objectives. The findings also show that the monitoring and evaluation mechanisms motivated the vendors to take their work seriously and check to see whether the food menu was strictly adhered to in the school.

Participants dedicated time every Monday, marking the beginning of the week, to evaluate the quality of the supplied food. They also monitored the food vendors by ensuring that the learners were served appropriately. This finding is consistent with Eluya (2019) who

suggests that SFP implementation necessitates effective monitoring and evaluation mechanisms to ensure the programme accomplishes its objectives and goals. A School Feeding Programme is a capital-intensive sanitation project that requires monitoring and evaluation mechanisms to verify that the targeted goals and objectives are achieved. Apart from this, the participants monitored the serving by ensuring that there was enough food for the learners involved. Monitoring and evaluation mechanism were essential in the implementation of a SFP; even if the funds provided were insufficient to run the programme fully, adequate experience and knowledge in monitoring the programme frequently would assist in the short-term and long-term run.

The participants were of the view that strict monitoring and evaluation of the programme was required because when funds were released to the state government, some monitoring and evaluation teams from the government needed to be assigned to monitor and evaluate the distribution of funds to ensure that they were distributed appropriately. The findings suggest that regular communication with the programme officers regarding the present state of the programme required a monitoring strategy because the presence of monitoring officers who visited the programme frequently would increase everyone's commitment to the programme's success. Evidently, with an efficient management apparatus in place, as well as ongoing monitoring and evaluation procedures, there was the possibility of recognising and resolving impending challenges within SFP implementation early enough to avoid an escalation (Hassanally et al., 2020).

5.5.4.2 Sub-theme: Provision of adequate funding

A School Feeding Programme is impractical without adequate funding; it is a key player in safety intervention for learners at school. The participants mentioned that they did contact the school feeding agencies at the local government, asking them to speed up the release of funds to the vendors when they had not set their eyes on the vendors to supply food for about three weeks or more. They also stated that the funds given to food vendors should be increased and paid on time to supply food consistently to schools. Participants mentioned the following:

Since there is nothing, we can do to change the situation on the issue of funding, we plead with the food vendors to always supply food whenever they are paid, I do

occasionally call them to confirm if they have been paid in order to supply food to learners. (Headteacher 3)

Well, I do contact the school feeding agencies at the local government asking them to speed up the release of funds to the vendors when I have not set my eyes on the vendors to supply food for like three weeks or more in school. (Headteacher 4)

I have to contact the local government office of those in charge of the programme to let them know that the vendors have not been supplying food to school due to the complaint of funds. (Headteacher 4)

The issue of funds is reported to the SFP officers at the local government for prompt effectiveness in order for the programme to be consistent. (Deputy headteacher 1)

Other participants stated the same as those mentioned above:

I do nothing since it's the issue of funds, I think the funds given to food vendors should be increased and paid on time in order to consistently supply food in the school. (Deputy headteacher 5)

Well, I notified the officers in charge of the programme that the funds given to the food vendors must be increased because something the vendors supply food of low quantity. (Head of Department 5)

The above responses indicated that the participants tried to source funds that would contribute significantly to the implementation of the SFP. The participants were of the view that since there was nothing, they could do to change the situation on the issue of funding, they pleaded with the food vendors to supply food whenever they were paid. They also mentioned that they occasionally called the vendors to confirm whether they had been paid to supply food to learners. The programme apparently had the potential to be successful if funds were made available. This assertion is supported by Olubayo (2015) who conducted a study in Kenya where adequate funding was recommended to have a positive influence on SFP implementation. The findings of this study suggest that contacting the local government's school feeding agency and urging them to speed up the release of funds to the vendors when the vendors did not supply food for three weeks

or more was another strategy adopted by SMTs. This proved to be a good strategy because it hastened the release of funds to the vendors to prepare food when SMTs openly complained to school feeding agencies about the lack of food in the school. The provision of funds was a deliberate tactic used to bind the vendors to their duties; with adequate provision of funds, vendors would be motivated to supply food regularly.

The participants interviewed felt that contacting those in charge of the programme to let them know that the vendors had not been supplying food to the school due to their complaints about funds would help the situation. School feeding agencies should provide adequate funds needed to supply food at school, which would encourage learners to attend school frequently. The findings of this study suggest that the funds given to food vendors be increased and paid on time to ensure that food is consistently available in school. The findings also show that the funds given to the food vendors should be increased because the vendors provided limited quantities of food to schools. These findings are in agreement with Alabede (2022) who maintains that there is an urgent need to increase funding for SFP implementation due to budget constraints and heavy reliance on donor funding, which has influenced the implementation of a SFP. This is also consistent with Dago and Yogo (2022) who state that a well-coordinated financial structure is required to use the allocated funds for the implementation of a SFP.

5.5.4.3 Sub-theme: Consistency and scheduling of the programme

Another strategy used by the participants to keep their learners coming to school on a regular basis was a consistent food supply. The SMTs acknowledged that all they did was to encourage the vendors to supply food consistently, even if the quantity was small for learners' satisfaction. They mentioned that they usually communicated with the officers in charge of the SFP to supply food consistently because when food had been unavailable in school for weeks, they bought learners food from their pockets because many of them arrived at school hungry. The statements below represent the participants' points of view:

All I do is encourage the vendors to supply food consistently, even if the quantity is small for learners' satisfaction. (Headteacher 1)

As we all know, the programme needs a consistent supply of food for it to be in full operation, so I counsel the vendors to be persistent with food supply in order to encourage learners to attend school. (Deputy headteacher 2)

I usually call the food vendors to know when they will be coming to supply food to school in order to inform the learners. I make sure I communicate with the officers in charge of the SFP to make the supply of food consistent. (Deputy headteacher 4)

Reporting was another management skill that the school management employed. Participants stated the following:

When food is unavailable at school for weeks, we usually buy them food from our pockets because many of them arrive at school hungry. As a result, I think that the government should be consistent with the programme. (Deputy headteacher 6)

Most of the time I write to the programme agencies to address the issue affecting the programme by reimbursing the food vendors for a consistent supply of food. (Head of Department 2)

The views shared by SMTs were an indication that they believed that encouraging the food vendors to supply food consistently, even if the quantity was small, was a good strategy to use to tackle SFP challenges. The participants set aside time to facilitate and speak with the vendors about providing food whenever they were paid. Consistency in food supply aided the programme's stability and dependability, which improved learners' attendance in school. Such an initiative showed the SMTs' commitment to ensuring that food was given regularly to produce positive results for the learners' well-being at school. The findings of this study suggest that once the school food supply was consistent, learners began to attend class on a daily basis. The findings are corroborated by Kwena (2019) who asserts that learners started attending class regularly once there was consistency in the school food supply. In practice, the programme required a consistent supply of food to function properly. Kiilu and Mugambi (2019) postulate that it is crucial that SFP implementation is constant to keep learners in school to study since they require food to stay longer. To address pertinent challenges both then and in the future, they

could, for instance, encourage food vendors to provide food regularly. The vendors were motivated to be consistent with food supply to improve learners' attendance in school.

The findings of this study show that the programme was made available to learners consistently so that they could depend on it as a source of food. It also implies that consistency in food supply maximised its potential in enhancing learners' educational achievement and prevented school hunger. The participants were of the view that calls were made to the food vendors to find out when they would supply food to inform the learners involved in the programme. Aside from this, the participants also tried to communicate with the officers in charge of the SFP to ensure that the food supply was constant. Because food was regarded as an essential item, SMTs communicated with the school feeding agencies about the importance of providing food on a regular basis to reduce learners' short-term hunger. When food had been unavailable in school for weeks, the SMTs usually bought learners' food from their pockets because many learners arrived at school hungry. Finding strategies for tackling SFP challenges was essential if the programme was to meet its intended objectives. Research conducted in Osun-state Nigeria by Adebisi et al. (2019) found that the more SFP implementation was taken seriously, the less were the absence and dropout rates of learners. These findings indicate that SMTs were concerned about feeding the learners, even if the food supply was unavailable.

5.5.4.4 Sub-theme: Effective training of the management and vendors

The participants devised an effective training strategy to better their own performance and that of the vendors in implementing a SFP. School Management Teams mentioned that sometimes they called short meetings to train themselves on how to manage the vendors and learners involved in the programme. They stated that sometimes they trained the food vendors by educating them on their roles and responsibilities in the programme as well as on what to wear, how to serve, whom to serve, whom to report to and how to handle learners' food appropriately. The interviewees said the following:

I sometimes create short meetings with my team members to train ourselves on how to manage the vendors and learners involved in the programme. We chat and talk about how to do the work perfectly in order to get a good result. (Headteacher 1)

I call for training sometime after school hours to sensitise the food vendors on how to make the programme more effective in school in order to satisfy the learners involved as we sometimes neglect our responsibilities. (Headteacher 5)

My team member and I do organise training internally to incorporate knowledge into the programme's effectiveness, I give them training by reminding them of their roles in the programme. (Deputy headteacher 3)

I sometimes sent messages to the school feeding agencies, reminding them that everyone participating in the programme needs to receive efficient training for the betterment of the programme. (Head of Department 1)

Other participants explained that:

Sometimes I train the food vendors by educating them on their roles and responsibilities in the programme. Because with all this put in place, the programme will run successfully as expected. (Head of Department 2)

I trained my food vendors in my own little way on what to wear, how to serve, whom to serve, who to report to and to know how to handle learners' food appropriately. (Head of Department 4)

The participants implied in the above responses that training was done to ensure that they and the vendors were reminded of their responsibilities concerning the programme. School Management Teams strived to hold in-service training among themselves that would enlighten them on how to manage the vendors and learners participating in the programme. Atta and Manu (2015) state that effective training includes mapping out and discussing how to handle tasks perfectly. School Management Teams planned ahead of time when they would train themselves and the food vendors. They presented a quick workshop within the school to train themselves and the vendors on SFP operation, management and food preparation to encourage them to do their best. The findings show that SMTs value training by reminding themselves and vendors of programme objectives and comparing them with the previous year's success to help them perform to the best of their abilities. Mafugu (2021) recommends that workshops be held to train school management and food vendors on how to implement a SFP.

The participants also strived to attend after-school training to educate the food vendors on how to make the programme more effective to satisfy the learners involved. School Management Teams made every effort to train and prepare the food vendors on the nutritional food to be prepared. The participants were of the view that creating effective training on nutritional food and how to share the food provided assisted in achieving the programme objective of feeding learners. However, the reason for this could be that if vendors did not undergo training on how to prepare nutritious food, they might become frustrated and unable to perform their responsibilities. In-service training was another strategy used to integrate knowledge into the programme efficiency and provide training to vendors to remind them of their roles in the programme. School Management Teams prioritised training that would assist and prepare vendors to perform their duties well. Literature corroborates what participants stated about in-service training, namely that, when SMTs and the food vendors were trained on how to manage and operate the programme, SFP objectives would be achieved. Obumneke-Okeke et al. (2019) assert that in-service training programmes in Kenya improve the qualities of school management and food vendors, which tend to impact positively on SFP implementation. The authors go on to say that in-service training is vital in the modern environment for improving SFP implementation. In-service training can be used to develop trainees' roles and capacities to improve vendor performance in terms of knowledge and skills. In-service training enables school managers to take their jobs more seriously (Ramachandran, 2019). The vendors needed more training than SMTs as they were the only ones who needed training because they prepared and supplied food to learners.

5.5.4.5 Sub-theme: Formulating rules and regulations for the programme

One of the strategies used by SMTs to keep everyone on track was to formulate rules for the SFP. The participants mentioned that they dealt with the challenges by reporting the then state of the programme to the programme agencies and outlining the necessary changes that had to be made for the programme to be implemented successfully. They also formulated rules and regulations to guide both the food vendors and themselves on the dos and don'ts needed in the programme. Participants' responses were the following:

I dealt with the challenges by reporting the current state of the programme in the school to the programme agencies and outlining the necessary changes that must be made in order for the programme to be successfully implemented in the school. For instance, I state in the report that the implementation programme needs a sound rules structure. (Head of Department1)

I formulate rules and regulations in the school in order to guide both the food vendors and us on the dos and don'ts needed in the programme. (Deputy headteacher 5)

Even on my own, I write out rules and regulations for the programme in my school for the food vendors to be more serious and committed to the programme. Because the government has not provided any rules for the programme to follow. (Headteacher 6)

Another participant mentioned the following:

I sometimes formulate rules when I notice that the vendors are not been serious with their duties in order to adjust themselves. I also report to the officers that policy development concerning the programme is needed in the school to make everyone committed to their work. (Headteacher 3)

The above verbatim quotations show that the participants tried to formulate a rules strategy within the school to address any irregularities in the programme. Any discrepancies in the programmewere managed in the school by formulating rules that would guide and correct any form of abuse in the programme. The participants strived to formulate rules and regulations that governed everyone participating in the programme. The findings of this study suggest that it is possible that SMTs were aware of the rules and regulations strategy formulated in the school to aid in the successful implementation of the programme since the government did not provide rules regarding the programme to the schools concerned. The rules and regulations formulated in the school were an alternative guide for SMTs and the food vendors to run the programme effectively. The participants' attention to rules formulation suggested that the rules and regulations formulated for the programme in their school made them and the food vendors more serious and dedicated to the programme because the government did not provide them with rules to follow. This appears as if the rules and regulations formulated within the

school guaranteed the programme implementation, urging everyone involved in the programme to perform well. The findings of the study show that the SMTs were sympathetic and concerned about the programme's success. The evidence generated from the participants in the study suggests SMTs were of the view that their schools were not provided with rules that would guide them on what to do. This finding is surprising because regardless of these challenges, School Management Teams of the participating schools formulated rules and regulations that can be regarded as one of the strategies they used to support SFP implementation in their school. Even if the schools were not given programme policies, SMTs should be decisive in formulating programme rules and regulations in guaranteeing its operation is successful. The findings are aligned with Van Kleef et al. (2022) who state that when the programme is properly implemented, the school feeding policy coordinates all aspects of the SFP, including curriculum, food vendors, school food provision and training of school managers involved, as well as establishing links with learners' families and monitoring and evaluating the programme. In supporting the argument, Jones, Ruge and Jones (2022) state that SFP rules have a broad scope, addressing not only learners but also school management, school personnel, community members and government institutions.

5.5.4.6 Sub-theme: Encouraging parental and community participation

The participants devised strategies for supporting the programme by encouraging parental and community participation in the implementation of the SFP. They acknowledged that they sometimes encouraged parents and even community participation if the food supply was being delayed for a very long time to keep the learners in school. They also stated that if food was not supplied within a month in their school, they tried contacting some parents to take part in the programme by donating some snacks for the learners involved to make them keep attending school. This is what the participants said:

I sometimes encourage parents and even community participation if the food supply is been delayed for a very long time in order to keep the learners in school.
(Headteacher 6)

If food is not supplied within a month in school, I try to contact some parents to take part in the programme by donating some snacks for the learners involved in order to make them keep attending school. (Deputy headteacher 3)

I something involved parents and the surrounding community to participate by assisting in providing little they can afford to assist the poor learners in school. (Deputy headteacher 6)

I encourage the community to participate in the programme and they sometimes provide us with water. (Head of Department 1)

The participants tried to use parental and community participation strategies to manage learners' short-term hunger. They were of the view that when food vendors failed to supply food to the school for a prolonged period, they resorted to establishing relationships with learners' parents who could assist in donating snacks or food to alleviate learners' short-term hunger in school. School Management Teams resorted to this strategy since the government did not provide food at specified times and months to keep learners at school. A National School Feeding Programme, according to Jayaraman and Simroth (2015) should include substantial parental participation and ownership by key stakeholders, including the beneficiaries' learners. It appears that establishing cordial relationships with parents aided the programme in tackling learners' hunger in school. The findings show that SMTs were proactive in addressing the challenge of learners' hunger that affected their educational achievement. Aliyar, Gelli and Hamdani (2015) indicate that parents should become volunteers in the nutrition programme to support what the government was providing to schools.

The participants mentioned that, due to the government's lack of water supply to schools, the community volunteered and occasionally supplied water to the school for learners to drink during SFP operation. Kiilu and Mugambi (2019) state that the communities were eager to volunteer to supply water to the participating schools. The researchers also determined that community participation in the SFP aided food vendors' work by supplying water for them to accomplish their tasks. This finding is consistent with Mostert (2021) who contends that participation is critical for establishing a community bond

towards SFP implementation. Adekunle and Christiana (2016) state that parent involvement and support have a profound influence on the implementation of a SFP.

5.5.4.7 Sub-theme: Adopting a flexible food menu

Adopting a flexible food menu is another strategy used by the participants to serve the learners involved in the programme. School Management Teams revealed that they motivated the food vendors to supply food aligned with the government-provided food menu. The following statements reflect the participants' points of view:

I motivate the food vendors to always supply food with the government-provided food menu. Because most of the time they supply food that does not correspond with the one we have on the food menu for the day. (Headteacher 2)

I tried my best to make sure the food vendors complied with the food menu when supplying food to the school. (Headteacher 4)

I do this most of the time to see if the food menu has been followed strictly and if the distribution of food from Monday to Friday is done according to the laid menus structured by the government. (Headteacher 5)

A participant stated the following:

I always make sure the food menu is followed strictly because most of the time the vendors do serve other kinds of food different from what is on the food menu timetable. (Deputy headteacher 1)

Participants in the statements made above mentioned that they motivated the food vendors to supply food that was aligned with the government-provided food menu. The finding shows that the participants strived to make sure that the food vendors adhered to the government food menu, because most of the time the food vendors supplied food that was not aligned with the government food menu for the day. The School Management Teams conducted daily inspections from Monday to Friday, ensuring that the provided foods adhered to the government-structured menus. It seems that learners were appropriately nourished during the school day with the right food selections. These findings are in line with Ahern et al. (2021) who suggest that food menus are a food-

optional timetable intended for vendors to serve food to learners with set ingredients and types of food for each day. School Feeding Programme implementation requires uniform food menus and is solely guided by the government's general mid-day food (Khalidi & Gen., 2020). They go on to say that a standard food menu was created while considering what local items could be easily obtained. The participants were of the view that they tried creating weekly simplified menus timetables from the government menus supplied to the school. The findings show that SMTs regularly inspected the kind of food delivered to school each day to see if it matched the ones on the food menu for the day. The food menus were established in a participatory manner with local, district and national stakeholders, with a focus on the utilisation of nutritious and readily available food (Gearan & Fox, 2020).

5.5.4.8 Summary of Theme 4

The findings for this theme indicate that SMTs established different strategies to deal with the SFP challenges they were facing in their schools. They provided monitoring and evaluation mechanisms, adequate funding, made the programme consistent and scheduled, provided effective training for the management and vendors, formulated policies, encouraged parental and community participation, and adopted a flexible food menu for preparing nutritious food for school learners.

5.6 CONCLUSION

In conclusion, the findings gathered from the participants through the interviews, document analysis and observations were presented and discussed in terms of each research/interview question, and the theoretical framework as well as the literature review was presented and discussed. In this chapter, the data that was gathered from the participants was presented, analysed and interpreted. During the analysis, four themes emerged: the role of SMTs in implementing a SFP, the reasons for the implementation of the SFP, challenges faced by SMTs when implementing the SFP, and strategies used by SMTs to deal with SFP challenges. The themes were further sub-divided into sub-themes to explain them. The data revealed that the role of SMTs in implementing the SFP included supervising the SFP, monitoring and evaluating it, coordinating the food vendors'

work, creating a conducive environment for the SFP, sharing duties and teamwork among members, directing the food vendors, and writing reports about the programme.

School Management Teams stated the reasons for SFP implementation to manage learners' short-term hunger, improve learners' nutrition and health status, increase learners' attendance in school, encourage school enrollment, and enhance learner academic performance. They also mentioned that the challenges they faced when implementing the SFP were insufficient funding of the programme, poor infrastructure for the programme, poor monitoring and evaluation, inadequate training for the programme, delay in food delivery at school, poor data planning for programme operation, and corruption and mismanagement among the implementers. They developed strategies that assisted in the implementation of the SFP. In the next chapter, I present and discuss key themes, trends and patterns that emerged from the presented data in Chapter 5.

CHAPTER 6

DISCUSSION OF KEY THEMES EMERGING FROM THE FINDINGS

6.1 INTRODUCTION

The previous chapter presented a descriptive analysis of the findings from the interviews and observations that were triangulated with document analysis. The findings were

presented in themes and sub-themes supported by direct quotations by the participants. In this chapter, I present and discuss the key themes that emerged from the data and the theoretical analysis findings, aligning them with Henri Fayol's (1949) Administrative Management theory as well as the literature on this topic. The chapter does not seek to exhaust all of the themes and sub-themes that emerged but rather focuses on the main themes that I believe are important for answering the research questions stated earlier in this study. Each finding led to a specific theme and in some cases a sub-theme, which is presented and analysed in this chapter. When discussing the themes, conscious efforts were made to relate the findings to the research questions, literature, and theoretical framework offered in this thesis.

6.2 RESEARCH QUESTIONS

The study was underpinned by the following research questions:

- What are School Management Teams' experiences in implementing a School Feeding Programme in Nigeria public primary schools?

The sub-research questions for this study were as follows:

- How do the School Management Teams implement a School Feeding Programme in Nigeria public primary schools?
- What is the rationale for the School Management Teams to implement a School Feeding Programme in Nigeria public primary the way they do?
- What challenges do School Management Teams in Nigeria public primary schools experience in implementing a School Feeding Programme?
- How do School Management Teams mitigate the challenges they experience in the implementation of a School Feeding Programme in Nigeria public primary schools?

6.3 DISCUSSION OF RESEARCH FINDINGS

This section provides an exploration of the findings within the context of existing studies conducted in the same research domain. Additionally, the discussions are elucidated through the lens of Henri Fayol's Administrative Management Theory (1949), offering a

framework to comprehend and interpret the discovered insights. The findings of this study address the role of SMTs in implementing a SFP and the reasons for SFP implementation, challenges SMTs faced when implementing a SFP, and strategies used by SMTs to deal with challenges of implementing a SFP.

6.3.1 The role of School Management Teams in implementing a School Feeding Programme

School Management Teams in this study participated in SFP implementation in their schools and performed different roles in the process. The roles were supervising the programme, monitoring and evaluating the programme, coordinating the programme, creating a conducive environment for the programme, sharing duties and teamwork among members, directing the food vendors, and writing reports on the programme.

6.3.1.1 Supervising the programme

School Management Teams in this study decided that to implement a SFP successfully, they should supervise its daily operation and management. They were tasked by SFP officers to supervise the food provided to see if it was aligned with the food menu for the day before serving the learners. They checked how the school vendors handled food, inspected the quality of the food served and ensured that the food was delivered on time. This finding supports the finding in the study conducted by Roothaert et al. (2021) who found that the members of SMTs were accountable for the daily supervision of a SFP. A study conducted by Sidibe et al. (2019) found that the tool of supervision used by SMTs assisted them in determining whether the food supplied was aligned with the government food menu for the day before serving the learners. School Management Teams in the present study fulfilled their designated roles by actively supervising the daily programme operations to ensure the flawless management of all activities.

By supervising the SFP, SMTs were able to identify the learners who did not eat even though they were among the learners who were supposed to be part of the programme. The participants in the programme noticed something unusual. They could easily distinguish the learners who had not had food from those who had. Not only did they notice this, but they also took it upon themselves to guarantee that food was promptly delivered to those in need. There were several potential reasons for this result. It could

be due to instances where certain learners' names were unintentionally omitted from the food vendors' lists or because these learners were absent during food service in their respective classrooms. Another possible explanation was that SMTs wanted to ensure that all learners involved in the programme received their daily food through a supervisory process, which was critical to the programme's effectiveness. This finding resonates with Awuor (2016) who asserts that SMTs carried out the responsibility of supervising the vendors and learners to ensure the quality implementation of the SFP. The finding corroborates Edwards's (2018) that states that Administrative Management Theory highlights the importance of managers supervising tasks, which directly applies to the oversight required in ensuring the proper implementation of a programme. Effective supervision is crucial in a SFP to maintain food quality and compliance with government guidelines. The result shows the level of supervision exhibited by SMTs as they oversaw the food vendors, making sure they took responsibility for the food they supplied and how it was served to the learners.

6.3.1.2 Monitoring and evaluating a School Feeding Programme

Another role played by SMTs in implementing a SFP was to monitor and evaluate the programme in the school. The study found that participants used different ways of monitoring and evaluation when implementing the SFP, such as monitoring the food provided, assessing learners' satisfaction and inspecting the conditions of the infrastructure used in the programme. This finding is in agreement with the study conducted by Meirink et al. (2020) who found that SMTs' roles include monitoring and evaluating the daily implementation of the SFP, which includes actual feeding of the learners, the work of food vendors, health and nutritional assessment, distribution of food supplied, and supplementary activities. A study conducted by Acheampong et al. (2022) report that routine monitoring of school feeding had helped the programme function well. For monitoring and evaluation to be successful, SMTs must be responsible and accountable for implementing the SFP.

School Management Teams monitored the food vendors to see whether they were following the government's guidelines, and whether the food was served in appropriate quantities. This finding corroborates the findings of the study conducted by Govindasamy

(2021) who found that SMTs' monitoring and evaluating programme operations on a daily basis had a positive effect on SFP implementation. The systematic monitoring of various aspects and components within the SFP plays a pivotal and indispensable role in not only facilitating but also advancing the successful and effective implementation of the programme. School Management Teams showed dedication by not only monitoring the programme operation but also by evaluating the food vendors' performance and seeing where learners were eating the correct food with the correct quantity per day. Due to the monitoring and evaluation techniques employed by SMTs, it became evident that food distribution was equitable among learners, irrespective of the quantity of food available. The results show that the SMTs engaged in the monitoring and evaluation of the SFP because they recognised their roles in ensuring the satisfaction of learners with the food they consumed.

This sub-theme is supported by Islam et al. (2022) who state that Administrative Management Theory introduces a universally applicable framework of managerial roles that serve as essential management functions employed by managers when monitoring and evaluating programmes. The theory offers a comprehensive framework for SMTs to organise, lead and optimise the monitoring and evaluation of the SFP by ensuring that this initiative is carried out effectively, and in alignment with the programme objectives. The finding implies that SMTs acknowledged the significance of effective management and remained committed to supporting the success of the SFP through diligent monitoring and evaluation techniques.

6.3.1.3 Coordinating the programme

School Management Teams were tasked with critical responsibilities that involved coordination of the SFP. The study found that SMTs were engaged in a coordinated effort to ensure the effective implementation of the SFP. They actively moved around to ensure the programme's smooth operation while also assuming the role of coordinating the food vendors' services. This was necessary because the vendors lacked clarity on how to serve the learners and which specific learners should be served. This finding is in agreement with Mestry and Govindasamy (2021) who state that SMTs should be accountable for all programme activities, including coordinating the programme to

perform the duties associated with management roles deliberately and proactively. This indicates that SMTs effectively fulfilled their designated roles in implementing a SFP by closely monitoring programme activities. It became evident that SMTs assumed a coordinating role with the vendors, ensuring their service delivery was adequate. Considering that most of the vendors struggled to comprehend their roles in SFP implementation, it seems that SMTs stepped in to coordinate them, ensuring adherence to government guidelines.

Another role of SMTs in implementing a SFP was to confirm the count of feeding days in each month. The study found that the administrative role of SMTs involved double-checking the number of feeding days in each month, as well as which week and what quantity of each food item was needed and calculating the quantities on delivery notes. This finding is in alignment with the study conducted by Goldsmith et al. (2019) who found that SMTs coordinated SFP implementation by checking the number of learners fed per day and month, as well as in which week food was supplied, and calculated quantities on delivery notes. This essentially implies that the calculation of the days on which food was delivered by the food vendors each week and month was undertaken to ascertain the exact count of days when food was provided to the school. This calculation was also performed to assess whether the food vendors consistently matched the food supply as specified in the delivery notes.

Karimli and Baghirov (2020) back up this finding by defining coordination in Fayol's Administrative Management Theory as "harmonising and synchronising the activities and efforts of individuals and departments within an organization". It guarantees that everyone works together toward the programme common goal. However, coordination as per Henry Fayol, is essential for SMTs when implementing a SFP, ensuring that various tasks and responsibilities are synchronised and aligned with SFP officerguidelines to achieve programme objectives. In this study, SMTs played a significant role in the programme success, since the use of a coordination assisted the effective implementation of SFPs by food vendors.

6.3.1.4 Creating a conducive atmosphere for the programme

The study found that SMTs were involved in implementing the SFP in several ways. Some participants played their role by being involved in creating a conducive environment for the implementation of the programme, some made sure that they created a friendly environment for the food vendors to do their job, and others created a stand for the food vendors to distribute food to the learners. The findings of the study show that some participants were involved in creating a conducive space for learners to eat their food comfortably. They resonate with the findings of a study conducted by Sibanyoni et al. (2017) who found that creating a conducive environment for food vendors to do their jobs well while running the programme, creating a conducive space for the learners to eat, and creating a stand for the food vendors to distribute food were identified as the roles of SMTs. A School Feeding Programme cannot be implemented effectively unless SMTs provide a conducive environment that allows the programme to run smoothly. However, SFP implementation entails the actual role that SMTs took in an effort to ensure that the SFP was operating in a friendly environment that could positively impact the vendors' daily routine and operation. It appears that creating a favourable environment for SFP implementation was a crucial responsibility that SMTs needed to fulfil for the successful implementation of the programme.

School Management Teams made sure that the atmosphere was conducive enough for the vendor to operate. This finding is in agreement with the findings of the study conducted by Olugbade and Olurinola (2021) who assert that SMTs were obligated to establish a suitable environment for food vendors and learners to carry out the programme operation smoothly. School Management Teams took the initiative to create an ideal environment for vendors to operate easily and conveniently since they were aware that they had been allocated responsibilities and had to demonstrate that they were capable to do the job. The findings of this study show that the establishment of a supportive environment played a pivotal role in fostering a sense of belonging among food vendors, which, in turn, facilitated the smooth implementation of the programme's daily operations. It appears that SMTs deliberately fostered an enabling environment for vendors, recognising that it would enhance their efficiency in distributing food and ultimately provide comfort to the learners. The findings are emphasised by Aboudahr et al. (2023) who state that the primary role of SMTs in the implementation of a SFP is to

create a conducive environment for the programme. School Management Teams created a conducive space for learners to eat their food because the government did not provide a dining hall. This arrangement, in the end, enabled learners to uphold a hygienic lifestyle. The findings of this study imply that SMTs bore the responsibility of creating an accommodating environment to facilitate the smooth operation of the SFP and to ensure that vendors worked in a friendly environment, ultimately leading to learner satisfaction.

6.3.1.5 Sharing duties and teamwork among members

Another role that was played by the participants was to share duties among members. The participants in this study decided to share duties among themselves, and team up in delegating tasks to themselves daily, assigning food vendors to the learners who were to be served, sharing programme duties among themselves for the following week, and working in teams for the programme's success. The findings are in agreement with the finding in the study conducted by Benoliel (2021) who reports that SMTs are liable and accountable for every activity in the school, including the SFP. Another study, conducted by Cletus et al. (2022) found that SFP responsibility was shared among SMTs, which included the headteacher, deputy headteacher and Head of the Department. It seems that all SMTs were held both responsible and accountable for the implementation of the SFP.

The study found that other duties shared among SMTs included inspecting the vendors' work and the food supplied. This finding corroborates the findings of the study conducted by Drake et al. (2020) who report that SMTs work together to run the SFP by inspecting the vendors' work and the food supplied. Maijo (2018) also reports that SMTs shared duties rather than doing them on their own. This indicated that various stakeholders collaborated to support the school in effectively implementing the SFP. The findings show that SFP implementation was not a solitary endeavour but rather necessitated the concerted efforts of a diverse team, each contributing their unique strengths to attain the programme established goals. Drake et al. (2020) asserts that SMTs work together successfully to run the SFP by inspecting the vendors' work and the food supplied.

Duties were subdivided into sizeable pieces that would be more manageable for SMTs to control and operate. Some SMTs believed that programme management was one of the

duties shared among them in the school to support SFP goals. These findings resonate with Wang and Cheng's (2022) who indicate that sharing duties among SMTs guarantees that work is broken down into manageable portions. Henry Fayol's (1949) theory advocates a formalised administrative structure, a clear division of labour, and the delegation of power and authority to members relevant to their areas of responsibility. It appears that the effectiveness of SFP implementation was positively influenced by the coordination, delegation, clear communication and the distribution of responsibilities among the SMTs. The findings of this study resonate with the Administrative Management Theory because SMTs shared duties by taking responsibilities of assigning food vendors to the learners who needed to be served. The findings also show that regarding sharing of duties, all members of the SMT played part in implementing the SFP.

6.3.1.6 Writing reports on the programme

According to the finding of this study, writing reports was another role that the participants played to implement the SFP. This study found that SMTs wrote reports on the programme because writing daily reports on the operation and output of the food vendors, the performance of the vendors, and the food supplied assisted in having successful SFP implementation. School Management Teams decided to write a general report to track the food vendors' attendance; some wrote daily reports on the food delivered to the learners, and others submitted reports on any discrepancies surrounding the programme. The findings are in agreement with the findings of the study conducted by Fernández et al. (2022) who found that writing daily reports on the outcome of the programme through management teams was a common response effectively implementing and managing SFP challenges in schools. Fernández et al. (2023) state that report writing was critical in correcting any irregularities in SFP implementation. The practice of report writing proved instrumental for SMTs in identifying programme deficiencies and devising solutions for enhancement. School Management Teams were entrusted with the responsibility and authority to oversee and manage the SFP at the school level, including the obligation regularly to compile daily reports on the programme operation and implementation.

The study also found that participants made sure that the performance of the vendors and the food delivered were recorded. The finding is consistent with the findings of the

study conducted by Ayogu et al. (2018) who found that frequent reports by SMTs on the implementation of the SFP assisted in regulating the programme in schools. This seemed to constitute a valuable record of the food vendors' performance and their reports on food delivery, which played a pivotal role in influencing the vendors' attitude to the programme, leading to improved performance. One notable finding was that SMTs kept track of the food delivered to schools by opening record books and writing reports to track vendor attendance, performance and the food supplied. The finding could suggest that SMTs wrote a report in a record book on physical inspections performed during SFP operation that needed to be corrected. The finding supports the Administrative Management Theory that maintains that managers use elements of management to correct programme shortcomings that have been identified in a report that may hinder programme set objectives. In this study, SMTs effectively addressed challenges identified during the report writing process by developing various strategies aimed at enhancing the implementation of the SFP.

6.3.1.7 Directing the food vendors

This study found that SMTs came up with different strategies, which assisted in implementing the SFP. School Management Teams directed the vendors on what to do when they first arrived at school, on the kind of food to supply daily, and checked vendors' outfits to see if they were hygienic enough to serve the learners. This finding corroborates the findings of the study conducted by Sakaimbo et al. (2023) that state that SMTs managed the programme by directing the food vendors on how to carry out their duties, where to go, what to do and whom to serve. This finding is aligned with Administrative Management Theory that states how managers should directly implement programmes in the organisation to achieve the defined goals and objectives (Karimli & Baghirov, 2020). The management elements mentioned are thought to be significant fundamental principles that constitute the foundation of successful management and to which the managers must adapt to direct programme activities. The findings of this study resonate with Administrative Management Theory because one of its elements of states that managers direct and lead people to achieve programme goals and motivate SMTs to provide clear leadership and direction to ensure the success of SFP implementation.

The participants considered directing an essential strategy for implementing a SFP but added that verifying the learners' rosters they had with them before directing the vendors on whom to serve was also of importance. This finding is in agreement with the study conducted by Hawkes et al. (2016) who report that SMTs should consider direction an essential strategy for SFP implementation, but they should also verify the learners' lists they have with them before directing the vendors on whom to serve. A study by Hawkes et al. (2016) underscore that as learners are ready to take food, SMTs direct the food vendors on whom to serve. It appears that SMTs were responsible for guiding vendors upon their initial arrival at the school, starting with the verification of the learners' roster they had with them before directing them on whom to serve. The food supplied was distributed fairly among the learners participating by ensuring that the learners were offered nutritious food. This implies that SMTs directed the food vendors on the kind of food to supply daily which was based on the food menu. The finding shows that SMTs must move beyond merely being proficient managers and take an active role in directing food vendors to ensure the effective implementation of the SFP, ultimately satisfying the participating learners.

6.3.2 The reasons for the implementation of a School Feeding Programme

This study found that SMTs identified some reasons for implementing a SFP. The reasons that were identified in this study were managing learners' short-term hunger, encouraging school enrollment, improving attendance, enhancing academic performance, and improving learners' nutritional and health status.

6.3.2.1 Improving learners' nutrition and health status

School Management Teams in this study regarded a SFP as a programme that helped to improve their learners' nutrition and health status at school. They described SFP implementation as a beneficial programme that had a positive impact on learners' nutritional and health status since learners had been coming to school to consume foods rich in nutrients and proteins since the programme's inception. This finding is in agreement with the study conducted by Kajuju (2017) who found that nutrition and health programmes, such as a SFP, can assist learners with their nutrition problems because many learners came from low-income families who could not afford to prepare balanced

diet food at home. This is also supported by Kroth et al. (2020) who report that the programme had encouraged parents to enrol their children and monitor their nutrition and health. It appears that the programme had positively impacted the health and well-being of learners since its introduction in schools by offering them nutritious food. When effectively implemented, this provision of food significantly diminished the number of malnourished learners while benefitting those who were already nourished.

The study also found that a SFP had significantly enhanced learners' weight and health in school. This is in line with evidence that was found in the study conducted by Mauti et al. (2021) that learners who received SFP nutrition gained significantly more weight than those who did not. A study conducted by Kwofie (2021) found that learners participating in SFP had significantly higher and more adequate energy and nutrient intake to perform tasking activities. This implies that the introduction of a SFP went beyond addressing the nutritional and health needs of learners; it also seemed to address growth issues and provide learners with energy through the consumption of nutritious foods. The food provided appeared to have improved the nutrition and overall health of learners, enabling them to perform their daily academic tasks effectively. In this study, the introduction of a SFP stemmed from the observation that certain learners had inadequate nutritional lifestyles, which in turn impacted their cognitive abilities in the classroom.

6.3.2.2 Managing learners' short-term hunger

The second reason for SFP implementation that participants perceived was to manage learners' short-term hunger. The learners were satisfied with SFP implementation since they did not go hungry at school, thereby managing short-term hunger, which was one of the main objectives of the SFP. These findings resonate with the Food and Agriculture Organisation (2020) that reports the effects of short-term hunger on learning capacity, in which hunger greatly affects learning ability due to missed food. A study conducted by Nikiema (2019) found that a SFP, such as a small food portion at the start of the day or mid-morning, alleviates short-term hunger and was linked to increased awareness, activity and learning capacity of learners in schools. Many learners often arrived at school with signs of hunger; nevertheless, the SFP initiative assisted SMTs in addressing this issue. If consistently and sustainably implemented, it is highly likely that SFP

implementation will effectively alleviate learners' short-term hunger throughout the entire school year. It appears that learners who had previously left school due to hunger-related reasons might have been encouraged to return once a SFP was introduced. This is because it became evident that learners could not attend school effectively without addressing their nutritional needs.

The programme was a government initiative established to manage learners with short-term hunger in school who were unable to eat breakfast at home. This finding is aligned with that of the WFP (2019) that states that when poor children go to school, they often leave home on an empty stomach because the provision of food at school helped to reduce hunger during the school day. In reality, almost every country in the world now provides school food to at least 330 million learners, and countries invest approximately \$30 billion in SFPs each year (WFP, 2019). A study conducted by Sekiyama et al. (2018) found that SFP implementation reduces learners' short-term hunger in many schools. Learners who had previously encountered episodes of short-term hunger were offered foods, signifying that attending school allowed them to eat and alleviate their short-term hunger. It is evident that the school-level programme played a collaborative role in achieving the shared goal of the SFP, which aimed to provide food capable of mitigating learners' short-term hunger while enhancing their nutrition. This result shows that a SFP effectively addressed short-term hunger, as learners were motivated to attend school due to their food needs being met.

6.3.2.3 Increasing learners' attendance in school

The third reason for SFP implementation that the participants mentioned was increasing learners' attendance in school. Learners in Primary 1 to 3 in this study were offered food to increase their attendance. Some learners' attendance increased due to the availability of food at the school, even though they were not prepared to learn but came to eat. They attended school because they knew it was a place where they could complement the food given to them at home. These findings are in agreement with the study conducted by Aurino et al. (2020) who found that a SFP was associated with increased attendance, which led to lower repeat rates, lower dropout rates in disadvantaged provinces and higher success rates in school examinations. Such advantages for learners prompted the

continuation of aSFP, particularly at the primary school level. A study by Imeh and Johnson (2017) report that food provided through a SFP was thought to be effective at increasing class attendance because learners received the food only when they were present in school. Wall et al. (2022) state that learners only receive food when they attended school; the SFP was found to increase class attendance effectively.

The implementation of a SFP has led to a notable rise in attendance among primary school learners, as evidenced by the analysis of learners' annual attendance records. It appears that school absenteeism among learners had significantly decreased, resulting in more consistent and frequent attendance. In addition to the advantages the SFP brought to learners, it also provided relief to parents who struggled to provide nourishing foods for their children at home. School Management Teams were pleased with the results of SFP implementation, as the programme led to learners attending school more regularly than anticipated, resulting in increased attendance throughout the implementation year.

6.3.2.4 Encouraging school enrollment

The fourth reason for SFP implementation that the participants mentioned was that a SFP encourages school enrollment. SFP implementation had motivated parents from the surrounding community to enrol their children in school because of food security. Learners in this study were enrolled in school because many parents could not afford to provide basic amenities, such as food. This finding is aligned with the findings of the study conducted by Oliveira et al. (2016) who found that a SFP was a valuable instrument for stimulating school enrollment. It can therefore be said that as a result of the programme, school enrollment increased. A study by Chakraborty and Jayaraman (2019) found a significant increase in school enrollment in the areas where the programme was implemented. It served as a support system for poor parents who were unable to afford food for their children and acted as a strategy to combat low school enrollment rates. It can be asserted that, in this study, SFP implementation directly influenced school enrollment. The findings indicate that in a rural community setting where many parents faced challenges in providing for their children, the programme altered their decision-making regarding enrolling their children in school. They resonate with Mauti et al. (2021)

who state that SFP implementation may serve as an incentive for learners to be enrolled in school to receive food rather than miss out on food by staying at home. In the current study, it appears that there was an increase in school enrollment following SFP implementation, as well as a low percentage of absence or no absenteeism at all. The programme proved to be instrumental in boosting school enrollment as it motivated the local community to enrol children in the school on both a quarterly and yearly basis.

6.3.2.5 Enhancing learner academic performance

The fifth reason for SFP implementation that SMTs observed was to enhance learner academic performance. The programme encouraged learners' class participation, class assignments, and examinations because the food provided through the SFP facilitated better academic performance among learners in classroom activities. The programme, however, did not only enhance learners' academic performance in class tests and examinations but also improved their performance in class work even though some of them slumbered or slept after eating the food. These findings concur with the assertions of Gaddis and Coplen (2018) who found that SFP implementation has enhanced learner academic performance, particularly in Mathematics and, to a lesser extent, History, based on the number of calories in food supplied to them. A study conducted by Adepoju and Johnson (2020) report that learner academic performance and learning potential depend on the quality and nutrient components of food received at school. This seems to reflect the conventional view of a SFP as a means of supplying energy and essential nutrients to the body, which enhanced learners' cognitive abilities in the classroom. The implementation of a SFP played a significant role in contributing to the academic performance of learners in school. The findings of the study show that SFP implementation was viewed by SMTs as a safety net, particularly for disadvantaged families, and was seen as a factor in retaining learners in school and enhancing their focus on classwork.

6.3.3 Challenges faced by School Management Teams when implementing a School Feeding Programme

The findings in this study show that there were challenges faced by SMTs when implementing a SFP. These challenges were insufficient funding of the programme, poor

infrastructure for the programme, poor monitoring and evaluation, delays in food delivery to school, inadequate training for the programme, corruption and mismanagement among the implementers, and poor data planning for the programme that made it difficult for the SMTs to operate the programme.

6.3.3.1 Insufficient funding of the programme

Insufficient funding emerged as a challenge to the implementation of a SFP. However, this has challenged SFP implementation because the funds provided by the local government to food vendors to prepare food were insufficient to serve the number of learners assigned to them. The findings in this study revealed that the food vendors did not usually arrive regularly and when asked why, they explained that the government had not fulfilled their payments for food supply. They occasionally showed up on Mondays but skipped Tuesdays. Chipungu (2022) states that due to the delay in receiving funds for vendors to cook, the number of days designated for food services had been cut from five to three each week. This agrees with the finding of Azubuiké and Mbah (2019) who discover that insufficient funding was the challenge facing SFP implementation.

The government made it challenging for vendors by providing insufficient funding to supply food, resulting in poor quality and quantity of food for learners, which also made it challenging for SMTs effectively to implement a SFP as the number of learners involved had increased. A study conducted by Cupertino et al. (2022) found that financial challenges resulted in an inadequate supply of food for the programme. It seems that the untimely disbursement of funds to food vendors had an adverse effect on the quality and quantity of food supplied to schools, which was deemed unacceptable. School Management Teams were genuinely grappling with this challenge, as the irregular food supply was primarily attributed to delayed fund disbursement, which, even when received, was inadequate to cover the escalating costs of food items in the market. This study found that food vendors had irregular attendance due to delayed fund disbursement, and there were instances when the funds allocated were insufficient to procure the necessary ingredients for food preparation.

6.3.3.2 Poor infrastructure of the programme

The study found that the programme was facing infrastructure challenges that affected SFP implementation. One of the challenges impacting the programme effectiveness was the absence of plates and utensils and access to tap water. This led to learners using makeshift solutions like covered plates, their fingers, and even fetching water from outside the school premises to drink after their meals. These findings are in agreement with the study conducted by Drake et al. (2016) who found insufficient infrastructure, like poor kitchens, a lack of refrigerators to store vegetables, and a lack of gas cookers, utensils and storage space as challenges to the feeding programme. The substandard infrastructure appeared to have a detrimental influence on the implementation of the SFP, and it also had repercussions on other school activities.

The School Feeding Programme implementation faced additional challenges related to cooking equipment and facilities. The study found that the food vendors resorted to preparing food outdoors due to the absence of a dedicated kitchen space. However, the inadequate cooking area was recognised as a hindrance to the effective implementation of the SFP. The findings corroborate Maijers and Nalla's (2019) point of view, namely that prepared food was unsafe because it was prepared outside; it was unprotected and so susceptible to germs. No food was prepared in the school compound but cooked outside the school by the food vendors. This poor infrastructure appeared to be the result of the outside kitchen, which was used to cook learners' food and was full of potholes, as well as the outside view, which was also not cleaned, posing a health risk to the learners.

Another unexpected finding was that learners had their food in both classroom settings and outdoor areas due to the absence of a designated dining hall. This finding resonates with Maijers and Nalla (2019) who maintain that this programme faced challenges because there were not any schools dining halls. There were no dedicated dining halls to cater for learners' food needs. This finding implies that the inadequate infrastructure that forced learners to eat in classrooms, also contributed to classroom pollution, leading to health issues and the deterioration of school furniture.

6.3.3.3 Poor monitoring and evaluation

This study found that SMTs faced the challenges of poor monitoring and evaluation that affected SFP implementation. The programme was not regularly monitored or evaluated frequently, causing the food vendors to act irresponsibly regarding the delivery of services. The findings of this study revealed that poor monitoring and evaluation of the programme by government officials resulted in poor programme functioning, which affected the provision of basic amenities such as plates, spoons and water for learners. They corroborate Jerono and Nzuki (2019) who report that the monitoring and evaluation officials assigned to each school to monitor and evaluate the programme activities failed to visit the schools, making the food vendors behave irresponsibly. A study conducted by Eluya (2019) found that the programme lacked proper monitoring and evaluation and that the schools visited had not welcomed monitoring and evaluation teams, which affected the quality and quantity of food provided to learners. This implies that ineffective monitoring and evaluation posed a significant challenge to the programme. The programme had multiple implementers, lacked consistent coordination, and the government, specifically the Ministry of Education, did not meet its responsibilities adequately. It seems as if the government and the Ministry of Education failed in this regard by neglecting to appoint monitoring officials to visit the affected schools for inspection. Monitoring and evaluation are critical components of SFP implementation success and if the government could direct monitoring teams to visit the schools involved, it would improve and be more successful.

6.3.3.4 Poor data planning for the programme operation

According to the findings of this study, poor data planning emerged as another challenge affecting the implementation of a SFP. The number of learners benefitting from the programme exceeded the numbers provided to the food vendors for service, leading to discrepancies in food availability and service delays, thus posing a challenge in the distribution of food to learners. The study found that learner data did not match the total number of learners in school, so this complicated food delivery for the vendors. This finding is in agreement with the study conducted by Munje and Jita (2019) who found that the lack of a current and reliable data collection plan for the learners involved in a SFP

was another challenge. A study conducted by Roothaert et al. (2021) found that poor data information was one of the challenges facing the implementation of a SFP.

There was no adequate information regarding the learners involved in SFPs and this was because SFP data was not generated regularly, and if generated, the collection method was poor. It seems that the government failed in generating accurate information about the learners' benefitting from the programme, causing a poor quantity of food and sometimes resulting in learners not eating. Apart from the government not generating accurate information, they did not do proper research in getting the correct data on the number of learners benefitting from the programme before assigning them to the vendors for food provision. The findings of this study indicate the extent to which the government's poor data planning resulted in insufficient food for learners; this is aligned with the study conducted by Olawale and Okafor (2022) that reveals that the data on the number of learners to be fed in each school does not correspond to the number of learners supplied to food vendors to serve. It is of paramount importance that the government produce reliable data information that will assist SMTs and food vendors in serving all of the learners involved in the programme.

6.3.3.5 Delays in food delivery to school

Another challenge SMTs identified was delays in food delivery. The recurring tardiness of food vendors in delivering foods occasionally disrupted school activities, particularly classroom lessons. This situation led to frequent complaints from teachers who found it challenging to complete the prescribed curriculum. The class timetable was disrupted when the food arrived, because the food that should be served for breakfast for learners to function well in their class activities was served after breakfast hours, resulting in the following behaviours: learners ate slowly and then cleaned their classrooms, which affected other school activities. These findings are in agreement with the study conducted by Shrestha et al. (2020) who found that delays in food delivery affected SFP implementation and that the programme implementation faced challenges due to the feeding time. Some of the sampled schools fed their learners after breakfast, despite the feeding programme guidelines requiring that the learners be fed on arriving at school. Late food delivery disrupted learning by taking hours meant for classroom activities. The

findings of this study show that late feeding was the result of a lack of food and proper cooking facilities in schools. The food was not prepared on time, which caused late feeding. Delays in food delivery to schools posed a challenge for teachers in completing the school curriculum because learners' attention shifted to food immediately after the arrival of the vendors.

6.3.3.6 Inadequate training for the programme

Challenges are part of the everyday running of SFP implementation. The study revealed that inadequate training was part of the challenges affecting the SFP. The vendors lacked proper training concerning the programme because most of them were just doing the work based on instructions given by the government. The finding corroborates Shrestha et al. (2020) who state that nutritional coordinators, food vendors and other officers were not properly trained on how to take care of and prepare the food. A study conducted by Tull and Plunkett (2018) identify the challenge of poor training of food vendors and stated that the food vendors were not well trained on how to prepare nutritional food or to administer the programme; hence it resulted in poor programme implementation. Inadequate training affected performance negatively. This posed a challenge to effective SFP implementation as the vendors were not performing satisfactorily, evidenced by their provision of foods that did not meet the government's nutritional requirements. Vendors found it challenging to prepare nutritious food because they lacked expertise and training regarding the programme.

Another surprising finding from this study was the lack of catering certificates because the vendors had never attended catering school. The vendors were not trained on how to prepare quality food. This finding suggests that inadequate training made the programme challenging for food vendors because they were unaware of their responsibilities in the programme implementation. This finding is in line with the study conducted by Kwena (2019) who found that the SFP was not well implemented because the officers did not consistently organise workshops for the nutritional coordinators and food vendors on how to administer the programme; hence it resulted in a lack of knowledge of the SFP. Wang and Fawzi (2020) note that SMTs and the food vendors never underwent training to understand their roles in the implementation of the programme. Training had never been

done in the sampled schools for the SMTs and vendors to gain insight into their roles in SFP implementation. This made it impossible for SMTs to have control over the programme in school because the SFP officers were not available to provide training, and even the vendors found it challenging to cope with the programme simply because they did not understand their roles. This finding implies that inadequate training impeded the continuity of SFP implementation because the government was inconsistent with annual training for both SMTs, and the vendors involved.

6.3.3.7 Corruption and mismanagement among the implementers

The study found that SMTs faced corruption and mismanagement challenges that affected SFP implementation. Corruption in the allocation of funds to food vendors emerged as a challenge. The vendors did not receive equitable funds when they were paid. The finding shows that mismanagement of funds among local government officials impacted the SFP as vendors raised concerns about corruption in the distribution of funds in the area. This finding is in line with the study conducted by Anozie and Banki (2021) who found that corruption was one of the problems facing the implementation of aSFP. Olajubutu et al. (2021) indicate that funds released for the implementation of the programmewere looted and mismanaged by some SFP officers handling the implementation.

SomeSFP officers in control of the programmewere unconcerned about the implications of not releasing the accurate amount of funds to the food vendors to prepare food. The corruption and mismanagement of SFP funds might be a result of underpaying or not paying the officials, which prevented them from taking into account the consequences of improperly using funds granted for SFP implementation. This appears to be a violation of the constitutional rights enshrined in the Universal Basic Education (UBE) Act (115), which required that primary school learners be offered food every day. The finding implies that SMTs must develop strategies to deal with the challenges and improve SFP implementation, which is exactly what SMTs in this study did.

6.3.4 Strategies used by School Management Teams to deal with the School Feeding Programme challenges

In this study, it was found that SMTs used different strategies in an attempt to deal with the challenges affecting the SFP. These strategies included providing monitoring and evaluation, provision of adequate funding, consistency and scheduling of the programme, effective training for the management and vendors, formulating rules and regulations for the programme, and adopting a flexible food menu.

6.3.4.1 Providing monitoring and evaluation

This study found that the monitoring and evaluation process served as one of the strategies employed by SMTs to address the challenges influencing SFP implementation. Vendors were subjected to thorough monitoring and evaluation by SMTs to ensure their full commitment to their roles. Every Monday, marking the beginning of the week, SMTs assessed the food supply, vendor performance, and learners' participation to verify adherence to the government programme guidelines. This finding supports the findings of the study conducted by Wang et al. (2020) who discover that the implementation of monitoring officials for the programme encouraged food vendors to come to schools regularly and concluded that monitoring and evaluation were very important management functions that should be taken seriously to achieve the programme set objectives. Acheampong (2022) asserts that when a SFP was not implemented well or did not meet the set standards, stringent measures such as rigorous monitoring and evaluation and possibly closing of a school were taken against the school in an effort to make it add value or improve SFP implementation. Monitoring and evaluation mechanisms had greatly influenced food vendors to be serious and committed to their job.

It appears that SMTs conducted programme monitoring and evaluation to enhance the effectiveness of SFP implementation. The study suggests the importance of rigorous monitoring and evaluation, particularly when funds are transferred to state governments, necessitating the assignment of federal monitoring and evaluation officers to ensure proper fund allocation. Maintaining regular communication with programme officials to provide updates on the programme status also requires a monitoring strategy. It seems

that SMTs effectively monitored the programme by assessing the food provided by the food vendors, thereby promoting their attentiveness.

This finding is in line with Administrative Management Theory, which introduced a universally applicable framework of managerial roles that serves as essential management functions employed by managers when monitoring and evaluating programme (Islam et al., 2022). Islam et al. (2022) further assert that the theory develops good management practice and proposes a universal set of management roles that are fundamental management principles used in monitoring and evaluating programme activities in an organisation. Implementation of a SFP demands monitoring by SMTs to ensure that the health and nutritional status of learners is promoted through the provision of food in schools. Monitoring and evaluation mechanism are essential in the implementation of a SFP; even if the funds provided are insufficient to run the programme fully, adequate experience and knowledge in monitoring the programme frequently would assist in the short-term and long-term run.

6.3.4.2 Provision of adequate funding

The second strategy that SMTs used was the provision of adequate funding for school feeding, which was a key component in school feeding safety intervention for learners. The study found that SMTs contacted SFP officers in the local government, requesting that funds be sent to vendors as soon as possible because they had not been getting food from them for three weeks or more at school. The findings in this study support the findings in the study conducted by Mohammed, (2021) namely that for a successful and stable SFP, a government funds line for school feeding is required in the long run. This idea emerged from some global research that supported adequate funding to achieve SFP set objectives. The findings resonate with Jamaluddine et al. (2022) that governments should work towards providing adequate funding to ensure long-term reliability and effective SFP implementation. School Management Teams contacting the SFP officers to release funds encouraged and motivated the vendors to supply food. The study found that there was little that SMTs could do to improve the financial situation, so they pleaded with the food vendors to provide food whenever they were paid. Providing

funds was a deliberate strategy used to bind the vendors to their obligations because they would be compelled to provide food regularly if adequate funding was provided.

6.3.4.3 Consistency and scheduling of the programme

The third strategy that helped participants keep learners in school was consistency in food delivery. All that SMTs did was to encourage the vendors to supply food consistently, even if the quantity was small for learners' satisfaction. However, time was set aside to facilitate and speak with the vendors about providing food whenever they were paid. This finding is supported by Acheampong (2022) who asserts that consistency in the food supply at school will make learners clearly understand what the feeding programme is and get them to attend school regularly. Demilew and Nigussie (2020) state that a SFP is built on stability, schedule, consistency and dependability. Consistency in food supply aided the programme's stability and dependability, which in turn improved learners' attendance at school. The consistency of the SFP boosted school enrollment, which as a result kept learners off the streets. The study found that SMTs aimed to ensure that food was supplied regularly to have a positive result on learners' well-being at school. The finding is in line with Majers and Nalla (2019) who state that the programme should be supplied to learners on a constant timetable to ensure that they can rely on it as a source of food. This appears to be a motivational approach to encourage vendors to maintain a consistent food supply, ultimately enhancing learners' school attendance. The programme effectively harnessed its capabilities to boost educational performance and ensure learners were protected from hunger. The findings indicate that with consistent food supply, learners were more inclined to attend school regularly.

6.3.4.4 Effective training of the management and vendors

In this study, effective training was another strategy the SMTs used in dealing with SFP challenges. The participants devised an effective training strategy to better their own and that of the vendors' performance in implementing a SFP. They also improved their knowledge and abilities through training, and their performance aided in the implementation of a SFP. This finding is in line with the study conducted by Hervie and Winful (2018) who found that effective training plays a significant role in the improvement of SFP implementation in the contemporary world. Banda (2017) states that in-service

training is vital in enhancing the knowledge, skills and competencies and/or attributes of the workforce to be able to succeed in implementing a SFP. School Management Teams organised in-service training sessions to enhance their knowledge of managing both the vendors and learners participating in the programme. Apparently SMTs conducted a brief workshop within the school to train the vendors in the operation, management and food preparation aspects of a SFP, ultimately leading to improved programme implementation. The findings of this study show that SMTs placed great importance on training, as it enabled them to excel in their roles by serving as a reminder of SFP objectives and facilitating a comparison with the achievements of previous years.

The findings are also in line with Administrative Management Theory that states that due to the relationship between SMTs and the SFP, SMTs would influence SFP implementation by being trained in planning, organising, delegating, coordinating, directing and controlling consciously and pro-actively performing the roles associated with SFP implementation (Karimli & Baghirov, 2020). However, the theory relevance challenges SMTs faced in SFP implementation, requiring of them to be trained in management practices that are likely to contribute to the successful implementation of a SFP. In-service training was another strategy used to integrate the knowledge gained into the programme for providing training for vendors. This appeared to be an effort taken by SMTs to train the food vendors in the nutritional food programme to achieve the government requirement of satisfying learners. The findings show that developing effective training in nutritional food and how to share it aided in fulfilling the programme's goal of feeding needy learners in school.

6.3.4.5 Formulating rules and regulations for the programme

Another strategy that helped the participants deal with the challenges affecting SFP implementation was the formulation of rules and regulations. The formulation of rules and regulations for a SFP guided SMTs and the food vendors on the dos and don'ts needed in the programme. The study found that any discrepancies in the programme were managed in the school by adhering to the set rules and regulations and correcting any kind of abuse in the programme. The study also found that SMTs formulated the rules and regulations strategy in the school to assist in the successful implementation of the

programme since the government did not provide rules regarding the programme to the concerned schools. These findings are in agreement with the study conducted by Kimwele et al. (2019) who found that the implementation of the SFP must be governed by policies and regulations as well as procedures for consultation with stakeholders. Ejore et al. (2020) state that a good policy foundation for the SFP helps strengthen its potential for sustainability and accountability as well as the quality of its implementation. This seems to be an alternative guide for SMTs and food vendors to implement a SFP efficiently since clear rules were required because they give the programme a constructive outlook while guaranteeing conformity with the SFP set objectives. The findings of this study show that rules and regulations formulated within the school regarding the programme guaranteed effective implementation in the school, urging everyone involved in the programme to perform better.

6.3.4.6 Encouraging parental and community participation

The participants encouraged parental and community participation to deal with the challenge affecting learners' hunger. The study found that when food vendors failed to supply food to the school for a prolonged period, SMTs resorted to establishing relationships with learners' parents who could assist in donating snacks or food to alleviate learners' short-term hunger. This finding resonates with Dago and Yogo (2022) who state that to achieve parental and community involvement, all the stakeholders should be allowed to participate in the whole process of providing the feeding programme.

Adekunle and Christiana (2016) maintain that to implement a SFP successfully parental and community participation needs to be brought on board in the whole process. It appears as if parental participation was critical to the SFP's success. Olutola and Aguh (2023) report that it is imperative that parental and community participation should significantly increase the value of food in schools in terms of the desired outcomes. Community participation could be a mechanism to ensure school ownership and involvement in the SFP, hence improving learners' education. As a result, a SFP without an adequate learning environment and community support is a weak intervention, and its effects may not provide the desired results. School Management Teams resorted to this strategy since the government did not provide food for specified times and months to keep

learners at school. The findings of this study show that SMTs were proactive in addressing the challenges of learners' hunger that were affecting their educational achievement.

6.3.4.7 Adopting a flexible food menu

The findings in this study show that participants decided to motivate the food vendors to supply foods that were aligned with the government provided food menu. They also made sure that the food vendors adhered to the government food menu because most of the time the food vendors supplied foods that were not on the day's food menu. This finding is in line with Maijers and Nalla (2019) who report that when designing the school food menu, the seasonal nature of crops should be taken into account otherwise the supply chain may be unable to keep up with the demands for food, and local farmers might struggle to meet demands when harvest seasons were over. Creating weekly simplified menus timetables from the government menus supplied to the school improved the seasonal availability of food supplied to schools. The findings of this study show that SMTs regularly inspected the kind of food delivered to school each day to see if it matched the one on the food menu for the day. Government food timetables/menus were followed strictly by SMTs to improve learners' nutritional and health status, academic performance and attendance in schools.

6.5 CONCLUSION

This chapter discussed the key themes that emerged from the findings that I believed related directly to the questions of the study. The chapter also correlates the main findings with the theory that underpinned this study, namely Henri Fayol's Administrative Management Theory (1949) and it highlighted the contribution the study made to help bridge gaps in the existing body of research. Briefly, these themes were the role of SMTs in implementing a SFP, the reasons for its implementation, challenges faced by SMTs when implementing a SFP, and strategies used by the SMTs to deal with the challenges affecting the SFP. To respond promptly and competently to the challenges, participants recognised the necessity for developing strategies to deal with SFP challenges that they were facing in implementing a SFP. In the concluding chapter, the study summary,

contributions to knowledge, recommendations and implications for further research are presented.

CHAPTER 7

REFLECTIVE SUMMARY OF THE THESIS, RECOMMENDATIONS, CONTRIBUTION TO KNOWLEDGE, IMPLICATIONS FOR FURTHER RESEARCH, LIMITATIONS AND CONCLUSION

7.1 INTRODUCTION

The previous chapter presented an analysis and discussion of key themes that emerged from the findings, as well as how they relate to the theory that underpins the investigation. Based on the findings delineated in Chapter Five as well as the discussion of major themes in Chapter Six, this chapter presents a reflective summary of the thesis, a retrospective summary of the research journey, a summary of research findings, and makes recommendations, outlines the contribution to knowledge, implications for further research, study limitations and conclusion.

7.2 REFLECTIVE SUMMARY OF THE THESIS

A reflection is a data analysis, which involves investigating the relationships between interdependent parts, the perspectives of participants, and the experiences gained during data collection, all of which give rise to the concept reflection. Reflective procedures demand of the researcher to ask questions about what happened, why it happened, and what needs to be modified to solve the problem (Linton, 2016). The researcher learns more about which questions to explore by critically reflecting. Reflection also generates

new concerns about the problem at hand, which introduces new ideas (Linton, 2016). Based on these findings, future courses of action that may be required to solve an identified challenge can be identified (Linton, 2016). This thesis consists of seven chapters that include the analysis and report of the findings.

Chapter 1 was an introductory chapter, and it highlighted the importance of research on SMTs implementing aSFP in schools and the impact it would have on school learners' nutritional status and education. It laid the foundation for the entire study by providing the general background and an overview of the key aspects of the study. In addition, the focus, rationale, objectives and key research questions were presented. Clarification of concepts, delimitations of the study and organisation of the thesis was provided.

Chapter 2 was devoted to reviewing relevant literature related to SFP implementation. The literature review explored SFP implementation, SFP in public primary schools, olicity implementation on a SFP in developed and developing countries, policy implementation of a SFP in Nigeria, roles of SMTs in implementing a SFP, challenges SMTs experienced in implementing a SFP, and the strategies employed to improve the implementation of a SFP.

Chapter 3 focused on the theoretical framework that guided the study, which was based on Henri Fayol's (1949) Administrative Management Theory. This chapter discussed the theory in relation to the roles of SMTs in implementing a SFP.

Chapter 4 featured a full examination of the study's methodology as well as the philosophical assumptions that drove the investigation. The research approach and methods, the research design, sampling, data collection method and analysis chosen by the researcher were justified in terms of the schools involved in the study. Measures to ensure the trustworthiness of the findings, as well as ethical considerations were also discussed.

Chapter 5 dealt with data presentation, descriptive analysis and interpretation. The findings were produced through semi-structured interviews, document analysis and observation and were presented and discussed in relation to the research questions, theoretical framework and literature review. As stated, thematic analysis was used to

generate themes and the themes and sub-themes were discussed with all the participants.

Chapter 6 analysed the main themes that emerged from Chapter 5 by bringing some facets of existing literature and theoretical framework into the discussion. These themes were the role of SMTs in implementing a SFP in their schools, the reasons for SFP implementation, the challenges SMTs faced when implementing a SFP, and the strategies used by the SMTs to deal with SFP challenges. The findings were summarised in relation to the research questions.

Chapter 7 concludes the study by providing a reflective summary of the thesis, a retrospective summary of the research journey, and a summary of research findings related to the research questions, and makes recommendations, shows the contribution to knowledge, lists implications for further research, indicates study limitations and draws a conclusion.

7.3 RETROSPECTIVE SUMMARY OF THE RESEARCH JOURNEY

My research journey was a challenging learning experience that led to a relationship between me and the supervisor. I registered for a PhD programme in 2021, which was difficult because I had to leave my job to move to South Africa to start my studies. In 2021, I had to begin working on my research proposal, which was tough for me because I had no prior experience of research writing. At one point I got stuck in my research proposal, and my supervisor wanted to change my research topic since I found it difficult to proceed with my research work, but I pushed and persisted. My proposal had to be corrected several times before I was eventually able to defend it in October 2021.

This research has provided me with more information on a SFP and its contribution to primary schools in Nigeria. On a much larger scale, the research has given me the opportunity to learn about the implementation of a SFP and how it impacts learners all around the world. Even though I grew up in Nigeria and am familiar with a SFP, I never had the opportunity to delve extensively into how the programme directly impacts learners' and how it may be improved. However, relating with SMTs who shared their experiences of SFP implementation was eye-opening for me, particularly in terms of how

the programme, which many people in the country took for granted, can dramatically get so many learners off the streets.

The journey brought forth invaluable knowledge, experience, and exposure, enriching my understanding profoundly. The unwavering support and encouragement from remarkable individuals were my pillars of strength throughout this expedition, especially during moments of uncertainty. My supervisors, with their unwavering belief in my abilities, provided the confidence and motivation that propelled me forward, even when doubts arose. This profound journey underscored the significance of perseverance, diligence, and resilience in the pursuit and construction of knowledge.

7.4 SUMMARY OF THE RESEARCH FINDINGS

The ensuing discussion encapsulates a summary of the findings organised around themes that directly address the research questions.

7.4.1 School Management Teams' roles in implementing a School Feeding Programme

School Management Teams played various roles in implementing a SFP, supervising the programme, monitoring and evaluating the programme, coordinating the programme, creating a conducive environment for the programme, sharing duties and teamwork among members, directing the food vendors, and writing reports on the programme. The SMTs decided to supervise the food provided by the vendors to ensure that they were following the government food menu before serving the learners for the day. They supervised how the vendors handled school food and the quality of the food. An unexpected finding was that SMTs identified learners who had not eaten among those participating in the programme and ensured that food was given on time, which was unusual for SMTs. The involvement of SMTs in programmesupervision had a positive impact not just on vendor performance but also on the learners participating by guaranteeing that they all received food at the time of delivery.

Monitoring and evaluation were other roles that were played by SMTs. They employed different monitoring and evaluation tools in implementing the SFP, like some SMTs that monitored the food provided, assessed learners' satisfaction, and inspected the

conditions of the infrastructure used in the programme. School Management Teams monitored the food vendors to determine whether they were following the guidelines laid down by the government and whether the food was served in adequate quantities. School Management Teams further showed concern by not only monitoring the programme's operation but also evaluating the performance of the food vendors and ensuring that learners were consuming the correct food in the correct quantity per day. Because of SMTs' monitoring and evaluation techniques, there was evidence that food was distributed evenly among learners regardless of the amount of food delivered.

The study found that SMTs coordinated the food vendors' work to implement a SFP effectively. They moved around to make sure the programme was running smoothly and to coordinate the food vendors' services because the vendors did not know whom to serve. School Management Teams also verified the number of feeding days in each month. Their administrative role included double-checking the number of feeding days in each month, as well as which week and how much of each food item was required and calculating the quantities on delivery notes. This means that the number of days in each week and month that vendors delivered food was calculated to determine the exact number of days food was supplied to school, as well as whether the food vendors were consistent with food supply as specified in the delivery notes.

School Management Teams were involved in implementing a SFP in several ways because they knew they were accountable and responsible for the programme. They played their role by being involved in creating a conducive environment for the implementation of the programme, making sure that the environment was friendly for the food vendors to do their job, and creating a stand for the food vendors to distribute food to the learners. School Management Teams were also involved in creating a conducive space for learners to eat their food comfortably. They created an ideal environment for vendors to operate easily and conveniently since they were aware that they had been assigned tasks and had to demonstrate that they were capable of doing the job. A conducive environment encouraged the vendors to perform better.

The study found that SMTs shared duties among themselves to implement the SFP effectively in their schools. They decided to share duties among themselves, and teamed

up in delegating tasks to themselves daily, assigning food vendors to the learners, sharing programme duties among themselves for the following week, and working in teams for the programme's success. They also inspected the work of the vendors and the food supplied. They subdivided their duties into sizeable pieces that they could control and operate. School Management Teams believed that programme management was one of the duties shared among them in the school to support SFP goals.

The study also found that SMTs wrote reports on the programme because writing daily reports on the operation and output of the food vendors, the performance of the vendors, and the food supplied assisted in having successful SFP implementation. They decided to write a general report to track the food vendors' attendance. School Management Teams prepared daily reports on the food that was given to learners and submitted reports on any discrepancies relating to the programme. They made sure that the performance of the vendors and the food delivered were recorded. School Management Teams were mandated and empowered to run the SFP at the school level and to write daily reports on the operation and implementation of the programme. Report writing assisted SMTs to identify any form of inadequacies in the programme and provide solutions to improve them. School Management Teams suggested different strategies that assisted in SFP implementation. They directed the vendors on what to do when they first arrived at school, directed the food vendors on the kind of food to supply daily, and checked vendors' uniforms to see if they were hygienic enough to serve the learners. They also considered directing an essential strategy for implementing a SFP but added that verifying the learners' rosters before directing the vendors on whom to serve was also of importance.

7.4.2 Rationale for the implementation of a School Feeding Programme

School Management Teams mentioned some of the reasons for the implementation of a SFP as managing learners' short-term hunger, encouraging school enrollment, improving attendance, enhancing academic performance, and increasing learners' nutritional and health status. They considered a SFP as a programme that helped to improve their learners' nutrition and health at school. Since the programme implementation learners had attended school to consume foods rich in minerals and proteins, which had a positive

impact on their nutritional and health status. The School Feeding Programme greatly improved learners' weight and health at school.

The second reason for SFP implementation that SMTs perceived was to manage learners' short-term hunger. The learners were satisfied with the SFP implementation since they did not go hungry at school, thereby managing short-term hunger, which was one of the main objectives of the SFP. The programme was a government initiative established to manage learners with short-term hunger in school who were unable to eat breakfast at home. They frequently appeared hungry when they arrived at school.

The third reason for SFP implementation that SMTs mentioned was to increase learners' attendance in school. Learners in Primary 1 to 3 were offered food to increase their attendance. Their attendance increased due to the availability of food at the school, despite the fact that they did not come to learn but rather to eat. They attended school because they knew it was a place where they could complement the food given to them at home. Apart from the benefits a SFP had for learners, it helped some parents who found it difficult to provide nourishment for their children at home.

The fourth reason for SFP implementation that SMTs mentioned was that it encouraged school enrollment. SFP implementation motivated parents from the surrounding community to enrol their children in school because of food security. Learners were enrolled in school because many parents could not afford to provide basic amenities, such as food. In a rural community environment where most parents had difficulties fending for their children the programme changed their decision to enrol their children in school as a result of SFP implementation. The programme was significant in increasing school enrollment since it encouraged the community surrounding the school to enrol children in the school on a quarterly and yearly basis.

The other reason that the SMTs observed was to enhance learner academic performance. The programme encouraged learners' class participation, class assignments and examination results because the food provided through SFP facilitated better academic performance among learners regarding classroom activities. The programme not only enhanced learner academic performance in class tests and examinations but also improved their performance in class work even though some of

them slumbered or slept after consuming the food. School Feeding Programme implementation was perceived by SMTs as a safety regulator, especially for poor families, and also tended to keep learners in school and propagated concentration on their class work. All of these reasons prompted the implementation of a SFP in the schools that participated in this study.

7.4.3 Challenges School Management Teams experienced in implementing a School Feeding Programme

School Management Teams were faced with challenges when implementing aSFP that made it difficult for the management to operate the programme effectively. These were insufficient funding of the programme, poor infrastructure for the programme, poor monitoring and evaluation of teams, delays in food delivery in school, inadequate training for the programme, corruption and mismanagement among the implementers, and poor data planning for the programme.

Insufficient funding was one of the challenges affecting the implementation of a SFP. This challenged SFP implementation because the funds provided by the local government to food vendors to prepare food were insufficient to serve the number of learners assigned to them. The food vendors did not usually arrive regularly and when asked why, they replied that the government had not paid them to supply food. They occasionally showed up on Mondays and skipped Tuesdays. The government made it challenging for vendors by providing insufficient funding to supply food, resulting in poor quality and quantity of food for learners, which also made it challenging for SMTs to implement the SFP in the school as the number of learners involved increased.

The study found that the programme faced infrastructure challenges that affected SFP implementation. Challenges affecting the effectiveness of the programme were a lack of plates, utensils and tap water, which resulted in learners using covered plates, their fingers, and even going outside the school to get water to drink after eating. School Feeding Programme implementation was further affected by challenges with cooking equipment and cooking place. The vendors prepared food outside because the school did not have a kitchen space. The poor cooking place was noted as a challenge to SFP

implementation. Learners ate in their classrooms and outside the classroom because there was no provision for a dining hall, this posed health challenges for learners.

Poor monitoring and evaluation were among the challenges affecting SFP implementation. The programme was not monitored or evaluated regularly, causing the food vendors to act irresponsibly regarding the delivery of services. Poor monitoring and evaluation presented a major challenge to the programme because the programme had various implementers with no uniform coordination. The poor monitoring and evaluation of the programme by government officials resulted in poor programme functioning, which affected the provision of basic amenities such as plates, spoons and water for learners.

The study found that poor data planning was another challenge affecting SFP implementation. The number of learners benefitting from the programme exceeded the number of learners provided to the food vendors to serve, resulting in food inconsistency and service delays, posing a challenge in the distribution of food to learners. There was no adequate information regarding the learners involved in a SFP and this was because programme data was not constantly generated, and if generated, the collection method was poor. Apart from the government not generating accurate information, they did not do proper research to obtain the correct data on the number of learners benefitting from the programme before assigning them to the vendors for food provision.

Another challenge SMTs identified was delays in food delivery. Food vendors arrived late to deliver food, occasionally disturbed school activities, especially class lessons, and the teachers most of the times complained because they would not be able to cover the curriculum that had been interrupted. The class timetable was disrupted when the food arrived, because the food that should be served for breakfast for learners to function well in their class activities was served after breakfast hours, resulting in the following behaviours: they ate slowly and then cleaned their classrooms, which affected other school activities.

The study revealed that inadequate training was also part of the challenges affecting the SFP. The vendors lacked proper training concerning the programme because most of them acted on instructions given by the government. The surprising finding was that the

vendors did not have catering certificates because they had never attended any catering school. The vendors were not trained on how to prepare quality food. The inadequate training made the programme challenging for food vendors because they were unaware of their responsibilities in the programme implementation.

The study found that SMTs faced corruption and mismanagement challenges that affected SFP implementation. There was corruption in the disbursement of funds to the food vendors. Fund mismanagement among the implementers at the local government office affected the SFP when the vendors complained of corruption in the area of disbursement of funds. The corruption and mismanagement of SFP funds might be a result of underpaying or not paying the officials, which prevented them from taking into account the consequences of improperly using funds granted for SFP implementation. School Management Teams had to devise different strategies to deal with the challenges affecting SFP implementation.

7.4.4 How School Management Teams mitigated the challenges they experienced in implementing a School Feeding Programme

School Management Teams developed different strategies to deal with the challenges affecting SFP implementation, providing monitoring and evaluation, provision of adequate funding, consistency and scheduling of the programme, effective training of the management and vendors, formulating rules and regulations for the programme, and adopting a flexible food menu.

Monitoring and evaluation mechanisms were one of the strategies SMTs used to deal with the challenges affecting SFP implementation. In this study, vendors were closely monitored and evaluated by SMTs to be fully committed to their job. Every Monday, the first day of the week, they evaluated the food supplied, the vendors, and the learners to see whether everything was in place as implemented in the government programme guidelines. Monitoring and evaluation mechanisms greatly encouraged food vendors to be serious and committed to their job. The study suggests that strict monitoring and evaluation of the programme are required when funds are released by the government. Monitoring and evaluation officers should be assigned to monitor and evaluate the distribution of funds.

The second strategy that SMTs used was the provision of adequate funding for school feeding, which was a key component in safety intervention for learners. The study found that SMTs contacted SFP officers in the local government, requesting that funds be sent to vendors as soon as possible because they had not been receiving food from them for three weeks or more. The study also found that there was little SMTs could do to improve the financial situation, so they pleaded with the food vendors to provide food whenever they were paid.

Consistency of food supply assisted SMTs in keeping learners in school. The strategy that helped SMTs to keep learners in school was consistency in food delivery. All that they did was to encourage the vendors to supply food consistently, even if the quantity was small for learners' satisfaction. However, time was set aside to facilitate and speak with the vendors about providing food whenever they were paid. The consistency of the SFP boosted school enrollment, which as a result kept learners off the streets. The study found that SMTs aimed to ensure that food was supplied regularly to have a positive result on learners' well-being at school.

In this study, effective training was another strategy SMTs used in dealing with SFP challenges. The participants devised an effective training strategy to better their own and vendors' performance in implementing a SFP. They improved their knowledge and abilities through training, and their performance aided in the SFP implementation. The findings of this study show that SMTs valued training because it helped them perform to the best of their abilities by reminding themselves and vendors of SFP objectives and comparing them to the previous years' achievements. Developing effective training on nutritional food provided and how to share it aided in fulfilling the programme's goal of feeding learners in school.

Another strategy that helped SMTs deal with the challenges affecting SFP implementation was the formulation of rules and regulations. The formulation of rules and regulations for a SFP guided the SMTs and the food vendors on the dos and don'ts needed in the programme. The study found that any discrepancies in the programme were managed by adhering to the set rules and regulations and correcting any kind of abuse in the programme. The study also found that the SMTs formulated the rules and regulations

strategy in the school to assist in the successful implementation of the programme since the government did not provide any rules. The rules and regulations formulated within the school regarding the programme guaranteed effective implementation in the school, urging everyone involved in the programme to perform better.

School Management Teams encouraged parental and community participation to deal with the challenges affecting learners' hunger in schools. The study found that when food vendors failed to supply food to the school for a prolonged period, SMTs resorted to establishing relationships with learners' parents who could assist in donating snacks or food to alleviate learners' short-term hunger. SMTs resorted to this strategy whenever the government did not provide food for specified times and month. The findings of this study show that SMTs were proactive in addressing the challenges of learners' hunger that were affecting their educational achievement.

Adopting a flexible food menu was used by SMTs to serve the learners involved in the programme. The finding in this study shows that SMTs motivated the food vendors to supply foods that were aligned with the government food menu. School Management Teams made sure the food vendors adhered to the government food menu, because most of the time the food vendors supplied foods that were not aligned with it. The government food menus were followed strictly by the SMTs to improve learners' nutritional and health status, academic performance and attendance. Implementing a SFP is important and SMTs should be involved if they want the programme to be implemented successfully.

7.5 RECOMMENDATIONS

The findings of this study show that the experiences of the participants differed with regard to the implementation of a SFP in Nigeria public primary schools. However, participants experienced different challenges at their levels of implementation. Concurring with López-López et al. (2022), this study makes two distinct types of recommendations: for practical application by the government, SFP implementers, SMTs, and for further/future research.

7.5.1 Recommendations for the government

The study recommends that SMTs formulate the rules and regulations strategy in the school to assist in the successful implementation of the programme since the government

does not provide rules regarding the programme in the concerned schools. The findings of the study call on governments to equip SFP stakeholders with skills and competencies to be able to understand their expectations and/or the different roles they play in policy formulation. This suggests that governments should fully interact with SFP officers to formulate rules/policies and guidelines that should be followed to improve SFP implementation.

The Government of Nigeria should formulate the necessary rules regarding the SFP by taking into consideration emerging health risks on the part of learners who take food at high risk of contracting diseases associated with hygiene when they eat with their fingers instead of using spoons. Currently, Nigeria has no policy on the SFP as it is directed by guidelines only. Although the aim of the Nigerian SFP is, among others, to address malnutrition among learners, there is a need to expand this objective to address hygienic styles among public primary school learners to provide infrastructure like plates and spoons that will improve learners' nutrition and health status. The government, through the Ministry of Education as a major stakeholder of the SFP, should ensure consistent availability of adequate funds and food supplies in the school so that learners have access to food at least once every day. Further, in developing SFP policy implementation for public primary schools in Nigeria, the government, policymakers and Education Ministry Departments and Agencies (MDAs) should ensure their alignment with international policy instruments, such as ICESCR of 1996, ACHPR of 1986, ACRWC of 1999, and CRC of 1989 that establish the rights of every child to food.

7.5.2 Recommendations for School Feeding Programme officers

The findings of the study show that SFP officers at state and local government level did not visit the schools participating in the programme frequently to inspect, monitor or evaluate to support SMTs through the provision of effective training, provision of infrastructure, provision of sufficient funds, etc. The findings also show that strict monitoring and evaluation of the programme is required because when funds are released federal monitoring and evaluation officers should be assigned to monitor and evaluate the distribution of funds to ensure that they are distributed appropriately. In view of the challenges raised in this study, SFP officers should be committed to consistent

monitoring and evaluation that will make everyone in the programme accountable and responsible for their performance.

7.5.3 Recommendations for the Ministry of Education

The Ministry of Education is the custodian of the programme and should be well-informed as to how the programme should be implemented. In this study, the food vendors were not regularly trained on how to prepare quality food, which challenged SFP implementation. A lack of proper training by the Ministry of Education regarding the programme affected the programme's functioning. Practically, most vendors did their job based on instructions given by the government. It seemed as if regular in-service training was needed to deepen the quality of the programme. The Ministry of Education should continue to train SMTs and food vendors in good practices regarding SFP operation, management and food preparation that will improve SFP implementation and serve the learners involved better.

This study highlighted evidence of delays in food delivery and inadequate data planning on the number of learners, inconsistency in food supply already established by Jerono and Nzuki (2019). Several cases of delays in delivery and delivery of poor quality and quantity of food were reported in this study. The Ministry of Education must put in place monitoring teams from state government offices to inspect the supply of food to schools. Without such monitoring teams assigned, the food vendors are likely to be guilty of delays that will conversely affect school activities.

This study also shows that the vendors prepared the food outside because the school did not have a kitchen. The poor cooking venues as well as insufficient tap water, cooking equipment, and insufficient plates were noted as challenges to a SFP. Therefore, the Ministry of Education must work with the government to install a kitchen in each of the programme's participating schools. The Ministry of Education should also provide tap water and serving utensils such as plates and spoons so that learners do not have to leave their schools to fetch drinking water.

7.5.4 Recommendations for School Management Teams

Findings show that SMTs are accountable and responsible for SFP implementation. Asgari, Mezginejad and Taherpour (2020) acknowledge the role of SMTs as management agents in the SFP. It is important to bear in mind that the school is surrounded by people with the ability to work as a team, with a vision to achieve the set objectives of the programme. In this study, the Administrative Management Theory that SMTs applied to the programme enabled them to deal with the challenges affecting the SFP. In Chapter 3 Fayol's (1949) Administrative Management Theory that was used as a framework was discussed. The contribution of this study is the participants as administrative school managers showing how they implemented a SFP. The findings have contributed to expanding the administrative management model, particularly in its connection to the roles of SMTs in the implementation of a SFP. These insights have further facilitated the development of the model represented in Figure 7.1 below.

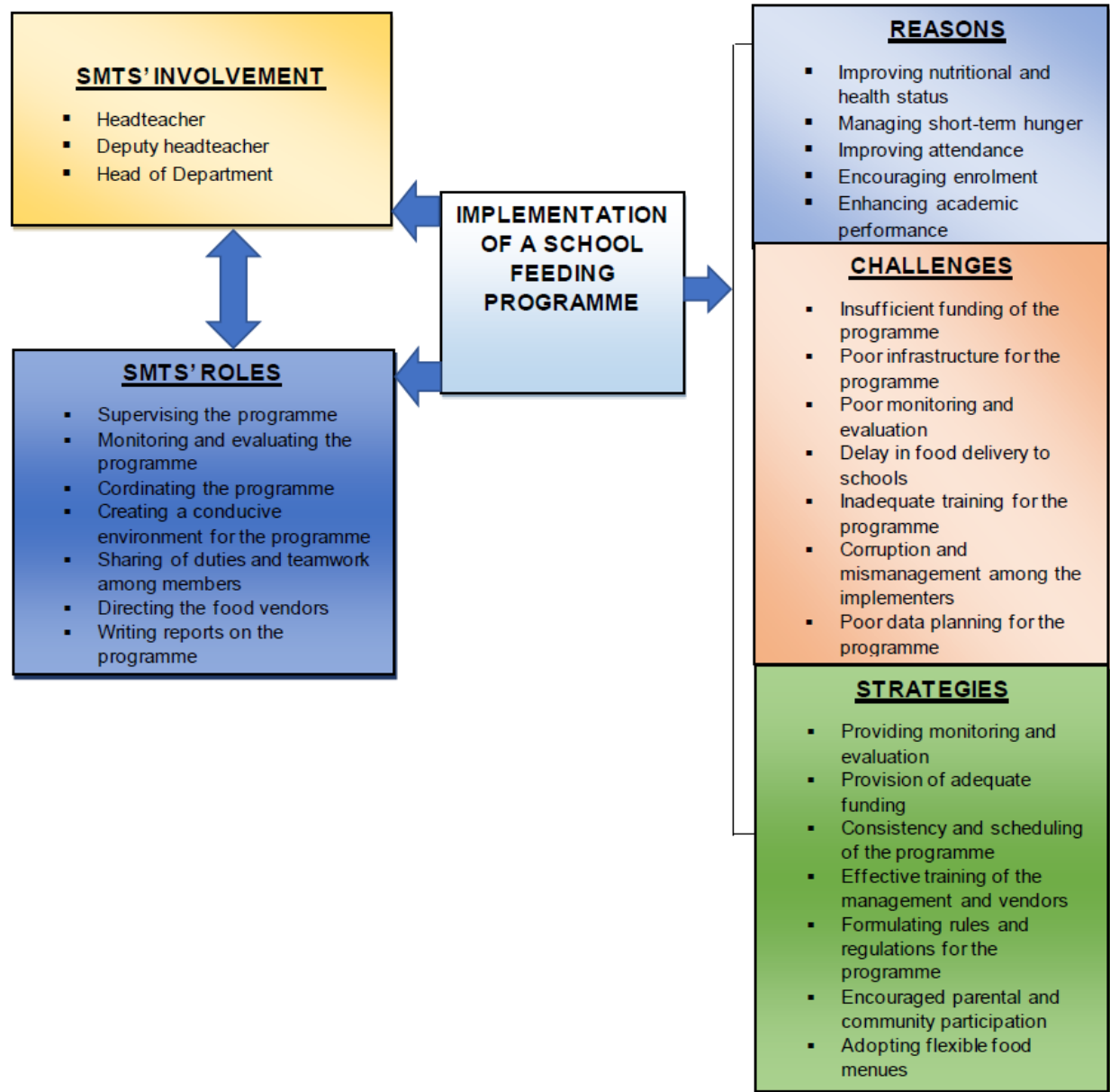


Figure 7.1: Ogunbayo (2023) Administrative Management Model in Implementing a School Feeding Programme in Schools

The model that has been developed in this study demonstrates that implementing a SFP in school is the main role played by SMTs in satisfying learners' needs. The schools involved in the programme were public primary schools that made it difficult for SMTs to implement the SFP.

7.5.4.1 School Management Teams' roles in implementing a School Feeding Programme

For SMTs to implement a SFP successfully in schools, they have to play different roles. School Management Teams identified their roles in implementing a SFP as supervising it, monitoring and evaluating it, coordinating the programme, creating a conducive environment for the programme, sharing duties, teamwork among members, directing the food vendors, and writing reports on the programme.

School Management Teams were aware that SFP implementation would only be successful if they supervised the daily operation and managed the SFP. They regarded the implementation of a SFP as one of the most significant programmes in the school that needed to be attended to. They supervised to see whether the foods supplied were aligned with the government food menu for the day before serving the learners involved in the programme. They also identified learners who had not eaten in the school and ensured that food was delivered on time.

Monitoring and evaluation were used to establish how the SFP was implemented. School Management Teams monitored the food provided by the food vendors to learners and assessed whether learners were satisfied with the food consumed. They made sure that food was distributed evenly among learners regardless of the amount of food served. This implies that the SMTs should be made accountable and responsible regarding ensuring that learners are satisfied with the food consumed.

Coordination was one of the roles played by SMTs when implementing a SFP. School Management Teams moved around to check whether the programme was in order and coordinated the food vendors' services because the vendors did not know whom to serve. They also double-checked the number of days that the vendors supplied food to schools. In this study, double-checking was done to determine the number of feeding days in each month, as well as which week and what quantity of each food item was needed and calculated the quantities on delivery notes.

School Management Teams cannot run a SFP programme effectively unless they create a conducive environment for the programme. The participants created a conducive environment for the implementation of the programme, made sure the environment was

friendly for the food vendors to do their job, created a stand for the food vendors to distribute food to the learners, and created a conducive space for learners to eat their food comfortably. It is a good strategy for SMTs to establish a warm and welcoming environment that will encourage food vendors to do their job; creating a welcoming environment will instil a sense of belonging in the food vendors, allowing them to carry out the programme's daily operations.

School Management Teams shared duties among themselves and teamed up in delegating tasks daily, assigning food vendors to the learners, assigning the learners who were to be served, sharing programme duties for the following week, and working in teams for the programme's success. This simply means that different players are brought on board to help facilitate SFP implementation because SFP implementation is not a one-man job; it requires all the team members with different strengths to collaborate for the achievement of the programme objectives.

Another role played by the SMTs was to write reports on the programme because writing daily reports on the operation and output of the food vendors, the performance of the vendors, and the food supplied assisted in having successful SFP implementation. Every day, the SMTs prepared a general report on food supplied to learners, which aided in identifying irregularities in the programme and generating with solutions. In this study, they were mandated and empowered to run the SFP at the school level and they were mandated to write daily reports on the operation and implementation of the programme.

School Management Teams directed the food vendors on what to do, verified the learners' roster, directed the vendors on whom to serve and checked the food by tasting it. Administrative Management Theory proposes a universal set of management roles that are fundamental management principles in schools (Edwards, 2018). School Management Teams in this study played different management roles that were linked to the implementation of the SFP. As a result, these SMTs adopted effective management practices to gain a comprehensive understanding of their responsibilities in implementing the SFP. This enabled them not only to meet but also to exceed the programme objectives.

7.5.4.2 Rationale for School Feeding Programme implementation

The rationale for SFP implementation was to help learners to improve their nutrition and health status in school. School Feeding Programme implementation was said to have a beneficial impact on learners' nutritional and health status, as SMTs perceived that learners came to school to enjoy the food provided. The programme offered nutrition to learners through the consumption of foods rich in nutrients and proteins. Food like beans, eggs, and loaves of bread that were offered provided nutrients to curb malnutrition in learners at school.

The introduction of a SFP further resulted in a decrease in short-term hunger at school. Since many of the learners could not eat breakfast at home, they came to school on an empty stomach, knowing fully well that food would be available in school to satisfy their hunger. School Management Teams described the intervention of a SFP as small meal at the start of the day or mid-morning to alleviate short-term hunger linked to increased awareness, activity and learning capacity of learners.

The School Feeding Programme improved learners' nutritional and health status because since its inception learners had been coming to school to enjoy the food supplied. Nutrition and health programme in schools, such as a SFP, assisted learners that had nutritional problems because many learners came from low-income families that could not afford to prepare a balanced diet at home.

In this study, it was found that SFP implementation increased learners' attendance in schools. Most learners attended school frequently because they believed that attending school regularly would guarantee them free food. Learners only received food when they attended school. A School Feeding Programme was found to increase class attendance effectively. Food provided through the SFP was effective in increasing class attendance because learners received the food only when they were present in school.

Similarly, the implementation of a SFP had assisted the SMTs to increase their school enrollment. The programme had considerably increased school enrollment since it encouraged the community around the school to enrol the children in the school regularly. The findings of this study show that the programme had improved learners' academic

performance in schools by encouraging learners' class participation and improved the learners' marks in class tests and examinations.

This programme assisted the SMTs to help learners perform well in classroom activities and tests. Learners who participated in school food tended to outperform their peers in non-participating schools on standardised tests. School management Teams' description of the reason for a SFP shows one of the attributes of Administrative Management Theory which states that the manager plan for both the short and long-term objectives of a programme (Achinivu, Olaleke, Subi, Kehinde, & Anoruo, 2017). Therefore, it is imperative for SMTs to ensure a continuous and reliable food supply, as this is essential for achieving both the immediate and long-term goals of the programme.

7.5.4.3 Challenges in implementing a School Feeding Programme

School Feeding Programme implementation which was basically for learners in public primary schools was faced with different challenges that affected the implementation process. School Feeding Teams identified some of the challenges affecting SFP implementation in their schools, namely, insufficient funding of the programme, poor infrastructure of the programme, poor monitoring and evaluation teams, delays in food delivery in school, inconsistency in the provision of food, inadequate training for the programme, corruption and mismanagement among the implementers, and poor data planning for the programme operation.

Insufficient funding from the government affected the implementation of the SFP. The challenge was that funds were not distributed on time, resulting in gaps in the effective operation of the SFP. As a result, when the supply ran out, learners were compelled to go without food. The vendors complained that the funds allocated to them by the government was insufficient to feed the number of learners assigned to them. This insufficient funding by the government made it challenging for the vendors to provide good quality and quantity of food for learners, which also posed a challenge for SMTs effectively to implement a SFP as the number of learners involved had risen.

Poor infrastructure of the programme was an unsettled issue surrounding the SFP, which deprived learners of access to SFP infrastructural facilities like plates, spoons, a dining

hall, and tap water to run the programme effectively, leaving learners with no option but to go outside the school to fetch water to drink after eating. Learners' foods were prepared outside by the vendors because the schools did not have a kitchen, which posed a health risk to the learners.

Poor monitoring and evaluation were other challenges affecting SFP implementation. The programme was not well monitored and evaluated in school to inspect how the programme was being implemented. This showed that the programme had not been regularly monitored and evaluated frequently in school, posing the food vendors to act irresponsibly regarding rendering services.

Poor data planning was also a challenge affecting the implementation of the SFP. The number of learners participating in the programme exceeded the number of learners assigned to the food vendors to serve, resulting in inconsistency and service delays, and in poor quality and quantity of food to learners. This showed that the food brought to school was not enough for the learners involved in the programme due to the data information obtained from the government.

Delays in food delivery to school proved to be another challenge to the SFP, depriving learners of access to food at school. The food that was supposed to be served as breakfast for learners to function well in classroom activities was served after breakfast hours, resulting in the following activities: they ate slowly and then cleaned their classrooms while disrupting the normal lessons.

Effective training was never done with the food vendors on how to manage and operate the programme, which affected the programme implementation. Many of the vendors did not have certificates in catering and they had not even attended any workshops or training on how to prepare quality foods. This means that ineffective training made it challenging for the food vendors to prepare quality food for the learners.

Corruption and mismanagement among programme implementers were challenges affecting SFP implementation in this study. Corruption and mismanagement of funds were unresolved challenges associated the SFP. The implementers in control of the programme were unconcerned about the implications of not releasing accurate funds to

the food vendors causing a negative impact on food supplied to schools and forcing learners to go hungry all through the day. It is, therefore, important that the SMTs formulate diverse strategies aimed at addressing the challenges that impact the successful implementation of a SFP within educational institutions.

7.5.4.4 Strategies developed for implementing a School Feeding Programme

In order to have successful implementation, SMTs developed different strategies to deal with the challenges that affected SFP implementation. These included providing monitoring and evaluation, provision of adequate funding, consistency and scheduling of the programme, effective training of the management and vendors, formulating rules and regulations for the programme, and adopting a flexible food menu.

Monitoring and evaluation mechanisms were one of the strategies used to deal with the challenge of a SFP. School Management Teams monitored the food provided every first day of the week and evaluated the food supplied, the vendors, and the learners to see whether everything was done as implemented in the government programme guidelines. Monitoring and evaluation mechanisms encouraged work commitment, teamwork, and good output in the programme, assisting SMTs and vendors in accomplishing the programme objectives. Since a SFP is a capital-intensive sanitation project, it requires monitoring and evaluation mechanisms to verify that the targeted goals and objectives are achieved.

School Management Teams contacted the SFP officers at the local government asking them to speed up the release of funds to the vendors when they had not set their eyes on them to supply food for three weeks or more. They ensured funds were made available to supply food to the learners participating in the programme. For a successful and stable SFP, a funds line for school feeding was required in the long run to ensure the continuous functioning of the SFP.

Consistency in food supply encouraged learners to stay in school. The SMTs encouraged the food vendors to supply food regularly to produce positive results for the learners' well-being. This means consistency in food supply aided the programme's stability and

dependability, which in return improved learners' attendance at school. The study implies that once the food supply was consistent, learners began to attend class on a daily basis.

Effective training was done to ensure that SMTs and the vendors were reminded of their responsibilities concerning the programme. School Management Teams used effective training methods to improve the food vendors' performance in implementing the SFP. They presented a brief workshop within the school to train themselves and the vendors on SFP operation, management and food preparation, which encouraged them to improve SFP implementation and serve the learners involved better. This showed that the SMTs valued training because it helped them perform to the best of their abilities by reminding themselves and vendors of SFP objectives and comparing them to the previous years' achievements.

School Management Teams suggested with rules and regulations formulation to keep everyone involved in the programme on track. Rules and regulations formulation for the programme implementation helped deal with any irregularities in the programme. This means that any discrepancies in the programme could be managed in the school by formulating rules that would guide and correct any form of abuse in the programme. However, SMTs might be aware of the rules and regulations strategy formulated in the school to aid in the successful implementation of the programme since the government did not provide rules to the school concerned.

Parental and community participation were used to deal with the challenges of learners' hunger in schools. The parents and the communities were involved when food vendors failed to supply foods to the school for a prolonged period. School Management Teams resorted to establishing relationships with learners' parents who would assist in donating snacks or food to alleviate learners' short-term hunger. They involved the communities to volunteer and occasionally supplied water to the school for learners to drink during SFP operation due to the government's lack of water supply to schools. This suggests that SMTs should be proactive in addressing the challenges of learners' hunger affecting their educational achievement.

Adopting a flexible food menu strategy was used by SMTs to motivate the food vendors always to supply food that was aligned with the government-provided food menu. They

made sure the government food menu was adopted by the food vendors in preparing nutritional food for the learners.

However, SMTs' responses to the challenges affecting the SFP were related to the Administrative Management Theory that asserts that managers need to provide everything necessary to carry out the programme, including raw materials, tools, and human and capital resources (Edwards, 2018). As a management element, SMTs should supervise and control all operations related to the SFP in school, including the establishment of performance standards and principles, as well as the development of strategies for evaluating vendors' performance. The proposed model explains how SMTs successfully implemented a SFP in Nigeria public primary schools. Most importantly, it also explains the roles of SMTs in implementing a SFP, unveiling the reasons for SFP implementation. The proposed model has the potential to assist in effective SFP implementation that results in the accomplishment of SFP set objectives.

7.6 CONTRIBUTION TO KNOWLEDGE

This study aimed to investigate School Management Teams' experiences in implementing a School Feeding Programme in Nigeria public primary schools. This chapter claims to contribute to knowledge about the phenomenon studied and these claims are made below.

7.6.1 Contributions to the field of a School Feeding Programme

Previous studies have shown that SFPs have been researched in areas such as learners' nutritional and health status, attendance, and enrollment, the impact of a SFP on learners' access to education, a SFP's effect on agricultural development; nothing much has been done on how SMTs implement a SFP. Very few studies have focused on investigating the role SMTs played in implementing a SFP in Nigeria public primary schools. Some researchers have conducted studies in relation to SMTs in implementing a SFP internationally and nationally, for example, Aliyar et al. (2015); Jayaraman and Simroth (2015); Sekiyama et al. (2018); Acheampong (2022); Banda (2022); Igboji, Umoke, Obande-Ogbuinya, Agu and Mbamalu (2022). My findings should expand and/or extend knowledge on the phenomenon of how SMTs implement a SFP in African schools.

Conducting this study in Nigeria should add new knowledge to ongoing arguments about SMTs implementing a SFP in Nigeria public primary schools, especially in public primary schools. For example, the Federal Government is undergoing transformation to improve the SFP by expanding the programme to non-participating public primary schools and states in all thirty-six states as a solution for educational development. The findings of this study are timely and relevant as the government's priority is to have an enhanced SFP leading to improved learners' access to education (Universal Basic Education) (UBE). My study findings should offer insights into how to solve the challenges identified by SMTs.

The study findings should provide valuable insights and contributions relevant to other African countries facing similar challenges and implementing a SFP. Identifying the challenges faced by SMTs in Nigeria and the strategies they implemented can provide a plan for dealing with similar challenges in other African countries. Also, understanding how SMTs involved parents and communities to support the SFP should offer ideas for other African countries to involve parental and community strategies in their plans to make a SFP more successful.

My study findings should also contribute to the body of knowledge by revealing that the participants' experiences in the implementation of a SFP are specific. They perceived a SFP as core to their duties. They considered themselves as having roles to play in the implementation of the SFP. Thus, they regarded the SFP as a duty to perform in school to meet the immediate needs of learners. This perception of SMTs was similar to that of Chepkonga (2019) who explains that a SFP is an intervention that provides nutritious foods to learners who attend school regularly. Desalegn et al. (2021) argue that SMTs must be involved and accountable for the SFP from the start to significantly boost the chances of the programme's effectiveness and sustainability. Ibeanu et al. (2020) support the argument by stating that SMTs are a collection of individuals in charge of managing the SFP. Being mindful of this should urge the government and other important stakeholders to organise monitoring teams/officers who do inspections on a regular basis to identify the challenges of the SFP and to suggest strategies to deal with these challenges to improve SMT practices.

7.6.2 Contributions to policy and practice

The findings of this study are of great benefit to society, as a SFP is a national priority to the government and Ministry of Education officers, such as the implementers, agencies, parents, community, SMTs, and vendors in improving the SFP. The findings of this study provide contributions to SFP officers/implementers and the Ministry of Education to inform the formulation of new policies and to review existing policies. Policy implementation and compliance are critical to the success of the SFP; if policies are to achieve their desired impact, the gap that exists between policy and practice should be closed by effectively providing rules and regulations that will guide SMTs and the food vendors on the dos and don'ts needed for the programme.

The findings of this study show that the participants were not fully guided on the implementation of a SFP. This presented the biggest challenge. School Feeding Programme officers/implementers and the Ministry of Education need to put guidelines in place with an emphasis on the roles of every participant to improve the implementation of the SFP, which should be shared with the participating schools. This requires SFP officers/implementers to train SMTs and vendors on SFP operation, management and food preparation to make them understand their roles and encourage them to do their best. This may help SMTs to improve their management skills, as they will be able to understand their roles in achieving the set objectives of the programme.

The study findings show that SMTs experienced challenges that affect the implementation of a SFP, specifically insufficient funding for the programme, poor infrastructure of the programme, poor monitoring and evaluation teams, delays in food delivery in school, inadequate training for the programme, corruption and mismanagement among the implementers, and poor data planning for the programme. The findings of the study further show that all research participants believed that to guarantee successful SFP implementation, there is a need to deal with the challenges by using different strategies, such as providing monitoring and evaluation mechanisms, adequate funding, consistency and scheduling of the programme, effective training of the management and vendors, rules and regulations for the programme, and adopting a flexible food menu. This may help SFP officers/implementers and the Ministry of Education to be aware of the

strategies used by SMTs and this may make them want to develop, or review policies that address the challenges.

7.6.3 Methodological contribution

The use of a qualitative case study design, combined with other techniques for triangulation to ensure reliability when examining the phenomenon of an SFP, was the primary methodological contribution of this study. I was able to gather comprehensive data for my study by generating data from a variety of sources. The participants freely shared their opinions on SFP implementation because the interviews took place in their own schools. As mentioned in Chapter 4, the interpretivist paradigm that this study employed holds that the researcher does not believe in a single objective reality and that there are multiple realities of the phenomenon being studied (Flick, 2022). Interpretivism aims to comprehend a phenomenon from the perspective of an individual within their own context (Flick, 2022). A rich and detailed overview of the research setting as a distinct area can be obtained from data in an interpretivist paradigm, which is typically qualitative in nature (Pham, 2018); this position allowed me to comprehend the lived experiences of each individual involved in the implementation of an SFP in low-income areas.

Opting for semi-structured interviews offered a balanced approach, providing both control and flexibility during the interviews. This method enabled me to guide the conversation while allowing participants the freedom to share comprehensive information. Given the qualitative nature of the data, the adaptable nature of semi-structured interviews proved invaluable, allowing for in-depth exploration by facilitating probing and elaboration on participants' responses (Yin, 2014). To ensure credibility and enhance triangulation, document analysis was employed. This strategic choice aimed to furnish supporting evidence that would bolster the credibility of the findings. By integrating insights gleaned from document analysis and observation, I was able to cross-reference and validate the information obtained from interviews, thereby corroborating or challenging the assertions made by participants.

I used Creswell' (2016) thematic analysis framework that states four processes that must be followed: familiarising oneself with data, generating codes and searching for themes, reviewing and naming themes, and producing the report according to the participants.

Following this categorisation was the strength of my research because it taught me that there are multiple realities/truths. The utilisation of various sources to triangulate conclusions may assist in overcoming doubts about their credibility.

7.6.4 Theoretical contribution

This study was underpinned by the Administrative Management Theory of Henri Fayol (1949). The theory utilised in this study did not only answer the research questions but also demonstrated many other exciting findings, such as links between SMTs and SFP implementation in the researched sites, and knowledge, competencies, and roles with regard to performing their jobs as implementers of a SFP in school. In addition, for the theme of participants' roles in implementing a SFP, I used the elements of management practice to back my findings. As stated in Chapter 3, management practice is guided by five elements, namely planning, organising, commanding, coordinating and controlling to achieve the goals and objectives of any programme. What this implies is that for a SFP to be effectively implemented, SMTs should apply these elements of management practice in their job that will critically drive efficiency and consistency (Karimli & Baghirov, 2020).

Administrative Management Theory was applied in a new context, which is the public primary schools; using it in a new setting showed its flexibility in it can be applied to other situations. This contributes to the theory by adapting it to SMT knowledge. Integrating concepts and/or theory from management practice into the schools shifts the theoretical framing and/or paradigm towards new ways of looking at things. It also provides insights into the potential understanding of the roles of SMTs to enable shifts in best practice strategies envisaged for the successful implementation of a SFP aimed at achieving set objectives. I would say the use of this theory increased the originality of my study. Administrative Management Theory as outlined in Chapter 3 has a better chance of fitting into schools because it requires a formalised administrative structure, clear division of labour, and delegation of power and authority to the relevant members of the school to their areas of responsibilities (Karimli & Baghirov, 2020). However, I confirm that I am aware that Administrative Management Theory is subject to further testing.

7.7 IMPLICATIONS FOR FURTHER RESEARCH

In this thesis, a small-scale qualitative approach was utilised to delve into the experiences of SMTs in implementing a SFPs at six public primary schools that participated in the programme. The findings of this study cannot be generalised to other schools. It is recommended that further research be conducted on a larger scale, using mixed methods to ensure that findings may be generalised.

It is recommended that the study be conducted in other public primary schools in Ado-Odo Ota Ogun-State Nigeria that were not covered in this investigation and the experiences of SMTs in public primary schools compared to schools in other States in Nigeria. Furthermore, research should be conducted that investigates how other SMTs implement a SFP in participating schools.

The Ministry of Education and the SFP officers and officials increasingly focused on implementing the SFP and needed to ensure that SMTs were equipped with appropriate skills and knowledge to reduce the challenges of learners being absent from school. The evidence points to effective training. Research could investigate the effect of training on SMTs and food vendors' performance in the implementation of a SFP. It is further recommended that research be undertaken to determine the perceptions of other stakeholders, teachers, learners and parents regarding SFP implementation.

Lastly, further research can focus on the strategies that can be put in place to improve the implementation of a SFP in Nigeria public primary schools. Therefore, more research should be conducted on how to deal with the challenges of a SFP.

7.8 LIMITATIONS OF THE STUDY

The main focus of this study was to investigate School Management Teams in implementing a School Feeding Programme in Nigeria public primary schools. The intended purpose of this study was achieved: the findings of the study show that all the participants did not implement a SFP effectively in schools due to the challenges they faced, as stated in Chapter 5. As with other studies, this one had limitations, which are shortcomings, conditions, influences, weaknesses or constraints that cannot be

controlled by the researcher (Goes & Simon, 2015). Sample size, time frame and sampling technique constitute limitations.

I aimed to interview twenty-seven participants, but only eighteen participants showed up. Some participants were unable to participate in this study because they were not among the schools running a SFP. I purposively selected the participants to reflect a specific group of participants. Because participation in this study was optional, I did not influence the situation. This limitation, however, did not affect the outcome of this study because qualitative research can be conducted with any number of participants. In future, I would like to compare both participating and non-participating schools with a larger sample of participants.

Another limitation was that I planned to collect data for two months, but I ended up spending three and a half months because I needed an approval letter from the Ministry of Education allowing me to interview my participants, which took a long time to obtain. Following that, I went to the selected schools to schedule interviews, but the headteachers were not available. I was unable to conduct the interviews as planned due to the week of resumption. Because they were very busy, I was able to interview the deputy headteachers and the Head of Department in the selected schools. Before I could wrap up the interview, I had to keep checking until they were seated. The time allotted for data gathering prevented me from doing personal follow-up interviews for clarity and depth. I had to perform follow-up calls by phone and email, which is not the same as personal follow-up face-to-face interviews. Communication gestures and body language could not be captured using document analysis and observation approaches. Even though I was unable to do a personal face-to-face follow-up interview, the sound made by a person gave me an indicator of the participants' emotions. In future, I would prefer to acquire additional information through video recording.

Six public primary schools in Ogun State's Ado-Odo Otta Local Government Area that participated in the programme were purposively selected for this study. The perspectives of study participants did not necessarily reflect the perspectives of all SMTs in the participating schools. Because this was a small-scale qualitative study, the opinions cannot be applied to a larger population.

7.9 CONCLUSION

The concluding chapter served as a reflective synthesis, amalgamating insights from previous chapters, offering a comprehensive summary of the study. It delineated findings aligned with the research questions, drew meaningful conclusions from these findings, and proposed recommendations for both future research endeavors and practical application. Furthermore, the chapter expounded upon implications for prospective research, highlighted the contributions to knowledge, and acknowledged the study's limitations. In summary, I am optimistic that the findings, discussions, and recommendations presented in this thesis will serve as a catalyst, piquing the curiosity of other researchers to explore the identified areas further.

The prospective areas for future research are anticipated to be thought-provoking, yielding results that can be beneficial and fulfilling for various stakeholders involved in SFP implementation, including the Ministry of Education, SMTs, SFP implementers, vendors, parents, learners, and teachers. Emphasising the contribution to theory, I do not assert to have definitively validated any claims. I acknowledge that the subject matter remains open to further investigation, and my findings and recommendations do not offer a resolution or an alternative to the challenges faced in SFP implementation. Rather, I propose that my findings might serve as indicators or pathways towards addressing challenges related to the knowledge gap surrounding SFP implementation, particularly concerning enhancing learners' access to education. These insights could offer valuable clues or directions for potential strategies aimed at navigating the challenges encountered in this domain.

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ANNEXURE A: APPROVAL LETTER

MINISTRY OF SCIENCE AND TECHNOLOGY



**DEPARTMENT OF PLANNING, RESEARCH AND STATISTICS,
OKE-MOSAN, ABEOKUTA, OGUN STATE, NIGERIA**

Our Ref : PL.9857/Vol.IV/33

Date: 11th October, 2022

Ogunbayo, Shakirat Bola
Faculty of Education,
University of Pretoria,
South Africa.

Through
The Zonal Education Officer,
Zonal Education Office,
Ado-Odo Ota,
Ogun State.



REQUEST TO COLLECT DATA

I am directed to refer to your letter dated 29th August, 2022 and convey the Ministry's approval on your request for school enrolment and academic achievement records for years 2019- 2022 and to carry out semi-structured interview among Head Teachers, Assistant Head Teachers and Head of Departments in the under-listed Public Primary Schools in Ado-Odo Local Government Area:

- a. Ansar-ud-deen Practicing Primary School 1, Ota
- b. St. Peter Iyesi Ota Roman Catholic Mission School 1, Ota
- c. Zion Methodist School 1, Oruba Ota
- d. St. Peter African Church School 1, Iyesi Ota
- e. St. James Anglican Primary School, Ota
- f. St. Michael African Primary School, Ota.

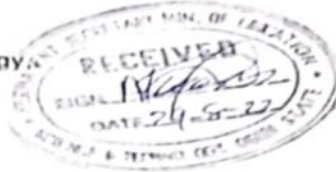
2. Please ensure the ethical use of the data provided (hard copies is attached) while you should also carry along the Zonal Education Officer and Head Teachers of affected Schools in the process.
3. Most importantly, the soft copy of the findings and recommendations should be forwarded as pay back or feedback to the Ministry through moest@ogunstate.gov.org for follow- up and clarification.
4. Many thanks.

Akinola-Okerefor, M.O (Mrs.)
Director of Education,
For: Permanent Secretary

ANNEXURE B: PERMISSION LETTER



The Permanent Secretary,
Ministry of Education, Science and Technology,
Oke-Mosan, Abeokuta,
Ogun State,
Nigeria.



Dear Sir/Ma,

Letter to the Permanent Secretary requesting permission to collect data

I Ogunbayo Shakirat Bola, a PhD student at the University of Pretoria, South Africa in Educational Management, Law, and Policy Studies Department at the Faculty of Education under the supervision of Dr. Nontuthuzelo Mhlanga. I kindly request permission to conduct the research titled: **"School management teams experiences of implementing school feeding programmes in Nigerian schools"** at six (6) public primary schools within the local government area. The purpose of this letter is to request your permission to interview the School Management Teams (SMTs) who are the school headteachers, deputy headteachers, and head of departments in your schools for my study. Furthermore, the study aims to investigate the school management teams experiences of implementing school feeding programmes in Nigerian public primary schools.

Implementing school feeding programmes in this study refers to the process of breaking the cycle of hunger, increasing enrollment, attendance, and enhancing academic performance in public primary schools. With your permission to conduct my research, semi-structured interviews will be used and conducted after school hours to ensure that teaching and learning time or the daily management of the school is not interfered with. Each interview will take approximately 45 – 60 minutes and will take place on the school premises.

I will need consent to voice record during the interview. I will also request your permission to obtain and analyse the following documents: the yearly school enrollment list, learners' attendance, minutes of the meetings about school feeding programmes implementation, and school academic achievement records from the beginning of SFPs implementation

ANNEXURE C: SCHOOL FEEDING PROGRAMME ENROLLMENT LISTS

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY, OKE-MOBAN
 DEPARTMENT OF PLANNING, RESEARCH AND STATISTICS
 SELECTED SCHOOLS ENROLMENT (2019-2021)

ZONE:	ADO-ODO/OTA								
ANSAR-UD-DEEN PRACTISING SCHOOL I, OTA									
YEAR	PRY 1			PRY 2			PRY 3		
	M	F	T	M	F	T	M	F	T
2019	20	22	42	36	27	02	49	41	90
2020	23	18	41	21	21	42	27	24	51
2021	31	23	54	24	17	41	24	27	51
ST PETER'S ROMAN CATHOLIC MISSION SCHOOL I, OTA									
YEAR	PRY 1			PRY 2			PRY 3		
	M	F	T	M	F	T	M	F	T
2019	20	28	48	29	28	57	30	43	82
2020	22	31	53	20	28	48	20	28	57
2021	26	29	55	28	38	06	32	30	62
ZION METHODIST SCHOOL I, ORUBA OTA									
YEAR	PRY 1			PRY 2			PRY 3		
	M	F	T	M	F	T	M	F	T
2019	17	24	41	28	43	71	37	38	75
2020	17	23	40	21	29	50	28	37	65
2021	23	17	40	22	28	50	20	35	55
ST PETER'S AFRICAN CHURCH PRIMARY SCHOOL I, OTA									
YEAR	PRY 1			PRY 2			PRY 3		
	M	F	T	M	F	T	M	F	T
2019	20	16	36	20	20	40	28	26	54
2020	10	20	30	23	17	40	21	25	46
2021	16	18	34	13	19	32	34	23	57
ST JAMES ANGLICAN PRIMARY SCHOOL I, OTA									
YEAR	PRY 1			PRY 2			PRY 3		
	M	F	T	M	F	T	M	F	T
2019	39	38	77	46	54	100	48	52	100
2020	49	41	90	44	47	91	39	41	80
2021	46	44	90	46	45	91	41	19	60
ST MICHEAL AFRICAN CHURCH PRIMARY SCHOOL I, OTA									
YEAR	PRY 1			PRY 2			PRY 3		
	M	F	T	M	F	T	M	F	T
2019	33	27	60	41	19	60	22	42	64
2020	35	36	71	31	35	66	42	32	74
2021	33	27	60	29	40	69	29	40	69

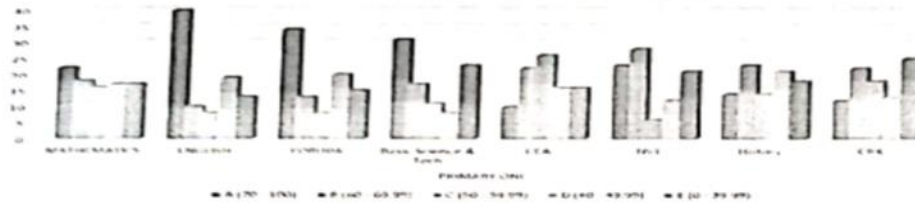
ANNEXURE D: RESULT ANALYSIS

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
DEPARTMENT OF PLANNING, RESEARCH AND STATISTICS
RESULT ANALYSIS

NAME OF SCHOOL: ST JAMES ANGLICAN PRIMARY SCHOOL 1, OTA
ZONE: ADO-ODO/OTA
CLASS: PRIMARY ONE

GRADE	MATHEMATICS	ENGLISH	YORUBA	Basic Science & Tech	CCA	NVE	History	CRK
A (70 - 100)	22	40	34	31	10	23	14	12
B (60 - 69.99)	18	10	13	17	22	28	23	22
C (50 - 59.99)	16	8	8	11	26	6	14	18
D (40 - 49.99)	17	19	20	8	16	12	21	13
E (0 - 39.99)	17	13	15	23	16	21	18	25
TOTAL	90	90	90	90	90	90	90	90

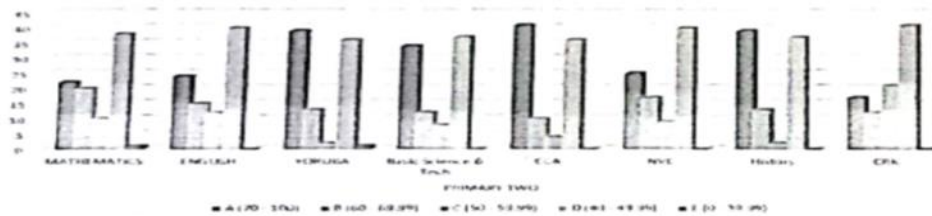
ST JAMES ANGLICAN PRIMARY SCHOOL 1, OTA



CLASS: PRIMARY TWO

GRADE	MATHEMATICS	ENGLISH	YORUBA	Basic Science & Tech	CCA	NVE	History	CRK
A (70 - 100)	22	24	39	34	41	25	39	17
B (60 - 69.99)	20	15	13	12	10	17	13	12
C (50 - 59.99)	10	12	2	8	4	9	2	21
D (40 - 49.99)	38	40	36	37	36	40	37	41
E (0 - 39.99)	1	0	1	0	0	0	0	0
TOTAL	91	91	91	91	91	91	91	91

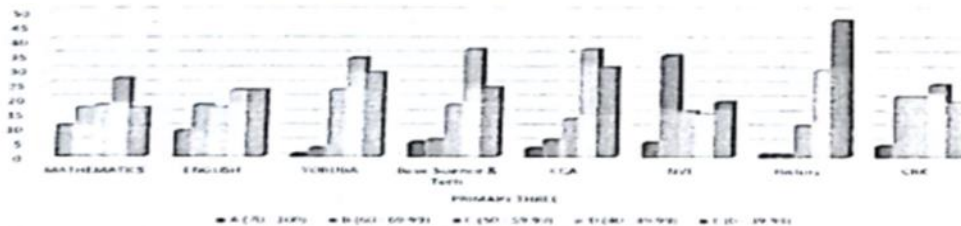
ST JAMES ANGLICAN PRIMARY SCHOOL 1, OTA



CLASS: PRIMARY THREE

GRADE	MATHEMATICS	ENGLISH	YORUBA	Basic Science & Tech	CCA	NVE	History	CRK
A (70 - 100)	11	9	1	5	3	5	1	4
B (60 - 69.99)	17	18	3	6	6	35	1	21
C (50 - 59.99)	18	17	23	18	13	16	11	21
D (40 - 49.99)	27	23	34	37	37	15	30	25
E (0 - 39.99)	17	23	29	24	31	19	47	19
TOTAL	90	90	90	90	90	90	90	90

ST JAMES ANGLICAN PRIMARY SCHOOL 1, OTA



ANNEXURE E: LETTER TO HEADTEACHER



Faculty of Education

Letter to the Headteacher requesting permission to collect data

Dear Headteacher,

I Ogunbayo Shakirat Bola, a PhD student at the University of Pretoria, South Africa in Educational Management, Law, and Policy Studies Department at the Faculty of Education under the supervision of Dr. Nontuthuzelo Mhlanga. I kindly request permission to conduct research in your school and to invite you to participate in this research titled: **“School management teams experiences of implementing school feeding programmes in Nigerian public primary schools”** in your school. The purpose of this letter is to request your permission to interview the deputy headteacher and head of a department at your school that has 3 years or more experience in the running of school feeding programmes. I also request your assistance in identifying head of a department that has such experience.

The purpose of this study is to investigate the school management teams experiences of implementing school feeding programmes in Nigerian public primary schools.

With your permission to conduct my research, semi-structured interviews will be used and conducted after school hours to ensure that teaching and learning time or the daily management of the school is not interfered with. Each interview will take approximately 45 – 60 minutes and will take place on the school premises.

The ethical issues will be strictly adhered to, and the researcher will ensure that participation is voluntary and the (SMTs) deputy headteacher and head of a department will have the right to withdraw at any stage of the study with no negative consequences to them. I further request to record the interviews for the trustworthiness of the study. The recording will not be shared with the public. The findings of the study may provide insight in implementing school feeding programmes and management of the

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

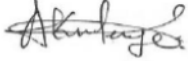
programmes in public primary schools.

If you permit me to collect data or interview the deputy headteacher and head of a department in your school and are aware that the interviews will be recorded, kindly complete the consent form below. For any further information that you may require regarding this research project, please do not hesitate to contact me or my supervisor on the contact details below.

Should you have any questions or concerns pertaining to this study, do not hesitate to contact me or my supervisor on the contact details provided below.

Yours sincerely

Researcher: Ogunbayo Shakirat Bola

Signature: 

Telephone: +234 803 356 1678

E-mail: shakiratbola83@gmail.com

Supervisor: Dr. Nontuthuzelo Mhlanga

Signature: 

Telephone: 0722594865

E-mail: nontuthuzelo.mhlanga@up.ac.za

ANNEXURE F: LETTER TO DEPUTY HEADTEACHER



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Letter to participate in research

Dear Deputy headteacher,

I Ogunbayo Shakirat Bola, a PhD student at the University of Pretoria, South Africa in Educational Management, Law, and Policy Studies Department at the Faculty of Education under the supervision of Dr. Nontuthuzelo Mhlanga. I kindly request permission to conduct the research titled: **“School management teams experiences of implementing school feeding programmes in Nigerian public primary schools”** in your school. This letter aims to request your permission to interview you as part of my study.

The purpose of this study is to investigate the school management teams experiences of implementing school feeding programmes in Nigerian public primary schools.

The main aim of interviewing you is to get your perspective and experiences of implementing school feeding programmes in your school and how administrative management theory can guide the SMTs in understanding their roles in implementing school feeding programmes. Your participation in this study will allow me to share your views anonymously through my research with headteachers.

With your permission granted to interview you, I will collect data through tape-recorded semi-structured interviews, to be used for the study only. I will interview you through a semi-structured one-on-one interview that will take place after school hours in the (school) premises. In this regard, I request permission to record the interviews. The recordings will be kept strictly confidential, and neither the school nor you will be identifiable in any report. As a participant, you will also have the right to withdraw at any time during the research process. The findings of the study may provide insight in implementing school feeding programmes and management of the programmes in public

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

primary schools and as well provide policy guidelines/strategies that will assist the SMTs in understanding their roles in implementing school feeding programmes and improve learners' enrollment, attendance, and academic performance. If you agree to this interview and are aware that the interviews will be recorded, kindly complete the participant consent form below.

For any enquiry or further information regarding this research project, please do not hesitate to contact me or my supervisor on the contact details below.

Thank You.


Researcher: Ogunbayo Shakirat Bola

Sign: 

Telephone: +234 803 356 1678/ +23480

E-mail: shakiratbola83@gmail.com

Supervisor: Dr. Nontuthuzelo Mhlanga

Sign: 

Telephone: 0722594865

E-mail: nontuthuzelo.mhlanga@up.ac.za

ANNEXURE G: LETTER TO HEAD OF DEPARTMENT



Faculty of Education

Letter to participate in research

Dear Head of department,

I Ogunbayo Shakirat Bola, a PhD student at the University of Pretoria, South Africa in Educational Management, Law, and Policy Studies Department at the Faculty of Education under the supervision of Dr. Nontuthuzelo Mhlanga. I kindly request permission to conduct research titled: **“School management teams experiences of implementing school feeding programmes in Nigerian public primary schools”** in your school. This letter aims to request your permission to interview you as part of my study.

The purpose of this study is to investigate the school management teams experiences of implementing school feeding programmes in Nigerian public primary schools.

The main aim of interviewing you is to get your perspective and experiences of implementing school feeding programmes in your school and how administrative management theory can guide the SMT members in understanding their roles in implementing school feeding programmes. Your participation in this study will allow me to share your views anonymously through my research with headteachers.

With your permission granted to interview you, I will collect data through tape-recorded semi-structured interviews, to be used for the study only. I will interview you through a semi-structured one-on-one interview that will take place after school hours in the (school) premises. In this regard, I request permission to record the interviews. The recordings will be kept strictly confidential, and neither the school nor you will be identifiable in any report. As a participant, you will also have the right to withdraw at any time during the research process. The findings of the study may provide insight in

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

implementing school feeding programmes and management of the programmes in public primary schools and as well provide policy guidelines/strategies that will assist the SMTs in understanding their roles in implementing school feeding programmes and improve learners' enrollment, attendance, and academic performance. If you agree to this interview and are aware that the interviews will be recorded, kindly complete the participant consent form below.

For any enquiry or further information regarding this research project, please do not hesitate to contact me or my supervisor on the contact details below.

Thank You.


Researcher: Ogunbayo Shakirat Bola

Sign: 

Telephone: +234 803 356 1678/ +23480

E-mail: shakiratbola83@gmail.com

Supervisor: Dr. Nontuthuzelo Mhlanga

Sign: 

Telephone: 0722594865

E-mail: nontuthuzelo.mhlanga@up.ac.za

ANNEXURE H: HEADTEACHER'S CONSENT FORM



Faculty of Education

Headteacher's consent form

_____ (name), hereby give consent/do not give consent (delete what is not applicable) for the researcher to gain access to the school premises and interview deputy headteacher and head of department for the purpose of her research, titled: **School management teams experiences of implementing school feeding programmes in Nigerian public primary schools**. I am fully aware that the identity of my school, deputy teacher, and the head of department (SMT members) will be kept confidential. Furthermore, the participants from my school can discontinue participation at any time during the interviews. I grant permission for the researcher to record the interviews with each participant and I am fully aware that the recording will only be analysed by the researcher and her supervisor and not publicly shared. No tuition time will be lost, no incentives will be given and there will be no implication for academic assessments during the interview process.

Name: -----

Signature: -----

Date: -----

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

ANNEXURE I: DEPUTY HEADTEACHER CONSENT FORM



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Deputy headteacher consent form

I _____ (name), hereby give consent/do not give consent (delete what is not applicable) for the researcher to interview me for the purpose of her research, titled: **School management teams experiences of implementing school feeding programmes in Nigerian public primary schools**. I am fully aware that my identity will be kept confidential and that I can discontinue participation at any time during the interview. I grant permission for the researcher to record the interview and I am fully aware that the recording will only be analysed by the researcher and her supervisor and not publicly shared. No tuition time will be lost, no incentives will be given and there will be no implication for academic assessments during the interview process.

Name: -----

Signature: -----

Date: -----

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

ANNEXURE J: HEAD OF DEPARTMENT CONSENT FORM



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Head of a department consent form

I _____ (name), hereby give consent/do not give consent (delete what is not applicable) for the researcher to interview me for the purpose of her research, titled: **School management teams experiences of implementing school feeding programmes in Nigerian public primary schools**. I am fully aware that my identity will be kept confidential and that I can discontinue participation at any time during the interview. I grant permission for the researcher to record the interview and I am fully aware that the recording will only be analysed by the researcher and her supervisor and not publicly shared. No tuition time will be lost, no incentives will be given and there will be no implication for academic assessments during the interview process.

Name: -----

Signature: -----

Date: -----

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

ANNEXURE K: INTERVIEW PROTOCOL



Faculty of Education

Interview Protocol: School Headteacher

Time of interview: _____ Duration: _____

Date: _____

Interviewer: _____

Interviewee pseudonym: _____

Male/Female: _____

Race: _____

Study title: School management teams experiences of implementing school feeding programmes in Nigerian public primary schools.

Study purpose: To investigate the school management teams experiences of implementing school feeding programmes in Nigerian public primary schools.

Interview procedure: The interview will consist of about (11) questions of which you are not obliged to answer all of them should you feel uncomfortable to do so.

Note: There are neither wrong nor right answers in this interview.

Remember:

1. Everything we share and discuss will be treated as confidential and will not be revealed to a third party. I am interested in your personal understanding, experiences in implementing school feeding programmes, and your roles.
2. You are welcome to seek clarity should the need be.
3. Everything we share and discuss will be audio recorded.
4. You can stop participating at any time without giving any reason.

Are there any questions that you would like to ask for clarification before we start?

Section A – Biographical information

1. Status : Headteacher () Deputy headteacher () Head of a department ()

2. Gender : Male () Female () Other ()

3. Years of service in the school: _____ Year of service as SFP official: _____

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Section B – Interview questions

1. For how long has the school been participating in the SFP?
2. At what stage did you become part of the programme?
 - (a) Planning (initial) stage and why do you say so?
 - (b) Implementation stage and why do you say so?
 - (c) Review stage and why do you say so?
3. How did you become part of the programme? Because of
 - (a) My position in the school. Please explain
 - (b) Someone recommended me. Please explain
 - (c) I volunteered. Please explain
4. At the time that you became part of the programme, were you ever informed about:
 - (a) What does the programme entail?
 - i) If yes, would you kindly share what you can remember?
 - ii) If not, what could have been the reason?
 - (b) Your role?
 - i) If yes, would you kindly tell me what is your role?
 - ii) If not, how did you happen to know about your role?
 - (i) Sources of your mandate in this programme?
 - i) If yes, would you kindly share them with me?
 - ii) If not, where do you draw your mandate from as you implement this programme?
5. In your opinion, can you say you understand your role in the implementation of the SFP?
 - i) If yes, why do you say so? In which areas do you find yourself to be strong and why do you say so?
 - ii) If not, why do you say so? In which areas do you find yourself to be weak and why do you say so?
6. From the time that you have served in the implementation of the SFP programme, have you ever been involved in decision-making processes?
 - i) If yes, would you kindly share some of the decisions processes that you were involved in?
 - ii) If not, who decides for the implementation of the programme? How do you

usually know about decisions that are made?

7. Based on your experience of the implementation of this programme, can you say it serves the purpose for which it was established?
 - i) If yes, kindly elaborate on your response.
 - ii) If not, kindly elaborate on your response.
8. If your response is in questions i) and ii) of 7,
 - (a) How should you be supported in order for you to effectively execute your role in the implementation of the programme?
 - (b) What should be done for the programme to serve its purpose?
9. What are the challenges that you faced in the school when implementing the SFP programme? Please explain.
10. What are strategies that you used to deal with the challenges?
11. Do you think the strategies that you applied were successful? Please elaborate

I kindly request you to avail yourself for further clarity should I need it.

Should you have questions and/or additional information regarding this study/interview, do not hesitate to contact us.

Researcher: Ogunbayo Shakirat Bola

Student number: U20771330

Telephone: 08033561678

Sign: 

E-mail: shakiratbola83@gmail.com

Supervisor: Dr N. Mhlanga

Telephone: 0722594865

Sign: 

Email: nontuthuzelo.mhlanga@up.ac.za

Interview Protocol: Deputy Headteacher

Time of interview: _____

Duration: _____

Date: _____

Interviewer: _____

Interviewee pseudonym: _____

Male/Female: _____

Race: _____

Study title: School management teams experiences of implementing school feeding programmes in Nigerian public primary schools.

Study purpose: To investigate the school management teams experiences of implementing school feeding programmes in Nigerian public primary schools.

Interview procedure: The interview will consist of about (9) questions of which you are not obliged to answer all of them should you feel uncomfortable to do so.

Note: There are neither wrong nor right answers in this interview.

Remember:

1. Everything we share and discuss will be treated as confidential and will not be revealed to a third party. I am interested in your personal understanding, experiences in implementing school feeding programmes, and your roles.
2. You are welcome to seek clarity should the need be.
3. Everything we share and discuss will be audio recorded.
4. You can stop participating at any time without giving any reason.

Are there any questions that you would like to ask for clarification before we start?

Section A – Biographical information *(Please tick where applicable)*

1. Status: Headteacher () Deputy headteacher () Head of a department ()
2. Gender : Male () Female () Other ()
3. Years of service in the school: _____ Year of service as SFP official:

Section B – Interview questions

1. What do you understand about the school feeding programme?
2. How long have you been in the programme? Please explain.
3. How do you get involved in the programme? Because of
 - (a) My working experience. Please explain
 - (b) My position in the school. Please explain
4. For how long has the school feeding programme been operational at your school?
5. How does the programme work in your school?
 - a. How is it funded?
 - b. How is it implemented?
6. In implementing the school feeding programme at this school do you have any guidelines or standards?
 - (a) If yes, please explain
 - (b) If no, please explain
6. What role do you play as a deputy headteacher in the implementation of the SFP programme?
7. Based on your experience of the implementation of this programme, to what extent do you think the programme has influenced learners?
 - (a) Enrollment
 - (b) Attendance
 - (c) Academic performance
8. What are the challenges that the school face regarding the implementation of the SFP programme?
 - (a) Infrastructure, why did you say so?
 - (b) Funding, why did you say so?
 - (c) Any other challenges?
9. What strategies does the school apply to deal with the challenges of implementing SFP? Please explain

I kindly request you to avail yourself for further clarity should I need it.

Should you have questions and/or additional information regarding this study/interview, do not hesitate to contact us.

Researcher: Ogunbayo Shakirat Bola

Student number: U20771330

Telephone: 08033561678

Sign: 

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