UNIVERSITY OF EDUCATION, WINNEBA

HEAD TEACHERS CHALLENGES OF IMPLEMENTING SCHOOL

FEEDING PROGRAMME IN BASIC SCHOOLS AT UPPER DENKYIRA EAST

MUNICIPAL OF THE CENTRAL REGION

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DECLARATION

STUDENT'S DECLARATION

I, SARATU BELLO, declare that this dissertation, with the exception of quotations and references contained in published work which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE …………………………………….

DATE …………………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. LYDIA OSEI AMANKWAH

SIGNATURE ……………………………………..

DATE ………………………………………………

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DEDICATION

To my family for their support and encouragement.

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ABSTRACT

The study was conducted to investigate the challenges head teachers face in implementing the school feeding programme in basic schools in the Upper Denkyira East Municipal of the Central Region. The objectives of the study were to find out how heads apply the practices involved in the implementation of school feeding programmes, examine the challenges head teachers face in the implementation of the school feeding and to establish strategies to manage the challenges of the implementing of school feeding programme. A case study design was adopted for the study. The target population for this study consisted of head teachers and their assistants in public basic schools in the Upper Denkyira East Municipality. Data were analyzed using thematic analysis. The study revealed that head teachers went to the kitchen to monitor the work of the caterers and also ensured that there were adequate food to be prepared for students. Inadequate money paid to caterers and delays in the payment of caterers were some of the challenges of implementing the school feeding programme. Having a sustainable source of funding for the programme and increased collaboration and partnerships with individuals were some of the strategies to manage the challenges. It is recommended based on the findings that the ministry of education should collaborate with the local government service and private partners in order to supervise the programme properly for improved performance.

CHAPTER ONE

INTRODUCTION

Background to the Study

The interest of all nations in the world is to address the problems emanating from advancing globalization, has brought about the formulation of the Millennium Development Goals (MDGs) in the year 2000 by the United Nations (UN). In the formulation of the MDGs attention has been paid to hunger and poverty as stated in MDG number 1: to eradicate extreme hunger and poverty. The sub-goal formulated hereby is: by the year 2015 the proportion of people who suffer from hunger is halved as compared to 1990 (UN, 2005).

School Feeding Programmes (SFP's) are said to among other things contribute to achieving this first Millennium Development Goal (Ghana Government, 2006a). The New Partnership on Africa's Development (NEPAD) focuses on the combination of school feeding programmes and agriculture. The NEPAD Secretariat has formulated the Comprehensive Africa Agricultural Development Programme (CAADP), which functions as a framework for the restoration of agriculture, growth, food security, and rural development in Africa. In this framework, pillar 3 has a specific focus on increasing food supply and reducing hunger and includes the following objectives: to reduce malnutrition in school going children through diet supplementation via a complete and adequate meal (in terms of calorie and micronutrient content), and to expand local demand for food products and to stimulate production by small holder farms. NEPAD has formulated an indicator of improvement: the provision of basic school lunches that are balanced in

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terms of calorie and micronutrient content to 1,000,000 children in poor and vulnerable areas throughout the NEPAD member states (NEPAD, 2005).

Thus, in Ghana there is an appreciable effort by the government of Ghana to promote access to education in the country. The 1992 constitution of Ghana specifies the right of every child in the country to basic education. It is therefore not only imperative but a responsibility of the government to ensure that barriers to education are curtailed and citizens have access to education (Husein, 2014). As a result of this, the government has implemented various policy strategies and frameworks to promote access to education for all. Some of these measures include the Capitation Grant, Free and Compulsory Education, Education for All, Ghana Poverty Reduction Strategy, and Education Strategic Plan in 2003-2015 (Ghana Government, 2015; Husein, 2014). Despite the significant contributions of these efforts towards access to education, attendance and completion were still low among school children (Ghana Government, 2015; Husein, 2014). According to Husein (2014) and WFP (2013), hunger and poverty are problems that affect school attendance and completion among school children.

Furthermore, hunger and poverty can adversely affect the academic performance of school children (Yendaw & Dayour, 2014; Osei-Fosu, 2011; UNESCO, 2013). Based on this, the Government of Ghana introduced the SFP in the year 2005 to alleviate hunger which is a hindrance to access to education and academic performances of school children.

School Feeding began in Ghana in 1940 where school children in the then northern territories where provided with free meals in the boarding schools. However, the mode of feeding children in those days was described as "chaotic" because the menu was

usually porridge (Koko) served without sugar for breakfast, maize meal (Tuo Zafi) with dry okro soup without meat for either lunch or supper which was not nutritionally balance. Rice and beans was provided occasionally as a special meal (Imoru, 2010). School Feeding Programs are targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household level. In response to increasing food and fuel prices in 2008, funds from the World Bank's Global Food Crisis Response Program and the subsequent pilot Crisis Response Window provided rapid assistance by supporting existing school feeding programs and essentially linking access to both food and education for poor and vulnerable children living in highly food-insecure communities in the country. With a global turnover in excess of US$100 billion and reaching hundreds of millions of school children, school feeding is clearly evident as a major social program in most countries, including low-, middle-, and high-income countries (Imoru, 2010).

Ghana, a country located south of the Sahara is lucky to be one of the beneficiary countries (Global Food for Crisis Response Programme, 2008). The GSFP commenced in most of the beneficiary communities on a pilot bases in September 2005 with ten schools, one in each region of the country. The GSFP was expanded to cover 200 schools in taking care of the nutritional needs of 69000 pupils in all 138 districts of the country. By August 2006 (Osei, Owusu, Asem and Afutu-Kotey, 2009). Subsequently, the GSFP began with nationwide. By the end of first quarter of 2011 as Osei et al. (2009) indicated, the programme fed 713,590 children in all the beneficiary schools nationwide.
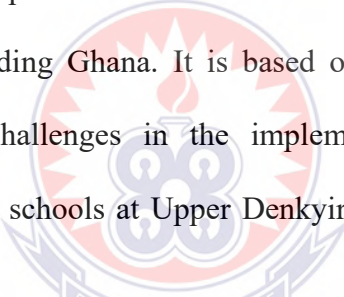
The Upper Denkyira East Municipal was one of the areas selected for piloting the GSFP and currently accounts for 44,248 pupils. With the expansion of the GSFP in 2012, many stakeholders' expectations have risen. These expectations encompass both increasing the number of beneficiary schools nationwide and improving the quality of students' educational experiences. More especially, Ghana adopted the GSFP as one of the Millennium Development Goals (MDGs) under the Ghana Poverty Reduction Strategy I and Ghana Poverty Reduction Strategy II which is expected to impact positively on school enrolment and attendance.

Sabbi, Amankwah and Boateng (2012) disclosed the view that, low-income countries are expanding school feeding, because these programs help push them closer to reaching the Millennium Development Goals (MDGs) by drawing more children, especially young girls, into the classroom. If these programs provide micronutrients such as iron, iodine, vitamin A, B-vitamins, and zinc through fortified foods and are combined with other school health interventions such as deworming, there may be additional benefits for children's cognitive abilities and educational achievement. Researchers have shown that, the school feeding programme implementation in the basic schools in Ghana faces a lot of challenges especially to the head teachers of the schools. However, many governments and stakeholders of education overlook these challenges but rather concentrated on the effects of the school feeding programme on school enrolment and students' academic performance.

This study therefore seeks to assess the challenges of the School Feeding Programme implementation in basic schools in Ghana taking Upper Denkyira East Municipal of Central Region as a case study.

Statement of the Problem

School Feeding Programme is one of the major policies that ensures effective educational system. Unfortunately, heads probably fail to carry out the policy effectively. An interaction with some heads seems to reveal that some head teachers lack the requisite skills to carry out the policy. There is probably inadequate funding to schools and lack of proper monitoring and evaluation of the policy. Literature searched indicated that head teachers face challenges in their attempt to implement School Feeding Programme. WFP (2013) pointed out that, inadequate and irregular funding to school feeding programs, and lack of proper monitoring and evaluation are some of the challenges that militate against effective and successful implementation of the School Feeding Programme in several developing countries including Ghana. It is based on these issues that the study was designed to investigate challenges in the implementation of the School Feeding Programme in public basic schools at Upper Denkyira East Municipality in the Central Region of Ghana.

Purpose of the Study

The purpose of this study was to investigate the challenges head teachers face in implementing the school feeding programme in basic schools in the Upper Denkyira East Municipal of the Central Region.

Objectives of the Study

The objectives of the study were to:

1. find out how heads apply the practices involved in the implementation of school feeding programmes in basic schools at Upper Denkyira East Municipal.

2. examine the challenges head teachers face in the implementation of the school feeding program in basic schools at Upper Denkyira East Municipal.

3. strategies to manage the challenges of the implementation of school feeding programme in basic schools in the Upper Denkyira East Municipal.

Research Questions

The following research questions were used to guide the researcher in order to achieve the above stated objectives.

1. How do head teachers apply the practices involved in the implementation of the school feeding programme in basic schools at Upper Denkyira East Municipal of the Central Region?

2. What challenges are associated with the implementation of school feeding programme in basic schools at Upper Denkyira East Municipal of the Central Region?

3. What strategies could be adopted to overcome challenges of implementing school feeding programme in basic schools at Upper Denkyira East Municipal?

Significance of the Study

The results of this study will inform policymakers of education on the challenges of the SFP and the various ways in which they can address these challenges. The study will also inform head teachers and the government about the benefits of the programme and how they can promote it to ensure the goals of the program are achieved.

Furthermore, this study will also add to existing literature and provide additional information on the SFP that will help in future research. Finally, students, researchers, educational analysts as well as academicians may also use this study as a point of reference in their academic and research activities focusing on SFP and educational development.

Delimitation of the Study

The study was delimited to basic schools in the Upper Denkyira East Municipal of the Central Region. Heads of basic schools were used for the study. Areas such as challenges and strategies were covered. Recommendations were delimited to heads of basic schools at Upper Denkyira East Municipal in the Central Region.

Limitations of the Study

The study used only interview guide which may affect validity of the findings. Some heads showed negative attitude towards responding to the questionnaires because they were afraid of being victimized. This may affect the findings of the study..

Definition of Operational Terms

Education: is the transmission of accumulated knowledge, skills, culture and value of a society from one generation to another.

Policy: is a course of action or non-action taken by a government or legislature with regards to a particular issue.

School Feeding Programme: is a programme that includes micronutrients supplements, improved sanitation, deworming and regular balanced diets necessary to ensure the growth and development of school children.

Challenges: are factors that militate against the successful implementation of a programme.

Organization of the Study

The study has five chapters. The first chapter presents the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, delimitation, limitation of the study, definition of terms and organization of the study.

Chapter two provides literature review of the study and the theoretical framework utilized. Chapter three highlights the methodology used in conducting this study. It provides research design, population of the study, sampling methods and sample size, instruments for data collection, validity and reliability and data analysis plan.

The fourth chapter presents results and discussion of the data. Chapter five provides summary of research findings, conclusions, recommendations and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses literature review on the topic under study. To be guided by the research questions, the researcher reviews literature relating to the concepts of education, concepts of School Feeding Programme, concept of enrolment, studies on SFP and enrollment in basic schools in Ghana, the factors influencing enrollment in basic schools in Ghana and the challenges facing the SFP implementation and the way forward. The issues concerning the School Feeding Programme and school enrollment in the World have caught the attention of several writers, institutions, individuals, researchers and the developed countries. Base on this, there are numerous documented articles and written literatures which includes books and journals have been published on education and enrollment in general but there are quite a number of published works on the school feeding programme and enrollment in Ghana but few published works on this topic in the Central Region area. This is because current books and journals on the research topic in Ghanaian society has been focused on school feeding and enrollment in other districts though there are few journals on it in the Upper Denkyira East Municipal of the Central Region but no one has done a study on it so it is quite tasking to get information on it. Thus, this literature review is to fill in this lacuna. The literature review is conducted under five areas and these are:

1. Quality Education

2. Concepts of School Feeding Programme

3. Concepts of Public Policy

4. Studies on the School Feeding Programme and its challenges in Ghana.

Quality Education

There is no universally accepted definition given to the term Quality Education by educators. This is because of absence of standard methods of measuring progress or problems in education to determine whether it is of high or low quality. Nonetheless, the ability to read and write or better still understand issues quantitatively are considered as indicators of assessing achievement in education (UNESCO, 2005; Watkins, 2000).

To begin with, the World Declaration on Education echoed the significance of quality education to make it universally accessible and relevant. According to this declaration, access to quality education is a right to every child and that quality is a significant factor that determines enrolment, retention and achievement. The broad definition of quality education include the following traits, "the learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation)" (UNESCO, 2005). The limitation of this definition is that it has not given any indication of measuring the characteristics mentioned especially at the basic school level.

In a related development, Adams (1998 cited in Chapman and Adams, 2002) went further to include examination in his definition of quality education. He explains quality education in terms of "inputs, processes, outputs and outcomes". The inputs have to deal with the quantum of teachers, teacher training and textbooks while the processes are related to the duration of the instructional period and active learning and outputs involve measurement of performances (examination marks and the rate of grading). The last component which is outcome concerns the ability of individuals to use the knowledge

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and skills acquired to secure employment which has the potential of poverty reduction. Adams also sees quality education as attainment of specific benchmark and aims and that quality of education depends on the reputation of an institution in the programme that it pursues and the influence that the method of schooling has to bring about changes in knowledge acquisition, attitude, values and behaviour as well as ideological acquisition and usage of learning. In the view of Adam, quality education concerns the improvement in the inputs, processes, outputs and outcomes of education. This study supports this view because the school feeding programme in Ghana concerns the improvement in the inputs, processes and outcomes of education and therefore advances the effects of school feeding programme on school enrolment.

Similarly Jansen (1995: p.195) asserts that, "quality education should be concerned with processes of teaching, learning, testing, managing and resourcing through in-depth qualitative investigations of such processes". Jasen sees quality education in terms of teaching, learning, testing, managing and resourcing qualitative investigations of these processes. His view is similar to that of Adam because he talks of these processes mentioned by Jansen. This study also supports this view because the study concerns the improvement of teaching, learning, managing performance of learners in the basic schools in Ghana.

UNICEF's (2000) definition on quality education touches on five key areas namely; healthy learners, healthy environment, content, process and outcome. Dilating on these elements, it emphasised that; learners should be properly catered for and supported by their parents or guardians and members of their communities in order to actively take part in learning, the learning environment should not only provide maximum facilities for

learning but also should be a safer and a protective place for both teachers and learners irrespective of their gender, content wise, the curriculum designed should apart from providing skills in literacy and numeracy to learners should also lead to knowledge acquisition in gender, health, nutrition, HIV/AIDS prevention and promotion of peace, trained teachers should use child-centred approach and appropriate system of examination in the process of teaching to eliminate discrimination and the outcome of learning should be provision of knowledge, skills and attitude that are relevant to national development and participation in governance. The view of UNICEF on the meaning of quality education is similar to that of Jansen and Adam because it emphasizes teaching, learning and the acquisition of knowledge and skills but differs in the other scholars' views because it gives an elaborate definition of quality education which includes child-centred approach, attitude, curriculum and even learners' protection. This study supports this view and therefore advances the effects of the school feeding programme on enrolment in basic schools in Ghana.

It is worth noting that definitions on quality education change according to the composition of major players and the growth pattern of the educational system. At no point in time will all the stakeholders unanimously agree on the components or determinants, measurement and sustainability of quality education (Chapman and Adams 2002).

Based on the above definitions or explanations and for the purpose of this research, the working definition used for quality education is, the application of resources and the creation of a conducive platform for teaching and learning to develop the brain of individuals and to equip them with the necessary tools to actively participate in decision

making for the realization of their reputation and progress in life as well as societal and national goals.

Concept of School Feeding Programme

Husein, (2014), the SFP is a programme that include micronutrients supplements, improved sanitation, deworming and regular balanced diets necessary to ensure the growth and development of school children. The view of Husein is similar to the view of WFP on the meaning of SFP. Thus, this study supports this view and advances the challenges of school feeding programme in basic schools in Ghana and the strategies to improve its implementation in Ghana.

Yendaw and Dayour (2015) also mention that the SFP guarantees nutrition and safeguards positive health and education outcomes among schoolchildren. The view of Yendaw correlates with the views of Hein (2014) but differs by adding positive health and education.

According to WFP (2015), the SFP serves as a safety net that provides health and socio-economic benefits to children and their families. The view of WFP again on the meaning school feeding is similar to its later view but has added socio-economic benefits to the later.

The World Food Programme (2004) defined school feeding as the provision of meals or snacks in schools with the objective of reducing pupil's or children's hunger while schools are in session. Put simply, school feeding is solely in-school food or meals. In the view of the World Food Programme, school feeding is simply meals or snack given to pupils in school to reduce hunger. This is indeed the foundation of the study because

the school feeding programme is implemented with sole aim of reducing hunger, poverty, enrolment and improving the performance of pupils. This study therefore advances the effects of school feeding programme on school enrolment in basic schools in Ghana.

This study supports all these opinions outlined by the scholars above and thus, it advances the challenges of school feeding programme in basic schools in Ghana.

Historical Evolution of School Feeding Programs in Ghana

Ghana has since the mid-20th century experimented with school feeding programs. The Catholic Church in Ghana in the 1950s rolled out a school feeding program in the form of take-home rations as a food aid to pupils attending many of the beneficiary catholic primary and middle schools. The essence of the food aid was to boost the nutritional status of enrolled pupils and also to ensure high retention rate in school (WFP, 2007).

Additionally, the program was to increase enrolment as the food aid was to attract those school-going children at home to enroll in schools particularly in the rural areas or inner cities where children are either left at home or go to farm or market place with their parents instead of being in school. The food aid program was hailed as it aligned with government broad objective of educating and training the human resources of Ghana to occupy offices and positions that were left vacant by colonial masters when they returned to their home country after Ghana attained independence (WFP, 2004).

The two bodies that have played major and pioneering roles in feeding school children are the Catholic Relief Services and the World Food Program. These two lead agencies together with other local and international organizations like Adventist

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Development Relief Agency, World Vision International, SEND Ghana and Dutch Development Agency have primarily focused in areas such as the regions of the north of Ghana where the incidence of poverty is extremely high. A finding by WFP (2007) revealed that vulnerable groups particularly women and their young female children living in rural households in northern Ghana do not economic and physical access to food(WFP, 2007).

The food aid program is what has evolved to the present Ghana School Feeding program which has a much wider coverage net – this expansion to cover more beneficiary schools is to be expected given the explosion of Ghana's population since independence. It is instructive to note that, the aims set out in the pioneered feeding programs in the 1950s are basically the same as those under the current GSFP but where the present feeding program has more widened objectives such as addressing the issues of gender imbalance, poverty, food insecurity and creation of local wealth and the improvement of the local economy (Mertens, 2007; WFP, 2007).

Thus, the school feeding programme was solely formulated and implemented to help reduce poverty, ensure food security and improvement development in the economy. So this study assesses the challenges that head teachers of basic schools are facing in the implementation of the school feeding programme that prevent them from realizing the objectives of this pragmatic public policy and to ascertain the recommended strategies to help improve the effectives of the programme.

Institutional Structure of the Ghana School Feeding Programme

The institutional arrangements of the GSFP have been embedded within the larger framework of Ghana's decentralization agenda. Ghana has ratified a number of

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international and continental as well as regional agreements and conventions enjoining Ghana to devolve authority, power and obligations to the grassroots to engender local participation, democracy and good governance. Ghana therefore to give impetus to its decentralization agenda has operationalized the District Assembly concept where at the local level there's a replication of the national structure of governance that is purely run by citizens at the grassroots with wide community participation (Government of Ghana, 2010).

The Program Steering Committee (PSC) has the mandate to provide technical support through the collaboration of all the concerned government ministries. These institutional arrangements underpinning the implementation of the GSFP are well structured to serve as effective mechanism for preventing and checking corruption, misapplication and embezzlement of resources purposely earmarked for the feeding program (GoG, 2008). As stated earlier, the GSFP is now under the Ministry of Gender, Children and Social Protection overseeing the National Secretariat's day-to-day running of the program and the technical assistance from PSC.

This shows that the head teachers of basic schools in Ghana have to follow a lot of bureaucratic procedures in implementing the school feeding programme to help realize its inherent objectives. Therefore the implementation of the school feeding programme influences enrolment in basic schools in Ghana. Thus, this study assesses the challenges of school feeding programme in basic schools in Ghana and the possible strategies to help improve the implementation of the school feeding programme in the state.

Sources of Ghana School Feeding Programme Funding

The Government of Ghana is the largest source of funding for the GSFP. Donor supports in monetary terms from Ghana's international development partners at the inception of the program were huge. The Government of the Kingdom of the Netherlands, for example, committed itself to providing financial support to the GSFP in the first phase of the program spanning 2006 to 2010 via the match funding mode. By 'matching funding', equal amounts of funds – on a one-to-one scale – were to be provided by the Dutch Government and the Ghana Government for the actualization of the objectives of the GSFP and in addition widening the GSFP coverage net to rope in more schools (Government of Ghana, 2007).

The 'matching funding' was operationalized by the GoG having the responsibility of shouldering the cost of feeding the pupils covered under the GSFP while the Government of the Netherlands, for every amount spent by the GoG, matches these amounts up to 10 million euros which translates, in approximation, to GH₵26,025,000 or US$11,668,611.5 per annum (Drake et al, 2016). It is worthy of note that the Dutch government withheld the 2008 match funding because of perceived delays in implementing some recommendations such as improving the GSFP management systems and instituting appropriate monitoring and evaluation measures aimed at making the GSFP better to achieve its set goals (WTF, 2007). However, disbursement of funds by the Dutch government to the GoG resumed in 2009 until 2012 against the backdrop of the cessation of official support from the Dutch government in 2010 per the 4-year duration period i.e. 2006-2010: forty million euros (€40m) in total which is equivalent to

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GH₵104.1m or US$47m was the financial commitment from the Dutch government for the stated duration (De Carvalho et al, 2011).

This shows that the school feeding programme is mainly financed by both local and international stakeholders of education such as the Government of Ghana, the Government of Netherlands and the Dutch Government. This study assesses the effects of school feeding programme on school enrolment in basic schools in Ghana and ways of improving the implementation of the school feeding programme to increase schools' enrolment and retention of pupils in the basic schools in Ghana.

Implementation Structure of School Feeding Programme in Ghana

The organizational chart of the implementation of the Ghana School Feeding implementing agencies at the regional and district (local) levels only where officials of the GSFP are interviewed to provide useful information to the researcher or author on how the school feeding is effectively being implemented in the selected schools in the Upper Denkyira Municipal in the Central Region. This study is restricting the implementation structure to the coordination, communication, monitoring and supervision of the implementation bodies at the regional and district offices with much emphasis on the latter.

The role of implementation agencies in such a social intervention like the feeding program cannot be overemphasized. An effective implementation or organizational structure is sine qua non to the successful outcomes of rolled out programs. On the contrary, when the implementation structure is not properly instituted, the implemented program may run the risk of doom and failure and this has been succinctly summarized

by Rothstein (1998) as "...using an inappropriate organizational structure often leads to failure in the stage of implementation- forms of organization are like tools- they are only suitable for the performance of certain definite tasks" (Rothstein 1998: 89). In addition, clearly defined roles by the implementing agents must be outlined in order to avoid duplication of duties or roles and also arrest any potential issues of conflict that may arise among the agents (GoG, 2017).

This point is also closely related to the number of stakeholders involved in the implementation process. For Pressman and Wildavsky (1984), for implementation of a policy to succeed, it is largely dependent on and affected by a host of factors like the number of stakeholders or actors involved, how different shades of opinions are managed or considered, local dynamics, veto points, varied interests among others all come into play in the process of implementation. If these factors are not handled well, it may affect the desired outcomes of the implementation of the policy in question (GoG, 2017).

It is against this background that the choice of this variable is justified in this study as empirical evidence is adduced in this research about how organization structure as constituted is shaping up in the implementation process to achieve the stated goals of the GSFP. Thus, this study assesses the effects of school feeding programme on school enrolment in basic schools in the Upper Denkyira East Municipal in the Central Region of Ghana.

Objectives of School Feeding Programme

World Food Progamme (2004), the GSFP was officially rolled out in 2005 with a three-prong objective or agenda. These objectives are reducing hunger and malnutrition,

increasing enrolment, attendance and retention in school and boosting the production of local foods.

Thus, the view of WFP on the objectives of the school feeding programme include reducing hunger and malnutrition, increasing school enrolment and boosting food production. This study supports this view by advancing the challenges of school feeding programme in basic schools in Ghana and the way forward to improve the implementation of the SFP in Ghana.

Mertens, (2007), GSFP but where the present feeding program has more widened objectives such as addressing the issues of gender imbalance, poverty, food insecurity and creation of local wealth and the improvement of the local economy. The view of Mertens is similar to the opinion of the WFP on the objectives of the school feeding programme but Mertens has broadens the scope of the objectives by adding gender imbalance, creation local wealth and improvement of the local economy. Thus, this study supports this view by advancing the challenges of school feeding programme in basic schools in Ghana and the way forward to help improve the implementation of school feeding programme in the country.

According to World Food Program (2015), SFPs enhance nutrition and health of children in schools. An enhanced nutrition precludes malnutrition, diabetes, and morbidity among children. Similarly, UNESCO (2015) reports that SFPs not only eradicate severe hunger among school children but more importantly enhance child growth and development. As specified by the WFP, meals provided under the school feeding program should contain micronutrient, and kilocalories necessary for healthy growth and development. According to World Health Organization (2015), micronutrient

deficiencies are the leading cause of infections that are widespread among children especially in developing countries. The mortality and morbidity rate among children under the age of five escalated to over 90% and 80% respectively from 1990 to 2015 (WHO, 2015).

Del Rosso et al., (1999) also mentions that SFPs and other school-based nutrition and health programs motivate parents to enroll their children in school and help ensure that they attend school regularly. An increase in enrollment and attendance helps ensure positive academic performance of children in schools (UNESCO, 2015) which eventually promotes positive educational outcomes. A research conducted in Jamaica by Grantham-McGregor (1988) showed that providing breakfast to primary school children increased the attendance and performance of the children, especially among the stunted and vulnerable children.

Additionally, Kristjansson et al. (2009) also mentioned that SFP guarantees limited challenges in school attendance and ensure that children who enroll in schools attend regularly. Furthermore, the SFP has promoted female youth education and reduced child labor in Malawi (Edstrom et al., 2008).

Simeon and McGregor (1989) conducted a research on the effects of breakfast on the cognitive development of children between the ages of 9 and 10 years. The authors utilized a crossover design on three different groups comprised of children who were malnourished, stunted and non-stunted children. They found that serving breakfast for children is crucial to their cognitive development and the impact is even more significant among malnourished children.

Models of Implementing SFP

The SFP can be implemented under different types, models, and principles. Yendaw and Dayour (2015) identified two main types of school feeding program. They are the in school feeding and the take-home ration. The in-school feeding program describes a type of school feeding program where children are fed in school whereas the take-home ration describes a situation where families are given food when they enroll their children in schools.

The WFP (2015) also proposed five types of models for the implementation of the SFP. They are the centralized and decentralized model, school-based and community-based model and the combination model.

The centralized model describes the process where food is imported and obtained from the central government or government bureaucracy and distributed to schools. It is usually utilized in traditional school feeding programs. In addition, the decentralized model describes a process where cash is remitted by the central government to local and municipal authorities who contract with suppliers to provide meals for schools in their municipalities or districts. Furthermore, the school-based model describes a situation where cash or purchasing vouchers is received by the government to schools who in turn use this money to buy food items for their schools from the local markets, farmers, and co-operatives. In the community-based model, communities that have the capacity to provide food to schools provide lunch meals for their children to take to school or pay schools to provide lunch meals for them.

Finally, the combination model encapsulates the entire previously mentioned models which are used contingent on the social context (WFP, 2015). Also, coverage

under the SFP varies immensely depending on the size and capacity of the country where the program is implemented. According to Yendaw and Dayour (2015), in low- income countries, the SFP usually caters for a specific category of people in the population. This can be based on the geographical location, the income level of the family among other factors. On the contrary, in high and middle-income countries, the coverage is usually extended to the general population of children attending school. Children are usually given free meals or subsidized meals in schools. This is typical of SFPs in the Scandinavian countries and other developed countries (FAO, 2005; WFP, 2015). According to the WFP, the number of people covered under the SFP are usually shaped by the capacity of the country to support the implementation of the program.

Implementation of the SFP in Ghana

The major partners involved in the implementation of the SFP in Ghana include, the government of Ghana, the Ministry of Education, Ministry of Local Government and Rural Development, the Ministry of Children, Gender and Social Protection, the Ministry of Food and Agriculture, the WFP, School Enterprise Development organization, and the Netherlands Development Cooperation among others (GSFP Report, 2007-2010).

In order to achieve the objectives of the program, each major partner performs specific responsibilities that help in carrying out the program. The Government of Ghana, which is made up of the Parliament and the Cabinet, is responsible for the establishment and passing of the SFP bill into law. The government also serves as the primary source of funding for the program. The Ministry of Education and the Ministry of Local Government and Rural Development are collaboratively responsible for the

implementation of the SFP at the national level. The Ministry of Food and Agriculture also ensures that the program meets its intended agricultural outcomes.

Furthermore, the Ministry of Finance and Economics ensures that money allocated for the program is distributed to the respective institutions responsible for carrying out the program whereas the Ministry of Children, Gender, and Social Protection is responsible for the monitoring and evaluation of the program (GSFP Report, 2007-2010).

Moreover, at the regional level, Duah (2011) mentioned that the Regional Coordinating Councils (RCC) have also been created to coordinate the implementation of the program in all the ten regions in Ghana. The RCCs are responsible for the planning and execution of the program in the various regions. In doing this, they are responsible to establish a steering committee that assists them in carrying out their roles. The District Implementation Committee (DIC) and School Implementation Committees (SIC), which are also established at the district and school level respectively, in collaboration with the District Assembly are responsible for the implementation of the program at the local level. The DICs oversee the planning and monitoring of the program in the schools where the program is implemented and the SICs oversee the implementation and supervision of the program in each school.

The School Enterprise Development Organization and the Netherlands Development Cooperation are also responsible for the training of caterers and cooks involved in the implementation of the program. The caterers who are recruited for carrying out the program must meet some academic and food hygiene qualifications that

will enable them to carry out their roles effectively towards meeting the goals of the program (GSFP Report, 2007-2010).

Practices Involved in the Implementation of School Feeding Programme

According to Nkethia (2011), the community's awareness to the school feeding programme as a practice involved in the implementation of the school feeding programme. He added that the community awareness is one of the practices of the school feeding programme and has recognized the benefit of the programme for children in the community. This awareness assisted schools to mobilize resources for the schools though their support is not done consistently. He further said that the government and the head teachers do not fully involve parents and communities in the implementation of the SFP. This has created a lot of challenges to heads to smoothly implement the SFP.

Chelangat (2011) is of the view that independent organ responsible for the implementation of school feeding programme has been a practice involved in the implementation of the SFP. The scholar further indicated that there are no other independent organs to properly run the programme. This has affected the proper implementation of the school feeding programme. Sulemana, Ngah and Rafee Majid (2013), postulated that government involvement has been seen to be one of the vibrant practices involved in the implementation of the SFP. He added that the government does not allocate a budget for the SFP programme. World Food Programme (WFP) was responsible for all services required in the schools. In case of emergency, the role of the government was high. They were responsible to cover the expected budget if the stakeholders didn't involve in it. It was further reported that the government was

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committed to support the program with the budget they have. This affects the heads in the implementation of the SFP.

Swartz (2009), opined that role of School Feeding Committee has been considered as a practice involved in the practice of school feeding programme in Ghana. Swartz further mentioned that the food service supply, demand of the food program and mobilizing of the community to support the program were done by them. He said that they are responsible and enact the proper distribution of food, standard of the food item delivered for students. Sometimes these food committees become very dormant and allow the caterers to hijack every about the food preparation leading to misuse of the food stuff and preparation of poor nutritious food for the pupils. Thus, this seriously affects the work of the heads in implementing the SFP.

World Food Programme, (2012) indicated that supply side of the School Feeding Programme is a practice involved in the implementation of the SFP. The institution further indicated that on the actual practice, there is high demand with low supply. Limited supply affected different schools that badly needed the programme and that the programme supply plan and the demand of the school do not matched.

Gelli (2006) postulated that distribution of the food items is a practice involved in the execution of the SFP plan in the world. Gelli said that there is improper distribution of the food allocated for the schools. This is happens since students which are not involved in the programme are to get the food service as well as it is attributed to mismanagement of the programme. This directly affects the target of the programme. However, he said that the distribution is run as per the planned of the programme. They consult the guideline to properly distribute the food items. This in a way still poses

problems to heads of the schools because schools are discriminated upon following laid down procedures in the SFP plan.

Missan (2011) outlined that demand side of School Feeding Programme (Expected vs unexpected demand) is a practice involved in the implementation of the SFP. He further added that the demand for the food is galloped from time to time. This is more witnessed in those schools that are getting food in their schools and others which are not involved in the programme. The exact plan of the schools doesn't much with what is actually reality happing on the actual ground. This affects the proper utilization of the food allocated for the schools. Thus, this poses a challenge to heads in implementing the SFP in Ghana.

Challenges of implementing school Feeding Programme

According to WFP (2013) and United Nations (2008), issues such as corruption, political instability and lack of proper monitoring and evaluation are also problems with the policy administrations that inhibit the successful implementation of the SFP in many developing countries. In the view of WFP, the major challenges facing the implementation of the SFP include corruption, political instability and lack of proper monitoring and evaluation. This study supports this view because it assesses the challenges that faced basic schools in Ghana.

Olubayo et al. (2013) on the SFP in Emuhaya county in Nigeria revealed that there is lack of adequate skilled personnel to successfully implement the program. The authors also mentioned that lack of transparency and effective communication between the policy network in charge of the problem were found to be a major challenges

associated with the SFP implementation. In the opinion of Olubayo, the challenges facing the implementation of the school feeding programme include lack of transparency and effective communication and lack of adequate skilled personnel. The view of Olubayo varies from the one given by WFP but this study supports this view and thus, advances the challenges that basic school in the implementation of school feeding programme in Ghana.

Nkethia (2011) found that community and parents have not been involved in the SFP implementation process in Kenya. Similarly, WFP (2008) also mentioned that not much energy has been expended to involve parents and the community in the implementation of the SFP in many countries. This affects how parents and the community members perceive the programme and its impacts on their children.

Similarly, Nkethia (2011) found that schools in Kenya that receive resources directly from the government to carry out the SFP reported delay in the timely distribution of funds to them affecting their ability to implement the SFP successfully and in a timely manner. As a result of this, some of the children in these schools are not able to receive adequate meals to sustain them. Furthermore, the few schools that provide enough food for the children are usually not able to meet the basic nutritional elements specified under the programme.

According to Kootnz and Wierch (2001), the unstable source of funding for SFPs continues to be one of the major challenges of the program. Similarly, Olubayo et al (2013) also found that even though there are resources allocated to the spending on the SFP, there is no proper spending plan on how the funds are distributed in Nigeria. This study supports this view because Ghana is not an exception.

Strategies to Manage the Challenges of School Feeding Programme

WFP, (2015), the WFP proposed some strategies that SFP should incorporate. These include, strategies for sustainability, sound alignment with national policy, stable funding and budgeting, need-based and cost-effective design, strong institutional arrangements for implementation, monitoring and accountability, local production and sourcing where feasible, strong partnerships and inter-sector coordination, strong community.

Tablot and Verrinder (2005) affirmed the proposition that community involvement is crucial in program implementation as it allows all stakeholders to participate in the decision-making process. Additionally, Briggs (2008) found that the development and implementation of a sound policy can be accomplished through the involvement of the community actors including community leaders, schools, parents, and children among others. Extending this to the implementation of the SFP, Young (2005) has argued that community and parental involvement are crucial in carrying out the program.

Furthermore, Nkethia (2011) indicated that the involvement of parents, teachers, and communities in decisions on the SFP provides them the opportunity to be aware of the impacts of the program on their children or students and their educational performances.

According to Chelangat (2011), in order to ensure a successful implementation of the SFP, there should be an institutional arrangement that is responsible for carrying out the program. The author also recommends that the institutions set to carry out the implementation of the program must have qualified and adequate staff to help in the

implementation process and the system of operation must be transparent to the general public.

In addition to this, WFP (2008) mentions that the implementation of the SFP must involve all stakeholders and the system must be monitored and evaluated. This according to Briggs (2008) will ensure a successful implementation of the program.

Ayieke (2005) also mentioned that national programs like the SFP should be included in the government fiscal budget spending for the year according to the national planning process. In addition to this, money allocated to the program must also be distributed to the appropriate institutions on a timely basis to support the program (Ayieke, 2005; Nkethia, 2011).

According to Koontz and Weirich (2001), the availability of financial resources is a major factor to consider when implementing a national program or policy. Just like any other national program, the successful implementation of a school feeding program depends on a strong financial commitment typically by the government and all other interested parties to fund the program.

Concept of Public Policy

Public policy has become part of our society and daily life activities to the extent that our day-to-day actions are directly or indirectly affected or regulated by same. Public policy has received much scholarly attention so far as civil bureaucracy is concerned. These policies are usually administered by either private or public actors. Public policies are mostly administered to address the needs or problems of the general public, low enrolment of school children, high illiteracy rate etc and as such it is imperative for

decision makers to be in tune with issues that are of importance to the public as the concept of public policy concerns the whole process of public decision making (Atsu Aryee, 2000).

A number of scholars have defined public policy in diverse ways. Hogwood and Gunn (1984) view policy as emanating from the interactions among a number of sequential decisions and so to them a policy is the by-product of decision making. In the view of Hogwood et al, public policy is the outcome of decision making. This study supports this view because school feeding programme is a public policy and thus, this study advances the effects of school feeding programme on enrolment in basic schools in Ghana

Knill and Tosun (2012:4) define it as "a course of action or non-action taken by a government or legislature with regards to a particular issue". Thus, from both definitions decision making is key in public policy and that the choice of governmental actors to address an issue or sometimes not so as to maintain the existing status quo can constitute public policy. The definition also recognizes the role of public actors as vital and also the fact that their actions focus on a particular issue which they intend to solve or maintain. However, public policy does not only concern public actors but private actors as well and this is captured in the definition provided by Jenkins (1978). Thus, this study supports this opinion given by Knill et al because school feeding programme is a policy implemented by the government of Ghana to reduce poverty and improve learning in the basic schools in the country. This study therefore advances the effects of school feeding programme on enrolment in basic schools in Ghana.

According to Jenkins (1978), public policy is a "set of interrelated decisions taken by a political actor or group of actors concerning the selection of goals and the means of achieving them within a specified situation where those decisions should in principle be within the power of those actors to achieve". All these actors influence the public policy process with their varying interests and values which contribute to making the public policy process a complicated one. The view of Jerkins is similar to that of Knill et al. but he added political actor as the policy formulator. This study corroborates with this view but advances the challenges of school feeding programme in basic schools in Ghana.

To Atsu Aryee (2000), a public policy is defined as a "broad statement of goals, objectives and means". The GSFP as one of the numerous government programs is therefore aimed at creating wealth in the local economy thereby reducing poverty, tackling the issue of school drop-outs and absenteeism among others. The identification of such societal problems triggers a public policy action through the implementation of a social intervention program to solve them. This GSFP intervention resonates with Aryee (above) and Dye's definition of public policies. For Thomas Dye, public policy is "anything a government chooses to do or not to do" (Dye 1972: 2 cited in Ramesh et al 2009: 4). The view of Ayee supports the one given Knill et al and Jerkins because they all talk about the achievement of goals. This study supports the opinion of Ayee in the sense that the school feeding programme is public policy implemented by the government reduce poverty, increase school enrolment and improve students' academic performance in Ghana.

Policy Implementation

The formation of a policy involves a number of stages and each stage is not mutually exclusive of the other. The first stage in this process is the agenda setting and this is where problems that need to be addressed are defined and then moved to the next stage which is the formulation stage where decisions are made among plethora of issues which of them should be put together as a policy. The next stage in the process is to put the policy into action in order to serve the targeted group.

The final stage in the policy making process is evaluation which involves assessing whether the policy has really attained its intended outcome and impacted the lives of the target individuals or group and if not, the policy may be reformulated based on experience from the previous one. Assessing the challenges of the implementation of the GSFP therefore situates well within the last stage of policy making process and whether modification in the feeding policy should be recommended based on findings is at the heart of this study. Thus, in analysing the public policy process, certain fundamental principles namely, how decisions are made and how policies are put into action are worth addressing. The GSFP as a policy implementation subject of interest is the focus of this study.

Many scholars have defined policy implementation differently. Knill and Tosun define policy implementation as being concerned with the process of putting a public policy into effect by bureaucrats or organizations responsible for such actions (Knill & Tosun, 2012). Thus, from the definition for a policy to be rolled out there must be some implementation agencies or actors such as bureaucrats. In the case GSFP, as evidenced in the institutional arrangement of the program, the officials from the Office of the

President, Ministers of State, RCC, District Assemblies etc are all active and critical actors of the feeding program and each has assigned role(s) to play for a successful implementation of the program.

Ramesh (2009) also affirms the importance of bureaucrats in the implementation process by stating that "bureaucrats are the most significant actors in the implementation process" in that they are charged with seeing to it that a policy is carried out. According to Van Meter and Van Horn, public policy implementation is "encompassing those actions by both public and private individuals (and groups) that are directed at the achievement of objectives set forth in prior policy decisions. This includes both one-time efforts to transform the decision into operational terms, as well as counting efforts to achieve the large and small changes mandated by the policy decisions" (Van Meter and Van Horn, 1975:445).

Other scholars also view policy implementation as the execution of policy decisions which were made by public officials (Sabatier & Mazmanian, 1973). Pressman and Wildavsky who are credited as the founding fathers of policy implementation also define it as "the carrying out of basic policy decisions usually made in a statute, court decisions or executive orders (Pressman et al, 1973:540). From all these definitions we find that implementation can be possible only after a decision on a policy has been made detailing the objectives and procedures for carrying it out before those with the expertise or technical know-how are charged with the task of implementing the decisions to achieve the prior objectives as set out. On the surface, the implementation process appears quite a simple task as implementers are merely expected to follow the laid-out

rules or principles stipulated by decision makers to execute the programme and achieve the goals as prescribed in the policy document.

It is the acknowledgement of the difficult task of implementing a feeding program on a universal or nationwide basis that the GSFP was rolled out on a pilot basis to among others observe the teething challenges that might be encountered and serve as guidelines when GSFP is fully implemented across the nation.

For Buabeng (2009), it is the anticipated challenges of huge proportion that are often associated with the implementation of public policies by nations and organizations that gives enough indication that translating public policies into reality is not a simple exercise. On the contrary, proper planning and thorough preparations towards the implementation of a particular public program are required.

Aryee (1994) argues that "there has been an implicit assumption that once the policies were formulated by government, the policies would be implemented and the desired results of the policies would be near those expected by the policy makers". (p.208). However, for most times public policies face initial setbacks and some do not get implemented and where others get rolled out, they fail or make little impact deviating from the intended objectives. Implementation stage is therefore critical and all the necessary focus, preparation and commitment towards the program on the part of all actors and stakeholders are essential. As a corollary, varying interest and values of the implementers also contribute to the success or otherwise of the implemented program and managing same is critical. For example, the GSFP provides different kinds of food during the school week and where a school head teacher has an averse, on religious or cultural

grounds, for a particular meat provided on a particular day, may not be fully involved in supervision and monitoring.

The realisation on the part of scholars to the fact that implementation of public policies could prove to be a difficult endeavour contributed to the debate on which approach would better serve the needs implementation process of a policy. The top-down and the bottom-up approaches of implementation constitute the traditional approaches in the implementation process. Due to some inherent weaknesses identified in the utilization of each of these approaches, scholars and researches over the years have synthesized these two approaches leading to the emergence of the third approach called, the mixed approach. The nexus of these theories/approaches in relation to the objectives of the study is well established.

Top-down Approach

The proponents of the top-down approach view the process of implementation as existing in a chain of command where officials at the top make a decision on policy and then subordinates are to carry out the decision towards the attainment of its set objectives as stipulated by the authorities. According to Clark (1992) the top-down approach assumes that we can view the policy process as a series of chains of command where political leaders articulate a clear policy preference which is then carried out at increasing levels of specifying as it goes through administrative machinery that serves the government" (Clark 1992:222, cited in Howlett and Ramesh 2003:189). Thus, here implementers or Bureaucrats are expected to follow the procedures prescribed by their authorities regardless of their interest and this would bring about an effective process.

With this approach the "degree of goal attainment serves as an indicator of implementation success and that effective implementation corresponds to a match between policy objectives and outcomes" (Knill & Tosun 2012). Other top-down proponents are of the view that the analysis of policy implementation process commences with the governmental officials or actors' decision on policy with a focus on the attainment of the policy goals by implementers and the reasons that explains implementers actions or inactions.

This is captured by Ramesh when he opined that "top-down approach starts with the decisions of government, examines the extent to which administrators carry out or fail to carry out these decisions, and seeks to find the reason underlying the extent of the implementers conduct" (Ramesh, 2012). This definition recognizes the fact that despite the laid down procedures in a policy documents other factors may also affect the effectiveness of the implementation process. The top-down perspective happens to be the dominating approach for implementing public policies in Ghana as almost all policy decisions are made by the political leaders and then given to the civil servants (bureaucrats) to carry them out (Buabeng 2009; Kipo, 2011; Lynch, 2013). This approach was in vogue in the pre-independence era where the colonial authorities were in the helm of affairs and devolving power to the grassroots was absent (Kyei, 2000). The GSFP that was rolled out on pilot basis relied on this approach to implementation. Officials at the national level communicated decisions taken to those at the regional and district level to implement same (Lynch, 2013).

A key component for a successful implementation of the GSFP is decentralized decision-making inputs. According to Drake et al. (2016), community involvement in the

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implementation of feeding program engenders a sense of community ownership of the program but such ownership which vital to the sustenance of the feeding program is withdrawn with the top-down approach. The top-down approach has therefore been perceived by other group of scholars including Benny Hjern and Chris Hull to be inadequate approach in dealing with the issue of policy implementation. A major criticism of the top-down perspective by the bottom-up proponents is based on the fact that they overemphasize the role of central decision makers or the top officials ignoring the role or effort of other actors such us the local implementing officers who also have an influence on the implementation process (Elmore 1979). Another criticism of the top-down approach is based on the fact that they neglect the "strategies used by street level bureaucrats and target groups to get around policy and divert it to their own purpose" (Weatherly & Lipsky 1977, Elmore 1979, Breman, 1978).

Bottom-Up Approach

Given the intrinsic shortcomings in the top-down approach, a new approach called bottom-down approach was developed. Proponents of this perspective include Benny Hjern, Chris Hull, Richard Elmore among others are of the view that implementation studies should start with a focus on the actions of the actors who are involved with the implementation process at the local level as well as those affected by it and the strategy they employ in achieving their objectives. This approach in part identifies with the principle of decentralized GSFP program where grassroots inputs are factored into the planning and implementation of the school feeding program at the local level. Ramesh (2013) wrote that the "bottom-uppers" argue that "actions of those who are affected by

and engaged in the implementation of policies should be examined in any implementation study".

To the bottom-uppers, the street level workers are very influential as they possess the expertise and the requisite knowledge in carrying out the policy and as such can implement the policy in ways that suit their interest at the expense of the stipulated procedures. Hence a focus on the happenings at the street level of the implementing process is imperative other than focusing on upper officials who provide procedures for the process. Rothstein sums this up when he wrote that bottom-uppers "focus on the doings of the field organization charged with implementing the programme and seeks to analyse the results without worrying so much about whether the program's democratically established goals have been any importance for its operations" (Rothstein 1998). Hjern points out that "implementation analysis should identify the network of actors involved in service delivery in one or more local areas and ask them about their goals, activities, contacts and strategies.

Thus, the bottom-up approach provides a mechanism for moving up from street level bureaucrats (bottom) up to the (top) policy makers" (Hjern & Hall 1985). During the late 1980s the government of Ghana saw the need to incorporate the bottom-up approach in the implementation of policies particularly the policies that were pro-poor in nature (Lynch, 2013). In spite of the infusion of local inputs into the GSFP, a wholly local content policy is far from reality as the central government plays a dominant role in the implementation of the program and in policy directions among others. A blend of these two approaches therefore captures the focus of the study.

From the discussion on the various perspectives to the implementation process we can conclude that each perspective has its own strength and for that matter would be appropriate in a particular context. For instance, bottom-up perspective would be very essential in policies that are pro-poor in nature as the input and feedback from the target group as they interact with the implementing officials would have an influence on the implementation process. Also, these perspectives can complement each other to facilitate the achievement of the set objectives of the policy that is being implemented. This study relies on the bottom-up approach in assessing the implementation of the GSFP at the school and district level by engaging both local and regional actors and stakeholders through interviews etc in achieving the goals of the study.

Maslow's Hierarchy of Needs

The Maslow hierarchy of needs was utilized in this research to explain the fundamental essence of providing food in schools as a way of influencing the academic and educational performance of primary school children. The Maslow hierarchy of needs is a theory in psychology propounded by Abraham Maslow in his 1943 book "A Theory of Human Motivation" explains human needs and the general patterns of motivating human beings. According to Maslow, human needs can be categorized under different levels of hierarchy ranging from the basic to the higher levels. These levels include the physiological needs, safety needs, social needs, self-esteem needs, and self-actualization needs. The theory establishes that certain needs, the basic needs such as food, water, air, and shelter must be met before the other higher-level needs.

Additionally, Maslow (1954) postulated that human beings are inspired by the desire to achieve goals and this inspiration is based on satisfying their human needs. As a result, the ability to meet one's needs is an important tool to achieving one's goals. This approach has been extended by various theorists to explain human behavior. The theory suggests that human behavior is predicated on meeting the lower-order needs of the individual and then subsequently sustained by meeting the higher-order needs of the individual. The theory and its tenets continue to be used as a popular framework in management, psychology and in sociological research (Kremer et al., 2013; Maslow, 1954).

Hierarchy refers to the arrangements of concepts from one grade of a lower rank to another grade of a higher rank. According to Maslow (1943), individuals needs can be categorized in the level of a hierarchy, from the lowest to the highest. Maslow used a pyramid to depict the hierarchy of needs with most basic forms of human needs at the bottom of the pyramid and then it progresses to the top of the pyramid according to the importance of the needs to humans. Please refer to the diagram below for more information.

Abraham Maslow distinguished between two types of needs according to the essence of the needs of human beings. According to him, deficiency needs includes all the four basic levels of the pyramid. These include the physical needs, safety needs, social needs and self-esteem needs. Without the satisfaction of these needs, an individual can be depressed and anxious and can be distracted from his or her everyday activities. The theory also establishes that except for the physiological needs that can be seen, felt and touched, the other forms of the deficiency needs are not visible and lack of them

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could only be reflected in the form of anxiety and lack of focus. Additionally, the theory suggests that individuals' basic needs must be satisfied in order for them to focus on the secondary or growth needs. Moreover, the desire to satisfy the deficiency needs declines as the individual satisfies those needs.

On the other hand, the growth needs refer to the needs of an individual on the higher level of the pyramid. These include the perception the individual has about himself, his potentials and talents and the self-actualization needs of the individual. Unlike the deficiency needs for which the desire to satisfy them declines as the individual meets them, the desire to meet the growth needs increases as the individual satisfies them. As a result of this, Maslow mentioned that the growth needs of human beings cannot be completely met (Maslow, 1954).

The concept of meta-motivation was developed by Maslow to describe people's desire for a continuous betterment that goes beyond their fundamental needs. According to Maslow, because of the complex nature of the human mind, parallel processing could occur at the same time. Therefore, individuals can have the desire to meet different needs on different levels of the pyramid at the same time. As such, the satisfaction of these needs and their level of importance to the individual is subjective, general and primary (Goble, 1970; Maslow, 1954). However, Maslow recognized this limitation of the theory and focused more on identifying the basic types of human needs or human motivations and the way in which they should be satisfied (Maslow, 1954).

According to Maslow, the physical needs are basic for human survival. These needs include food, water, air, shelter, and clothing, among others. Maslow identified these types of needs as the fundamental and the most important needs for human survival.

Food, air, and water are basic metabolic necessities of human beings while shelter and clothing provide necessary protection for the individual. These needs can be found at the bottom of the pyramid and must be met before the other higher-level needs.

This type of need must be met after satisfying the basic needs of humans. According to Martin (2007), "Safety is the feeling people get when they know no harm will befall them, physically, mentally, or emotionally; security is the feeling people get when their fears and anxieties are low". The safety and security needs include the protection from various forms of violence and war, natural disaster, community and family violence, childhood abuse, insurance among others. According to Maslow, the desire of humans to satisfy their safety needs takes precedence after the physiological needs have been met. Furthermore, Maslow identified that these needs are more associated with children than adults as children feel the need to be safe and protected from various forms of harms. Safety needs could also include economic safety, financial stability, and sustained health and freedom from injury.

The third level of needs comprises of social needs which have been referred by some theorists as the need for love and belonging. According to Maslow, individuals identify their need to be part of society and have the sense of belonging to the society to which he belongs. Examples of the needs identified at this level include the need for friendship, family, society, community feeling, and intimacy. Maslow mentioned that individuals have the desire to feel accepted in a social group in which they belong to and this could be fostered through regular interaction, common goals, and acceptance. Individuals can belong to a large social group which includes the community, schools, religious groups, and trade unions. Also, individuals may also belong to a small social

group which includes nuclear family, colleagues, and intimate partners. According to Maslow, the absence of these needs could expose the individual to loneliness, depression and various forms of anxiety.

Furthermore, he explained that this type of need can sometimes override the need for safety and security as well as physiological needs depending on the pressure from the group in which the individual belongs to.

Self-esteem needs represent the fourth level of hierarchy according to the theory. The desire to satisfy self-esteem needs takes precedence after the individual has satisfied the previous lower level needs; physiological, safety and security, and love and belonging. Individuals begin to develop positive perceptions about themselves and feel the need to be valued, respected and recognized in the society or community. However, Maslow mentioned that individuals who are not able to satisfy and balance the needs at the three-previous level can struggle from an inferiority complex at this stage. They may then participate in various forms of activities to positively enhance their self-worth and gain recognition or resort to fame and glory from others. However, the latter is not the most successful way of satisfying esteem needs especially as it involves individuals to accept themselves the way they are. Factors such as trauma and depression can negatively impact the self-esteem needs of individuals.

Furthermore, Maslow identified two forms of esteem needs, which include a lower version and a higher version. The former relates to when an individual seeks recognition and value from other people while the latter relates to when an individual seeks self-respect.

Maslow also acknowledged that the desire to satisfy the needs at this level is not separated from the three previous levels of needs and as such the absence of which can also result in inferiority complex, depression and anxiety (Maslow, 1954).

The individual needs for self-actualization can be found at the topmost level of the pyramid. Self-Actualization refers to becoming whatever the individual desires to become, and the ability to pursue one's dreams. At this level of the hierarchy, the individual also desires to express their full potential and talents into positive contributions.

According to Maslow, the satisfaction of these needs is dependent on satisfying the previous basic needs. Maslow, however, emphasized that it is difficult for an individual to attain self-actualization. Maslow estimated that less than 1% of every adult achieves their self-actualization needs.

Application of the Theory to the Research

Maslow's Hierarchy of Needs provides a basic understanding of human needs and the order in which they should be met. In doing so, the theory also establishes the fundamental connection between the physiological needs of humans which include food and water and higher-order needs such as academic successes. The theory draws a fine line between food and academic success and implicates that the desire of the human body to maintain homeostasis of salt, water, minerals, and micronutrients through the consumption of food are all part of the physiological needs of humans (Maslow, 1943).

According to him, "Undoubtedly these physiological needs are the most pre-potent of all needs…If all the needs are unsatisfied, and the organism is then dominated

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by the physiological needs, all other needs may become simply non-existent or be pushed into the background…for consciousness is almost completely preempted by hunger. For the chronically and extremely hungry man…life itself tends to be defined in terms of eating. Anything else will be defined as unimportant". In contrast to the directive authority of food, achievement is among the least potent of needs.

According to Maslow (1954), "all people in our society…have a need or desire for self-esteem that is soundly based upon real capacity, achievement, and respect from others" (p. 381).

Maslow's theory suggests that humans who strive to achieve the higher-level needs such as to be successful in life, to be talented, to gain respect in the community and to be academically sound in school should first be able to satisfy their basic level need, which includes food. Additionally, individuals who ignore their basic nutritional needs are not able to successfully attain their higher-level needs. As a result of this, cognitive development (ability to think critically, analyze issues and be able to understand complex issues and be a problem solver) which is mainly associated with the higher-level needs, cannot be attained by students or learners who face constant deprivation of their basic needs. Similarly, learners are not able to meet their basic needs when they have difficulty in focusing on school and this can affect their interest in school as well as their academic performances.

In explaining the interconnection between food and learning, Maslow proposed that individuals must pay attention to what to eat in order to meet their physiological needs and whether there are certain types of diets that meet basic human needs better than others. This study uses Maslow's hierarchy of needs to explore the basic underlining of

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SFPs in schools and SFP's impact on the educational and academic performance of primary school children. Maslow's theory also provides readers with a better appreciation of human needs and the fundamental connection between physiological needs such as food and the higher level needs of humans such as academic success.

Therefore, this theory helped the researcher to understand the challenges of the school feeding programme in basic schools in ensuring that cooks prepare the food to meet the indicators given by Maslow in order to ensure child health, growth and academic success in the school. This theory also helped the researcher to construct the research objectives and questions which served as a guide to him to ascertain the challenges facing the implementation of school feeding programme. This helped the researcher to come out with possible strategies to help improve the implementation of the school feeding programme in the basic schools in Ghana.

Summary

The literature discusses empirical review on the challenges facing the implementation of school feeding programme in basic schools in Ghana. The review implies that several school feeding programmes have achieved success in enrolment and academic performance of students but its implementation faces several challenges in different countries in Africa and the world. In Ghana, successful school feeding programmes have been implemented since the 1940s to date. Literature provides that the SFP has a lot of challenges that basic schools face in its implementation in many of the beneficiary schools in other countries. However, no evidence on its challenges in basic schools in the Upper Denkyira East Municipal has been provided. Besides, the fact that

all the empirical studies on the subject has been conducted outside the Upper Denkyira East Municipality brings to the fore the need to conduct this study. Alhassan, (2013) points out that several challenges face basic schools in the implementation of the school feeding programme in Ghana which include quality of meals, sanitation, and provision of funds among others.

CHAPTER THREE

METHODOLOGY

This chapter highlights the methodology used in this study. It describes research design, population, sample and sampling method used for the research. The chapter also highlights instruments for data collection, validity and reliability, data collection procedures, data analysis plan and the ethical issues observed in this research.

Research Design

According Bryman (2012), A research design provides a framework for the collection and analysis of data (Kusi, 2012). The researcher used a case study design with quantitative approach for the study. A case study design is used to find answers to the research questions by allowing respondents within the case study setting to air their views (Bryman, 2012). Bryman further stated that a case study design affords the opportunity to do an intensive analysis of the issues at stake within the setting. It provides an opportunity to interrogate and understand the behaviour and experiences of people within the area under study.

A case study design was used in view of the fact that school feeding programme is being implemented within a particular setting and the design affords the opportunity to analyse in details head teachers challenges of implementing the school feeding programme in Upper Denkyira. According to Creswell (2012), the experiences and insights shared by the participants in a qualitative study provide an in-depth explanation of the research topic and the participants involved. The qualitative study also provides an opportunity to understand the issue from the perspectives of the participants (Merriam,

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1998). In addition to the above, Green and Thorogood (2009) also agreed that a qualitative study allows the phenomenon to be understood from the perspectives of the communities and individuals who are affected.

Population of the Study

The target population for this study consisted of all head teachers and all public basic schools in the Upper Denkyira East Municipality. Statistics from Municipal Education office of the Central Region put the population of head teachers at 200. The accessible population was 20 public basic schools head teachers in the 10 basic schools in the Denkyira circuit of the Upper Denkyira East Municipality where the SFP is being implemented.

Sample Sampling Technique

According to Guest, Bunce and Johnson (2006), the effectiveness of a qualitative study on the depth of information gathered during the interview and not the number of people who participated in the interview. The authors also mentioned that qualitative study does not require a standardized sample size. Additionally, Creswell (2013) suggests that a sample size of ten to fifty participants is sufficient for a qualitative study.

Furthermore, the researcher employed the purposive sampling techniques to select the schools and 20 head teachers. According to Patton (1990), purposive sampling techniques allow participants with some level of experience to participate in a study. A total of 20 respondents formed the sample size for the study. According to Gay and Airasian (2009) cited in Affah (2016, p.35), a sample of 10% to 20% of the target

population is often used in a survey. Additionally, Creswell (2013) suggests that a sample size of 10 to 50 participants is sufficient for a qualitative research.

Data Collection Instruments

Interviews guide was used to collect data. According to Merriam (1998), interviews in a qualitative research study are conducted in situations where it is difficult to observe the participants' experiences or behaviors.

The researcher designed interview guide for the head teachers. The items were structured based on the research objectives. The themes included practices involved in the implementation of School Feeding Programme, challenges head teachers face in implementing School Feeding Programme and strategies to manage the challenges of School Feeding Programme implementation in Ghana. The interview guide was developed from the literature.
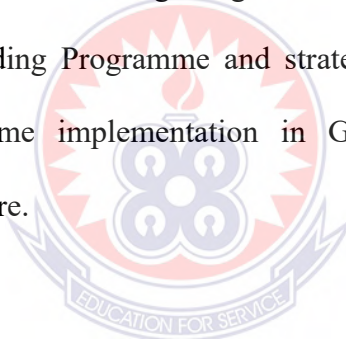
Validity of the instrument

According to Mugenda and Mugenda (1998), validity is the accuracy, meaningfulness and the degree to which results obtained from the analysis of data actually represent the phenomenon of the study. In determining the validity of the instrument, the interview guide was presented to my supervisor for analysis and critique.

The supervisor found out whether the items covered the intended purpose. She also found out whether the items covered all the research questions and whether they measured specific construct. The items that were found to be inappropriate for measuring

were modified to improve the quality of the instrument, while some were discarded all together and replaced.

Reliability of the instrument

This is the level of internal consistency or stability over time. According to Faenkel and Wallen, 1993 referred reliability as the consistency of an instrument to yield the same results at different times. A reliable instrument is one that consistently produces the expected results when used more than once to collect data from samples randomly drawn. To establish the reliability of the instrument, a pilot study was conducted in the Upper Denkyira West Municipality. The responses from the instruments were analyzed using thematic analysis.

Data Collection Procedure

The researcher obtained an introductory letter from the Department of Educational Leadership to seek permission from the Upper Denkyira East Municipality Director of Education to conduct out the study. After permission had been granted by the Upper Denkyira East Municipality Director of Education granted permission after which the researcher visited the schools to brief the respondents on the purpose of the study and also established rapport with the respondents.

The face to face interview was conducted at a date and venue agreed upon with the respondents. During the interview, questions were posed to the head teachers and the responses were recorded with a voice recorder and the information was securely stored. Each interview lasted for 25 minutes to 50 minutes. The researcher used 25 days to

conduct the interview and all the 20 head teachers in basic schools of the Upper Denkyira East Municipality were granted the interview.

Data Analysis Plan

Creswell (2009) defined data analysis as the process of making sense out of a text or an image that can be interpreted and understood. After the interview, the researcher listened to the recorded data and made notes from each conversation. According to Maxwell (2013), it is important to pay attention and take notes when listening to the recordings. According to Maxwell (2013), this helps to gain a clearer understanding of the ideas and the relationships that exist in the conversation. The researcher then transcribed the data into a word document file for analysis. Data transcription refers to the process of translating audiotaped recorded data into text (Creswell, 2012).

The researcher then employed the Attride-Stirlings guide to thematic network analysis in qualitative research to analyze the transcribed data. This process involved coding the data and putting the responses under categories. Basic themes emerged from these categories which were reframed into organizing themes. The organizing themes were further classified around the research questions and interpretations were made from them. The researcher analysed the data using words and expressions to explain data based on the research questions of the study. The researcher analysed the data collected by quoting from respondents and explained data from the respondents. The researcher also compared the findings of the research to the information gathered from the literature review to identify the similarities and inconsistencies in the findings of the study with other research works.

Ethical Considerations

An informed consent form was sent individually to all the people who were willing to participate in the research. A copy of the informed consent is attached at the end this paper (Please refer to appendix A). The informed consent form provided the participants with every detail of the research. This was to ensure that the participants understood the research project and the risk involved in participating in the research. The information provided in the consent form includes a brief background of the researcher, an introduction to the study, the purpose of the study, and the research procedures utilized in the study. Furthermore, the consent form also provided information on the voluntary nature of the research which indicated that participants have the ability to withdraw from the study at any time if they find the research inconvenient to them.

Additionally, the anticipated risks involved in participating in the study were also specified in the consent form. Risks involved in the research are not more than those experienced in daily life. The participants were also informed of the data collection procedures and how the information they provide for the research will be stored. The consent form also expressed that any information given by the participants for the research is confidential. Furthermore, the consent informed them about the data collection procedures and on how much of their time would be needed for the study. Finally, the consent form provided the participants with the contact information of researcher's supervisor, and the Institutional Research Board (IRB) of Bowling Green State University in case they have any further questions.

The information obtained from participants for this research was kept confidential. Access to this information was restricted to only the researcher. The consent

forms were stored separately from the data recordings and transcripts. The researcher also locked away the consent forms in a secure file cabinet in the researcher's office. Furthermore, the audio recordings and transcripts were stored on a secure online server, which utilizes server authentication that only the researcher could access. The audio recordings of the interviews will be kept for a maximum of one year, after which they will be deleted.

A pseudonym (assigned name) was used on all the transcripts and publications. This was meant to ensure that the participants cannot be traced back to their information. All the participants were informed about this procedure to assure them of their confidentiality.

The researcher ensured the self-determination of the participants by allowing participants to respond to the interview questions at their own discretion and without any form coercion or force. None of the participants was forced or coerced to provide a response that is favorable to the researcher.
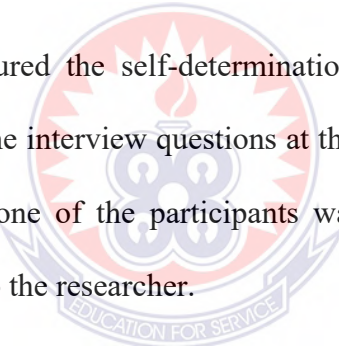
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter discusses the results from the study, which covered 20 respondents from the basic schools in Denkyira Circuit of the Upper Denkyira East Municipality of Central Region. The results and discussion focused on the practices involved in the implementation of the school feeding programme, challenges facing the school feeding programme implementation and strategies that can be recommended to help improve the implementation of the school feeding programme in the Upper Denkyira East Municipal of Central Region.

Analysis of Main Data

Research Question 1: How do head teachers' apply the practices involved in the implementation of the school feeding programme in basic schools at Upper Denkyira East Municipal of Central Region?

The study found out the practices involved in the implementation of the school feeding program, four questions were asked during the interview. The following views were expressed:

On adequacy of food prepared for students, almost all the respondents were of the view that caterers provided adequate food to students. One of the respondents said:

"I always check the adequacy of the food allocated to each student and if it is not adequate, l draw the attention of the caterer to find solution to it"

Another respondent had this to say:

> *"I always make sure that food given to individual students are enough, if*
>
> *not l make sure additional food is added"*

Another respondent indicated:

> *"I check to see if food served to students are in the right quantity on*
>
> *regular basis"*

On the healthy of food prepared for students to consume, majority of the respondents interviewed stated that they always that ensured food prepared for students to consume were healthy. One of the respondents stated:

> *"I always go round to see if the environment in which food is being*
>
> *prepared for students are safe and healthy for human consumption"*

Another respondent also indicated:

> *"I always make sure that the food prepared for students are wholesome"*

Another respondent sated:

> *"I always ensure that ingredients and food stuffs used in preparing food*
>
> *for students are in good condition"*

Another respondent also indicated:

> *"I always check to see that caterers prepare nutritious food for students in*
>
> *order to achieve the objectives of the programme"*

It could be deduced from the respondents that head teachers were actively involved in the implementation of the school feeding programme. The result is in line with Swartz's (2009) statement that the role of School Feeding Committee has been considered as a practice involved in the practice of school feeding programme in Ghana.

As to whether heads monitor caterers in the implementation of the school feeding programme, majority of the respondents interviewed sated that they monitor and see to it that food served follow the original menu chart available at the various education directorates. One of the respondents stated:

> *"I always sneak to the kitchen to monitor what the caterer and her cooks*
>
> *are doing to make sure they do the right thing and not using expired and*
>
> *unwholesome foods"*

Another respondent also stated:

> *"All the head teachers are in possession of the actual menu chart on the*
>
> *foods that should be prepared for students and therefore monitor to see if*
>
> *the caterers are cooking according to the menu provided"*

A respondent indicated:

> *"Because l am in possession of the menu chart of the various foods to be*
>
> *prepared for students, l always make sure food is prepared from the*
>
> *menu"*

On the quality of food prepared for students to consume in the implementation of the School Feeding Programme, almost all the respondents said they monitor to see that food prepared are of high quality. A respondent stated:

> *"I always go to the kitchen to check the quality and the quantity of the food being prepared for students' consumption"*

Another respondent commented:

> *"I always make sure food prepared by caterers are of high quality and nutritious with the quality materials purchased"*

It could be deduced from the respondents that head teachers monitored caterers to ensure that the right thing was done to ensure quality of food prepared. The result is in tandem with Aryee's (1994) assertion that the implementation stage of the school feeding programme is critical and all the necessary focus, preparation and commitment towards the program on the part of all actors and stakeholders are essential hence the need for heads to have a check on what goes on in the implementation of the school feeding programme.

Research Question 2: What challenges do heads face in the implementation of school feeding programme in basic schools at the Upper Denkyira East Municipality in the Central Region?

To have detailed understanding of the challenges in the implementation of the school feeding program, three questions were asked during the interview. These are as follows:

On sufficiency of the funds for the school feeding programme, majority of the respondents were of the view that funds for the programme were inadequate as caterers as well as suppliers have been complaining. One of the respondents interviewed said:

> *"Caterers have never been able to make the best food for the children, you know. Sometimes caterers we work with try their best in order to meet the demand of the high number of children in the school, but funds meant to pay them were inadequate and often unavailable to be released to them which made the school suffer as heads have to advance some funds to the caterer on loan to help in food preparation"*

Another respondent indicated:

> *"The number of children in my school is increasing every time. The government still provide the same funds intended for the implementation of the programme despite the increase in enrolment which do not augur well for smooth implementation of the programme as funds provided is not sufficient to meet the increase in students' population. The government has to do more".*

A respondent also stated:

> *"Funds from the government do not come early and sometimes the school is forced to use their own money to carry out the programme, even though that money from the school is eventually paid off by the government, it distracts the school from being able to focus on other projects that are needed by the school"*

It could be inferred from the respondents that adequate funding and timely allocation of funds for the school feeding program is paramount for effectiveness of the programme. The result is in consonance with Kootnz and Wierch's (2001) statement that unstable source of funding for SFPs continues to be one of the major challenges of the program.

On the effectiveness of communication in the SFP, majority of the heads pointed out that there is ineffective communication in the SFP. Some of the heads reiterated:

> *"When officers of the SFP pop in, they use uncivil and improper words on us as if we do not matter or needed in the effective implementation of the programme"*

Another head also commented:

> *"Some officers of the SFP also address caterers with impunity as if they are being favored when they dare ask of their payments in arrears"*

On caterers' presence in the school to do business, majority of the respondents indicated that caterers sometimes do not come to the school to supervise the preparation of the meals with the excuse that they at time go out to look for loans to enable them cook regularly for the students since payment to them often delay. A respondent retorted:

> *"How do we ensure that caterers are always at post as they have not been paid monies owe them for months? The caterer in my school informed me that if l don't see her around on regular basis then it means that she has run out of money and out there finding a loan"*

Another respondent had this to say:

> *"The caterer in my school sometimes absent herself from being there to supervise the cooks with the excuse that she went to look for additional money to supplement what she has to be able to cook on daily basis"*

A respondent stated:

> *"In fact, l don't begrudge the caterers when they are not always present to monitor the preparation of the food since they complain of lack of funds to provide food which makes them to be absent in search of funds"*

It could be deduced from the respondents that there was poor communication between SFP officers head teachers and caterers which could not help for effective implementation. Caterers were also not always present to supervise the work of cooks due to search of funds. The results corroborates Olubayo et al.'s (2013) assertion that lack of transparency, lack of funds and ineffective communication between the policy network in charge of the problem were found to be a major challenges associated with the SFP implementation.

Research Question 3: What strategies could be adopted to overcome the challenges in the implementation of the school feeding programme in basic schools in the Upper Denkyira East Municipal?

The study found out the strategies to manage the challenges in the implementation of the school feeding program.

According to the respondents, there are various ways in which the implementation of the school feeding programme (SFP) can be improved to meet its objectives. Some of these ways include having a sustainable source of funding for the programme, increased collaboration and partnerships with individuals, private and international organizations, periodic monitoring and evaluation, and education to the general public about the programme. This is what one of the respondents stated during the focus group discussion:

"In my opinion, one of the ways of promoting the implementation of the SFP is by ensuring a sustainable source of funding for the programme. The government should ensure that money allocated to the program is included in the annual fiscal spending of the state. This will ensure that there are always funds available to be used for the project".

Another respondent stated:

"To me funds allocated for the program must also be adequate to meet the expenses on the program. The government must ensure that there is a timely distribution of funds to schools to carry out the programme in a timely manner. I think that adequate and timely distribution of funds will help ensure

school children are provided with adequate nutritious meals needed for their

growth".

Majority of the respondents were also of the view that the government must ensure that there are increased collaborations and partnerships for the program. This could be done through public-private partnerships and the involvement of many international organizations such as the World Health Organization (WHO), World Food Program (WFP), intergovernmental agencies, and local organizations. The government can also involve community members and local farmers to ensure the successful implementation of the program.

"To me, the involvement of many private and intergovernmental agencies can help to increase the scope of funding for the program which may impact the successful implementation of the program. Also, the involvement of community members and local farmers can also contribute to the program through donations, labor, and the supply of food".

Another respondent reported:

"Periodic monitoring and evaluation should be strengthened to ensure that the objectives of the programme are met. The outcomes of the monitoring and evaluation process should also be made available to the general public to ensure transparency and support".

Another respondent had this to say:

> *"There must be a proper menu planning which will make sure that nutritious meals are always prepared for the children as planned. The Ghana government can also borrow from the guidelines set under the Healthy Hunger Free Act established by President Obama in 2010 which provides nutritional standard of food for school children".*

Another respondent indicated during the focus group discussion that:

> *"There should be regular and increased public education on the SFP to help Ghanaians to understand the program well in order for them to contribute immensely to its implementation".*

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATION AND SUGGESTIONS FOR FURTHER STUDY

Introduction

This chapter presents the topic, objectives, the design, population, sampling technique, sample size, questionnaire used and analysis tool.

Summary of the Study

The study was conducted to investigate the challenges head teachers face in implementing the school feeding programme in basic schools in the Upper Denkyira East Municipal of the Central Region. The objectives of the study were to find out how heads apply the practices involved in the implementation of school feeding programmes, examine the challenges head teachers face in the implementation of the school feeding and to establish strategies to manage the challenges of the implementation of school feeding programme in basic schools in the Upper Denkyira East Municipal.

A case study design was adopted for the study. The target population for this study consisted of head teachers and their assistants in public basic schools in the Upper Denkyira East Municipality. The accessible population was 20 comprising 10 head teachers and 10 assistant head teachers of the 10 basic schools in the Denkyira circuit of the Upper Denkyira East Municipality where the SFP is being implemented. Interview guide was utilized to collect data for the study. The interview data were analyzed using thematic analysis.

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Summary of findings

On heads practices involved in the school feeding programme, the study revealed that head teachers monitored the work of the caterers to ensure that there were adequate food to be prepared for students, caterers used nutritious foods to prepare meals for students, caterers follow the menu chart provided, made sure the quantity of the food given to individual students were enough and also ensured that the environment in which food was prepared were healthy and hygienic for human consumption

On challenges heads face in implementing the school feeding programme, the study also revealed that insufficiency funds for the implementation of the programme, untimely release of fund fin the implementation of the programme, inadequacy of food prepaid ineffective communication and irregular presence of caterers of caterers militated against the smooth implementation of the programme.

On strategies to manage the challenges heads face in the implementation of the school feeding programme, the study revealed that having a sustainable source of funding for the programme, increased collaboration and partnerships with individuals, private and international organizations, periodic monitoring and evaluation, and education to the general public about the programme, involving community members and local farmers to ensure the successful implementation of the programme were some of the strategies to manage the challenges.

Conclusion

It is concluded based on the findings that the school feeding programme has got some practices involved for its successful implementation.

It is also concluded that head teachers monitor and supervise caterers and other activities involved in the SFP to ensure quality and healthiness of the food prepared for students which is good for effective implementation.

It is again concluded that there are several challenges head teachers face in the implementation of the SFP of which solutions should be found by the SFP Municipal Secretariat to address for effective implementation.

It is concluded that the strategies to manage the challenges as revealed by the study, if adopted could help to alleviate the challenges to improve the implementation of the SFP.

Recommendations

It is recommended based on the findings that the Municipal Directorate of Education should make sure that there is effective monitoring and evaluation in the SFP to ensure the success of its implementation.

The Municipal Directorate of Education should make sure that caterers contracted to implement the SFP have sufficient funds in their accounts so as to be able pre-finance in case any delay in the release of funds.

The Municipal Directorate of Education in collaboration with the school feeding secretariat should ensure timely release of funds to pay caterers to avoid the preparation of sub-standard food for students.

Suggestion for Future Research

This research utilized a qualitative approach to conducting the research. Future research could employ a quantitative or the mixed method research design to measure the significance of the effects of the SFP on the educational outcomes (enrollment, attendance, and completion).

A similar approach could also be employed to measure the impacts of the SFP on academic performances of school children. Future research could also utilize two different groups, an experiment group, and control group from different schools in the same district to help measure the significance of the SFP on educational outcomes. A measurement of how the SFP impacts different populations in the same country can also be achieved.

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APPENDIX I

INTERVIEW GUIDE FOR HEADS

This research is meant for academic purpose. The aim of the study is to explore the challenges of implementing school feeding programme in the Upper Denkyira East District of the Central Region. You are requested to provide answers to these questions as honestly and precisely as possible. Your responses will be treated strictly confidential.

Section A: Practices Involved in the Implementation of School Feeding Programme

    a) Adequacy of food prepared for students

    b) Healthy food prepared for students

    c) Monitor the work of the caterers

    d) Quality of food prepared

Section B: Challenges of Implementing School Feeding Programme

    a) Late release of fund to caterers

    b) No mandatory organ to implement SFP

    c) No community and parents involvement in the programme implementation

    d) Poor quality food stuff used by some caterers

    e) No serious rules and regulations guiding the implementation of SFP

Section C: Strategies that Head teachers can adopt to manage the Challenges

1. What strategies will you recommend for the management of the challenges?

(i)…………………………………………………………………………………………

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(ii)……………………………………………………………………………………..

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(iii)…………………………………………………………………………………

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v)…………………………………………………………………………………………

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Thank you for participating in the study.