UNIVERSITY OF EDUCATION, WINNEBA

HEADTEACHERS CHALLENGES OF IMPLEMENTING SCHOOL FEEDING

PROGRAMME IN BASIC SCHOOL AT THE OFFINSO SOUTH MUNICIPALITY.

RITA OTCHERE

A Dissertation in the Department of Educational Leadership, Faculty of Education

and Communication Sciences, submitted to the School of Graduate Studies,

University of Education, Winneba, in partial fulfilment of the requirements for the

award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2020

:

DECLARATION

STUDENT'S DECLARATION

I, RITA OTCHERE, 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 dissertation work were supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.
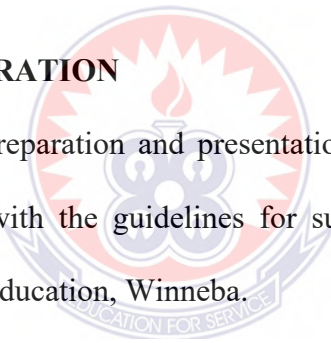
NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE ……………………………………..

DATE …………………………………………………

ii

ACKNOWLEDGEMENT

Several people assisted me in various ways during my course of study. I wish to thank my family (Parents and siblings) for being there for me when all hope was lost. Indeed, they were the force that kept me going.

My profound gratitude also goes to Dr. Lydia Osei-Amankwah, my supervisor, for taking time off his tight schedules to meticulously go through this manuscript and provided invaluable advice and suggestions.

I am eternally grateful to all the lecturers at the Educational Leadership Department for the significant role they played in my quest for knowledge in this University. The task of putting thoughts and ideas together into a meaningful writing is a very difficult endeavour, I therefore owe a debt of gratitude to the numerous authors whose works were consulted and have been duly acknowledged in this study.

DEDICATION

To my husband Alex Opoku Agyemang and my loving siblings, Millicent Okyere,

Rosita Okyere and Ernest Adusei Okyere for their encouragement and support.

TABLE OF CONTENT

LIST OF TABLES

ABSTRACT

The purpose of the study was to investigate into the challenges headteachers face in the implementation of the Ghana Schools Feeding Programme in basic schools in the Offinso South Municipality in the Ashanti Region of Ghana. The objectives of the study were to find out practices involved in the implementation of the programme in basic schools, identify challenges associated with the implementation of the programme in basic schools, and to identify strategies to manage the challenges of implementing the Ghana School feeding programme in basic schools at Offinso South Municipality. Descriptive research design using the quantitative approach was adopted for the study. The target population comprised all basic schools and head teachers in the Offinso South Municipality. The accessible population for this study was 100 head teachers at Zone A basic schools in the Offinso South Municipality. Questionnaire was used for the study. Data were analyzed descriptively and presented using frequencies and percentages. The reliability test yielded cronbach alpha of 0.78. The study found that practices involved in implementing the Ghana School feeding programme were availability of independent body to supervise activities of the programme, and provision of adequate food items for the SFP. Challenges associated with the programme were delay in releasing feeding grants, and lack of kitchens and storage facilities. Strategies to manage the challenges of the programme were provision of suitable kitchen and students' canteen and sustainable source of funding, involving community members and local farmers, and increased collaboration and partnerships with individuals, private and international organizations. It is recommended, based on the findings, that the Municipal Directorate of Education and the Ghana school feeding secretariat should make sure there is consistent release of funds for effective implementation of the programme.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

School Feeding Programmes (SFP) has been noted to be a major response factor to the current food and economic crises which aim to a higher level in almost every country in the world (Bundy, Burbano, Grosh, Gelli, Juke, & Lesley, 2009). SFP is explained as the targeted social safety net that make available educational and health benefits to the more vulnerable children, thereby increasing enrolment and retention rate, decreasing rate of absenteeism and improving food security (Womack, Young II, Meyers, & Johnson, 1986, WFP, 2006). This brings to the notice that the SFP comprises of multiple sectors involving effects across education, health and nutrition, and with the ability to draw advantage across a life course. According to Sen (1999), one major way to build a nation is to make available quality and adequate educational infrastructure for the youth. It has been proven that through education, lives of people are shaped to become future leaders in all sector (FAO, 2005, WFP; 2013). Education, in its broader sense, is the form of learning in which knowledge, skills, and habits of people are passed on to generations through teaching, training, research, or simply auto didacticism (Sen, 1999). It generally happens through any experience that has a formative effect on the way one thinks, feels, or acts.

Despite the fact that access to education is steadily expanding across developing countries sharp increase in enrolment in higher education, there exist obstacles, such as, poverty and hunger which keep about 67 million children of pre-school and primary-school age out of school, (UNESCO; 2013, WFP; 2013).

Enrolment rates are slowing reduced, particularly in countries affected by armed conflict, where over 40% of out-of-school children live. Progress in reducing the

number of out of school children of pre-school and primary school age has slowed down since 2005 and remained stagnant since 2008 at around 61 million (FAO 2005, UNESCO, 2015).

Over the past few years, WFP and other development partners have reported an increase in countries' demand for, and interest in school feeding. Ghana Government's commitment towards achieving her educational goals has been expressed in the following policy frameworks and reports such as Ghana Poverty Reduction Strategy 2002 – 2004 (GPRS I), Education Sector Policy Review Report (ESPRR, August 2002), Education Sector Review (ESR, October 2002), Government's White Paper on the Report (2004), Meeting the Challenges of Education in the 21st Century, Review of Education Reforms in Ghana, October, 2002 and Education for All (UNESCO, 2000) and Education Strategic Plan (ESP) covering 2003-2015.

With much emphasis of these Policy frameworks and Reports on educational strategy and direction for Ghana, not much has been achieved in terms of attendance and completion rate. This has resulted in the development of another home-grown school feeding to support the focus for the realization of the free Compulsory Basic Education.

The School Feeding concept was embraced by the NEPAD. The concept was also partly in line with the Millennium Development Goals (MDGs) which paid rapt attention to zero hunger and poverty this led to the evolving of a sub goal which read; eradication of hunger by 2015 (UN, 2005). It is important to state that the SFP is established to contribute to achieving this first Millennium Development Goal (Ghana, 2006) and when an affiliate of the African Union (AU) also adopted the approach of the UNHTF but focuses on the combination of SFPs and agriculture. Ghana became the

first among 12 countries in Sub-Saharan Africa to implement this SFP modelled of NEPAD.

In Ghana, the SFP started in 2005 on a pilot bases and was rolled out from January 2006 to the first term of the 2010/2011 academic year, currently, the programme feeds about 1,739,357children in all the 216 districts of Ghana. The Ghana SFP also sort to address the policy to poverty reduction and food security as well as increase in school enrolment, attendance and retention which is in response to the Comprehensive African Agriculture Development (CAAD) programme of the NEPAD. This policy seeks to reduce short term hunger and malnutrition in school children, increase school enrolment, attendance and retention and boost domestic food production. With an initial plan of scaling up the programme gradually to cover 1.04 million primary schools and kindergarten in the most deprived communities and schools in the country by December 2010, the National coverage has increased from the targeted 1.04 million to about 1,739,357 children in the ten administrative regions in all the 216 districts.

This concludes that despite the introduction and implementation of various policies by the Government of Ghana to enhance education, especially at the basic school level, there exists various challenging factors that inhibit their success. For instance, basic schools, especially in the rural and deprived areas of Ghana suffer from low enrolment, attendance and retention of children. But indications show that enrolment, attendance and retention in basic education has made significant progress, following the introduction of GSFP (Government of Ghana, 2010).

1.2 Statement of the Problem

Food for Educational programmes, attract children to school by providing nutritious meals in exchange for school participation. The programmes may also boost learning and cognitive development by improving attention spans and nutrition. The attraction of these programmes is their potential to improve both school participation and learning and cognitive outcomes by increasing the consumption of nutritious food by undernourished children.

In Ghana, the objective of School Feeding Programme in 2005 was to provide food to school children with the view of increasing and sustaining enrolment, attendance and retention in schools of the country. The smooth implementation of the GSFP can be said to have been successful considering some of its achievements in the country. At least, the introduction of the GSFP has increased enrolment, attendance, and retention in various public schools across the country and government has often emphasized on its commitment to ensuring that children are well fed in schools (Ghana Education Service, 2014).

Amolo, (2004) identified a number of challenges of the SFP at the national level. These include: lack of clear policy on school nutrition programmes in the country for all schools, the sustainability of these programmes is of great concern because they largely depend on donor funding and accessibility of the schools for delivery of food to the intended beneficiaries as most of them are based in remote parts of the country with poor infrastructural network remaining a great challenge.

Tuffour (2006) and GoG (2015) stated that SFP is facing some various degrees of challenges such as caterers and other actors exploiting the system due to poor supervision, high pupil-teacher ratio resulting in inefficient teaching and learning.

It is based on these issues that the study was designed to investigate challenges associated with the implementation of GSFP in basic schools at Offinso South Municipality in the Ashanti Region and also come out with strategies to manage the challenges.

1.3 Purpose of the Study

The purpose of the study was to investigate challenges head teachers face in the implementation of the Ghana Schools Feeding Programme (GSFP) in basic schools at Offinso South Municipality in the Ashanti Region of Ghana.

1.4 Objectives of the Study

The objectives of the study were:

1. to find out practices involved in the implementation of the Ghana School feeding programme in basic schools at Offinso south municipality.
2. to identify challenges associated with the implementation of GSFP in basic schools at Offinso south municipality in the Ashanti Region.
3. to identify strategies to manage the challenges of implementing the GSFP in basic schools at Offinso south municipality in the Ashanti Region.

1.5 Research Questions

The study seeks to address the following questions:

1. What are the practices involved in the implementation of the Ghana School feeding programme in basic schools at Offinso South Municipality?
2. What challenges are associated with the implementation of the GSFP in basic schools at Offinso South Municipality in the Ashanti Region?

3. What strategies could be adopted to manage challenges of implementing GSFP in basic schools at Offinso South Municipality in the Ashanti Region?

1.6 Significance of the Study

The findings of the study will help head teachers to take effective decisions regarding the implementation of SFP policy to promote its effectiveness. The study will contribute to knowledge by providing information for policy makers to enable them make decision regarding SFP. It will also serve as reference materials for future researchers who may conduct similar study. The finding will also serve as information base for stakeholders of education who may want to offer assistance to basic schools SFP.

1.7 Delimitation of the Study

The study is delimited to public basic schools at the Offinso South Municipality. Only headteachers were used in the study. Areas such as practices, challenges and strategies to overcome were covered. The study focused on School Feeding Programme.

1.8 Limitations of the Study

In the pursuit of this study, many limitations may be experienced. Some respondents were not ready to respond to the questionnaire despite the assurance that was given to them. This may affect the findings of the study. The use of only questionnaire prevented respondents from proving additional information. This may affect the outcome of the study.

1.9 Definition of Terms

Attendance: The rate at which the pupils are able to attend classes on a daily basis.

Retention: The ability of pupils to retain in a particular school over time. It's a percentage that measures how many students are retained by the end of a given time period.

School Feeding Programme: The provision of meals at school.

Implementation: The building process of moving an idea from concept to reality.

Challenges: Problems associated with implementation of policies.

1.10 Organization of the Study

This study was organized into five chapters. Chapter one embodies the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, limitation of the study, and definition of terms and organisation of the study. Chapter two presents the literature review. Chapter three also describes the methodology of the study. This chapter includes the research design, population of the study, instrument for data collection, sampling technique, validity and reliability of the instrument, data collection procedure and data analysis plan. Chapter four presents results and discussion. Chapter five presents the summary of study findings, conclusions, recommendations and suggestions for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literatures relevant to the study. That is, the study looks at the relevant literature under the following headings: theoretical framework, definition of parental involvement determinants of parental involvement, factors influencing parents' involvement in their children's education and factors that account for parent's ability or inability to make.

2.2 School Feeding Programme

Global estimates suggest that, in the period between 2000-2002, over 852 million people across the world were undernourished (FAO, 2004). Of which many of these were children and most of these were in developing countries. Even in the United States, more than 3 million children experienced ''food insecurity with hunger'' in the period between 1998 and 2000 (Sullivan, 2002). Malnutrition and/or micronutrient deficiencies n children can adversely affect physical, mental, and social aspects of their health (Muthayya, 2009; Buttenheim, *et al*. 2011). Bundy, *et al*. (2009) also agrees that FFE improves on children's health and nutrition, while Jomaa, *et al*. (2011) points out an increase in both energy intake and micronutrients are a result of the provision of school meals.

India has the longest tradition of the SFP since the 1920s and is also the largest in the World. The Mid-Day Meal (MDM) is the name given to the in-school feeding and external assistance came in 2001 when it had the legal backing from the Supreme Court of the land (Dreze & Knigdoon, 2001). It is therefore managed by a mix of Public and Private Partnerships within and outside the nation which operates through the Food

8

Corporation of India (FCI), and procures food domestically and then distributes it to a network of FCI stores, where it is then transported to individual schools and villages. The programme is largely decentralized by the state, with operations varying throughout the country.

In Kenya the WFP provides meals to over 770,000 children in the Nation's arid and semi-arid areas, with the main aim of increasing enrolment, stabilizing attendance, increasing completion rates, and improving the government's capacity to manage the SFP through training. A targeting exercise identified twenty-eight marginal agricultural districts with access to markets for the new programme since there was no official target for the procurement of food. And now the current proposal includes food produced in the whole of Kenya.

2.3 Ghana School Feeding Programme

The term school feeding as adopted by many over the years simply means the provision of meals or snacks at school to reduce children's hunger during the school day (WFP, 2014). School feeding is also distinctly defined as in-school meals only has come to represent a more varied and comprehensive set of uses of food for the achievement of educational outcomes on an increasing rate.

Therefore, School feeding in general terms represent a more varied and comprehensive set of uses of food for the achievement of educational outcomes (Walingo *et al.*, 2018). School Feeding is also defined as the provision of food to school children (Bundy, 2019; Gelli, 2010).

The In-school feeding can in turn be divided into two common categories, which are, programmes that provide meals, and programmes that provide high-energy biscuits or snacks (Bundy, 2019). However, a take-home ration is where a family is

9

provided with uncooked food supply if their children attend school throughout the month or twenty (20) days in a month. School feeding as it is practised in Ghana refers to the provision of hot meals at school during the school day.

Ghana is the first of ten countries in Sub-Saharan Africa is implementing an SFP modeled to the guidelines of the NEPAD as described in the CAADP. The formulation of the GSFP started in the year 2004 and the programme has been running from January 2006 until December 2010. It was preceded by a pilot programme, which was carried out from September to December 2005 (NEPAD, 2015). In the year 2010, the programme intended to serve about 1.04 million children in all 138 districts of Ghana (NEPAD, 2015). The long-term objective of the GSFP is to contribute to poverty reduction and food security and to increase school enrolment, attendance and retention. The SFP is based on locally grown food products, which should promote domestic food production and improve market access for resource-poor farmers. The government wants to achieve this objective through an increase in employment and income level of farmers at community and national level. In addition, greater availability, access and utilization of food crops and products at community level are assumed to enhance food security. By the end of the programme, it is expected that there will be: a real increase in income at national and community levels, an increased employment at community level and a greater availability, access, utilization and stability of food crops at community level. This strategy complements the development strategies of the government of Ghana (Quaye, 2010).

This study proposes a conceptual framework that links school feeding programme to pupil enrolment and attendance as well as their academic performance since the school feeding programme is aimed at increasing school enrolment because it is believed that poor parents who could not provide food for their wards in school do

not enrol their wards into schools in the first place but parents, who do enrol their children in schools, find it irritable to ensure that their wards attend and remain in school every day till the school closes because they cannot provide food for their children in school every day through the term. The GSFP is a motivating factor for parents to enrol their children in school and to see that they attend school regularly. Following this, it is then expected that pupils' enrolment in schools with the GSFP should show an increase as well as attendance and retention as this is supported by literature on school feeding programmes in various countries and contexts, including Ghana (Ahmed; 2014., Del Rosso Del Rosso et al.; 2019., Powell et al.; 2018., WFP; 2014).

Framework is vital for guiding a research, ensuring coherence and for establishing the boundaries of the study (Bak, 2014). Theories and constructs are like spectacles, they help the researcher to see more clearly the object of concern. Although theories take several forms, many scholars have agreed that they assist in interpreting and understanding events in the world. One of the major functions of theory is to order experience with the help of concepts. It also selects relevant aspects and data among the enormous multitude of "facts" that confront the investigator of social phenomena (Coser, 2020).

The theoretical framework guiding the study was adopted from (Grantham-McGregor *et al.*; 2007) and (Jacoby *et al*; 1998). It was adopted because the model titled framework on school feeding programme (Fig. 1) clearly analysed the relationships between school feeding programmes and school enrolment and attendance. The adoption was also deemed fit because some of the variables espoused in the framework involving short-term hunger alleviation, engaging in learning, improving children nutritional status, improving cognitive skills and behaviour and

educational achievement, though were viewed unrelated to the current study objectives were considered as prerequisites for pupils' enrolment and attendance which were the foci of this investigation.

The GSFP, an initiative under the comprehensive Africa Agricultural Development Pillar 3, seeks to enhance food security and reduce hunger in line with the Millennium Development Goals (MDGs). In an attempt to reduce poverty; The Government of Ghana with support from the Dutch Government started the implementation of the Ghana School Feeding Programme (GSFP) in 2005. The main objectives of the GSFP are three-fold and they are; To increase school enrolment, attendance and retention, to reduce hunger and malnutrition and to increase domestic food production (De Carvalho *et al*, 2011). The GSFP begun with 10 pilot schools, selected from each of the ten regions of the country with an estimated increased in the number of schools to about 200 covering about 69,000 pupils in 138 districts by August 2006. The basic concept of the GSFP is to provide pupils with one hot nutritious meal, prepared from home-grown food crops on every school going day (Programme Document 2007-2010). Ministry of Food and Agriculture (MOFA), Ministry of Education (MoE), Ghana Education Service (GES), Ministry of Health (MoH) and other Strategic Partners (Royal Netherlands Embassy, World Food Programme, Netherlands Development Organization and Food and Agriculture Organization are the collaborating partners for this GSFP.

The Ghana School Feeding Programme (GSFP) is now conceived to become one of the core pillars for poverty reduction in poor rural communities in Ghana since it would ensure food security at the farmer household level to meet the United Nations MDG goal of eradicating extreme poverty and hunger-Goal 1 with the strategy to feed school children with locally prepared food that is nutritionally adequate. This is to focus

12

80% of the programme spending on local foodstuff and therefore cutting down on post-harvest losses and providing ready markets for farm output, thereby impacting the economies of rural communities (De Carvalho *et al.*, 2011).

According to GSFP policy document, GSFP 2006 Programme Pilot Review Report, and Programme Document 2007-2010, aside the basic objectives of GSFP which is to provide children in public primary schools and kindergartens with one hot nutritious meal prepared from locally grown foodstuffs on every school going day, the policy also has a secondary objective which is improving education, health and agriculture of the country. The health component involves the fact that pupils of the beneficiary schools are to be given good drinking water, de-wormed and fed in a good sanitary environment. Speaking of improving education, enrolment of pupils will improve so as to achieve universal basic education and thereby achieving high patronage of locally produced goods and food security within the agriculture sub sector in the country (GSFP Pilot Programme Review Report, 2007-2010).

To achieve the objectives of the programme, roles were assigned to the following key stakeholders such as; The government made up of Cabinet and Parliament are responsible for passing the GSFP Bill to legitimize the operations of the programme and sourcing for funds, The Ministry of Local Government and Rural Development, in collaboration with the Ministry of Education (MoE) is responsible for the implementation and supervision of the programme, The Ministry of Food and Agriculture (MoFA) is responsible for the achievement of the agricultural objectives, The Ministry of Finance and Economic Planning (MoFEP) is responsible for the release of funds, The Ministry of Women and Children, Gender and Social Protection (MoWCGSP) is responsible for monitoring and supervision, The GSFP National

Secretariat is responsible for the implementation of the policy at the national level (Duah, 2011 citing GSFP Annual Operating Plan 2008, page 11)

According to Duah (2011), Regional Coordinating Councils are to form the programme steering committee in every region in order to plan and execute the programme with inputs from the national level whiles each Assembly in collaboration with the State Insurance Company is to manage and implement the programme at the local level. They are in charge of food procurement and logistic spending. The Ministry of Agriculture through the District Agriculture Directorate is to sensitize the farmers to produce and supply foodstuffs. The Directorate is also to provide training for farmers especially cooperative farmer groups and assist them to access loans to increase their productivity. The DICs are in charge of planning and monitoring of the programme in all the beneficiary schools whilst the SICs do the implementation and supervision in each school.

A household survey conducted in Bangladesh showed dropout rates between the SF programme and the control schools suggested net reduction in dropouts by 1.6 percentage points for the programme schools (Ahmed, 2003). Econometric analysis further indicated a significant reduction in dropout rates attributable to the programme in 2002-2003.

2.4 Maslow's Hierarchy of Human Needs

The first level of physiological needs is the needs that everyone needs on a daily basis for survival and includes basic needs like food, shelter and clothing. The second level is that of security of the self and of the physiological needs. The third level is of social need, which is a need to belong to a certain group or association. This includes friendship, love and belonging. The fourth level is that of self-esteem, which a sense of

self-respect and self-motivation is. It also includes how one may relate to other people. The last level is of self-actualization, whereby man strives towards a viable experience and personal growth.

Maslow says that a human being goes through a hierarchy needs, starting with physical needs, for example, food to much higher needs for example, and emotions. For a child to achieve this, care givers for example, teachers or parents should ensure that they provide nutritious foods to the child in order to have a healthy growth. Safety and security needs are referred to as freedom from fear and anxiety and also protection from emotional harm. Children should be provided with safety and security so as to do well in school and even at home. Failure to provide security creates discontentment. The social needs include love and belonging where children should be acceptable and provided with friendship. The self-esteem needs are the prestige needs whereby one feels he/she wants to be recognized. This makes children feel proud of themselves. The utmost need is the self-actualization, which is the motive to become all that a person is able to be. This requires self-drive so as to achieve the goal one desires.

According to Maslow's hierarchy of needs, it demonstrates that when needs are met or fulfilled, pupils are generally happy and contented. The atmosphere in the school is good and learning goes on smoothly. The reverse is true in that when the needs are not met or fulfilled there is discontentment. This model highlights the importance of food provision and security. From a broader view of development, it means that countries must also struggle to provide basic needs for use by their population. For a developing country like Ghana, it means that poverty must be prevented by making basic needs like food, clothing and shelter available to all citizens.

Since man cannot survive without food, the government should make an effort to reduce food insecurity, especially amongst vulnerable groups like children. Where

15

food aid is available, for instance, in schools through school feeding programmes, it will encourage good health, high motivation, participation, attention in class and will obviously reduce hunger. It should be properly monitored to ensure it assists the children (UNESCO, 2010).

2.5 The Objectives of Ghana School Feeding Programme

According to GSFP policy document, GSFP (2016) Programme Pilot Review Report, and Programme Document 2007-2010, the basic objectives of GSFP is to provide children in public primary schools and kindergartens with one hot nutritious meal prepared from locally grown foodstuffs on every school going day. The policy has a secondary objective of improving education, health and agriculture of the country. The health component involves the fact that the pupils of the beneficiary schools are to be given good drinking water, de-wormed and fed in a good sanitary environment. In line with the improvement of education, enrolment of pupils will improve so as to achieve universal basic education. In the agriculture sub sector the patronage of locally produced goods will be and food security in the country will be achieved. Programme implementation partner organizations such as Netherlands Development Co-operation (SNV), (SEPD), and World Food Programme (WFP, 2014) are to carry out training sessions for caterers and cooks to enhance their capacities. To achieve the objectives of the programme, roles were assigned to the following key stakeholders as follows; The government made up of Cabinet and Parliament is responsible for passing the GSFP Bill to legitimize the operations of the programme and sourcing for funds; The Ministry of Local Government and Rural Development (MLGRD), in collaboration of the Ministry of Education (MoE) is responsible for the implementation and supervision of the programme; Ministry of Food and Agriculture (MoFA) is responsible for

16

achievement of the agric objectives; Ministry of Finance and Economic Planning (MoFEP) responsible for the release of funds; Ministry of Women and Children Affairs (MoWCA) responsible for monitoring and supervision; Ghana School Feeding Programme National Secretariat responsible for the implementation of the policy at the national level.

2.6 Practices Involved in the Implementation of School Feeding Programme

Nkethia (2011) opined that Community's awareness to the school feeding programme is 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.

According to Chelangat (2011), 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 committed to support the programme 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. He further mentioned that the food service supply, demand of the food programme and mobilizing of the community to support the programme 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. He 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

18

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.

2.7 Benefits of the School Feeding Programme

School feeding programmes can help to get children into school and help to keep them there through enhancing enrolment and reducing absenteeism and once the children are in school, the programmes can contribute to their learning, through avoiding hunger and enhancing cognitive abilities. These effects may be potentiated by complementary actions, especially deworming and providing micronutrients. The analysis presented here benefited from early work in this area (Strickland, 2010) and from three recent reviews (Bundy and Burbano, 2019), which arrived at similar conclusions about the direction of the effects. What is less clear is the scale of the effect.

Different studies have shown an increase in both Gross Primary School Enrolment Rates (GSPER) and Net Primary School Enrolment Rates (NSPER), an increase in school attendance rates and a reduction of dropout rates compared to

19

controlled schools (Ahmed and Billah, 2014). The fact that poorly nourished children benefit cognitively from SFPs has also been demonstrated in several studies (Ahmed and Billah, 2014). In all these studies, a significant increase was detected in school test-performance between under-nourished children receiving breakfast or lunch and children in the control group not receiving breakfast or lunch at school.

2.8 Effects of School Feeding Programmes on Performance

Afoakwa (2019) noted that the school feeding programme is one of several interventions that can address some of the nutrition and health problems of school-age children. SFPs, and other school-based nutrition and health programmes, can also motivate parents to enroll their children in school and to see that they attend regularly.

The number of hungry school-age children is unknown, but is likely to be a significant problem in various circumstances. Many factors contribute to hunger in school children; the long distances children have to travel to school, cultural meal practices that include no or small breakfasts or a lack of family time or resources to provide adequate meals to children before and/or during the school day. Simply alleviating this hunger in schoolchildren helps them to perform better in school (Afoakwa, 2019).

Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for children of normal nutritional status (Afoakwa, 2019). In Ghana, malnourished children entered school at a later age and completed fewer years of school than better nourished children (Ghana News Agency, 2014). The number of days that a child attends school is related to cognition and performance. SFPs can have a positive effect on rates of enrolment and attendance. A recent evaluation of an on-going school feeding

programme found that school canteens were associated with increased school enrolment, regular attendance, consistently lower repeater rates, lower dropout rates in disadvantaged provinces, and higher success rates on national exams, especially among girls (Afoakwa, 2019).

Afoakwa (2019) further noted that the availability of subsidized in-school meals will increase school enrolment if the programme changes the household's schooling decision for some children who would not have been enrolled in school otherwise. And for these households to enrol their children, they need to be convinced that the net benefits of participating in the programme exceed the gap between direct and opportunity cost of schooling and the expected benefit of schooling (Afoakwa, 2019). In other words, households usually compare the size of the transfer relative to the size of the cost-benefit gap and these comparisons ultimately determine the magnitude of the increase in enrolment rates. Another important point is about the roles that school meals play in encouraging early enrolment. Afoakwa (2019) found increased participation resulting from school breakfasts respectively. On the other hand, Levinger (2016) found that school lunches as well as take home rations increase new enrolment for girls by 5 to 6 percentage points.

On the other hand, one of the important impacts of SFP is that it has a power of reducing the gender gap by increasing girls' primary school enrolment than boys which leads the gross enrolment difference to be smaller between boys and girls (Del Rosso (2019). In addition, Levinger (2016) found that a 44% increase in enrolment for girls and a 28% increase in boys' enrolment in Food for Education (FFE) schools in Bangladesh where take home rations were provided to children.

2.9 Challenges of Implementing School Feeding Programme

While school feeding programmes have a variety of positive impacts on the lives of pupils within the basic schools as well as education as a whole, there are some challenges these programmes can be facing. For example, school feeding programmes can increase the cost of schooling by requiring that communities provide fire-wood for cooking as well as other items such as fresh-fruit, vegetables, and condiments (Bundy *et al.,* 2009). Additionally, communities are also expected to provide people who can cook these meals and maintain stores of all of the required food products, together with kitchens and other fundamentals of meal provision.

By causing a variety of needs and requirements to increase in a given community, the net benefit to a community from school feeding programmes may be reduced. Because school feeding programmes are community-specific and require a great deal of planning, the sustainability of school feeding programmes is a main point of concern for many countries (Bundy et al, 2009). Countries are very limited on the demands placed on the staff, resources, and infrastructure required for school-feeding programmes, and often has to rely on outside financial and personnel help to continue programmes for a significant amount of time. An effective school feeding programme is known to influence students' participation in compulsory schooling and completion (Williams, 1987) and It seems reasonable to assume that students who commit themselves to completing their education will be more motivated and perform at higher levels of achievement. Some schools seem more successful than others in retaining students through to completion of the required years.

GSFP varies at the regional, district, and school levels in structure, procurement of food, menu development, and the preparation of the meal (Quaye, *et al.,* 2010). However, in many of the regions in the country, resources are channeled to a School

22

Implementation Committee (SIC) (Quaye, *et al.,* 2010). At the district level, the SIC receives resources from the District Implementation Committee (DIC) set up by District Assemblies to procure necessary supplies for the programme. According to Quaye, *et al.,* (2010) the District Assemblies are responsible for establishing DICs and SICs and ensuring that the communities are mobilized through the provision of the necessary infrastructure whose responsibility it is to provide the needed inputs to schools participating in the programme.

At the regional level, the Regional Coordination Offices and the Regional Coordinating Council are assigned to oversee district-level operations and provide regional leadership. A review of the school feeding programmes in 5 regions in Ghana by the Netherlands Development Organization revealed that regional/district/school partnerships and organizational mechanisms were limited, and many schools lacked a functional school implementation committee (Quaye 2010).

Quaye (2010) summarizes the challenges as follows: Lack of kitchens, storage, and dining halls in GSFP schools: Insufficient supply of food to schools, creating inadequate/irregular food portions: Lack of training in hygiene and nutrition for school cooks. Lack of sanitation facilities and regular safe water (a large proportion of schools are still without poly tanks); Inadequate resources for students following influx of attendees in response to school feeding programmes; Varying degrees of linkage to local farmers/local food supply for food procurement; Difficulties in monitoring cooking done outside the school; Lack of transparency in records of food supply and payment procedures; Students not receiving daily meal, lack of communication with parents; Cooks paid irregularly; Low community involvement; High regional disparity in the allocation of beneficiary schools; Lack of preparedness of most districts to pre-

finance supplies; Increasing school enrolment without commensurate increases in food supply, number of classrooms and teachers.

2.10 Strategies for Effective Implementation of GSFP

School feeding programmes are very context-specific, and each community's programme has to be altered based on the demographics, geography, and other patterns within and outside of schools. For this reason, there are a variety of challenges that emerge in the creation and implementation of school feeding programmes (Heim et al, 2011). In order to have a successful programme, countries must determine if school feeding is the most effective programme that can be offered to target the countries' neediest children, define programme goals and outcomes, select the type of food that will be served in a school, determine a method of procurement for the food, plans for management, implementation, and monitoring within schools, and plan for a variety of other concerns.

In spite of the challenges some notable successes have been chalked by the programme. These successes are enumerated by Quaye (2010) in five regions in Ghana: Increased school enrolment by 20% in pilot schools (WFP); Reduction in truancy and absences, improved punctuality; Reduced dropout rates; Improved school performance; Reduction in the number of children reported sick to the school authority; Opportunities for local employment for school food vendors, cooks, and programme administrators; Integration of nutrition education into school curriculum.

Among the poor, there is often not enough food at home, and most schools in developing countries lack canteens or cafeterias. School meals are a good way to channel vital nourishment to poor children. Having a full stomach also helps them to concentrate better on their lessons. In countries where school attendance is low, the

promise of at least one nutritious meal each day boosts enrolment and promotes regular attendance. Parents are motivated to send their children to school instead of keeping them at home to work or care for siblings. In the poorest parts of the world, school meal programmes can double primary school enrolment in one year. Among the key beneficiaries are girls, who otherwise may never be given the opportunity to learn.
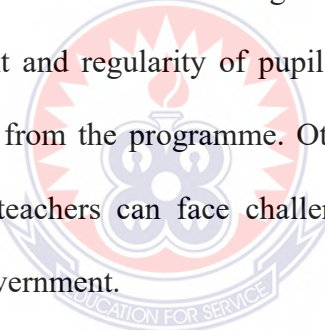
Food programmes work towards achieving several Millennium Development Goals (MDGs). The programmes directly address the goals of reducing hunger by half and achieving universal primary education by 2015, and of achieving gender parity in education by 2005 (Sessional Paper, 2015). School meals contribute in, the long term to combating poverty, but it also helps to reduce disease. It provides a platform for directly addressing child health and nutrition. It can also be a platform for other health interventions. WFP (2014) school meals can take the form of a mid-morning snack or a nutritious breakfast of porridge. WFP uses fortified food to ensure that children get the micronutrients they need. Studies show that diet and nutrition play a critical role in physical and intellectual development, however, something more is needed to attract the poorest girls to school. In its "take-home rations" projects, WFP provide basic food items, often including a sack of rice and a can of cooking oil, to families who send their daughters to school. In Bangladesh a programme of school-based food distribution increased attendance rates by 20% versus a 2% decline in non-participating schools (Ahmed & Del Ninno, 2003).

School feeding programmes themselves contribute to enhanced enrolment. Several factors influence the enrolment of students in the primary grades. According to Ranivnder, (2007), the importance of the first (primary) years of school and that these years have the largest impact on success later in school and in life. Children in poor health start school later in life or not at all. A study in Nepal found that the probability

of attending school was 5% for stunted children versus 27% for children of normal nutritional status (Moock and Leslie, 1986). In Ghana malnourished children entered school at a later age and completed fewer years of school than better nourished children (Jacoby, 2002). Concluding that there exists positive effects of school feeding programme on enrolment, attendance and retention in basic schools.

2.11 Summary of Literature

An effective School Feeding Programme is known to influence students' participation in compulsory schooling and completion. This part of the study has reviewed some of the related literatures that talk about history behind School Feeding Programme (SFP) in basic schools. Some challenges were outlined and benefits such as increase in pupils enrolment and regularity of pupils in attending basic school. How parents have also benefited from the programme. Other related topics were discussed which confirms that head teachers can face challenges in implementing the policy which is managed by the government.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes methodology employed for the study. It includes the research design; population of the study; sample size and sampling techniques; sources of data collection; data collection instrument; instrumentations and validity; pilot testing of questionnaire; data collection procedure.

3.2 Research Design

The descriptive survey design was used to gather information on school feeding programme as well as the challenges faced by head teachers with some suggested recommendation in view of the school feeding programme. This design was used to explain and explore existing status of two or more variable at a given point in (Mugenda & Mugenda, 1999).

Descriptive research thus involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subject of the study (Bryman, 2004). It is easy to identify attributes of a large population from a small group of individuals. Since the study involved individual people as units of analysis; descriptive research design was appropriate for the study. Descriptive research design provides more information from a large number of individuals.

However the design delved into private affairs of respondents and the difficulty in assessing the clarity and precision of the question that would call for the desired responses.

3.3 Population of the Study

Population is explained as a group of individuals that the researcher generalizes findings (Kusi, 2012). The target population therefore comprises all the 99 basic schools and 198 head teachers in the Offinso South Municipality which are under the school feeding programme. Statistics from the Offinso South Municipal Directorate of Education indicated that there are 198 head teachers and 99 basic Schools in the municipality. The accessible population for this study was 100 head teachers at Zone A basic schools in the Offinso South Municipality under the school feeding programme.

3.4 Sample and Sampling Technique

Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research (Gall & Borg, 2007). The researcher employed the purposive sampling technique to select 100 headteachers from the Zone A basic schools for the study. According to Bryman (2004), purposive sampling refers to sampling technique where the researcher uses a criterion that only allows participants with some level of experience to participate in the research. Similarly, Creswell (2009) also identified purposive sampling technique as placing much emphasis on some key characteristics of the participants.

3.5 Instrument for Data Collection

Data for the study was collected through questionnaire. The questionnaire was used for data collection because it facilitates the collection of a large amount of data. It provides a wider coverage of the sample than the interview method; and it is economical in terms of effort since questionnaire can be duplicated and distributed to

28

many respondents to produce a large amount of data (Wallen, & Fraenkel, 2001). The development of the questionnaire was influenced by information obtained from the literature reviewed.

Questionnaire consisting of mainly close ended items was used for the study because it provides control over the participants' range of responses by providing specific response alternatives (Borden, & Abbott, 2002). This makes it easier to summarize and analyze responses. However, responses or information derived from closed-ended questions are not rich enough. The questionnaire consisted of four sections. Section A demanded responses on background information of respondents, section B dealt with head teachers leadership practices, section C sought respondent's views on the challenges. Section D covered strategies to manage the challenges in implementing school feeding programme. The questionnaire was mostly likert-typed scale. Likert scale allows response to be ranked and it is easy to construct.

3.6 Validity Test

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested both face and content validity of the questionnaire. Face validity referred to the likelihood that a question may be misunderstood or misinterpreted. To achieve faced validity, the questionnaire was given to the supervisor to find out whether the items measured the intended purpose. Content validity referred to whether an instrument provides adequate coverage of the research questions. The supervisor found out whether the items measured specific constructs. The validity test enabled the researcher to reframe and delete those items which were found to be unclear and ambiguous.

3.7 Pilot Test

The purpose for pilot test was to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2008).

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions.

The questionnaire was administered to 30 respondents in basic schools at the Offinso North Municipality. Cronbach's alpha was used to determine the reliability of the questionnaire items used to collect data for the study since almost all the items that were designed were multiple scores. The reliability test yielded cronbach alpha of 0.78.

3.8 Data Collection Procedure

Before the data collection, the researcher sought permission from the authorities in charge of administration in the selected schools at the Offinso South Municipality to conduct the study in that setting. After permission was granted to conduct the study, the researcher sought consent of the participants to take part in the study and to inform them of the impending questionnaire. The questionnaire was thereafter administered to all the selected participants in the school. Data were collected through the use of a questionnaire delivered to participants in their offices. Questionnaire was filled by participants and the researcher collected the questionnaire after one week.

3.9 Data Analysis Plan

Data from the survey were coded, captured and analyzed and fed into Statistical Package for Social Sciences (SPSS) version 25. Frequencies and percentages were used to analysed the data. The results were organized in tabular forms.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter discusses the findings from fieldwork conducted to identify challenges associated with the implementation of GSFP in basic schools at Offinso South Municipality in the Ashanti Region.

Of the one hundred (100) questionnaires administered ninety-six (96) representing 96.00% were returned. Analysis of data and the results were presented in tables using frequencies and percentages. The chapter is grouped under the following sub-headings:

1. Demographic characteristics of respondents

2. Practices involved in the implementation of the Ghana School feeding programme.

3. Some challenges associated with the implementation of Ghana School feeding programme.

4. Strategies to manage the challenges of implementing the Ghana School feeding programme.

4.2 Demographic Characteristics of Respondents

The demographic characteristics of respondents which included gender and educational qualification were analyzed. These were required to enable the researcher to know the kind of respondents she used in the study. The first part of the analysis concerns gender of respondents for the study. This is presented in Table 1.

Table 1: Gender of Respondents

Variable	Frequency	Percentage
Male	67	70
Female	29	30
Total	**96**	**100**

Source: Field Data, 2021

Table 1 showed that 70% of the respondents were males while 30% of the respondents were females which mean that more males participated in the study than females.

Educational Qualification of Respondents

The educational qualification of respondents was also analyzed. This was to find out the educational level of respondents. Table 2 presents the result.

Table 2: Educational Qualification of Respondents

Educational Qualification	Frequency	Percentage
Diploma	14	15
Bachelor's Degree	53	55
Master's Degree	29	30
Total	**96**	**100**

Source: Field Data, 2021

Table 2 showed that 55% of the respondents were holders of the Bachelor's Degree, 30% of the respondents were holders of the Master's Degree. About 15% of the respondents were holders of the Diploma in Education. The results mean that majority

of the respondent have Bachelor's Degree and therefore had the requisite qualifications as professional teachers.

4.3 Analysis of Main Data

Research Question 1: What are the practices involved in the implementation of the school feeding programme in basic schools at Offinso South Municipality of the Ashanti Region?

The respondents were asked a number of questions relating to practices involved in the implementation of the Ghana School feeding programme. The results are presented in Table 3.

Table 3: Practices involved in the Implementation of the Ghana School Feeding Programme

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	N %	N %	N %	N %	N %
Availability of independent organ to supervise activities of the SFP	43 45	34 35	19 20	-	96 100
Provision of adequate food items	40 42	32 33	24 25	-	96 100
Provision of funding by the government	46 48	28 29	22 23	-	96 100
Sponsorship from the World Food Programme	48 50	26 27	18 19	4 4	96 100
Community awareness of the programme	46 48	38 40	12 12	-	96 100
Food supply services	44 46	34 35	18 19	-	96 100

Availability of committee for implementing of SFP	42	44	40	42	8	8	6	6	96 100
Equitable distribution of food items	44	46	26	27	18	19	8	8	96 100

Source: Field Data, 2021

From Table 3, 45% majority of the respondents strongly agreed that availability of independent organ to supervise activities of the SFP was a practice involved in implementing school feeding programme, 35% of the respondents agreed. About 20% of the respondents disagreed. The result implies that availability of independent organ to supervise activities of the SFP is a practice involved in implementing school feeding programme. The result is in line with Chelangat's (2011) statement that independent organ responsible for the implementation of school feeding programme has been a practice involved in the implementation of the SFP.

Over 42% majority of the respondents strongly agreed that provision of adequate food items for the SFP was a practice involved in implementing school feeding programme, 33% of the respondents agreed. About 25% of the respondents disagreed. The result implies that provision of adequate food items for the SFP is a practice involved in implementing school feeding programme. The result is in tandem with World Food Programme's (2012) indication that supply of adequate food items for 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; therefore provision of adequate food items for the SFP is needed for the programme.

About 48% majority of the respondents strongly agreed that provision of funding by the government was a practice involved in implementing school feeding programme, 29% of the respondents agreed. About 23% of the respondents disagreed.

The result implies that provision of funding by the government is a practice involved in implementing school feeding programme. The result supports Sulemana, Ngah and Rafee Majid's (2013) statement that government involvement has been seen to be one of the vibrant practices involved in the implementation of the SFP. It was further reported that the government was committed to support the program with the budget they have..

Again, 50% majority of the respondents strongly agreed that sponsorship from the World Food Programme was a practice involved in implementing school feeding programme, 27% of the respondents agreed, 19% of the respondents disagreed. Only 4% of the respondents strongly disagreed. The result implies that sponsorship from the World Food Programme is a practice involved in implementing school feeding programme. The result is in consonance with Sulemana, Ngah and Rafee Majid's (2013) assertion that World Food Programme (WFP) was responsible for all services required in the schools. In case of emergency, the role of the government was high.

Also, 48% majority of the respondents strongly agreed that community awareness of the programme was a practice involved in implementing school feeding programme, 40% of the respondents agreed. About 12% of the respondents disagreed. The result implies that community awareness of the programme is a practice involved in implementing school feeding programme. The result is in line with Nkethia's (2011) opinion that community's awareness to the school feeding programme is a practice involved in the implementation of the school feeding programme. The author 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.

Over 46% majority of the respondents strongly agreed that food supply services was a practice involved in implementing school feeding programme, 35% of the respondents agreed. About 19% of the respondents disagreed. The result implies that food supply service is a practice involved in implementing school feeding programme. The result is in tandem with World Food Programme's (2012) indication that supply side of the School Feeding Programme is a practice involved in the implementation of the SFP.

About 44% majority of the respondents strongly agreed that availability of committee for implementation of SFP was a practice involved in implementing school feeding programme, 42% of the respondents agreed, 8% of the respondents disagreed. Only 6% of the respondents strongly disagreed. The result implies that availability of committee for implementation of SFP is a practice involved in implementing school feeding programme. The result is in line with Swartz's (2009) opinion that role of School Feeding Committee has been considered as a practice involved in the practice of school feeding programme in Ghana.

Again, 46% majority of the respondents strongly agreed that equitable distribution of food items was a practice involved in implementing school feeding programme, 27% of the respondents agreed, 18% of the respondents disagreed. Only 8% of the respondents strongly disagreed. The result implies that equitable distribution of food items is a practice involved in implementing school feeding programme. The result is in conformity with Gelli's (2006) statement that equitable distribution of the food items is a practice involved in the execution of the SFP plan. The author further indicated that's the distribution is run as per the plan of the programme. They consult the guideline to properly distribute the food items.

Research Question 2: What Challenges are associated with the implementation of Ghana School feeding programme at Offinso South Municipality of the Ashanti Region?

The respondents were asked a number of questions relating to challenges associated with the implementation of Ghana School feeding programme. The results are presented in Table 4.

Table 4: Challenges Associated with the Implementation of Ghana School Feeding Programme

Statements	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%
A delay in releasing feeding grants	56	58	40	42	-		-		96	100
Lack of kitchens and storage facilities	45	47	34	35	17	18	-		96	100
Political interference	54	56	42	44	-		-		96	100
Irregular food portions	44	46	26	27	18	19	8	8	96	100
Lack of sanitation facilities and water	40	42	32	33	16	17	8	8	96	100
Lack of transparency in records of food supply	58	60	38	40	-		-		96	100
Students not receiving daily meals	42	44	40	42	10	10	4	4	96	100
Increasing school enrolment without increases in food supply	48	50	26	27	18	19	-		96	100
Increasing number of classrooms	45	47	36	37	15	16	-		96	100

Source: Field Survey, (2021)

Table 4 showed that 58% of the respondents strongly agreed that delay in releasing feeding grants was one of the challenges in implementing school feeding programme and 42% agreed. The result implies that delay in releasing feeding grants is a major challenge in implementing school feeding programme. The result is in tandem with Nkethia's (2011) statement that schools receive resources directly from the government to carry out the SFP but reported delay in the timely distribution of funds to the school affecting their ability to implement the SFP successfully and in a timely manner.

Over 47% of the respondents strongly agreed that lack of kitchens and storage facilities was one of the challenges in implementing school feeding programme, 35% of the respondents agreed. About 18% of the respondents disagreed. The result implies that lack of kitchens and storage facilities is a challenge in implementing school feeding programme. The result is in line with Quaye's (2010) statement that lack of kitchens and storage facilities are some of the challenges in implementing GSFP.

About 56% of the respondents strongly agreed that political interference was one of the challenges in implementing school feeding programme and 44% of the respondents agreed. The result implies that political interference is a major challenge in implementing school feeding programme. Political party favouritism within the school feeding programme remains a persistent challenge.

Over 46% of the respondents strongly agreed that irregular food portions was one of the challenges in implementing school feeding programme, 27% of the respondents agreed. About 19% of the respondents disagreed while 8% of the respondents strongly disagreed. The result implies that irregular food portions are challenges in implementing school feeding programme. The result is in conformity with

39

Quaye's (2010) statement that irregular food portions are some of the challenges in implementing GSFP.

Also, 42% of the respondents strongly agreed that lack of sanitation facilities and water was one of the challenges in implementing school feeding programme, 33% of the respondents agreed. About 17% of the respondents disagreed while 8% of the respondents strongly disagreed. The result implies that lack of sanitation facilities and water is a challenge in implementing school feeding programme. The result is in line with Quaye's (2010) assertion that lack of sanitation facilities and regular safe water and that a large proportion of schools are still without poly tanks.
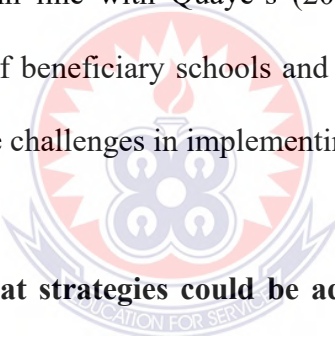
Again, 60% of the respondents strongly agreed that lack of transparency in records of food supply was one of the challenges in implementing school feeding programme and 40% of the respondents agreed. The result implies that lack of transparency in records of food supply is a challenge in implementing school feeding programme. The result confirms Quaye's (2010) statement that lack of transparency in records of food supply and payment procedures are some of the challenges in implementing GSFP.

Also, 44% of the respondents strongly agreed that students not receiving daily meal were one of the challenges in implementing school feeding programme, 42% of the respondents agreed, 10% of the respondents disagreed. Only 4% of the respondents strongly disagreed. The result implies that students not receiving daily meals are challenges in implementing school feeding programme. The result is in line with Quaye's (2010) statement that students not receiving daily meal and lack of communication with parents are some of the challenges in implementing GSFP.

Over 50% of the respondents strongly agreed that increasing school enrolment without increase in food supply was one of the challenges in implementing school

40

feeding programme, 27% of the respondents agreed. About 19% of the respondents disagreed. The result implies that increasing school enrolment without increase in food supply is a challenge in implementing school feeding programme. The result is in consonance with Quaye's (2010) statement that lack of preparedness of most districts to pre-finance supplies and increasing school enrolment without commensurate increases in food supply are some of the challenges in implementing GSFP.

About 47% of the respondents strongly agreed that increasing number of classrooms was one of the challenges in implementing school feeding programme, 37% of the respondents agreed. About 16% of the respondents disagreed. The result implies that increasing number of classrooms is a challenge in implementing school feeding programme. The result is in line with Quaye's (2010) statement that high regional disparity in the allocation of beneficiary schools and increasing number of classrooms and teachers are some of the challenges in implementing GSFP.

Research Question 3: What strategies could be adopted to manage challenges of implementing GSFP in basic schools at Offinso South Municipality in the Ashanti Region?

The respondents were asked a number of questions relating to strategies to manage the challenges of implementing the Ghana School feeding programme. The results are presented in Table 5.

Table 5: Strategies to Manage the Challenges

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	N %	N %	N %	N %	N %
Provision of suitable Kitchen and Students' Canteen	48 50	26 27	14 15	4 4	96 100
Organization of refresher courses regarding best Catering Practices	46 48	38 40	12 12	-	96 100
Adequate monitoring and evaluation	58 56	38 44	-	-	96 100
Timely payment to the Caterer	44 46	26 27	26 27	-	96 100
Sustainable source of funding	40 42	32 33	24 25	-	96 100
Involving community members and local farmers	48 50	38 40	6 6	4 4	96 100
increased collaboration and partnerships with individuals, private and international organizations	42 44	40 42	10 10	4 4	96 100
Education to the general public about the programme	48 50	26 27	18 19	-	96 100

Source: Field Survey, (2021)

As shown in Table 5, 50% of the respondents strongly agreed that provision of suitable kitchen and students' canteen was one of the strategies to manage challenges in implementing school feeding programme, 27% of the respondents agreed. About 15% of the respondents disagreed while only 4% of the respondents strongly disagreed. The result implies that provision of suitable kitchen and students' canteen is a strategy to manage the challenges in implementing school feeding programme. The result is in line

42

with Bundy et al's (2009) statement that the provision of kitchens and other fundamentals of meal preparation facilitate the implementation of the GSFP.

Also, 48% of the respondents strongly agreed that organization of refresher courses regarding best catering practices was one of the strategies to manage challenges in implementing school feeding programme, 40% of the respondents agreed. About 12% of the respondents disagreed. The result implies that organization of refresher courses regarding best catering practices is a strategy to manage the challenges in implementing school feeding programme.

Again, 56% of the respondents strongly agreed that adequate monitoring and evaluation was one of the strategies to manage challenges in implementing school feeding programme while 44% of the respondents agreed. The result implies that adequate monitoring and evaluation is a strategy to manage the challenges in implementing school feeding programme. The result is in tandem with Quaye's (2010) statement that proper monitoring of the SFP enhances its implementation.

Over 46% of the respondents strongly agreed that timely payment to the caterer was one of the strategies to manage challenges in implementing school feeding programme, 27% of the respondents agreed. About 27% of the respondents disagreed. The result implies that timely payment to the caterer is a strategy to manage the challenges in implementing school feeding programme. The result is in line with Quaye's (2010) statement that timely release of funds for payment to the caterers improves implementation of SFP.

About 42% of the respondents strongly agreed that sustainable source of funding was one of the strategies to manage challenges in implementing school feeding programme, 33% of the respondents agreed. About 25% of the respondents disagreed while only 4% of the respondents strongly disagreed. The result implies that sustainable

source of funding is a strategy to manage the challenges in implementing school feeding programme.

Also, 50% of the respondents strongly agreed that involving community members and local farmers was one of the strategies to manage challenges in implementing school feeding programme, 40% of the respondents agreed. About 6% of the respondents disagreed while only 4% of the respondents strongly disagreed. The result implies that involving community members and local farmers is a strategy to manage the challenges in implementing school feeding programme. The result is in conformity with Quaye's (2010) statement that the involvement community members and local farmers supports the SFP to improve its implementation.

Again, 44% of the respondents strongly agreed that increased collaboration and partnerships with individuals, private and international organizations was one of the strategies to manage challenges in implementing school feeding programme, 42% of the respondents agreed. About 10% of the respondents disagreed while only 4% of the respondents strongly disagreed. The result implies that increased collaboration and partnerships with individuals, private and international organizations are strategies to manage the challenges in implementing school feeding programme. The result is in line with Dreze and Knigdoon's (2001) statement that if SFP is managed by a mix of Public and Private Partnerships within and outside the nation, it facilitates implementation.

About 50% of the respondents strongly agreed that education to the general public about the programme was one of the strategies to manage challenges in implementing school feeding programme, 27% of the respondents agreed. About 19% of the respondents disagreed. The result implies that education to the general public about the programme is a strategy to manage the challenges in implementing school feeding programme.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings of the study, conclusions, recommendations, and suggestions for further research.

5.2 Summary of the Study

The purpose of the study was to investigate into the challenges headteachers face in the implementation of the Ghana Schools Feeding Programme in basic schools in the Offinso South Municipality in the Ashanti Region of Ghana. The objectives of the study were to find out practices involved in the implementation of the Ghana School feeding programme in basic schools at Offinso South Municipality, identify challenges associated with the implementation of GSFP in basic schools at Offinso South Municipality in the Ashanti Region and to identify strategies to manage the challenges of implementing the GSFP in basic schools at Offinso South Municipality in the Ashanti Region.

Descriptive research design was used for the study. Quantitative research approach was used. The target population comprised all the 99 basic schools and 198 head teachers in the Offinso South Municipality which are under the school feeding programme. The accessible population for this study was 100 head teachers at Zone A basic schools in the Offinso South Municipality under the school feeding programme. Questionnaire was the main instrument used to gather primary data. Data were analyzed descriptively and presented using frequencies and percentages to answer all the research questions.

45

5.3 Key Findings

Practices involved in the implementation of the Ghana School feeding programme.

The study revealed practices involved in the implementation of the Ghana School feeding programme were availability of independent organ to supervise activities of the SFP, provision of adequate food items for the SFP, provision of funding by the government, sponsorship from the World Food Programme, community awareness of the programme, food supply services and availability of committee for implementing SFP.

Challenges associated with the implementation of Ghana School feeding programme

The study again revealed that challenges associated with implementing Ghana School feeding programme were delay in releasing feeding grants, lack of kitchens and storage facilities, political interference, irregular food portions, lack of sanitation facilities and water, lack of transparency in records of food supply, students not receiving daily meal, increasing school enrolment without increases in food supply and increasing number of classrooms.

Strategies to manage the challenges of implementing the Ghana School feeding programme

The study found that strategies that could be used to manage the challenges of implementing the Ghana School feeding programme were provision of suitable kitchen and students' canteen, organization of refresher courses regarding best catering practices, adequate monitoring and evaluation, timely payment to the caterer,

sustainable source of funding, involving community members and local farmers and increased collaboration and partnerships with individuals, private and international organizations.

5.4 Conclusion

It is concluded based on the findings that the school feeding program has got some practices involved for its implementation. A working committee had been put in place for the effective implementation of the Ghana School feeding programme.

It is again concluded that there are various challenges associated with the implementation of the Ghana School feeding programme which should be address for effective implementation.

It is also concluded that the strategies that could be adopted to manage the challenges, if implemented could help to moderate the challenges and enhance the implementation of the Ghana School feeding programme.
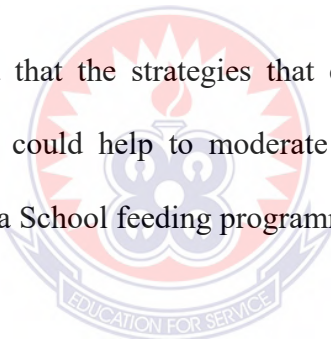
5.5 Recommendations

It is recommended based on the findings that the Municipal Directorate of Education and the Ghana school feeding secretariat should make sure there is consistent release of funds for effective implementation of the programme.

The Municipal Directorate of Education should organize training workshops for head teachers of basic schools and caterers on the effective implementation of the Ghana School feeding programme.

The Municipal Directorate of Education and the Ghana school feeding secretariat should ensure there is constant supply of school food so as to sustain students' regular attendance to school.

The Municipal Directorate of Education should liaise with the school feeding secretariat to ensure that timely payment of funds owe caterers to prevents caterers from cooking substandard food for students.

5.6 Suggestion for Further Study

The study investigated was conducted to investigate challenges headteachers face in the implementation of the Ghana Schools Feeding Programme in basic schools in the Offinso South Municipality in the Ashanti Region of Ghana. Therefore, further study should be conducted to investigate challenges headteachers face in the implementation of the Ghana Schools Feeding Programme in the remaining metro, municipals and districts of the Ashanti Region to confirm or refute the findings of this study.

REFERENCES

Aliu, M., & Fawzia, S. (2014). Assessing Ghana school feeding programme on the enrollment of beneficiary schools in the Tamale Metropolitan Assembly of Northern Ghana. *International Journal of Economics, Commerce and Management*, *2*(10), 1-30.

African Union, New Partnership for Africa's Development, and Comprehensive Africa Agriculture Development Programme (2003). *Comprehensive Africa agriculture development programme*. Nepad.

Adelman, S. W., Gilligan, D. O., & Lehrer, K. (2019). How effective are food for education programs? *International Food Policy Research Institute*, *5*(33), 81-90.

Adelman, S., Gilligan, D. O., & Lehrer, K. (2008). How effective are food for education programs? *International Food Policy Research Institute*, *9*(61), 11-25.

Afoakwa, O. E. (2019). *Home grown school feeding programme – the Ghanaian model as icon for Africa*. Accra, Ghana: University of Ghana.

Agyeman, F. (2011). *Implementation of the school feeding programme in the Asunafo South District*. Ghana: KNUST.

Ahmed, A. U. (2004). *Impact of feeding children in school: Evidence from Bangladesh*. Washington, D.C Mimeo: International Food Policy Research Institute.

Ahmed, A. U. (2014). *Impact of feeding children in school: Evidence from Bangladesh.* Washington, D.C Mimeo: International Food Policy Research Institute.

Ahmed, A. U. (2003). *Food for education programme in Bangladesh*: *An evaluation of its impact on educational attainment and food security.* Washington, DC: IFPRI.

Akanbi, G. O. (2011). Home grown school feeding and health programme in Nigeria: An approach to boosting enrollment in public primary schools: A study of Osun state 2002-2010. In *Africa Symp, 11*, 20-8.

Aliu, M., & Fawzia, S. (2014). Assessing Ghana school feeding programme on the enrollment of beneficiary schools in the Tamale Metropolitan Assembly of Northern Ghana. *International Journal of Economics, Commerce and Management*, *2*(10), 1-30.

Bak, N. (2004). *Completing your thesis: A practical guide*. Aran: Van Schaik Publishers.

Bukari, M., Hajara, I. P. N., & Oloruntoba, A. (2015). School feeding programme in Ghana: factors affecting academic performance among public primary school pupils in Garu-Tempane District. *International Journal of Innovation and Applied Studies*, *10*(2), 632.

Bundy, D., Burbano, C., Grosh, M. E., Gelli, A., Juke, M., & Lesley, D. (2009). *Rethinking school feeding: Social safety nets, child development, and the education sector*. The World Bank.

Bundy, D., Burbano, C., Grosh, M., Gelli, A., Jukes, M., & Drake, L. (2019). *Rethinking school feeding: Social safety nets, child development, and the education sector. Joint publication of the World Food Programme and the World Bank. Directions in Development.* Washington, DC: World Bank.

Buttenheim, A., Alderman, H., & Friedman, J. (2011). Impact of evaluation of school feeding programmes in Lao People's Democratic Republic. *Journal of Development Effectiveness*, *3*(4), 520-542.

Coser, L. A. (2020). The uses of classical sociological theory. *In the future of the sociological classics (RLE social theory)* (170-182). London: Routledge.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. London: Sage.

De Carvalho, F., Dom, B. S., Fiadzigbey, M., Filer, S., Kpekpena, I., Lin, C., & Tanaka, Y. (2011). Ghana school feeding programme: Re-tooling for a sustainable future. *Ghana: Partnership for Child Development and the Ministry of Local Government and Rural Development*.

De Los Reyes, A., & Kazdin, A. E. (2008). When the evidence says, "yes, no, and maybe so" attending to and interpreting inconsistent findings among evidence-based interventions. *Current Directions in Psychological Science*, *17*(1), 47-51.

Del Rosso, J. M. (2019). School feeding programs: Improving effectiveness, Development Goals and Girls' empowerment.

Drèze, J., & Kingdon, G. G. (2001). School participation in rural India. *Review of Development Economics*, *5*(1), 1-24.

Duah, F. A. (2011). Implementation of Ghana School Feeding Programme in the Asunafo South District (Doctoral dissertation).

Food and Agricultural Organization-FAO, (2006). The state of food insecurity in the world: Eradicating world hunger-key to achieving the Millennium Development Goal. Italy: Food and Agricultural Organization.

Fraser, B. J., Williamson, J. C., & Tobin, K. G. (1987). Use of classroom and school climate scales in evaluating alternative high schools. *Teaching and Teacher Education*, *3*(3), 219-231.

Gelli, A., Meir, U., & Espejo, F. (2007). Does provision of food in school increase girls' enrollment? Evidence from schools in sub-Saharan Africa. *Food and Nutrition Bulletin*, *28*(2), 149-155.

Grantham-McGregor, S., & Ani, C. (2001). A review of studies on the effect of iron deficiency on cognitive development in children. *The Journal of nutrition*, *131*(2), 649S-668S.

Grantham-McGregor, S., Cheung, Y. B., Cueto, S., Glewwe, P., Richter, L., Strupp, B., & International Child Development Steering Group, (2007). Developmental potential in the first 5 years for children in developing countries. *The lancet*, *369*(9555), 60-70.

Gray, E. D. (2009). *Doing Research in the Real World*. Los Angeles: Sage Publication Limited

Ghana School Feeding Programme (GSFP), (2016). *Annual operating plan 2007*. Unpublished report. Accra: Ghana School Feeding Secretariate.

Hossain, N. (2009). Accounts of Crisis: Poor People's Experiences of the Food, Fuel and Financial Crises in Five Countries: Report on a Pilot Study in Bangladesh, Indonesia, Jamaica, Kenya and Zambia, January-March 2009. *Fuel and financial crises in five countries: Report on a pilot study in Bangladesh, Indonesia, Jamaica, Kenya and Zambia*.

Jacoby, E., Cueto, S., & Pollitt, E. (1998). Benefits of a school breakfast programme among Andean children in Huaraz, Peru. *Food and nutrition bulletin*, *17*(1), 1-11.

Jomaa, L. H., McDonnell, E., & Probart, C. (2011). School feeding programmes in developing countries: impacts on children's health and educational outcomes. *Nutrition reviews*, *69*(2), 83-98.

John, M., & Anthony, A. D. (2018). *Assessment of relevance and challenges of the school feeding programme in some basic schools in Mpohor-Wassa East District*. Ghana: Ville Publisher.

Kazianga, H., De Walque, D., & Alderman, H. (2009). *Educational and health impacts of two school feeding schemes: Evidence from a randomized trial in rural Burkina Faso*. The World Bank, Developing Research Group, Human Development and Public Service Team.

Kazianga, H., De Walque, D., & Alderman, H. (2012). Educational and child labour impacts of two food-for-education schemes: Evidence from a randomised trial in rural Burkina Faso. *Journal of African Economies*, *21*(5), 723-760.

Kedze, S. (2013). *The distortive effects of Ghana's School Feeding Programme on primary education delivery: The Case of Adentan Municipality*. Unpublished Masters Dissertation. The Hague, Netherlands.

Levinger, B. (1986). School Feeding Programs in Developing Countries: An Analysis of Actual and Potential Impact. *AID Evaluation Special Study, 30*, 51-65.

Levinger, B. (2016). *School feeding programs in less developed countries*: *An analysis of actual and potential impact, bureau for food and voluntary aid.* Washington D.C.: Ann Press.

Lopez, I., De Andraca, I., Perales, C. G., Heresi, E., Castillo, M., & Colombo, M. (1993). Breakfast omission and cognitive performance of normal, wasted and stunted schoolchildren. *European Journal of Clinical Nutrition*, *47*(8), 533-542.

Moock, P. R., & Leslie, J. (1986). Childhood malnutrition and schooling in the Terai region of Nepal. *Journal of Development Economics*, *20*(1), 33-52.

Muthayya, S., Eilander, A., Transler, C., Thomas, T., van der Knaap, H. C., Srinivasan, K., & Kurpad, A. V. (2009). Effect of fortification with multiple micronutrients and n–3 fatty acids on growth and cognitive performance in Indian schoolchildren: the CHAMPION (Children's Health and Mental Performance

Influenced by Optimal Nutrition) Study. *The American Journal of Clinical Nutrition*, *89*(6), 1766-1775.

NEPAD, (2015). *Home grown school feeding programmes*. Johannesburg: NEPAD/Hunger Task Force Initiative.

Pautosso, M. (20I3). Ten simple rules for writing a literature review. *Plus, Computational Biology Journal, 9*(7), 230-249.

Powell, C. A., Walker, S. P., Chang, S. M., & Grantham-McGregor, S. M. (1998). Nutrition and education: a randomized trial of the effects of breakfast in rural primary school children. *The American Journal of Clinical Nutrition*, *68*(4), 873-879.

Quaye, W., Essegbey, G., Frempong, G., & Ruivenkamp, G. (2010). Understanding the concept of school feeding programme. *International Review of Sociology, 20*(3), 427-444.

Sen, A. (1999). The possibility of social choice. *American Economic Review*, *89*(3), 349-378.

Serebour, R. (2017). Assessing the implementation of the Ghana school feeding programme (GSFP): A comparative case study of some selected schools in the Atwima Nwabiagya district and Atwima Mponua district of Ghana (Master's thesis, The University of Bergen).

Seshadri, S., & Gopaldas, T. (1989). Impact of iron supplementation on cognitive functions in preschool and school-aged children: the Indian experience. *The American Journal of Clinical Nutrition*, *50*(3), 675-686.

Sullivan, M. O. (2002). Teaching large class sizes: The international evidence and a discussion of some good practice in Ugandan primary schools. *International Journal of Educational Development, 26*, 24–37.

UNESCO, (2000). *Informe final, foro mundial sobre la educacion*. Dakar: Script Publisher.

UNESCO, (2013). World data on education: *UNESCO information bureau of education. Geneva: UNESCO*; 2013. Accessed 10th November, 2013.

United Nations Department of Public Information, (2005). *The millennium development goals report 2005*. United Nations Publications.

Walingo, M. K., & Musamali, B. (2008). Nutrient intake and nutritional status indicators of participant and nonparticipant pupils of a parent-supported school lunch programme in Kenya. *Journal of Nutrition Education and Behavior*, *40*(5), 298-304.

WFP, (2004). *School feeding programmes*: *Why they should be scaled up now*.

WFP, (2010). School meals. Available at http://www.wfp.org/schools_meals Accessed 10/2/20.

WFP, V. A. M. (2006). *Food consumption analysis: calculation and use of the food consumption score in food security analysis*. Rome: WFP.

WFP. (2013). *Nutrition at the World Food Programme; Programming for nutrition-specific Interventions.* Retrieved from

http://documents.wfp.org/stellent/groups/public/documents/communications/wfp2586_50.

WFP, (2010). *School meals.* Available at http://www.wfp.org/schools_meals Accessed 20/2/I4.

WFP, (2014). *Improving food and nutrition security through food for education programmes in Africa 2004*. Nigeria: Great Press.

Womack, A. W., Young II, R. E., Meyers, W. H., & Johnson, S. R. (1986). *An Analysis of the Food Security Act of 1985* (No. 844-2016-55965).

Yendaw, E., & Dayour, F. (2015). *Effect of the national school feeding programme on pupils' enrolment, attendance and retention: A case study of Nyoglo of the Savelugu-Nantong Municipality, Ghana*. Wa: Nyonyo Press.

APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is designed to elicit information on head teachers challenges of implementing school feeding programme in basic schools at the Offinso Soiuth Municipality. The research work is being carried out by a student of University of Education, Winneba — Kumasi Campus.

Note that all information given will be treated with utmost confidentiality. Please tick (√) inthe appropriate box below

Please tick/fill the appropriate option applicable to you.

SECTION A: Background Information

1. Sex:

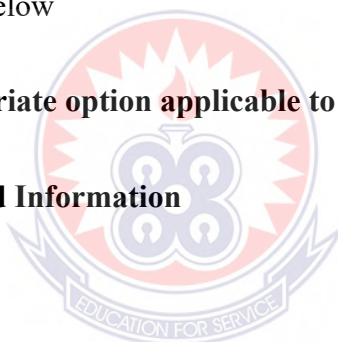   Male [   ]

   Female [   ]

2. Educational qualification:

   Diploma [   ]

   Bachelor Degree [   ]

   Post Graduate [   ]

SECTION B: Practices involved in the implementation of the Ghana School feeding programme in basic schools at Offinso South Municipality

The following are the statements on Practices involved in the implementation of the Ghana School feeding programme. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Statements	**4**	**3**	**2**	**1**
3	Availability of independent organ to supervise activities of the SFP				
4	Provision of adequate food items for the SFP,				
5	Provision of funding by the government				
6	Sponsorship from the World Food Programme				
7	Community awareness of the programme				
8	Food supply services				
9	Availability of committee for implementing of SFP				
10	Equitable distribution of food items				

SECTION C: Challenges associated with the implementation of GSFP in basic schools at Offinso South Municipality in the Ashanti Region.

The following are the statements on Practices involved in the implementation of the Ghana School feeding programme. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Statements	**4**	**3**	**2**	**1**
11	A delay in releasing feeding grants				
12	Lack of kitchens and storage facilities				
13	Political interference				
14	Irregular food portions				
15	Lack of sanitation facilities and water				
16	Lack of transparency in records of food supply				
17	Students not receiving daily meals				
18	Increasing school enrolment without increases in food supply				
19	Increasing number of classrooms				

Section D: Strategies to manage the challenges of implementing the GSFP in basic schools at Offinso South Municipality in the Ashanti Region.

The following are the statements on strategies to manage the challenges of implementing the Ghana School feeding programme. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate on a 4-point likert scale of 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Statements	4	3	2	1
20	Provision of suitable Kitchen and Students' Canteen				
21	Organization of refresher courses regarding best Catering Practices				
22	Adequate monitoring and evaluation				
23	Timely payment to the Caterer				
24	Sustainable source of funding				
25	Involving community members and local farmers				
26	increased collaboration and partnerships with individuals, private and international organizations				
27	Education to the general public about the programme				