

**AN ASSESSMENT OF HEAD TEACHER'S MANAGEMENT PRACTICES OF THE
SCHOOL FEEDING PROGRAMME IN SELECTED PRIMARY SCHOOLS OF
LUFWANYAMA DISTRICT, ZAMBIA**

By

JESSY BANDA

A Thesis submitted to the University of Zambia and Zimbabwe Open in partial fulfilment of the requirement of the Degree of Master in Educational Management

The University of Zambia and Zimbabwe Open

2018

DECLARATION

I, Jessy Banda hereby declare that this dissertation represents my work and has not been formerly submitted for a degree at this or any other University.

Signed: _____

Date : _____

COPYRIGHT

No part of this dissertation may be reproduced, stored in any form by any means without prior permission in writing from the author or the University of Zambia and Zimbabwe Open.

© 2018 Jessy Banda.

APPROVAL

The dissertation by Jessy Banda is approved as fulfilling part of the requirement for the award of the degree of Master’s in Educational Management at the University of Zambia and Zimbabwe Open.

Date Signed

Date Signed

Date Signed

ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere gratitude to my supervisor Dr. Mbozi, E. for the tireless assistance, guidance, commitment, encouragement, sacrifice and counsel provided to me in the process of preparing this report from inception. My sincere thanks go to my lecturers in the Department of Educational Management.

Secondly, am grateful to the District Education Board Secretary Lufwanyama, Head teachers at Nkana, Kamuchanga and Chapula primary schools. Am greatly indebted to Mr. Chama D., Head teacher Mupena Primary School, Mufulira for giving me the opportunity to pursue my studies.

Finally, I thank God for the blessings of life and education, without which I would not have been at the highest learning institution on the land.

DEDICATION

This report is dedicated to my late Father Mr. Sandress Banda, my Mother Mrs. Annie Banda and my late sister Mrs. Mary Kaluba Banda who worked tirelessly to educate me through a lot of hardship from primary school up to College.

Without their effort, I wouldn't be what I am today. May my Father's and Sister's souls rest in peace and may the Almighty God continue blessing my Mother for the rest of her life.

ABSTRACT

The study aimed at *assessment of Head teacher's management practices of the school Feeding Programme in Lufwanyama District, Zambia*. The study objectives were; i. to examine head teacher's management practices in the management of the school feeding programme in primary schools of Lufwanyama district, ii. Determine the patterns of enrolment in schools under study, iii. Find out the challenges in the management of school feeding programme in Lufwanyama district, and iv. Suggest strategies that can be employed to improve the management of the school feeding programme in Lufwanyama district. This study adopted a descriptive case study which will incorporate Semi-structures interview guide and document analysis. The total sample size was 6 comprising of 3 school feeding programme coordinators and 3 school administrators in 3 selected schools. The schools were selected using simple random sampling from zone 1. Purposive sampling was used to select the feeding programme coordinators and school administrators. The study used interview guide as the main research instrument alongside document analysis. Data was analyzed and presented in themes. The findings of the study revealed that head teachers used the following management practices in order to effectively run the school feeding programme included; formulation of school health and nutrition (SHEN) committees, Facilitation, Communication, Capacity building and delegation of responsibilities. In addition, the school feeding programme had resulted increased enrollments especially at grade one and reduction in absenteeism among the pupils. Various constraints were experienced in the management of school feeding programme among the notable one; inadequate funding, poor community participation in SHEN, Poor infrastructure, over enrolment and high prices of food stuffs. Strategies suggested to improve the management of school feeding programme in Lufwanyama District included: improving funding and capacity building of teachers especially those part of the SHEN committee.

The results from the study entail that head teachers employ management practices variously to ensure smooth running of the school health and nutrition programme. However, need for improved funding of the school feeding programme to ensure consistent availability of adequate food in schools. In addition, school should be innovative by embracing agriculture based projects in order to enable school management to produce and access food and monetary resources to effectively manage and supplement school feeding programmes. School management should continue to mobilize community participants in the school feeding programme by education them about their roles and responsibilities for effective sustenance of the school feeding programme.

ACRONYMS

| | |
|------|------------------------------------|
| DEBS | District Education Board Secretary |
| PEO | Provincial Education Officer |
| FAO | Food Agriculture Organization |
| MoGE | Ministry of General Education |
| NGO | Non-Governmental Organization |
| SDG | Sustainable Development Goals |
| SFP | School Feeding Programme |
| SFPC | School Feeding Programme Committee |
| SHN | School Health and Nutrition |
| SMC | School Management Committee |
| WFP | World Food Programme |
| UPE | Universal Primary Education |

Table of Contents

| | |
|---|-----|
| DECLARATION..... | i |
| COPYRIGHT..... | ii |
| APPROVAL..... | iii |
| ACKNOWLEDGEMENTS | iv |
| DEDICATION | v |
| ABSTRACT..... | vi |
| ACRONYMS..... | vii |
| CHAPTER 1..... | 11 |
| INTRODUCTION | 11 |
| 1.0 Overview | 11 |
| 1.2 Statement of the problem | 8 |
| 1.3 Purpose of the study..... | 8 |
| 1.4.1 General Objective of the study | 9 |
| 1.5 Research questions..... | 9 |
| 1.6 Delimitations of the study..... | 9 |
| 1.7 Limitations of the study | 9 |
| 1.8 Significance of the study | 9 |
| 1.9 Theoretical framework..... | 10 |
| CHAPTER 2..... | 15 |
| LITERATURE REVIEW | 15 |
| 2.1 Overview | 15 |
| 2.2 School feeding programme..... | 15 |
| 2.2.1 School feeding in the World Food Programme Context..... | 16 |
| 2.3 Head teacher’s practices in the management of the school feeding programme in primary schools | 17 |
| 2.4 The pattern of enrollment in schools that have feeding programmes | 17 |
| 2.5 Challenges experienced in the management of school feeding programme | 20 |
| 2.6 Strategies to improve the management of school feeding programme | 24 |

| | |
|--|-----------|
| 2.7 Summary of chapter | 25 |
| CHAPTER 3..... | 26 |
| METHODOLOGY..... | 26 |
| 3.1 Research design..... | 26 |
| 3.2 Target Population | 27 |
| 3.3. Sample Size..... | 27 |
| 3.4 Sampling Techniques..... | 27 |
| 3.5. Research instruments | 27 |
| 3.6 Data Collection procedure..... | 28 |
| 3.7 Data analysis..... | 28 |
| 3.8 Ethical considerations..... | 28 |
| CHAPTER 4..... | 29 |
| PRESENTATION OF FINDINGS | 29 |
| 4.0 Overview | 29 |
| 4.1 Head teacher’s management practices of the school feeding programme | 29 |
| 4. 4 Challenges experienced in the management of school feeding programme | 42 |
| 4.5 Strategies that can be employed to improve the management of school feeding programme in Lufwanyama District | 50 |
| 4.6. Summary of findings..... | 54 |
| CHAPTER 5..... | 56 |
| DISCUSSION OF FINDINGS | 56 |
| 5.1. Introduction..... | 56 |
| 5.6 Summary of chapter | 61 |
| CHAPTER 6..... | 63 |
| CONCLUSION, THEORETICAL RELEVANCE AND RECOMMENDATIONS..... | 63 |
| 6.1 Introduction..... | 63 |
| 6.2 Conclusion | 63 |
| 6.3. Theoretical relevance..... | 65 |
| 6.4. Recommendations | 66 |
| REFERENCES | 68 |

APPENDICES72
APPENDIX 1: Interview Guide for the Coordinators72

CHAPTER 1

INTRODUCTION

1.0 Overview

This chapter will provide the background information to the *study on an assessment of Head teacher's management practices of the school Feeding Programme in Lufwanyama District, Zambia*. It brings out the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, limitations of the study, operational definitions as well as organization of the proposal. Lastly, a summary will be given.

1.1 Background of the study

School feeding programmes for needy learners have become worldwide phenomena. The World Bank says school feeding programmes provide educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household level (Zambia Daily Mail, 2018).

The United Nations Millennium Development emphasize the need to achieve Universal Primary Education (UPE), so that by 2015, children everywhere are accorded the opportunity to complete a full course of primary schooling (World Bank, 2005). Since the launch of the Millennium Development Goals, there have been many successes in promoting access to education. Attendance promotes improvements in academic performance. Hence, lack of access to schooling can be extremely detrimental to educational development of learners as they progress to higher levels. In a study done to evaluate the relation between school attendance and performance, researchers found that attending less than 100% of classes tended to reduce scholastic performance (Cohn, 2006). With improved access among children education, the likely to get an education is heightened and consequently attain a stable future through empowerment variously offered by the education system. Despite important achievements, the world is currently struggling to achieve its target of universal primary education in the near

future especially in third world countries. In particular, Sub-Saharan Africa is affected by high dropout rates. Under the World Food Programme, school feeding formula is designed to attract hungry children to school. Education broadens their options, helping to lift them out of poverty (FAO, 2010).

World over, school feeding programme is regarded as a social safety net aimed at promoting good nutrition in order to attain the sustainable development goals (SDGs). SDGs, otherwise known as the Global Goals, are a universal calls of action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. For millions of children today, hunger is one of the most pervasive and damaging phenomena; it has far reaching effects on the development of both individuals and nations. Hunger negatively affects the brain development of children and impedes their chances of educational success later on in life. Hunger, poverty and poor education are interdependent. When children are hungry, chances that they will attend school are limited, and without education, their chances of breaking the poverty trap are significantly reduced (DoH, 2005:27, WFP, 2006).

School children are particularly vulnerable to short-term hunger, especially where diets of poor quality are consumed. Factors such as the long distances children walk to school have to complete chores before going to school and poor quality and quantity of meals consumed at home, contribute to hunger in school children. Children who come to school hungry have diminished attentiveness, a greater likelihood of becoming distracted and a lack of interest in learning, resulting in failure, low achievement and repetition (DoH, 2005:32).

The importance of the School feeding programmes cannot be overstated in the alleviation of poverty especially in developing countries. The provision of meals in schools was one of the first public welfare programmes worldwide and among the first interventions to be widely delivered through the education sector. Evidence shows that these programmes support the development potential of children and offset lost income from struggling families. With children fed at school, families are better positioned to navigate financial hurdles, and in doing so, generate large-social economic growth nationally (WFP, 2006).

According to the World Food Programme (WFP), nearly every country in the world has a national school feeding programme, serving an estimated 368 million children worldwide with

an investment of up to \$75 billion. With 85 million school children across Latin America benefiting from school meal programmes, school feeding is increasingly recognized as the most critical social protection programme in the region. As the programmes grow in popularity, governments must identify opportunities to ensure school feeding initiatives are scalable and sustainable (DoH, 2005).

School feeding initiatives originated as early as the late 1700's as the projects of charitable donors in Europe. However, concentrated school feeding interventions did not appear until the mid-1800s, as governments began incorporating school meals into their legislation. After World War II in 1945, the United States began the practice of initiating school feeding programmes in Austria as an act of international aid focused on combating the severe malnutrition of children. Since that time, school feeding programmes have become key part of food assistance and relief in emergency and development programmes (World Food Programme, 2005).

As early as 1790, a combined programme of teaching and feeding hungry children was begun in Munich, Germany, and in France in 1867, a school lunch programme for needy children was established in about 464 areas . In Norway, the Oslo Breakfast, introduced in 1897, consisted of half a pint of milk, whole meal bread, cheese, half an orange and half an apple, and from September to March, one dose of cod-liver oil was included (FAO 2005:15). In the USA, the Children's Aid Society of New York began serving lunches to children at a vocational school as far back as 1853, and in Philadelphia the Starr Center Association began serving penny lunches in one school in 1894 (Gunderson 2007).

The Netherlands became the first country to adopt national legislation specifically to provide school lunches in 1900. In Switzerland, lunches were provided by private societies to about eight percent of the primary school children. This was done to encourage school attendance by children who lived far from school and who were unable to go home for lunch (FAO 2005:15). Dr Huber found that teachers supported the school feeding because of better attendance, improved attention and better scholastic work by the children. His findings and recommendations resulted in a national order being issued in 1903, making it obligatory for municipalities to provide food for children in need. In 1906, state funds were authorized for this purpose (Gunderson 2007). In 1905, the Education Provision of Meals Act was passed in

England, the aim being to secure suitable meals for schoolchildren. Gunderson, further adds that this was the culmination of the efforts of 365 private charitable organizations.

An experimental programme, taking the form of a mid-morning lunch for elementary schools, was implemented in January 1910 in Boston and Chicago. By 1921, Chicago had the most intensive school lunch system in America, serving 31 000 children daily. By 1921, Los Angeles had also introduced a school feeding scheme, serving a snack at 10 a.m. or lunch at noon to underfed children. Lunches were sold at cost, but were given free to the children who were unable to pay (Gunderson 2007). By 1914, up to 50 Italian cities were conducting some form of school feeding programme. National school feeding schemes were introduced in the 1930s in the United Kingdom (UK) and the United States (US) with the explicit aim of improving the growth of children. Gunderson further adds that in the UK, a programme that subsidized milk for schoolchildren was initiated in 1934, and milk was provided free from 1944 onwards.

School feeding is recognized as a way to improve children's nutrition and education and as a vehicle to fight disease. School feeding programmes throughout the world have successfully attracted children to school and have retained them by offering them food or a nourishing snack. Such programmes have indicated an increase in children's nutritional status, raised school enrolment, improved attendance, increased attention span and are solving community health problems. School feeding provides vital nutrients, and for many children the food they eat at school is the most nutritious they will get all day (IFPRI 2004a). School feeding could be seen as one of the key strategies in contributing to household food security, and should form part of a complete package to improve the health and general well-being of a child (DoH 2005:32).

School feeding programmes are effective in stimulating demand for schooling, particularly in settings where school attendance is low and where children come from rural, relatively low socio-economic backgrounds. These programmes appear to contribute to improved attendance and enrolment when there is a good collaboration between the feeding programme design and the environment in which the programme operates (Levinger, 2005:171).

In Zambia School Health and Nutrition Programme (SHN) was initiated in the year 2003 to address the poor health and nutrition that was noticed among learners. In 2006 the Zambian government approved a School Health and Nutrition policy that provided a framework for the

implementation of school health and nutrition initiatives. The School Health and Nutrition Programme is the sum total of all health and nutrition activities that go into promoting the physical social and the mental wellbeing of every child. The guiding principle of this policy is that optimum health and nutritional status of children is a determining factor for effective learning to attain academic prowess.

The objective of the School Health and Nutrition programme is to improve learning and equity among children attending basic education through integrated health and nutrition interventions. It was hoped that if interventions are well implemented, they could increase enrolment and attendance, reduce hunger and improve nutritional status. The SHN programme has many components such as school feeding, de-worming, micronutrient supplementation, school gardens, water, hygiene and sanitation education, Roll Back Malaria and HIV/AIDS. The SHN activities are intensified during the SHN month when various stakeholders interact with schools in their catchment area. The SHN month is aimed at raising the profile of the SHN activities, attract support from policy makers, and strengthen collaboration among partners and increase impact of the SHN programme.

In Zambia, the SHN programme is an inter-sectoral initiative in which ministries and agencies work collaboratively in the planning, implementation, monitoring and evaluation of activities. The provision of integrated health and nutrition interventions shall be implemented jointly with other ministries and organizations with the Ministry of General Education spearheading the programme. The partners include; the National Food and Nutrition Commission, Ministry of Agriculture and Cooperatives, Ministry of Health, Ministry of Community Development, Ministry of Youth and Sport, Ministry of Local Government and Housing, Water Aid, UNICEF, World Food Programme and other Non-Governmental Organizations. With the implementation of decentralization policy, the joint action by various ministries in running the school feeding programme is expected to be strengthened especially at district level.

The provision of food at school is a simple and effective way to develop literacy rates and help poor children halt out of insufficiency. The World Food Programme and the Zambian government through the Ministry of Education took a holistic view to solving the problem of

children who are hunger stricken and need education. WFP has supported a school feeding programme in Zambia since 2003.

By 2008, WFP provided food in form of porridge to children in schools situated in drought-prone and hunger-prone areas with low educational indicators and high HIV/AIDS prevalence. Children in all targeted schools receive the porridge upon arrival at school every day. It is also estimated that over 28,000 households are benefit from take-home ration support, where children bring home food to share with their families. This is meant to encourage households to host orphans and vulnerable children and send children to school. This clearly indicates the need to empower learner through communities in the provision of feeding to learners.

The school feeding activity in Zambia follows the essential package model includes the provision of adequate water and sanitation facilities, de-worming, and environmental sustainability initiatives among others. These facilities are complemented by the Ministry of Education and other local and international partners. On the other hand, other line ministries work hand in hand with the Ministry of Education to ensure that other services are provided to the learner in the quest to offer quality sustainable education. At the same time, community mobilization in the school feeding programme has greatly enhanced community participation in overall school-based and community development activities.

On the Zambian scene, the school feeding programme is an effective way to attract children to enroll into school. The school feeding program has improved concentration levels among learners which has positively influenced performance in general. The school feeding programme has been use as an important tool for convincing parents to enroll children into school. Hence, many orphans and vulnerable children who would have else not attended school are sent by parents because children and households receive take-home rations. This an important motivating factor in promoting school and community health alongside the provision of education for individual and community extrication from poverty.

The WFP School feeding intervention claims to have increased both school attendance and enrollments to about 35% and 70% respectively since kick-off. On the other hand, financial

hardship is no longer a challenge to enroll children into school. Orphans and vulnerable children have been given the opportunity to acquire an education as well as empower households with food as an important basic need. With high poverty levels in Zambia, most children are stunted and suffer from chronic malnutrition. Poverty and food insecurity are widespread in rural and urban milieu making the country extremely vulnerable to natural disasters. Orphans encounter limited access to education, health and other basic social services. These factors highlight the need for making school feeding programme available to all children. However, financial challenges faced by the Zambian government has negatively impacted on the need to ensure that every child has access to the feeding packages countrywide. This has called upon the need to develop homegrown school feeding which encourages communities to take responsibility for feeding their own children. It is hoped that communities become important stakeholders for sustainable provision of meals to learners each day at school. There is need for government to decrease the role of food and exterior assistance by increasing unofficial support for the school feeding programme at local level.

The favorable agro-ecological atmosphere in Zambia provides good policy environment and plenty of opportunity for the government initiate home-based school feeding initiative. Need exists to sustain school feeding through locally produced foods and successful integration of the initiative with the national priorities highlighted in the national development plan. Nevertheless, external assistance is vital to enable effective implementation of homemade school feeding concept as a food safety-net programme because environmental conditions can predict the modus of operation based on food security status of a particular area.

In Zambia, prices of maize and other staples have risen by over 25% and fuel by over 37% since January 2007. These increases already pose problems for the food-insecure, both in urban and remote rural areas where production costs and market prices are further increased by higher transportation costs. The situation is so serious that earlier in the year the President constituted an inter-ministerial committee to look into the effects and causes of the rising food prices. As such, this situation threatens the smooth running of the school feeding programme variously due to high cost of food commodities.

Support to the school feeding is a must in order to provide a food safety net for school children by giving them the opportunity to achieve their educational goals. Robust school based feeding interventions should be able to benefit from resources made available by the international community to the global food crisis. Partnership through links must advocate for school feeding programmes which can lead to developed at local and national levels.

Most children in Zambia go without a meal a day making it difficult to concentrate where school work is concerned. Even when enrolled into school, the frequency of absenteeism affects learning capacity as well as educational performance and achievement.

1.2 Statement of the problem

School feeding programmes have the potential to increase access to primary education, reduce dropout rates, particularly in the lower primary school grades, and improve academic achievement of pupils. The programmes therefore need to be effectively managed so that they lead to these desired benefits. Most of the studies on effects of school feeding programmes on access and retention have been conducted outside Zambia and within. However, it is therefore not clear how the management of school feeding programme impacts on access and retention in primary schools of Lufwanyama District. Husein (2014) points out the need to conduct studies to measure the impact of the school feeding programme on enrolments, attendance and completion. This study sought to assess the Head teacher's management practices of the school Feeding Programme in Lufwanyama District, Zambia with the view to determine the Head teachers role in running the school feeding programme in relation to education access and retention in primary schools as well as **the challenges experienced in the management of schools feeding programme and suggest** strategies that can be employed to improve the management of school feeding programme in Lufwanyama District.

1.3 Purpose of the study

The study sought to assess Head teacher's management practices of the school feeding programme in Lufwanyama District of Zambia.

1.4 Objectives of the study

1.4.1 General Objective of the study

To assess Head teacher's management practices of the school feeding programme in Lufwanyama District of Zambia.

1.4.2 Specific objectives

- i. To examine the head teacher's practices in the management of the school feeding programme in primary schools in Lufwanyama District.
- ii. To determine the pattern of enrollment in schools that have feeding programmes.
- iii. To find out challenges experienced in the management of school feeding programme in Lufwanyama District.
- iv. To suggest strategies that can be employed to improve the management of school feeding programme in Lufwanyama District.

1.5 Research questions

- i. What are the head teacher's practices in the management school feeding programme in primary schools in Lufwanyama District?
- ii. What is the pattern of enrollments in schools that have feeding programmes
- iii. What challenges experienced in the management of school feeding programme in Lufwanyama District?
- iv. What strategies that can be employed to improve the management of school feeding programme in Lufwanyama District?

1.6 Delimitations of the study

The study was conducted in Lufwanyama District specifically in three selected primary schools.

1.7 Limitations of the study

The major limitation was the limited scope of the study hence outcomes lack generalization. The study was further limited to only three selected schools in Lufwanyama district.

1.8 Significance of the study

This study is relevant in a myriad of ways including;

1. The study may provide government with data on the management of school feeding programmes, and its implications on access and retention. Such data could be used to

improve programme implementation thereby meeting the intended goals more cost effectively.

2. The study may serve as a form of monitoring and evaluation framework for the Ministry of General education as the major implementers of the programme and development partners such as the World Food Programme.
3. To primary school heads and the school feeding programme committees, the study may be useful in that findings could be used as an appraisal of the strategies they employ in management of the programme. By making relevant recommendations, the study could enable school managers and school feeding programme committee members to take the necessary measures to improve operational efficiency of the programmes on the ground.
4. The study may also add to the body of knowledge on school feeding programme, its impact on access and retention, and programme evaluation. The findings of the study have led to the identification of more areas of research that could be carried out in future by researchers such as to find out community participation in the management of school feeding programme.

1.9 Theoretical framework

Fayol's theory of management was adopted for this study. Henri Fayol is the father of scientific management. Success or failure of the school feeding programme is dependent on the management style adopted by school administrators. Every organization needs management to succeed. However, principles of management should keep up with organizational change (NCERT, 2015). Management is key in attainment of organizational goals and objectives in the most effective and efficient manner. Fayol (1916) emphasized the need to manage an organization in the realms of forecasting, planning, organizing, commanding, coordinating and controlling. This gave basis for Administrative theory of Management based on five elements.

Planning is forecasting the future and making a structural plan of action and determining the goals and objectives of the action. Fayol considers planning as most essential function in organizational management because it is basic among the five basic elements of management which gives a good startup.

Organizing is the creation of an organizational structure which brings human resources and non-human resources together to work together. There is need to have a balanced workforce and equipment in any organization to fully reach its potential. A school as a social organization must be well furnished with human resource and others resources to bring to light the set goals.

The process of giving direction and orders by the superior to the subordinate is known as commanding.

Coordination of various divisions in an organization is very important to ensure well-functioning of various resources. So, coordinating is the process of bringing the action of all the divisions and departments and integrating their efforts for the fulfillment of organizational goals.

Controlling means comparing the actual performance of the organization with the desired performance level and checking if there is the need for improvement and when a deviation is found implementing the necessary changes to improve the performance.

Henri Fayol in his 14 principles of management which particularly focused on the five management function of an organization as basic guidelines to a management of the organization in totality. These principles are viewed in the universal sense and can be applied in any organization worldwide. However, these principles are not rigid but flexible and can be used according to the need of specific organizations based on management desires to operate effectively and efficiently.

Division of labor

Fayol emphasized the need to specialize in one area of work where an individual can perform to the maximum. This principle entails that management in an organization should be divided into specific jobs and employees must be assigned jobs based on their interest and skills. Uzuegbu and Nnadozie (2015) emphasizes that specialization enables staff to perform specific tasks as routine duty. The need to share jobs according to sizable piece meals. Hence, school administration should be guided by this principle in order to maximize organizational prowess. Division of work at technical and managerial levels guarantees smooth operation in a given organization.

Authority

Authority is the right to the powers that be to give the command and make decisions over subordinates in order to ensure prudent organizational management. Authority is the power to give orders or take decisions (Pathak, 2014). Orders should be used as a symbol of power towards a given responsibility. However, care must be taken when using authority among subordinates to create a positive and productive work environment. The obligation of an employee is to perform selected task but be accountable to the superiors. It is important to give employees a certain amount of authority required to perform the given responsibility. In this vain, authority short of responsibility may lead to wastage and lack of utilization of power and responsibility leading to poor utilization of manpower and material resources.

Discipline:

Discipline is a core value in management of any organization especially a school setup. Discipline requires good superiors, clear and fair agreement and application of penalties whenever meted (NCERT, 2015). Discipline is the engine oil required to ensure smooth operations in an organization. However, discipline depends on the needs and policies of the organization.

Unity of Command:

Unit of command is seen to be working based on a clear channel of command from the superior to subordinates. Work must be done in teams formulated to run the SFP to ensure clear chain of command. Uzuegbu and Nnadozie (2015) argues that a specific superior is assigned a team who gives orders. Organizations function effectively when there is a scalar chain of command from superiors to subordinates. This mode of operation makes it easy for management to give orders for the success of the organization.

Unity of Direction:

This principle, emphasize that one manager under the guidance and plan of which the groups having same goals and objectives should move forward. Direction involves effort to strive in achieving organizational goals and objectives by all members. Ducker (1954) adds that organizations operate on established objectives. Unity of direction helps in coordinating the group activity to attain a single goal.

Subordination of individual interest to general Organizational interests

One is interest of the individuals and the other is organizational interest. This principle entails giving Organizational interest more priority will bring rewards for the individuals. The need to suppress individual interests to attain broader organizational goals is a must. School managers should ensure that programmes implemented in schools are given prime importance. A mix of personal and organizational interests can lead to failure in programme implementation. However, employees work better when they are valued (McGregor, 1960).

Remuneration of Personnel

Motivation is an important aspect of organizational management. Employers and employees should be paid fairly, reasonably and rewarded based on effort (Mtengezo, 2009). There must be monetary as well as non-monetary remuneration to the employees based on their performance level. So the remuneration must be impartial, judicious and satisfactory.

Centralization and Decentralization

This principle implies that the top most level of authority should be centralized to the top level management. This happens in a school setup where central administration makes critical decisions. However, delegation of power is eminent to the subordinates.

Scalar Chain

There should exist a chain of positions from top level management to lower level management. Communication follows this chain. Bhasin (2016) contends that scalar chain depicts clear line of authority. However, there is no hard and fast rule regarding the process of communication through scalar chain with regard to organizational management.

Order

Material and manpower should be given a proper place in the organization. Order should exist in an organization through task sharing based on position and specialization. This entails placing human resource and materials in the right position (Rodrigues, 2001). It is anticipated that school administration identifies potential individuals to effectively man certain positions within committees in school. So Management must identify tasks and put them in proper order with the limited human and other resources.

Equity

Treatment should be equal and without biasness at all levels of management. Discrimination with regard to status, sex and religion should not exist (Okpara, 2016). There should be no prejudices and there should be an environment of kindness and justice.

Stability of tenure

Good management must provide security on the job improves efficiency. Confidence while on the job will ensure fulfilment of the organization's tasks and goals in totality. Management in the modern day suggests recruiting ready-made employees with right qualifications (Achinivu et al, 2017). This will also benefit the organization as it lowers the labor turnover and reduces cost of recruiting and training new employees.

Initiative

Initiative is a drive which enables employees to carry out tasks freely in a satisfactory manner. Management must encourage initiative among workers. On the contrary, managers of today have less initiative (Robinson, 2005).

Esprit de Corps

Team spirit is important and the management must strive to integrate actions towards set objectives. Aggregation of individual performance and actions ensures harmony and corporation in any given organization. This principle is based on unity of strength as foundation of success in any organization and encourages employee performance (Pathak, 2014; Boyt et al, 2001). Running the SFP requires school managers to be flexible and well-poised to attend to current changes and dynamics in running of organizations.

1.10 Definition of Key Terms

School Feeding

Provision of cooked meals in school going children

Attendance

The availability of pupils in the classroom.

Community

Parents having children in school and the local people in the area.

| | |
|-----------------------|--|
| Enrolment | The number of pupils who get admitted to grade one |
| Head Teacher | The educator who has executive authority for a school |
| Learner | The one learning especially through the school system |
| Sustainability | Taking ownership and running the school feeding programme. |

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

The previous chapter looked at the background of the study. This chapter focuses on the literature review relating to the current study according to themes and specific objectives. By way of reminder this research study has four objectives which are presented below:

- i. To examine the head teacher's practices in the management of the school feeding programme in primary schools in Lufwanyama District.
- ii. To determine the pattern of enrollment in schools that have feeding programmes.
- iii. To find out challenges experienced in the management of school feeding programme in Lufwanyama District.
- iv. To suggest strategies that can be employed to improve the management of school feeding programme in Lufwanyama District.

2.2 School feeding programme

School feeding is a well-recognized safety net programme that alleviates hunger while supporting education, health and community development (WFP, 2010). School feeding can take different forms. This includes providing school meals or snacks to be eaten during school hours or distributing dry take-home food rations to pupils at the end of each month or school term if they attend school regularly. It is a versatile safety net that can be used as a platform to support

children and their families in a variety of contexts. At the onset of an emergency, school feeding can be used to get food to affected communities. For example, in the aftermath of the 2004 tsunami in South East Asia, World Food Programme (WFP) used schools to deliver food to those in the most affected areas. Also during economic shocks, such as those related to increasing food prices, or during protracted crises, school feeding can be an effective safety net to reinforce livelihoods and prevent those affected from adopting negative coping strategies. School feeding is currently being used in this way in many countries, including Haiti, Liberia, Pakistan and Senegal. Finally, if linked with local purchases, school feeding can increase the incomes of small-scale farmers and stimulate local development.

2.2.1 School feeding in the World Food Programme Context

School feeding programming has been a feature of World Food Programme (WFP) work for over 45 years, under the title of “school meals programmes”. WFP implements its school meals programmes in a variety of contexts: emergency, protracted relief and recovery, and development. Regardless of context, WFP focuses the implementation of these programmes on the achievement of five outcomes:

1. Nutrition: Improved micronutrient intake and macronutrient intake leads to enhanced nutrition and child health, increased learning and decreased morbidity for students;
2. Education: School feeding can help to get children into school and to keep them there, through enhancing enrollment and reducing absenteeism;
3. Gender: The positive contribution of school feeding to gender equality is proved. Access to education is increased for orphans and vulnerable children, internally displaced persons and HIV affected;
4. Value transfer: School feeding transfers resources to households, averting negative coping strategies and allowing investments in productive assets;
5. Local development: School feeding is often linked to health and nutrition/essential package interventions. School feeding favours spin offs to community development and local production, in particular when food is being sourced from poor small-holding farmers (World Food Programme, 2010).

Currently, WFP provides school meals to roughly 22 million children in roughly 60 countries. In order to reach their intended beneficiaries, WFP partners with governments, United Nations

agencies, NGOs, and the private sector companies for funding and other support (World Food Programme, 2005).

2.3 Head teacher's practices in the management of the school feeding programme in primary schools

Research has indicated the need for Head teachers to develop practices in the management of the school feeding programme. A study by Machocho (2011) indicated various practices that are commonly employed in the running of school feeding programmes by stating the activities undertaken by school managers in the quest to improve operations. It was unearthed that upon receipt of funding or materials, school Head teachers immediately put in place a school feeding programme committee which takes charge of various activities involved in school feeding. The committee which comprises of parents, community members and school personnel is mandated to ensure that food is available through prudent procurements. In addition, the community provides other materials which may not be available in school such as water as well as human resource to help in the preparing of meals. The study further revealed that school administration is involved in monitoring and evaluation of the school feeding programme by ensuring that records are adequately updated on food rations given out and in stock for auditing purposes. To consolidate monitoring of the feeding programme, education officials at District level were allowed in school to monitor operations of the school feeding programme from time to time. Hence, various management practices were employed by Head teachers to ensure smooth functioning of the school feeding programme at all times through resource mobilization, collaboration, team work and accountability.

2.4 The pattern of enrollment in schools that have feeding programmes

Ramadhani (2014) conducted an assessment of the effects of school feeding programmes on school enrolment, attendance and academic performance in primary schools in Singida District in Tanzania. The purpose of this dissertation was to find out whether or not the School Feeding Programme had enhanced the school enrolment, attendance and performance in selected primary schools in Singida District. Three objectives that guided this study dissertation were: To examine the levels of enrollment before and after commencement of School Feeding Programme, to investigate the effects of School Feeding Programme on pupils attendance and to determine the effects of School Feeding Programme on pupils academic performance. Data were collected

using questionnaire, interview, and focus group discussion. The analysis involved frequencies of particular responses which were presented using tables and graphs. The study sample was 172, comprising 9 head teachers, 45 teachers, 72 pupils, 45 parents, 1 District education officer. Sample random, purposive and snow ball procedures respectively were used to select the respondents. The findings of the study showed an increase in school enrolment and attendance and modest have achieved due SFPs and few schools noticed static in terms of school enrolment and attendance due poverty, long distance and poor negative attitude towards education.

Another study in Burkina Faso concluded that school implementation of the school feeding programme experienced high enrolments, regular attendance, lower dropout rates and higher success rates (Moore, 1994). It is such benefits that accrue to learners that have motivated the sustenance of feeding programmes in schools especially at primary school level.

Chaula (2015) piloted an assessment of influence of school feeding programme on pupils' enrollment, attendance and academic performance in primary schools in Njombe District in Tanzania. This study investigated the influence the School Feeding Program (SFP) on pupils' enrolment, attendance and academic performance in primary schools in Njombe district Tanzania. It employed the following three specific objectives: To examine the levels of enrolment before and after the commencement of the school feeding program, to assess the influence of school feeding program on pupils' attendance and to determine the influence of school feeding program on pupils' academic performance. The study was supported by literature from other research studies done on school feeding program and very few from other subject areas. The study employed mixed research approach and adopted descriptive design in order to achieve the aim of the study. Data were collected from six primary schools in Njombe district. It involved a sample of 55 respondents including one District Education Officer (DEO), six head teachers, and 12 teachers, 12 chairpersons of school committees, 12 parents and 12 pupils. Participants were selected through stratified random sampling, simple random sampling and purposive sampling. Data collection methods were documentary reviews, questionnaires and interviews. The study findings showed that school feeding program has increased pupils' enrolment, attendance and academic performance. Few schools have been not stable in terms of pupils' enrolment, attendance and academic performance due to parents' negative attitudes towards education, lack of teaching and learning materials, long distance to and from schools,

poverty of parents, shortage of teachers, overcrowded classes, political issues and pupils who were orphans.

Kosilei and Aseta (2018) conducted a study on effects of feeding programme on enrolment rates and retention in public ECD Centres in Sigor Division, Chepalungu District, Bomet County in Kenya. The purpose of the study was to investigate the effects of school feeding programme on enrolment and retention rates in public pre-primary schools in Sigor Division, Chepalungu District, Bomet County. The main objectives of the study included establishing availability of feeding programme and its effects on enrolment rates and retention, finding out how management effectiveness of school feeding programmes affects enrolment and retention rates and also to give suggestions on how the feeding programmes could be improved so as to enhance enrolment and retention rates. The study was guided by Abraham Maslow theory of hierarchy of needs, this theory postulates that School Feeding Programme motivate and attract learners to enroll in preschool and be retained up to the end of the school calendar. The study adopted the descriptive survey design. The target population was 560 pupils including 56 head teachers, 112 teachers and 56 SMC chairpersons. Data was collected by use of questionnaires, observation checklist and interview schedule. Data collected was analyzed for descriptive statistics (percentage, means and frequencies). Findings showed that School Feeding Programme is effective in enhancing enrollment and retention rates. The biggest challenge to School Feeding Programme as per findings included: poverty, parental attitude and hardship area climatically.

A study on impact of school feeding programme by Nafula (2015) in public primary schools in Kenya revealed that the school feeding programme resulted in increased retention of pupils in schools. The study further noted the positive impact of community involvement on pupil retention rates through harmony among the community, teachers and learners for smooth learning to take heart in most public primary schools. It is recommended that public primary schools should be equipped with basic needs necessary for pupils' participation and achievement at school. On the other hand, school authorities must strive to create a conducive learning environment which can accord learners the opportunity to reach the peak performance by ensuring that safety needs are guaranteed among learners. Levinger, (1989) asserts that SFP's make a difference in attendance and enrollments of children in school. Alleviation of hunger among children can lead to improved learner performance. Nutrition is recognized as one of the

vital aspects of quality education programme if good performance is to be attained. A study by Jarousse and Mugat (1991) in Benin showed that SFP's had positive results through school health and performance. Improved attendance among learners has the capacity to enhanced overall cognitive development in learners.

The school feeding programme has shown elevated levels of nutrition among learners who have become healthier in places where feeding programmes are running effectively. There is a strong feeling that intensified provision of food among learners has the capacity to improve child health through reduction in disease outbreak. Hence, feeding programs running in schools are important platform for implementation of health interventions. Studies have shown the importance of diet and nutrition for both physical and intellectual development. Pollit (1984) adds that malnutrition is one of the high risk factor impacting negatively on education among children. Students with chronic hunger suffer from inability to cognitively solve problems due to poor concentration levels. Hence, children need food grow, play and learn.

2.5 Challenges experienced in the management of school feeding programme

Machocho (2011) conducted a study on the Challenges experienced in the management of school feeding programmes in public primary schools in Kathonzwani District in Kenya. The purpose of this study was to assess the management of home-grown school feeding programme (HGSP) in public primary schools in Kathonzwani District, and its implication on access and retention of pupils. The objectives of the study were to assess the management of home grown school feeding programme in Kathonzwani District, determine the impact of home-grown school feeding programmes on education access and retention in public primary schools in Kathonzwani District, and suggest strategies that can be employed to improve the management of home-grown school feeding programmes in the district. The study employed a survey research design, targeting all the 88 primary schools in Kathonzwani District, including 48 schools that benefit from home-grown school feeding programme and 40 that do not benefit. Stratified random sampling was used to select 12 schools implementing HGSP and 16 schools not implementing the programme, giving a total of 28 schools. From each of the schools, the researcher sampled the head teacher, two school management committee (SMC) representatives, and two representatives of school feeding programme committee (SFPC). The study revealed that the

biggest challenge facing the implementation of school feeding programme was the rising cost of food commodities.

Similarly, Hamupembe (2016) conducted an investigation on the administration of the school feeding programme at two primary schools in Windhoek, Namibia. The study aimed at finding out how administration was being carried out as well as the attitudes of teachers towards the school feeding programme and the challenges that the schools are facing with the implementation of the programme. The study's research design was a qualitative research, using a case study approach. Using purposive sampling, two primary schools were selected out of a population of thirty (30) primary schools in Windhoek that are offering the Namibian School Feeding Programme. The findings from the study show that the implementation document, which is the School Feeding Manual (1997), is not clear nor detailed enough. Schools are not well guided as to what needs to be done, when and by whom. The study further revealed that schools were faced with challenges such as lack or insufficient equipment and utensils to cater for the needs of the learners.

Munuhe (2014) conducted a study on challenges facing school feeding programme in Isinya Division, Kajiado County. The purpose of the study was to assess the challenges of the school feeding programme in Kajiado County. Specifically, the study examined the impact of accessibility on the smooth running of the school feeding programme; the effects of sustainability on the school feeding programme; and to establish the management challenges to SFP arising from increased enrollment of pupils in the beneficiary schools in Kajiado County. The study employed a descriptive survey design to explore the challenges facing school feeding programme in Kajiado County. Sampling was conducted in two stages. In the first stage, purposive sampling method was used in selection of the sample schools, while in the second stage the same technique was used in selection of the respondents / informants. All the head teachers (or deputies) and SFP managers from the 49 schools under SFP programme from Isinya Division were interviewed while five schools were purposively selected for the focus group discussions. Seven schools were excluded from the final sample tally due to inaccessibility and hostility. Survey data was conducted from 42 primary schools from within Isinya Division. The respondents were head teachers, SFP managers, education officers, as well as SFP programme managers from WFP.

The study found that the current state of infrastructure within and outside the beneficiary schools has hindered the extent to which the beneficiaries are able to access the benefits of the SFP. Lack of infrastructure at most primary schools is a major hindrance to ensure smooth running of feeding programmes. Lynch (2013) found a deplorable state of infrastructure in primary schools in Ghana. The other findings showed that ranking top on hindrance to accessibility is: lack of tarmacked roads; inaccessibility to clean drinking water sources; and lack of permanent dwelling structures within the schools. Secondly, the findings showed that the schools reliance on external support (donors and the government) is extremely high. This is in comparison to the support that the schools and the communities ought to be providing to come up with long lasting solutions geared towards sustainability of the SFPs. In all the schools visited, it was evident that the donors and the government contribute most of the resources required in running the SFPs, with very little being drawn from the local communities (mainly the parents). Finally, the findings showed that increased enrollment as a result of the introduction of free primary education and the SFP had significantly constrained the capacity of schools to adequately manage the meals programmes. In conclusion, the study shows that the challenges facing the implementation of SFPs are diverse. The deficiencies from state actors in terms of policy formulation and implementation emerged that the major sources of challenges facing the implementation of the community. Of great importance also is the role played by the communities in ensuring that the programmes are running on day to day basis. The study recommends the need for the government to address food security needs for pastoralist communities; the need to revamp the policy framework detailing the management of SFP; and the need to improve on the physical infrastructure so that the target beneficiary schools can be accessed with ease.

Alhassan and Fatawu (2014) conducted an assessment of the operational challenges of the Ghana School Feeding Programme (GSFP). In this study, an in-depth analysis of the Ghana School Feeding Programme (GSFP) was carried out to identify the factors that affect the successful implementation of the programme and to examine the effectiveness of the GSFP collaborating with other institutions. The methodological approach used is qualitative. A descriptive survey design method was adopted for the study and a purposive sampling used to uncover the effects of the implementation of the GSFP on the lives of pupils and parents. The results revealed the GSFP since 2009 have grown progressively from operating in 70 districts to 138 districts at the end of 2010. This wide coverage of the GSFP also manifested in the increased in enrolment,

improved school attendance and retention of pupils in schools that otherwise would have terminated their educational career. The study also indicates that though the GSFP was designed to benefit from inter-sectoral collaboration and joint implementation. There has been low participation by the collaborating ministries. There is inadequate clarification of roles and coordination of activities between participating ministries and their decentralized units. The study recommends the need to establish a national policy document for the GSFP to prevent politicization, interference and ensure the regular allocation of budget. There should be regular reviewed of prices to reflect the prices of food commodities and timely released of funds to ensure the caterers prepare meals to conform to the prescribed menu and quantities.

Janerose (2013) conducted a study on school feeding programmes in Chimutu in Malawi. The aim of this study was specifically to find out the details of why school participation is still a problem among primary school children despite provision of food in primary school. This was achieved through discussions on community members' participation, benefits and challenges of the school feeding programme. Data collected from key informants and community members using in-depth interviews revealed the benefits and challenges as well as perceptions on community participation. Data was collected from 46 respondents of whom 14 were key informants from government and NGO implementers and 32 community members who are benefiting from the intervention in the area of Traditional Authority Chimutu in Lilongwe District, Malawi. The study found out that although school feeding programme is beneficial through provision of at least a meal a day, it is not meeting some of its objectives. In summary the findings revealed community members acknowledgement that the school feeding programme encourages school attendance and high pupil enrolment. However, the findings revealed that meal provision in school can neither prevent school dropout nor malnutrition due to challenges like inconsistency in feeding frequency, porridge purchase expenses and monitoring and evaluation inadequacies. It was also found that community participation in the school feeding programme does not go beyond porridge preparation. Overall, the study revealed the need for community members involvement at all levels in the feeding programme to achieve sustainable development because the community members are key in identifying and addressing their livelihood challenges. Community involvement is important in the design, planning and implementation of school feeding programmes.

The need for community participation in the management of the various community based programs for sustainable socioeconomic development. Hence, communities can take responsibility through identification of problems, development of activities, implementation and following through (Cheetham, 2002). Sustainable community development can only take heart when the community is involved in the management of programs especially the school feeding programme which requires more input from the immediate community where learners come from. The importance of the community in running the School Feeding Programme in problem identification and solving is key in decision making for program sustenance (Talbot et al, 2005). Hence, community support at various levels has the potential to enhance program management especially in the education system for meaningful development to be attained. Communities are vital stakeholders who are interested in education development of local people who pass through the education system by supporting local culture, traditions, knowledge and skills needed for immediate adaptation of young minds (Lacy et al, 2002). It is important for school authorities ensure that local; community members are incorporated in the running of various programs operating under the school.

2.6 Strategies to improve the management of school feeding programme

Olubayo et al (2013) shepherded a study on factors affecting implementation of school feeding programme in Public Primary schools in Kenya: A survey of Emuhaya Sub-county. The purpose of the study was to assess factors affecting the implementation of School Feeding Programmes in public primary schools in Kenya: a survey of Emuhaya Sub-County, Kenya. The objectives of the study were to establish the extent to which the community participation needs assessment within the Community, financial management, policy and regulatory framework affects the implementation of School Feeding Programme in Emuhaya Sub County, Kenya. The study employed a descriptive survey research design. The target population was 202 respondents comprising of 101 heads of school and 101 Board of Managers (BOM) chairpersons. Purposive sampling method was used to select the Head teachers and BOM chairperson from the sampled schools. The sample size was 80 respondents comprising of 40 head teachers and 40 School Board of managers. The main data collection tool for this study was structured questionnaires for the heads of schools and schools BOM chairpersons. The study established that needs assessment, community participation, financial management, policy and regulatory framework

had a positive and significant effect in SFP implementation in public primary schools in Emuhaya Sub-County.

The study concluded that Community participation enhances the implementation of school feeding programme to a greater extent. Public primary schools that depend on the community to organize and implement SFPs offer certain advantages. Needs Assessment of SFP programme in public primary schools should be carried out to establish the needs for a particular for the programmes by systematically examining stakeholder's interest and knowledge, agency mission, authorities and capability, and its significance of particular environmental conditions or issues. Financial management is an important component of project design. When designing a project, the schools must make a realistic assessment of both the fiscal requirements and the probable availability of funding. Clear policies and regulatory framework on school feeding programmes ensure the sound implementation of school feeding programme in public primary schools. The study recommends that Schools are the destination and feeding centers. They are supposed to mobilize the community to contribute to school feeding programmes. Schools should conduct needs assessment to establish how community leaders, teachers, local government entities or voluntary organizations can participate in identifying the poorest households, though this requires clear criteria that are transparent and not based on political favoritism. The government should instate SFP policies that work toward achievable goals. The school management committee should support the feeding programme in schools by starting income-generating activities to raise funds to supplement the funds issued by the government towards the school feeding programme. Finance is crucial in retention and performance of students since it determines the quality of physical facilities (Gatange, et al; 2014). Hence, school heads should have alternative sources of income to supplement government funding which is often erratic.

2.7 Summary of chapter

This chapter highlighted various aspects of the school feeding programme by reviewing literature on Head teacher's practices in the management of school feeding programme, patterns of enrolments, challenges and strategies which can be employed to effectively manage the school feeding programme.

CHAPTER 3

METHODOLOGY

This chapter discusses the research methodology that will be used in this study. This chapter of the research report deals with the description of the methods to be applied in carrying out the research. It is organized under the following sections: research design, research site, population, sampling techniques, research instruments, and data collection procedures and data analysis.

3.1 Research design

A design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions (Kombo and Tromp, 2011). This study adopted a descriptive case survey which incorporated Semi-structured interview guide and document analysis. Semi-structured interviews were used to solicit for responses from key informants who in this case were head teachers and school feeding programme coordinators. Themes were generated based on emerging themes in the study. Under document analysis, enrolment records at entry into school at grade one were used for a five year period at each school under this research.

3.2 Target Population

In this study, the universe population meant a group of people that have the same characteristics from which the sample will be drawn. With regard to this study, there responses were collected from school feeding programme coordinators and school head teachers from three primary school included in this study in Lufwanyama District of Copperbelt Province as the key informants involved in the management of school feeding programme.

3.3. Sample Size

A sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population. The total sample size was 6 comprising of school administrators and school feeding programme coordinators at school level. Each head teacher and school feeding programme coordinator in charge of the schools at Kamuchanga, Chapula and Nkana primary schools were interviewed by the researcher as key informants at school level.

3.4 Sampling Techniques

Sampling is any course of action or procedure followed when selecting a portion, piece that is representative of a whole. Three schools under study were selected using purposive sampling. Out of the five zones under Lufwanyama district, zone one was selected purposively because it hand the majority of school running the school feeding programme. Thereafter, school were selected conveniently based on proximity because they district is vast and wide with school far apart. Purposive sampling was used to select the feeding programme coordinators and school administrators who are key informants involved in the running of the school feeding programme at school level.

3.5. Research instruments

The major instruments that this study employed was interview guide. An interview guide was used to collect data from school administration and feeding programme coordinators. Document analysis was used to get information on pupil enrolments at grade one entry for the past 5 years for each school included in the study.

3.6 Data Collection procedure

The researcher used interview guide to collect data from the respondents. The responses were written down in a note book by the researcher. Responses were also recorded on a tape recorder and notes taken on key issues and themes arising from the discussion. With the permission of the respondents interviews were recorded on tape recorders.

3.7 Data analysis

Data analysis involved uncovering structures; extracting important variables, detecting any anomalies and testing underlying assumptions. It involves scrutinizing the acquired information and making inferences.

In this study data were analyzed thematically alongside descriptives. Emerging issues from the responses collected, themes were developed by the researcher by grouping responses. According to Kombo and Tromp (2011:119) themes refer to topics or major subjects that come up in discussions. This form of analysis categorizes related topics. In using this form of analysis major concepts or themes are identified.

3.8 Ethical considerations

Ethical considerations relate to the dos and don'ts that researchers must observe during the research process for purposes of respecting and protecting the rights of the researched. Thus, before data collection commenced, the researcher collected an introductory letter from the University of Zambia. The researcher further briefed the aforesaid authorities on the value of the research and the procedures to be used. Additionally, the researcher guaranteed the respondents that participation in the research process was on voluntary basis and that the participants are free to terminate their participation at any point during the research process if they felt the need to do so. As a way of maintaining confidentiality, participants were not coerced to reveal their identities. In addition, permission was sort through head teachers to take photos of children included in the study. Consent from parents was obtained for photos to be taken by the researcher. Furthermore, participants were assured that the data obtained would not be disclosed to any other persons and would only be used for academic purposes.

CHAPTER 4

PRESENTATION OF FINDINGS

4.0 Overview

In the preceding chapter, the methodology that guided this study was explained. This chapter aims to report the findings of the study that was conducted on *an assessment of Head teacher's management practices of the school Feeding Programme in Lufwanyama District, Zambia*. The findings will be presented according to the sub-headings from research questions that were raised. The research questions will be answered using qualitative findings from the head teachers. The findings from the respondents were gathered by use of an interview guide. As a way of reminder, the study had the following research questions which it sought to answer:

- i. What are the head teacher's management practices of the school feeding programme in primary schools in Lufwanyama District?
- ii. What is the pattern of enrollments in schools that have feeding programmes?
- iii. What challenges are experienced in the management of school feeding programme in Lufwanyama District?
- iv. What strategies that can be employed to improve the management of school feeding programme in Lufwanyama District?

4.1 Head teacher's management practices of the school feeding programme

The respondents who were head teachers were asked to mention the management practices that they used in the management of the school feeding programme in their respective schools. The responses from interviews were analyzed and compared to come up with theme.

The following themes emerged from the interviews:

a. Coordination of School Health and Nutrition (SHN) Committee/ sub-committees

Community members are organized and sensitized by school managers who ensure that the community understands the roles of different players in the school feeding programme. Hence, school managers ensure that appointment of individuals to be in-charge of school feeding committees is done to aid success of the feeding programme. It was discovered that school administrators appoint teachers who directly run the feeding programme through usage of food staffs based on routine. The committee, comprise of teachers, pupil representatives, health personnel and community members who work as a unit to ensure that the feeding programme is fully functional in school. Hence, administrators coordinate various human and material resources as a management strategy to run the feeding programme effectively. This practice is done from time to time to ensure that the feeding programme is sustained through collaborative effort of individuals and groups for a common good.

One of the respondents opined that:

One of the cardinal management practice that we employ as head teachers in order to effectively run the SHEN programme is selection of a competent committee. This committee is responsible for the planning, implementation and evaluation of the implementation of the SHEN programme.

This entails that head teachers should strive to ensure that different players are brought together with the aim of providing quality service to learners through feeding. It is important to note that sub-committees are born from efforts by head teachers to enhance coordination of the school feeding programme.

Another respondent added that:

The SHEN committee is has representation from the District Education Board Secretary's office. This is so in order to promote accountability and also for easy monitoring of the SHEN by the District office.

Issues of accountability are high on the agenda in the management of various material and financial resources in efficient running of the school health and nutrition programme. Hence,

representation from the District Education Board Secretary is very important to ensure that prescribed guidelines at ministry level are adhered to.

b. Facilitation of smooth running of the school feeding programme

School administration play the facilitation role by ensuring that the school feeding programme runs smoothly as expected. Head teachers ensure that food materials are sourced on time as well as other ingredients used in the preparation of meals such as salt, cooking oil and firewood. On the other hand, administrators strive to ensure that human resource through teachers and community members are made available to provide meals to learners. On the other hand, administrators mobilize the much needed resources by undertaking fundraising ventures within and outside the school to ensure constant supply of food staffs. Head teachers are important link personnel tasked with the responsibility to ensure that all is set from planning to implementation of the school feeding programme.

One respondent detailed that:

As Head teacher, I am the link personnel in the provision of meals to learners by ensuring that funding, food staffs and human resource are put in place every time within schools for effective running of the school feeding programme.

Being in touch with various stakeholders at school and community level, school management gives ground for the school to reinforce linkages with the immediate community by ensuring that school feeding is achieved with ease. Head teachers must have a clear agenda for strengthening existing links as well as strive to initiate new ones where need be for the smooth operation of the feeding programme at school level. Head teacher should understand social diversity of individuals and groups in which the school is located in order to strategically position the school to create self-sustaining linkages for enhanced operation of the school feeding programme.

c. Formulation of School Health and Nutrition Action Plan and policy

Head teachers in all school visited have created a tradition of drawing up an action plan every year. All schools included in the study are committed to the need to improve the health and nutrition status of learners by putting deliberate measures which champion health and nutrition at school level. Action plans were evident in all schools visited where head teachers draw up a

schedule of programmes which are supposed to be achieved at school level. Main headings under the action plan include; challenge, activity, stakeholder just to mention but a few. One respondent opined that;

“We as a school are taking school health and nutrition to another level where a work plan must be drawn at the beginning of the year as a guide of the many activities and events that the school will undertake in the quest to make schools a hub of good health for learners enrolled into the school.”

This level of commitment indicated that head teachers have a clear plan on how best they can move towards good health and nutrition at school level.

At the same time, head teachers take school health and nutrition policy seriously by ensuring that school become centers of excellence where health and nutrition are concerned. Messages highlighted on the school health and nutrition policy at school level included; personal hygiene, keeping the school surroundings clean, waste disposal and use of clean water for drinking. These are issues surrounding health and nutrition observance at school level which when promoted can indeed lead to good health and nutrition among learners. It is important to note that head teachers are trying hard to fit into the school health and nutrition policy at national level as emphasized by the Ministry of General Education.

d. Communication on the existence of the School Health and Nutrition programme (SHN)

Head teachers ensure that stakeholders are aware of happenings at school level with regard to the school feeding and nutrition programme. Communication is done during Parents Teachers Association (PTA) meetings to effectively remind parents on the need for stronger partnerships in the running of school feeding. Good communication is high on the school agenda to clear misgivings among community members.

One of the respondents the following:

As head teachers we ensure that there is effective communication of the planned activities under the SHEN programme. This results in removing of suspicion among the school management and the teachers as well as the community. This communication is done through meetings and also written communication to the parents and guardians.

Another respondent added that:

Initially, the community viewed the school feeding programme with a lot of suspicion as they deemed the programme with satanic sentiments aimed at initiating children with under world.

Good communication gives fertile ground for strengthening the school feeding programme which may encourage different stakeholders to come on board.

e. Capacity building of school feeding committee/ sub-committee members

The study revealed that trainings are planned by schools to ensure that coordinated learning is facilitated at all times for serving committee members in a particular year. Schools have partnered together in groups within the district to maximize knowledge sharing on best practices of running the feeding programme effectively.

One of the respondents remarked that:

“We normally send the members of the team to other schools so that they learn how the SHEN programme is run in other schools in order to share notes.”

Another respondent explained the following:

Through the District Resource Centers as head teachers we also facilitate for capacity building of the members of the SHEN committee this also helps the team to work effectively as they are kept updated with the current trends in the SHEN programme.

Capacity building is a cornerstone is an important benchmark in the running of any programme especially school feeding which require stakeholders from different spheres to work towards a common good. Human resource development is prerequisite to smooth running of school feeding programme especially in school which in most cases select teachers to man committees at school level. Building a pool of competent staff is eminent in ensuring that different players engaged in school feeding programme are accountable to the powers that be. This gives ground for developing local capacity at cheaper cost.

f. Delegation of duties

School administrators supported the need to ensure that duties are shared among members of staff to ensure smooth operations of the school feeding programme. Committees were appointed in school to attend to various tasks as a way of ensuring that different players are brought on board to help out run the school feeding programme. Running of the school feeding programme is not a one man's show as it requires people with diverse abilities to team up and work together for common good. Delegation of duties ensures that work is sub-divided into sizeable pieces which are manageable. Many programmes run simultaneously in a school setup and head teachers cannot run the school feeding programme single-handedly. Tasks should be shared equitably among school staff and other community members involved in the running of school feeding programmes to foster team spirit.

One of the head teachers remarked that:

We normally delegate some of the responsibilities to the teachers who are part of the SHEN committee in order to familiarize them with the programme so that in case we are not around the programme runs smoothly.

Division of labor is very important when running the school feeding programme because different players are engaged variously to perform specific duties assigned and designated to them. This is a sure way to ensure accountability by officers involved should any issue of concern arise.

Chores and tasks must be subdivided into manageable chunks which individuals and groups can manage with less supervision. School feeding committees/ subcommittees should be empowered with various but manageable tasks in the running of the school feeding programme. Once delegated, head teacher must give chance to the school feeding committee to carry out various duties assigned without unnecessary interference. Delegation is a sure way to ensure that individuals and groups are held accountable to specific areas of operation.

g. Good Record Keeping of all funds and food stocks

Head teachers have been mandated and empowered to run the school feeding programme at school level and they are mandated to keep track of various activities with regard to the school feeding programme. Head teachers ensure that whenever funds and food stocks are allocated to

the school for the school feeding programme, specific books are opened for purposes of tracking usage of funds and food items. A stock book of food items is kept by the school coordinator of the school feeding programme who ensures that all records are done when food items are received. Thereafter, stock book for issuing out is opened which is updated on daily basis to record stock given out and what remains in the store room. To ensure good management of food stocks, head teachers is given a report every day. The stock book is signed by a teacher in-charge and a pupil representative. This is done to ensure transparency in issuing of food stocks. Moreover, head teachers carry out routine inspections to physically see the food stocks in the storeroom. This monitoring mechanism ensures that good record keeping is done in school with regard to the feeding programme for onward transmission to the inspectors at the District Education Board Secretary's office who in turn report to the Provincial Education Office.

On the other hand, books of accounts are updated to keep a track of funds allocated to the school feeding programme by government. Procurement of food staffs is guided by laid down procedures as per expectation. Head teachers as controlling officers ensure that they give timely advice to the accounts assistance at school level on technical issues of tender procedures and threshold of purchase on the money allocated to the school. On respondent added that;

We ensure that each purchase is guided by procurement procedures laid down under the procurement act on issues of tendering, financing and purchasing. Records must be done as expected from tendering, through financing and receipt of the expected food items. This is done to avoid audit queries by ensuring that all funds are accounted for. Books of accounts in the school feeding are important when giving financial report during PTA meetings.

This is indicative enough of the seriousness by head teachers to ensure that funds and materials allocated to school feeding are used in the most effective manner by keeping record at every stage. Accountability of funds and materials allocated to the school feeding programme helps in creating confidence in the community and other stakeholders in the school management in the mandate to provide feeding to the learners. One respondents pointed out that;

Host communities are always interested to know how financial and material support for the feeding programme are spent because they believe this programme is heavily funded and in the past, school administration have mismanaged funds meant for this noble cause denying the

learner from accessing meals as expected. Record keeping helps when giving a report of the school feeding programme to stakeholders. Many issues arise from the parents during meetings and record keeping is evidence enough provided by the school when giving a report.

The community is keen to learn on expenditure and food stocks available for school feeding because they understand the importance of school feeding for the learners passing through the school. On the other hand, records create confidence in the community to come on board and offer support to the school feeding programme whenever called upon.

h. Holding periodic meetings to review operations of the school feeding programme

Head teachers organize meetings with committee members at school level to discuss various issues with regard to the school feeding programme. The periodic meetings are used to highlight challenges, opportunities and innovations aimed at improving the running of the school feeding programme. One head teacher pointed out that;

“Periodic meetings are held at school level review progress and flows in the manner the school feeding programme is operating. Self-introspection as a school is very important in the running of the school feeding programme to identify areas which need adjustment. During these meetings, a report is given at committee level to ensure transparency.”

These meetings serve as reminder to the school feeding committee on the need to improve operations of the committee in place. Review of failures, challenges and successes are important eye openers and offer learning points which can be used to improve the feeding programme in the near future. On the other hand, meetings serve as important reminders of the duties and roles expected of each committee member involved in the school feeding programme. The meeting are recorded and kept as part of on-going report compilation by the school. Such reports are also transmitted to the district education office for transparency.

4.2 Patterns of enrollments in schools with the School feeding programme

The respondents were asked to explain the patterns of enrollments in their respective schools as a result of the school feeding programme. The responses from all the participants were obtained through interviews. However, enrolment registers at grade one were used to get a glimpse of how

statistics have been changing with time from 2013 to 2017 for a five year period. Notably, fluctuations in enrolments at grade one level were evident though constant in some instances.

Findings from document review on enrollments from the three schools for a period 2013 to 2017.

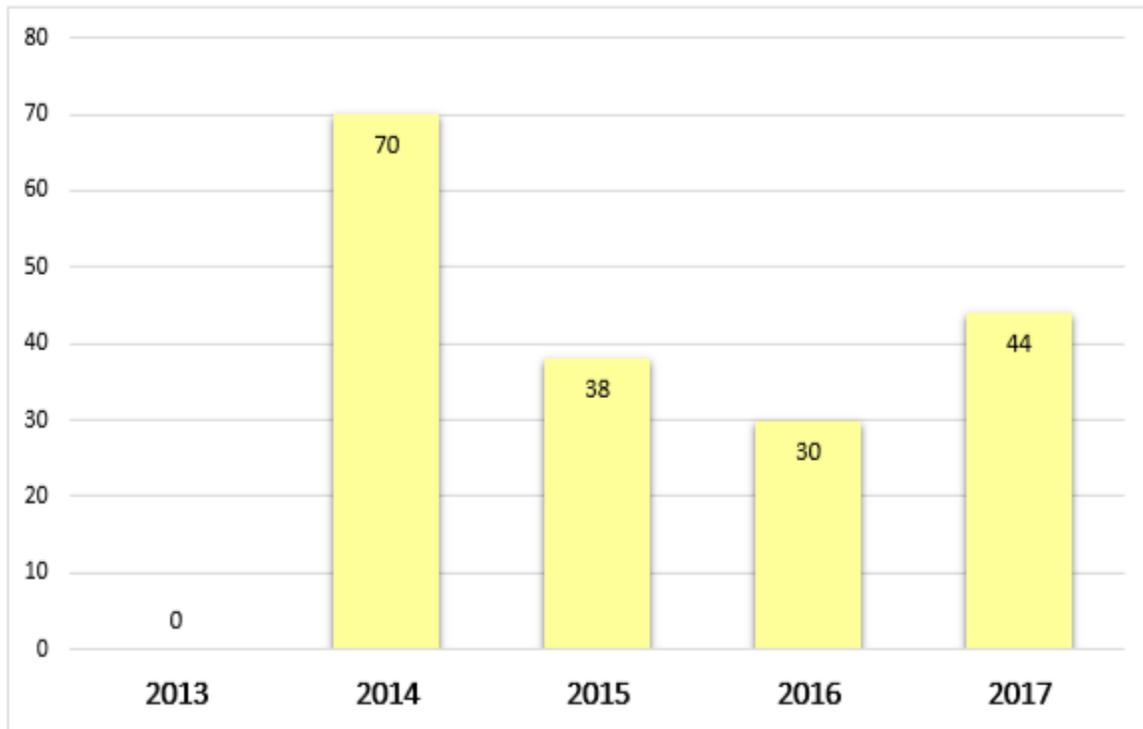


Figure 1: Grade one enrollments at Kamuchanga Primary

Figure 1 reveals the enrollments at grade one for Kamuchanga Primary school for the period 2013 to 2017. Sharp increase in enrolments was recorded in 2014. Fluctuations were experienced thereafter with 44 learners in 2017. However, enrolments at grade one entry were highest in the 2014 and lowest in 2013. Other years recorded a number of learners enrolled though not as high as in the year 2014. Moreover, a number of learners were enrolled at grade one at the school except in the year, 2013. School authorities revealed that in 2013, no grade one class was available in school and that enrolments were only done in 2014 onwards. On the other hand, school administration admitted that in 2014, two classes were available for grade one but from 2015 to date, only one class is reserved for grade one pupils. This is the reason for the observed slump reduction in enrolments from 2015 onwards.

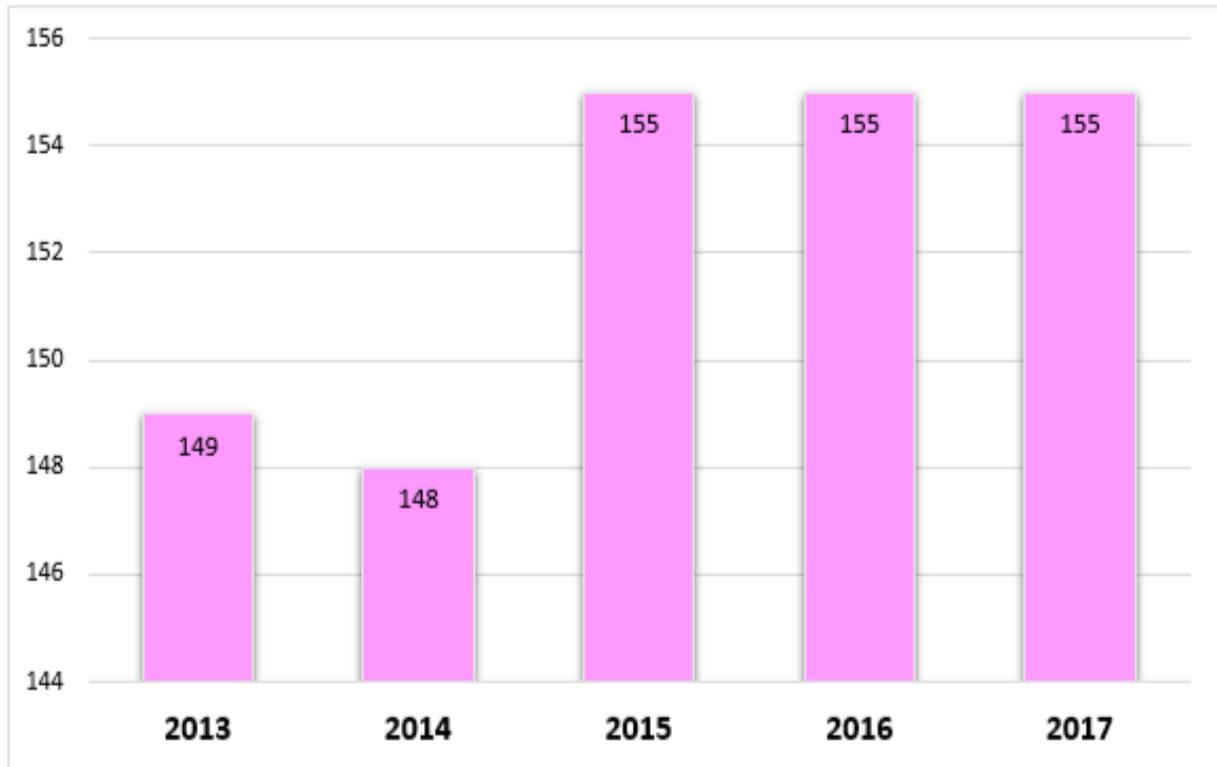


Figure 2: Grade one enrolment at Nkana Primary School

Figure 2 shows grade one enrollments at Nkana primary school for the period 2013 to 2017. In 2013, 149 learners were enrolled while in 2014, slight reduction of 148 grade ones were enrolled. From 2015 to 2017 numbers of grade ones enrolled were constant at 155. This shows steady increase in enrollments at Nkana primary school in the 5 years period. On the other hand, enrollments stabilized in the last three years indicating that enrolments had reached a possible maximum number of learners the school could accommodate. However, the first two years under review recorded steady but rather lower enrolments. Generally, enrolments at Nkana primary school have been impressive in the past five years than any other school under study. Conversely, Nkana primary boasts of high enrolments resulting from availability of many classroom the school has in contrast to Chapula and Kamuchanga primary school. On the other hand, the school has consistently promoted school feeding programme to ensure that learners are given meals within school once daily as part of the health and nutrition programme. The school takes seriously the school feeding programme by ensuring that meals are prepared adequately. Local funding is used to supplement the procurement of food staffs that are not included in the

package given under World Food Programme (WFP). This local initiative is yielding positive results as indicated by pupil enrolment levels.

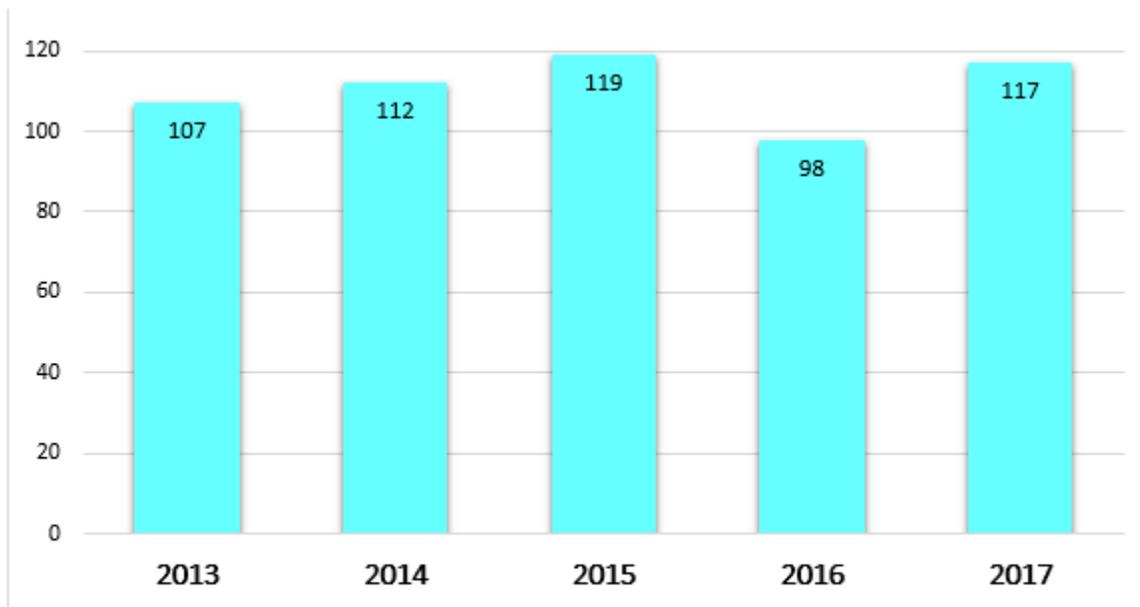


Figure 3: Grade one enrollments at Chapula Primary School

Figure 3 shows trends in enrollment at grade one for the period 2013 to 2017. In 2013 to 2015 experienced a steady increase in enrolments. However, in 2016 enrolments slumped to 98 at grade one as compared any other year. However, in 2017 a slight increase was recorded with 117 learners enrolled in the first grade. These statistics give clear indication of the strides which the school has scored in ensuring that enrolments are improved in school through school feeding. Despite fluctuation in enrolments at Chapula primary school, the general impression is impressive because enrolments have been relatively stable in the years under study.

At the same time, the study publicized a reduction in dropout rates of learners passing through the schools especially at Nkana and Chapula primary school. However, Kamuchanga primary school recorded slowed enrolment levels among the three school under study. This entails an improvement in retention levels of learners. The number of learners kept in school has improved due to the implementation of the school feeding programme as compared to the past years when feeding was not provided by the school. It is anticipated that enrolments will continue to improve in the future.

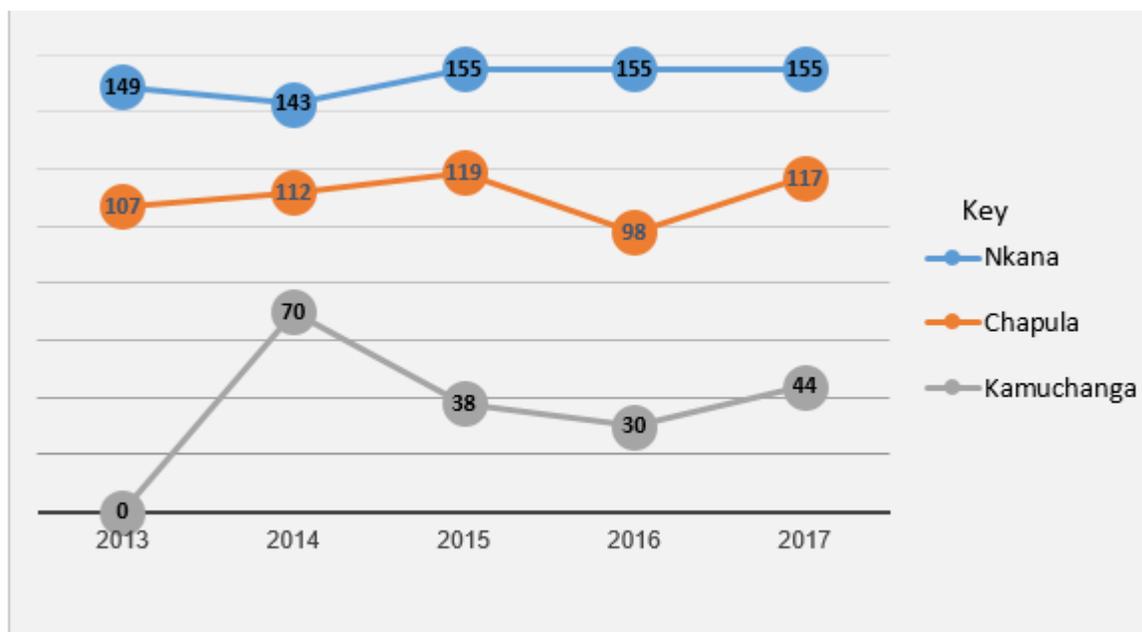


Figure 4: Overall School enrolments for 5 years period (2013 – 2017).

Figure 4 shows trends of enrolments in the three schools for the period 2013 to 2017. Overall, the number of learners enrolled at Nkana and Chapula primary school increased while Kamuchanga recorded a sharp increase in the first two years and steady reduction for the period 2015/16 with a slight increase in 2017. Overall, Nkana primary school scored favorably in terms of enrollments while Chapula primary indicated a steady increase in the first three years but slumped in 2016. However, enrolments picked up in 2017 at Chapula primary school. Kamuchanga primary school recorded the lowest in enrolments compared to Nkana and Chapula primary school. Enrolments at Kamuchanga for the period under review were lowest than the other schools in general as indicated in figure 4.

a. Increased enrollments

Enrollments have improved upon the inception of the school feeding and nutrition programme in Lufwanyama district as indicated by the number of learning entering the school at grade one level. School feeding has guaranteed learners of a meal in a day which is motivating enough to compel parents to send their children to school. This shows that poor nutrition in homes is no longer a barrier to education.

One of the respondents remarked:

Since we started implementing the school feeding programme enrollments have increased at our school. I think the food we provide is motivating parents from the surround community to enroll their pupils in school. Since 2013 we have been recording increased enrolment especially at grade one. You know being a rural community most parents have difficulties to fend for their children hence their decision to enroll their pupils in school.

Increase in pupil enrolment is indicative enough of the positive effect the school feeding programme has on children when health and nutrition are improved at school level. Parents are encouraged to send their children to school because of food security which is guaranteed through rations provided within the school. Hence, the school feeding programme is an important window through which literacy levels can be reduced because it encourages all school aged children to access education regardless of economic status. Every child has the right to education even in the midst of high poverty levels being experienced in society today. Nevertheless, most primary school in Lufwanyama district lack infrastructure in terms of classrooms to accommodate large numbers of learners.

b. Reduced absenteeism of learners

The study reiterated reduced absenteeism among learners citing that attendance was 100% in most cases especially when meals are provided to the learners. This is indicative enough that the provision of meals has the capacity to influence learner attendance in school. This finding is supported by Kosilei and Aseta (2018) who emphasized that school feeding enhanced retention rates among learners. Hence, meals provided in school act as a motivating factor which can influence learner performance.

One respondent opined:

The school feeding programme has resulted in reduced absenteeism of the pupils as they are motivated to come to school to learn. So I can say that the food acts as bait which makes them to always want to be in school.

Reduction in the number of learners missing classes may in turn improve learner performance because learners become consistent in attending lessons which may lead to improved academic

proress at individual and school level. Therefore, the school feeding programme improves access to education especially among the poor masses. Hence, the provision of meals in school should be regarded as an important benchmark in the provision of universal education.

4. 4 Challenges experienced in the management of school feeding programme

The respondents were asked to mention some of the challenges they experienced in the management of school feeding programme. The following themes emerged from the interviews;

a. Erratic funding food staffs and finances

Financial status of most school is erratic due to inconsistent financial flow from government. This implies that schools running feeding programmes are more affected when food supplies run dry from the batch released by donors. On the other hand, funds are not allocated on time which leads to gaps in effective running of the school feeding programme due to lack of capacity to purchase food staffs in time. Hence, learners are forced to go without meals when supply is exhausted.

One of the respondents remarked:

One of the major challenge we experience as managers running the SHEN programme is the issue of erratic funding from the central government. In most cases we rely on the community to supplement what is being provided by the government through the DEBs office. So this is the major challenge and to make matters worse we are now providing free primary education which means pupils are not paying so the schools are unable to run effectively programmes like this one.

The schools under study receive funding and material support from both central government and cooperating non-governmental organizations such as World Food Programme (WFP) and save the children. Funding is mostly in terms of material support in form of food staffs which may include maize, cow peas and cooking oil. The study revealed little financial support from funders. Erratic funding has often affected effective running of the School Feeding Programme. In most cases, food supplies are given once at the beginning of each year thereafter, school

administration has to struggle in ensuring that the programme runs smoothly especially in the second half of the year when resources are so limited especially at school levels.

Funders of the School Feeding Programme have been motivated by improvements in attendance and performance among learners when meals are provided in school. Generally, all school administrators confirmed positive effects of the feeding programme on attendance, health and academic performance among learners. On the other end, the feeding programme is regarded as an important social safety net which brings learners to one point with the purpose of teaching and learning.

However, school administrators indicated commitment in running the school feeding programme by sacrificing user fees to ensure that food was provided for the learners on daily basis whenever funding is delayed. All schools under study had Production Unit (PU) where maize and various vegetables were grown within the school premises as local initiatives to supplement government and other donor agencies. On the other hand, it was discovered that head teachers could not afford to employ cooks in school permanently. At times, teachers were found to be cooking, serving meals and supervising the kitchen. This had created work overload to the teaching staff in most cases because they were expected to teach the learners at the same time.

This entails that shortage of manpower to effectively manage the preparation of meals was evident in all schools under study because the schools depended on community members who were part of the school feeding committee allocated to cook meals on assigned days.

b. Strict procurement procedures when purchasing food staffs

As earlier alluded, schools indicated that food stocks run out before next funding is received and this has often prompted schools to seek for funds within and outside the school to supplement the school feeding programme. Conversely, it is always a challenge for school administration to draw cash and do the buying without adhering to the procurement act which guides on such matters. The procurement procedures are too rigid in most cases because time is limited to ensure that tender procedures are followed without delay. On respondent added that;

“Procurement guidelines should be followed every time when purchasing food items but in most cases, schools have little time to follow the lengthy process because clearance should be sort

from the DEBS and at times from the PEO due to threshold issues. The delays to clear the school on such matters has often disrupted the feeding of learners leading to non-provision of meals to learners for weeks at times.”

Such bureaucratic purchase procedures have shown inadequacy by schools to effectively run the school feeding programme due to flows in clearance by higher offices so that procurements can be done timely. At times, funds may be available in school but procedural issues of procurement and tendering have often affected school administration to act swiftly to arrest the situation. This situation was alluded to by head teachers in the study. Hence, in the quest to avoid audit queries, schools could not make purchases without clearance form higher offices which proved to be a challenge at times.

c. Poor Community participation in running School Health and Nutrition programme

Community participation has influence on the running of the school feeding programme. The study revealed that community participation was weak in almost all schools especially in terms of financial, material and labor support. The community was in most cases reluctant to support the feeding programme on grounds that the school receives funding regularly from government and other organizations. Hence, schools found it so hard to solicit for community funding whenever local resources are unavailable due to apathy by some community with regard to contribution of financial and material support. On the other hand, the school feeding programmes had suffered from political interference by the general public where politics have taken central stage in discouraging full community support towards the programme in terms of material and financial support claiming that the project is fully funded periodically the central government. This situation makes it difficult for school managers to fully engage with the general public in running the school feeding programme as they have an active and important role to play.

One of the respondents revealed:

“The community is not fully participating in the school feeding programme. But some of the members of the community who have children here sometimes contribute to the school feeding programme although they are vulnerable you know being a rural community.”

However, communities offered man-power to schools through the SHEN committee who take part in the preparation of meals which is usually done on rotational basis.

Another respondent added that:

The community has been good to the school as they rotate in groups to cook for learners at no fee. They offer sacrificial help to the school whenever called upon without any form of remuneration. The community has been handy in providing food materials such as maize and other requirements such as firewood. A great deal of support is received by the school from the host community as part of community support to supplement the school feeding programme whenever need arises.

Commitment to duty through human resource and food staffs provided by the local communities had aided the schools to run the school feeding programmes sustainably by offering meals to learners at manageable and reduced cost in the midst of financial and material crisis. Most schools run out of food stocks just in the second half of the year and schools have been struggling to ensure that they provide meals to learners single-handedly. However, more stringent measures were suggested by school authorities on how best to incorporate the host community to take responsibility through support of the local school feeding programme to ensure sustainability of the feeding programme in readiness for full community ownership in the near future.

It is hoped that the incorporation of Ward Development Committees (WDCs) community participation in management of the school feeding programme will improve with time because local leaders will be empowered to participate in active decision making in school at all levels of the school feeding programme. WDCs should be used as avenues to foster active participation of local communities in the running of school as well other programmes such as school feeding. On the other hand, it is hoped that information dissemination will improve between schools and host communities serviced by schools through linkages and corporation created by the WDC and the school authorities. Ward Development Committee should help schools to bring in more players and partners from other ministries who can offer technical support in areas of need. The Ministry of Health is an important partner which can offer technical support of meal combinations which can provide the best nutritional value to the

learners. Hence, it is hoped that WDC will bring value to schools in Lufwanyama district specifically in the school feeding programme for enhanced health and nutrition among school going children. Head teachers should take advantage of WDC as a committee which can help strengthen the operations of the school in many other programmes that are running under the school. Moreover, the committee can help to solicit for funds to build infrastructure through Constituency Development Fund (CDF).

c. Lack of proper storage and feeding facilities and equipment in schools



Figure 5: Shelter used as Kitchen (*Source: Field data, 2018*)

The schools lamented having poor infrastructures such as eating shelter and proper kitchen. Fully functional kitchens where meals can be prepared are not available in school. Figure 5 shows shelters tentatively used as a kitchen for preparing meals.

Schools under study lacked proper storage facilities for keeping food materials received in school to avoid getting spoiled. Storage of food materials was sighted as one of the big problem and in many occasions, food spoilage was common leading to high waste of scarce food

supplies. Head teachers lamented that food materials were thrown away on health grounds hence, worsening the acute food supply shortages experienced when funders delay in delivering food items. This assertion is supported by Hamupembe (2016) who cited insufficient equipment and utensils to cater for the needs of the learners. Modern infrastructure was lacking in the schools under study. Need for modern infrastructure such as dining hall to enable the school to adequately feed learners especially in the rainy season has always been a big challenge in all schools visited during the research. This made the feeding process very difficult and cumbersome to adequately control in such circumstances especially in schools where numbers are unmanageable. One school administrator cited that;

The school having only four classrooms in total which are not enough to accommodate all learners during meals especially in the rainy season. Learners are usually soaked by the rains as they are taking meals.



Figure 6: Learners collecting meals from a makeshift kitchen (Source: Field data, 2018)

Figure 6 shows learners collecting food from the Kitchen openly indicating lack of proper shelter needed for learners to be saved as expected in a more conducive manner unlike letting them enter the cooking arena which is a safety risk to learners in general.

Shortage of proper infrastructure has rendered learners vulnerable in most cases because they cannot take meals in a clean and safe environment. Learners are often soaked in the rainy season and at times normal classes are suspended in order to accommodate learners who are taking meals. This means learners lose out on learning time due to such disruptions.

On the other hand, schools experience shortage of much needed utensils such as plates and spoons for health feeding. Learners feed with hands instead of using spoons as a health precaution. This situation poses health hazard on the part of the learners when taking meals who take meals at high risk of contracting hygiene related diseases especially cholera. Levels of sanitation were poor in most instances coupled with poor provision of water to wash hands.

Inability to obtain materials and finances pledged by community members as a way of sustaining the feeding programme. Honoring of pledges by the community is always a challenge because very few individuals ensure that contributions are made on time. Community support to the programme is very poor especially where food and financial contributions are concerned. One respondent added that;

Schools have developed fundraising ventures at school and community level. Schools lobby for material and financial support from individuals, groups and organizations to ensure that the feeding programme continues running.

d. Over enrolments

The study indicated that high enrollments were a common feature which made it difficult for schools to effectively provide meals to learners as expected. In the advent of erratic food supplies, meals are staggered in a week by giving meals only a few times than on a daily basis. Hence, keeping numbers in check was always a challenge especially that the government is encouraging universal education to all children by ensuring that education is free to children. Schools have limited capacity to ensure that they accommodate all learners who want to enter

school and provide alternative feeding to them adequately. High enrolment levels are common in the schools making it difficult for the school to adequately provide meals timely on daily basis.

One respondent sighted that;

The school's population of learners is as high as 1900 in total which makes it difficult to feed such a large group at once in the midst of low man-power and limited food rations available.

Feeding large groups of learners is always challenging due to manpower shortages and limited equipment. In some instances, high numbers of learners made it difficult to feed all learners in school as expected. Food shortages were common in the schools running school feeding programme.

e. High prices of food staffs

Economic volatility has made food prices to fluctuate more frequently making it difficult for school to provide food staffs needed in school especially when cash is hard to come by for the school to adequately purchase food items using local generated resources. Commodity prices of food staffs were found to be on the higher side making it difficult for school management to procure required amounts.

One respondent remarked:

The school has failed to effectively buy additional food staffs such cooking oil and beans to supplement meals because the prices are on the higher side.

This goes back to poor financial and material support because school run out of supplies early enough in the year in the midst of erratic funding and poor collection of user fees. It is important to note that most of the learners attending the schools under study come from humble backgrounds and school feeding is a sure way to survive. However, schools are ever struggling to the fund school feeding programme using local funds which are not enough in most cases.

Lufwanyama district is mostly a rural district where transportation is very difficult in most cases. The road network is very poor in some areas making transport cost to be very high. Most schools do not have own transportation means to move food stocks from different points to the school premises which gives rise in the cost of transport. One respondent lamented that;

“Transport cost is so high and schools find it difficult to pay private transporters to move the food materials into the school. Seeking for transport through other ministries has proved to be a challenge due to the poor state of roads in the district which are mostly impassable in the rainy season. Food is marooned at the point of purchase due to lack of fast and effective transport to move food staffs.”

This situation has proved to be a big challenge for schools to deliver effectively on the school feeding programme. This indicates that schools face many challenges outside the school environment because they have to figure out ways and means of bringing food supplies into school.

4.5 Strategies that can be employed to improve the management of school feeding programme in Lufwanyama District

This study sought to establish strategies that can be employed to improve the management of school feeding programme in schools. The following themes emerged from the interviews:

a. Improve funding of the School Health and Nutrition (SHN)

Funding takes central stage in smooth operations of the school feeding programme as it determines the nature and quality of meals provided in a school setup. More funding both financially and materially should be solicited to ensure that balanced meals are provided timely to all learners if benefits are to accrue to the intended beneficiaries as indicated by the aims of the feeding programme. School administrators implored the need to bring in more stakeholders especially NGO's to supplement government efforts in the provision of food items if the school feeding programme is positively influence health and nutrition status in school. Funding should be done timely and match the population of learners.

One of the respondents remarked that:

The government should improve funding to SHEN programme. During planning meetings we are told to budget for SHEN but very little amount of money is allocated to the programme. It is high time the government started taking this programme seriously as seen from its contribution to the nutrition as well as the performance of children in schools.

Conversely, schools must find alternative means to support the school feeding programme by initiating local innovations of fundraising especially through community mobilization. Local innovations were important aspects of ensuring that the school feeding programme is sustained even in times when funding and material support are delayed. The need for strong partnerships between the school and other stakeholders such as the immediate community are sure ways of ensuring that the school feeding programme is self-sustaining in the medium and long term.

b. Capacity building of stakeholders involved in school feeding programme

The study indicated the need to improve accountability of finances and materials provided by funders of the school feeding programme. All stakeholders must be sensitized and constantly be monitored to ensure that all parties involved operate as expected in an accountable manner for the resources used. There is need to ensure that all stakeholders come board to fully support operations especially the immediate community to ensure ownership of the school feeding programme. The community alongside school authorities must be encouraged to take leading role in the planning, implementation, monitoring and evaluation process of the school feeding programme. Capacity building was seen as a window to ensure ownership of the school feeding programme by local communities as it emphasizes the need to create strong linkages which empower the people through active participation at various levels of decision making in schools.

One of the respondents opined:

There is need for capacity building in programme planning, implementation and monitoring for improved accountability.

Similarly another respondent had this to say:

Building local capabilities promotes sustainability of feeding programme. The school feeding committee has members drawn from the school, community, health personnel and politicians who should be sensitized on various roles that are expected of them as they participate in programmes such as the school feeding programme.

Over-dependency on government funding has proved to be unsustainable, hence the need to become innovative through partnership with the community as important stakeholders in the running of the school feeding programme. Local communities should be brought on board if

through school management if they have to take an active role in the running of school feeding programme. Local ownership by the community is the way to go to ensure continuity and sustenance of the school feeding programme for the future. On the other hand, self-sustenance of the school feeding programme can only take-off when members of the host community show willingness to get on board by taking responsibility of various aspects of the feeding programme.

c. Enhancement of Partnership with stakeholder

Current partnerships must continue to be enhanced by school administration who are the power holders in the running of the school feeding programme. However, community support is an important window for effective management of the feeding programme because local communities are important partners in the development with regard to running of school programmes. Continued support of the community towards the school feeding programme can only be enhanced through strong partnerships links created by school management which promote community participation in the provision of labour, firewood and cooking utensils. There is need for the community to develop positive attitude towards the programme. Positive response by the community can best be encouraged through strong partnerships created by the school administration to ensure that the community is aware of various programmes running within school such as the school feeding programme. Hence, head teachers must be well poised to engage with various stakeholders to take school feeding to greater heights for the benefit of the learner through access to education. Head teachers should tap into local potential through the community as important stakeholders in driving the development agenda of wider society through the school to provide education to every child regardless of socioeconomic status.

One of the respondents postulated:

We need to intensify partnership and links with stakeholders, especially local communities through active participation in the school feeding programme. Weak participation among stakeholders creates lapses in most school based feeding programmes.

Schools should enjoy health partnership with the immediate community to ensure ownership of locals in the operation of school feeding programmes which have the potential of influencing academic performance of learners in every social setting.

Another respondent proposed:

Communication is vital in the smooth running of the school feeding programme. A head teachers, we need to improve the way we communicate on the operations of the school feeding programme to host communities in all aspects in order to promote a spirit of transparency and accountability for the resources that are entrusted in the school by various stakeholder.

The need for accountability is vital in ensuring that the community as important stakeholders are informed of how finances and materials supplied to the school are spent. This is an important window for support by the local community in the running of the school feeding programme. Moreover, accountability can act as a motivating factor which can be used to create trust in the community to support and participate in the school feeding through financial and material support whenever called upon by the school authorities. Community participation in the feeding programme is a sure way to promote programme sustainability at a cheaper cost because continuity is often guaranteed when the host community is actively involved in programmes running under the school. Community participation creates local innovations and ideas based on local people who understand environmental diversity and culture. Hence, community participation can reduce incidents of apathy and hostility by the host community.

Trust in the school administration on various programmes running under the school is very important if success is to be guaranteed at school level. Conflict between the school and the host community are reduced when the community gains confident in the school management that resources invested will be put to good use. Hence, it is imperative that head teachers are accountable and transparent once entrusted with resources. Records and books of accounts must be put in place at inception and reports must be communicated on timely basis to the community and other key stakeholders who can directly or indirectly influence the modus of operation of programmes running under the school.

Therefore, it is very important for head teachers to create good working relations with the immediate community for sustainable development especially in the school feeding programme which requires massive support at community level. A win-win situation can better be achieved with enhancement of community support by the school through prudent management of resources and confidence. The community is encouraged to invest in education when they are

brought on board to preside over a given area of interest and the school feeding programme is one such area which can receive massive support at community level.

Figure 8 shows how community members can be participate in running the school feeding programme through provision of man power in the preparation of meals.



Figure 8: Shelter used as a Kitchen where meals are prepared (Source; Field data, 2018)

4.6. Summary of findings

This chapter presents the findings of the study. For objective one, findings revealed that committees are elected to run the school feeding programme comprising various stakeholders. Head teachers use formulation of school health and nutrition (SHEN) committees, Facilitation of

school feeding, formulation of school health and nutrition action plan and policy, Communication to stakeholders, record keeping on finance and stocking of food materials, Capacity building of the school feeding committee member, and delegation of responsibilities among the notable ones.

Findings indicate improvement of enrolments among learners had improved in school for a five year period from 2013 to 2017 with reduction in dropout rates among learners generally. However, fluctuations in enrolments were evident in some schools. Otherwise, enrolments were on an upward swing in general.

On the third objective, various constraints were experienced in the management of the school feeding programme which included; erratic funding, weak community support, poor infrastructure, over enrolments and high prices of food commodities.

With regard to the final objective, improved funding, capacity building and partnership were strongly sighted as main strategies which can be used to improve the management of the school feeding programme.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1. Introduction

The foregoing chapter presented findings of the study *on an assessment of Head teacher's management practices of the school Feeding Programme in Lufwanyama District, Zambia*. This chapter continues with the findings.

5.2 Head teacher's practices in the management of the school feeding programme in primary schools in Lufwanyama District

The findings of the study revealed that the management practices employed by head teachers in order to effectively run the school feeding programme were: formulation of school health and nutrition (SHEN) committees, Facilitation of school feeding, formulation of school health and nutrition action plan and policy, Communication to stakeholders, record keeping on finance and stocking of food materials, Capacity building of the school feeding committee member and delegation of responsibilities among the notable ones.

School feeding committees are a consequence of the need to improve service delivery in the school feeding programme by school administration. On the other hand, failure to provide adequate manpower in school by Ministry of General Education to attend to provision of meals gave birth to the idea of incorporating communities in the running of school feeding programme. Hence, head teachers are important line personnel mandated to ensure that such committees are put in place at school level. The facilitation role of the head teacher in school feeding has

continued to diversify the manner in which the school feeding programme is changing with time and nature of administrator running a particular school. Hence, variations were evident in the schools researched on in terms of practices used by head teachers. However, common grounds were also evident in most school with regard to financial management, host community involvement and nature of meals provided.

Formulation of school health and nutrition action plan and policy are key practices that head teachers undertake in the school under study. Head teachers have taken it upon themselves to draw up a plan on how various issues confronting the school with regard to school health and feeding are to be addressed in the course of the year. A local policy on health and nutrition acts as a reminder to teachers and learners on the need to maintain high levels of health at school level. Notable under the school health and nutrition policy are issues of personal hygiene, clean surrounding and the need for clean drinking water. This indicated that head teachers are leading by example at school level by creating local innovations which are scheduled from the beginning of the year onwards.

On communication to stakeholder, most head teachers made sure that reports are generated and given to teachers and other interested parties in the operation of the school feeding programme in written for reference purposes. School management made sure that all activities from formation of committees, financing, collection and storage of food stuffs was communicated on regular basis to promote accountability and transparency. Records keeping formed the backbone of the school feeding programme as it provided for confidence among different players involved in the school feeding programme.

Building capacity among members of the school feeding committee was as important as the programme itself because it hinges on the quality of service delivery by the school which is mandated and authorized to ensure that school feeding is run effectively. It was emphasized by most school head teachers that capacity building at individual, committee and school level was the starting point of smooth operation and success of the school feeding programme. Host community members as members of the school feeding need to be empowered with skills and knowledge of how to engage in the running of the school feeding programme in the quest to create ground for sustainable running of the school feeding programme in the near future which

may require the community to be key players in the provision of meals to learners at school level.

Based on the findings, it can be concluded that the management practices adopted by respective school head teachers in Lufwanyama District greatly influenced the implementation of the school feeding programme. Management practices entails the actual role that head teachers adopt in the quest to ensure that school feeding programmes are operating at their level best in the midst of various challenges that influence daily routine and operation. Proficiency in the management of the school feeding programme rests on the nature of practices that are adopted by school administration. However, the findings of this study are in agreement with the findings of a study conducted by Machocho (2011) who found that school Head teachers used committees, communication to local communities and school resources to ensure school feeding programme was functional.

Moreover, head teacher must continue to innovate and adapt modern management practices in the running of the school feeding programme. School administrators should ensure that school feeding is enhanced in the future to foster access to education as stated in the Seventh National Development Plan which champions the need to increase access to education at primary level in Zambia.

Head teachers have shown commitment and interest in ensuring that schools fit into the broader goals and aims of the school feeding programme as highlighted at national level through planning, implementation, monitoring and evaluation processes which are central to the success of providing meals to learners. As highlighted in the background, the decentralization process has trickled down to the school level where different players at school level come together to achieve a common goal in the provision of meals which have the capacity to improve learner enrolments and academic performance through feeding and nutrition enhancement. However, head teachers are committed to enhance local community participation in overall school-based and community development activities. Communities are benefiting from meals provided by school under school feeding which has created confidence by the host community to support such initiatives which has improved health among learners as well as academic performance. Notably, enrolments have improved in the district among school going children at primary level through performance

needs to be evaluated in order to fully appreciate the effects of the feeding programme on the general community.

5.3 The pattern of enrollment in schools that have the school feeding programme

The patterns of enrollment in schools included in the study obtained through document analysis indicated variation among the school.

An increase in enrolments were experienced at grade one level among learners entering the school. However, fluctuations were also evident in certain instances where schools recorded slump in enrolments from the period 2013 to 2017 under study.

The findings of the study also revealed that the school feeding programme had resulted in reduced absenteeism among the pupils. The findings are in line with the findings of Ramadhani (2014) in Singida District, Tanzania where school feeding was found to enhance enrolments among learners. Conversely, most school in Lufwanyama District lack infrastructure in form of classrooms where a good number of learners could be accommodated.

Head teachers in Lufwanyama district have shown commitment to the fight against hunger since inception of school feeding and nutrition in 2003 by the government of Zambia. However, the implementation of the school feeding programme in Lufwanyama district falls short in the provision of adequate water, and environmental sustainability initiatives among others. The school feeding programme emphasized more of provision of meals single-handedly at the expense of other services mentioned earlier which are part of the full package in school health and nutrition package. This finding is supported by WFP intention to increase both school attendance and enrolments to about 35% and 70% respectively since kick-off of school feeding programme.

5.4 Challenges experienced in the management of school feeding programme in Lufwanyama District.

Challenges are part of everyday running of the school feeding programme. The study revealed that inadequate funding, poor community participation in SHEN, Poor infrastructure, over enrolment and high prices of food staffs as some of the notable challenges faced by the school management in general.

Poor infrastructure in terms of equipment used in preparation and serving of meals were rampant among the schools visited. Improvised structures were used for preparing meals and proper feeding rooms for learners were absent in all the schools under study.

Enrolments increased generally in the schools under study since the inception of the school feeding programme. This made it difficult to effectively provide meals to learners due to high numbers of learners required to be fed at once. This situation caused disturbance in school because normal classes were disturbed in the quest to accommodate the large number of learners during feeding time. On the other hand, teachers were forced to join in serving meals instead of teaching to ensure that feeding was done among all learners.

Fluctuations in food commodity prices was a big challenge among the schools which affected smooth running of the school feeding programme especially when food stocks run out. Schools found it difficult to buy food staffs from locally generated funds which were in most cases not enough. Moreover, it was difficult for schools to utilize user fees paid by learners to buy food items because they had to seek for clearance by the District Education Board Secretary's office and at time by the Provincial Education Office depending on the suggested procurement amount involved.

However, challenges faced by individual schools varied in magnitude though similar in nature. This finding is buttressed by Munuhe (2014) who indicated poor infrastructure, weak community support and overcrowding as major challenges faced by schools in the implementation of the school feeding programme. However, funding of the school feeding programme has continued to be a challenge in most schools in the district. At the same time, food prices and transport cost have been on an upswing since 2007 and the situation is worsening by the day. Hence, the situation has continued to threaten the smooth running of the school feeding programme due to high cost of food and transport as highlighted earlier in the background.

5.5 Strategies that can be employed to improve the management of school feeding programme in Lufwanyama District

Management of the school feeding programme demand innovation by head teachers in order to ensure that health and nutritional status of learners is promoted through provision of meals within schools. The findings of the study revealed that some of the strategies that can be

employed by head teachers to improve the management of school feeding programmes included; improving funding and capacity building of teachers especially those part of the SHEN committee. The other strategy which came out strongly was the promotion of partnership among different stakeholders involved in the planning, funding and implementation of the school feeding programme. These assertions are supported by Olubayo et al (2013) who conducted a study in Kenya where financial support, capacity building and enhanced community support were recommended to have positive influence in the running of school feeding programme.

5.6 Summary of chapter

The chapter discussed major findings from chapter 4 in relation to the literature reviewed and the theoretical framework. It presented the discussions using objectives as subheadings.

The first objective focused on sought to examine the head teacher's practices in the management of the school feeding programme in primary schools in Lufwanyama District. The discussion around this objective were that the management practices employed by head teachers in order to effectively run the school feeding programme were: formulation of school health and nutrition (SHEN) committees, facilitation of school feeding, formulation of school health and nutrition action plan and policy, Communication to stakeholders, record keeping on finance and stocking of food materials, Capacity building of the school feeding committee member and delegation of responsibilities among the notable ones. In general, head teacher's practices in the management of the school feeding programme emanate from the key tenets of scientific management as illustrated by Henri Fayol. This indicates the importance of scientific management in the administration of programmes such as school feeding. Literatures literates the need for proficiency in management skills among school administrators to ensure organizational success in various programmes running under school.

The second objective focused on the pattern of enrollments in schools that have feeding programmes. The discussions around this objective were that the school feeding programme had resulted increased enrollments especially at grade one level and reduction in absenteeism among the pupils. On the other hand, improved enrolments entail positive change in academic performance among learners through improved health and nutrition. However, high enrolments have come with challenges because schools cannot adequately accommodate all learners as

expected. Hence, overcrowding in classes has become the order of the day resulting from overwhelming enrolments.

The third objective endeavored to find out challenges experienced in the management of school feeding programme in Lufwanyama District. The discussions around this objective were that the major challenges were inadequate funding, poor community participation in SHEN, Poor infrastructure, over enrolment and high prices of food staffs. Hence, the running of the school feeding programme encounters various challenges at school, administration and partnership level.

Fourth objective sought to establish strategies that can be employed to improve the management of school feeding programme in Lufwanyama District. The discussions around this objective revealed that some of the strategies that can be employed included: improving funding and capacity building of teachers especially those part of the SHEN committee. The next chapter discusses the conclusion and the recommendations of the study.

CHAPTER 6

CONCLUSION, THEORETICAL RELEVANCE AND RECOMMENDATIONS

6.1 Introduction

The previous chapter discussed findings from chapter four (4). This chapter presents a conclusion and recommendations based on the research objectives, findings and the theoretical framework on *assessment of Head teacher's management practices of the school Feeding Programme in Lufwanyama District, Zambia*.

6.2 Conclusion

The current study sought to assess the Head teacher's management practices of the school Feeding Programme in Lufwanyama District in Zambia. The researcher was prompted to conduct this study because little was known about the Head teacher's management practices of the school feeding programme in Lufwanyama District. The objective of the study were: i) to examine the Head teacher's management practices of the school feeding programme in primary schools in Lufwanyama District; ii) to determine the pattern of enrollment in schools that have feeding programmes; iii) to find out challenges experienced in the management of school feeding programme; and iv) to suggest strategies that can be employed to improve the management of school feeding programme in Lufwanyama District.

The study used multiple case study research design. The study used interviews to collect data from the respondents. The study employed simple random sampling and purposive sampling. As indicated in the previous paragraph, the first objective sought to examine the Head teacher's management practices of the school feeding programme in primary schools in Lufwanyama District. The findings for this objective revealed that management practices employed by head teachers in order to effectively run the school feeding programme were: formulation of school health and nutrition (SHEN) committees, Facilitation, prudent record keeping, constant monitoring of the school feeding programme, Communication to various stakeholders, Capacity building of school health and nutrition committee and delegation of responsibilities among those in-charge of over-seeing implementation process. This implies that management practices employed by the head teacher in the management of the school feeding programme has influence on the general effect on the health and nutrition status among learners.

The second objective and research question sought to determine the pattern of enrollment in schools that have feeding programmes. The findings revealed that school feeding programme had resulted in increased enrollments especially at grade one and reduction in absenteeism among the pupils. This finding sits well with the main goal and vision at national level with regard to improvements in enrolments among school aged children especially in rural areas where poverty levels are believed to be very high which are detrimental to education access. This finding implies that the school feeding programme has influence on health and nutrition status of learners which in turn has improved enrolments in general. Hence, Lufwanyama district is expected to improve on access to education among children in the near future which could have implications on learner performance.

The third objective and research question designed to find out challenges experienced in the management of school feeding programme revealed that the major challenges were inadequate funding, poor community participation in SHEN, Poor infrastructure, over enrolment and high prices of food staffs. Notably, erratic funding poses a major threat to the attainment of universal primary education in the near future. Poor community participation in school feeding was evident as few members of the community had shown willingness of material, financial and human resource support. Conversely, there is hope that some of these challenges will be attended to in the near future for increased access to education by the majority school aged children who

come from humble background. Challenges highlighted in the study could have implications on the success of the school feeding programme at school and district level. Need exists to address the challenges highlighted if schools are to improve the management of the school feeding programme.

The fourth objective and research question focused on strategies that can be employed to improve the management of school feeding programme in Lufwanyama District. The discussions around this objective revealed that some of the strategies that can be employed included: improving funding and capacity building of teachers especially those part of the SHEN committee. This implies that the Ministry of General Education should put deliberate measures to ensure to arrest the situations on the concerns raised in this research. On the other hand, stringent measures should be put in place to strengthen the capacity of head teachers to manage the school based feeding programme through local-grown initiatives.

6.3. Theoretical relevance

The general findings of the study feed into the theoretical model adopted for the study. Aspects of management practices have been highlighted as important factors which determine success of running the school feeding programme. Among the key aspects cited as practices in the management of the school feeding programme include; division of labour, unity of direction, subordination of individual interest, centralization and decentralization, order, initiative, team work and stability of tenure. All the highlighted practices used by head teachers in the management of the school feeding programme are embedded in the administrative management emphasized by Henri Fayol depicting that school administration of the school feeding programme requires head teachers to be well vested with key features of scientific management.

Head teachers have shown willingness to ensure that work is divided among individuals and groups so that there are no gaps in service delivery in the school feeding programme. School feeding committees/ sub-committees have been instituted at school level which incorporate different players who team up for common good. Tenets of team spirit are visible in the manner school administration strives to foster inclusive participation of the community, Non-governmental Organizations and other experts from other ministries who have shown interest in improving access to health and nutrition at school level. This sits well with Fayol's theory of

administrative management. Head teacher have identified individuals and groups which can add value to the planning and implementation process of the school feeding programme.

Centralization and decentralization of powers is evident in the findings where head teachers reserve some powers to select the school feeding committee while at the same time fall short of powers to have full financial control when procuring food staffs at school level. School administrators seek for guidance from higher offices on procedural issues where guidance and authority are sort to purchase material goods such as food. Hence, head teachers do not enjoy complete independence in the running of the school feeding programme as they are answerable to the district and provincial office.

School feeding committee/ sub-committees are elected to run for a given time frame after which a new committee is instituted to carry forward from where the past committee left to ensure continuity. Hence, stability of tenure encourages individuals and groups to work hard towards set goals while in office after which they cease to have direct influence on the operations of the school feeding programme. Individual and team initiative is promoted for individuals who have proved themselves worthy of being re-elected into office to serve the committee well. This could be part of the reward which accrue to hard work.

Hence the theory fits well in the improvement of management practices which can be employed for improved and efficient running of the school feeding programme. Therefore, school management should ensure that they continue to adapt to modern trends in the manner the school feeding programme is managed.

6.4. Recommendations

Based on the findings, discussions and conclusions, the study makes the following recommendations:

- i. The Ministry of General Education (MoGE) should continue to orient head teachers in good practices with regard to effective and efficient running of school feeding programme at school level. Hands-on skills and orientations must be on-going where head teachers can learn from other schools which have scored success in the running of the school feeding programme.

- ii. The government of Zambia through the Ministry of General Education as a major stakeholder of the school feeding programme should ensure consistent availability of adequate funds and food supplies in the school so that learners have access to meals at least once every day. On the other hand, a wide range of food stuffs must be bought for school in to enable schools provide diverse and balanced meals.
- iii. School based agriculture projects should be implemented by head teachers in order to enable school management to produce food and access resources to effectively manage and supplement own school feeding programmes. This would enable schools to generate income through sale of surplus agricultural produce. Management should come up with solutions to address constraints affecting the management of the school feeding programme. Other fundraising ventures must be innovated to reduce over-dependence on government for material and financial resources.
- iv. School head teachers and school feeding committees should work in collaboratively from planning, implementation to monitoring level of the school feeding programme to ensure accountability and transparency of school feeding programme. Strong partnerships between the school and other stakeholders can better be enhanced if head teacher exhibit high levels of accountability and responsibility for the resources that are provided for the school feeding programme.
- v. The Ministry of General Education must continue to build capacity of feeding committee members especially at school and host community level through orientation and training. School management and members of the School Feeding and Nutrition committee/ sub-committee in monitoring and evaluation skills in order to strengthen the school feeding programme through improved accountability. School management should continue to mobilize community participants in the school feeding programme by education them about their roles and responsibilities for effective sustenance of the school feeding programme.

Recommendations for further studies

The researcher recommends an in-depth study to be done on the impact of the school feeding programme in relation to child nutrition.

REFERENCES

- Adelman, C. (2008) Blaming the United Nations. *Journal of International Political Theory*. 4: 9-33.
- Ahmed, A.U. (2004) “*Impact of Feeding Children in School: Evidence from Bangladesh.*” *International Food Policy Research Institute.*” Washington, DC; Mimeo.
- Aila, O.B. (2012) The Impact and Challenges of School Feeding programme in enhancing access to primary education in Unplanned Settlements of Kibera in Nairobi. Unpublished Dissertation.
- Alaimo, K.C. et al (2001) “Food Insufficiency and American School-Aged Children’s Cognitive and Psychosocial Development.” *Pediatrics* 108(1): 44-53.
- Alhassan, A. and Alhassan, F. (2014). “An Assessment of the Operational Challenges of the Ghana School Feeding Programme”. *The International Journal of Business & Management. Vol 2 Issue 8, PP. 154 – 173.*
- Averett, S.L. and Stifel, D.C. (2007) “*Food for Thought: The Cognitive Effect of childhood Malnutrition in the United States.*” Mimeo; Lafayette College.
- Bhasin, H. (2016) Henri Fayol’s 14 Principles of Management with examples and Application. *Marketing 91.*
- Boyt, T. et al (2001) The Role of Professionalism in Determining Job Satisfaction in Professional Services: A study of marketing Research. *Journal of Service Research* 3(4): 321 – 330.
- Cheetam, N. (2002) Community Participation. What is it? *Transitions* 14(3):4
- Chaula, E.M. (2015). “An Assessment Of Influence Of School Feeding Program On Pupils’ Enrollment, Attendance And Academic Performance In Primary Schools In Njombe District,

Tanzania”. *A Dissertation Submitted In Partial Fulfillment Of The Requirements For The Degree Of Master Of Education In Administration, Planning And Policy Studies (Med Apps) Of The Open University Of Tanzania.*

Colin, A. et al (2012) *Household Food Security in the United States in 2011.* USDA ERS.

Ducker, P. (1954) *The Practice of Management.* New York: Harper and Row.

Engelbrecht, O. (2005) “*SFP’s*” *More than Charity: A study of the economic ration for SFP’s, Case studies of such programmes in other Countries and an Overview of the Primary School nutrition programme in South Africa.* University of the Western Cape.

Ernst & Young. (2012). *End of programme evaluation for Ghana School Feeding Programme.*

Fayol, H. (1916) *Administration Industrielle et generale; Prevoyance, Organization, Commandments, Coordination, Control.* Paris; Dunode and Panat.

Getange, K.N. et al (2014) Alternative sources of funding Free Day Secondary Education (FDSE) in Public Schools in Kisii Central District, Kasii County. IOSR-JDMS. 13(4): 14-23.

Hamupembe, E.N. (2016). “Investigating the administration of the school feeding programme: a case study of two primary schools in Windhoek, Namibia”. *A thesis submitted in partial fulfillment of the requirements for the Degree of Master of Education at University of Namibia.*

Husein, K. (2014) The Impact of the Ghana National School Feeding Programme on enrolments, attendance and retention in Ga South Municipality. University of Ghana.

Jarouse, M. and Mugat, C. (1991) *Evaluation Analytique UNESCO.* George Roadway Publishers; Paris.

Janerose, Y. (2013). “School Feeding Programmes in Chimutu, Malawi: Opportunities, Benefits and Challenges”. *Mini-dissertation submitted in partial fulfillment of the requirements for the degree of master of social science in rural development.* University of Fort Hare.

Kaestner, R. and Grossman, M. (2009) “*Effects of weight on Children’ educational achievement.*” *Economics of Education Review.*

Kosilei, J. and Aseta, E.O.J. (2018). “Effects of Feeding Programme on Enrolment Rates and Retention in Public ECD Centres in Sigor Division, Chepalungu District, Bomet, County, Kenya”. *European Journal of Education Studies Volume 4, Issue 6.*

Kremer, M. and Vermeersch, C. (2004) *School Meals, educational Attainment and School Competition: Evidence from a Randomized Evaluation.* Na.

Lacy et al (2002) *Public/Private Partnership for Sustainable Tourism*. Asia Pacific Economic Cooperation. APEC Tourism Working Group.

Levinger, B. (1989) *Malnutrition, School Feeding and Education performance UNESCO*. The University of Chicago Press; Chicago.

Lynch, A. (2013) *'Inaction of In action,' Effective implementation of the Ghana School Feeding Programmes: The case of Ntranoa School*. Cape Coast. University of Limerick.

Machocho, W.W. (2011). "Constraints experienced in the management of school feeding programmes in public primary schools in Kathonzweni District". *A project report submitted for the award of a degree in Masters of Education at Kenyatta University*.

Maslow, A. (1954) *Hierarchy of needs*. Maslow Publications.

McGregor, D. (1960) *The Human side of enterprise*. New York; McGraw-Hill.

Meyer, A.F. et al (1989) "School Breakfast Programme and School Performance." *American Journal of Disabled Children*.143: 1234-1239.

Moore, E. (1994) *Evaluation of the BukinaFasTo School Feeding Program*. Catholic Relief Service, Consultant Report.

Mtengezo, J. (2009) *Management Principles*. New York; McGraw-Hill

Munuche, B.W. (2014). "Challenges Facing School Feeding Programme in Isinya Division, Kajiado County". *Project report submitted to the institute of anthropology, gender and African studies in partial fulfillment of the requirements for the degree of Master of Arts in gender and development studies of the University of Nairobi*.

Nafula, W.K. (2015). "Impact of School Feeding Programme on Pupils' Retention Rates in Public Primary Schools in Fafi Sub-County Garissa Country Kenya". *A Research Project submitted to the Department of Educational Administration and Planning in partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Administration and Planning (Educational Planning) at University of Nairobi*.

Najjumba, I. (2013) *Improving Learning in Uganda Volume 1: Community –led School Feeding Practices and Issues for consideration*. Washington D.C.; World Bank Publication.

NCERT (2015) *Principles of Management*. New York; McGraw-Hill.

Okpara, F.C. (2016) *Henri Fayol's 14 Principles and its Application to Banks*.

- Olubayo, M.A. et al (2013). "Factors Affecting Implementation of School Feeding Programme in Public Primary Schools in Kenya: A Survey of Emuhaya Sub-County, Kenya". *International Journal of Science and Research*. Volume 4, Issue 4, PP. 1431 – 1435.
- Pathak, R. (2014) *Principle: Authority and Responsibility*. *Management Diary*. Retrieved from Amazon.com (12/9/2018).
- Pollit, E. (1984) *Department of Behavioral Science*. California; University of California.
- Ramadhani, J.K. (2014). "An assessment of the effects of school feeding programmes on school enrollment, attendance and academic performance in primary schools in Singida District, Tanzania". *A Dissertation Submitted In Partial Fulfillment Of The Requirements For The Degree Of Masters Of Education In Administration, Planning And Policy Studies (Med Apps) Of The Open University Of Tanzania*
- Rodrigues, C.A. (2001) Fayol's 14 Principles of Management, then and now: A Framework for managing today's Organizations effectively. *Management Decision*, 39(10): 880 – 889.
- Talbot, P. et al (2005) *Promoting Health: The Primary Health Care Approach*. Elsevier, Churchill Livingstone.
- Tan, J.P., Lan, J. and Lassibille, G. (1999) "Student outcomes in Philippine."
- Taras, H. (2005) "Nutrition and student Performance at school." *Journal of School Health*. 75(6): 199-213.
- Uzuegbu, C.P. and Nnadozie, C.O. (2015) Henri Fayol's 14 Principles of Management: Implications for Libraries and Information Centres. *Journal of Information Science Theory and Practice*. 3(2): 58 – 72.
- World Food Program, (1993) "Interim evaluation summary report on Project Morocco Appraisal for Additional Phase" (Official).
- World Food Programme. (2005). *Project Document Country programme, Ghana*.
- World Food Programme. (2010). *School Meals in-depth*.

APPENDICES

APPENDIX 1: Interview Guide for the Coordinators

Introduction

Dear respondents,

I am a student at University of Zambia and Zimbabwe Open pursuing a Master's Degree in Education Management. I am undertaking a study on *an assessment of Head teacher's management practices of the school Feeding Programme in Lufwanyama District, Zambia*.

Am humbly requesting for your participation in this study by taking a role of an interviewee during this interview. Please note that the information you will provide will be treated with the utmost confidentiality it deserves and will only be used for academic purposes only and your name will not be required. Please feel free as your participation in this study is purely voluntary.

1. Explain what you know about school feeding programme?
2. How is the programme funded?
3. What is the impact of school feeding programme on education access and retention among pupils in this school?

4. What challenges do schools encounter in their quest to provide food to the pupils in schools?
5. What practices are used by Head teachers in the management of the school feeding programme?
6. What strategies should schools implement to improve school feeding programmes?
7. Is there anything else you would like to add on this subject?

We have come to the end of this interview. I would like to thank you for sparing your precious time to participate in this interview.