UNIVERSITY OF EDUCATION, WINNEBA

CHALLENGES HEAD TEACHERS OF BASIC SCHOOLS FACE IN THE

IMPLEMENTATION OF THE SCHOOL FEEDING PROGRAMME IN GHANAIAN

BASIC SCHOOLS IN SUNYANI 'B' CIRCUIT OF THE BONO REGION.

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A Dissertation in the Department of Educational Leadership, Faculty of

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Studies, University of Education, Winneba, in partial fulfilment of the requirement

for award of Master of Arts (Educational Leadership) degree

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DECLARATION

STUDENT'S DECLARATION

I, JOY OFORI ASIKUMAH, declare that this dissertation, with the exception of quotations and references contained in published works 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 the work was supervised in accordance with guidelines and supervision of dissertation as laid down by the University of Education, Winneba
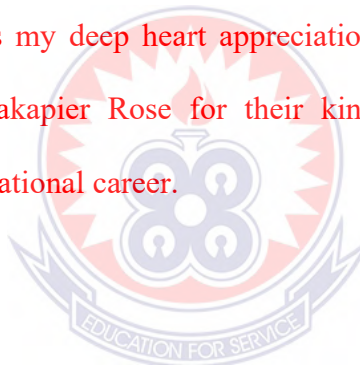
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DATE: …………..………………………………

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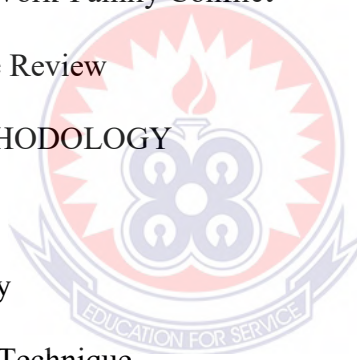
DEDICATION

To my

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ABSTRACT

The study was conducted to investigate challenges head teachers of basic schools face in

the implementation of the School Feeding Programme (SFP) at the Sunyani 'B' Circuit of

the Bono Region. The objectives of the study were to identify practices that are involved

in the implementation of the School Feeding Programme, find out head teachers'

practices in the implementation of school feeding programme, examine the challenges basic schools head teachers face in the implementation of the school feeding and to identify strategies to manage the challenges of implementing SFP in basic schools at Sunyani Circuit of the Bono Region. A case study design was adopted for the study. The target population consists of all head teachers of Sunyani Circuit of the Bono Region. Purposive sampling technique was used to select 10 head teachers and the primary schools for the study. Semi-structured interview guide was utilized to collect data for the study. The interview data were analyzed using thematic analysis. The study found that provision of adequate food items was a practice involved in the SFP. Also, head teachers saw to it that caterers abided by the menu chart has been given them and check the quantity of the food and also saw to it that the food the pupils are given was standard. Again, challenges in the implementation of the SFP were delays in the payment of caterers, political instability and poor monitoring and supervision. The study also revealed that strategies to manage the challenges were the involvement of parents and the community and provision of adequate financial resources for the implementation of the SFP. It is recommended based on the findings that the Municipal Directorate of Education should ensure proper monitoring and evaluation in the SFP to ensure effective implementation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Basic education is one of the most effective investments in improving economy and creating literate, self-reliant, and healthy societies. In the past decade, access to

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primary education has improved significantly in many parts of the world (World Bank, 2006). However, out of 77 million children of primary school age, 49% of them in sub-Saharan Africa are not in school, and 57% of them are girls (UNESCO, 2006). Governments aiming to achieve the Millennium Development Goals for education are faced with the need to identify and prioritize different educational policies within different national contexts. With this backdrop, the issue of school feeding programme is central to the educational policy decision making process (Gelli, Al-Shaiba & Espejo, 2009). Thus, The World Food Programme (2004) defined school feeding as the provision of meals or snacks in schools with the objective of reducing pupil's or children's hunger while schools are in session. Put simply, school feeding is solely in-school food or meals. Therefore, the United Nations formulated the Sustainable Development Goals (SDGs) to serve as a guide to member countries in addressing social problems. The first two goals of the SDG focus on the alleviation of extreme poverty and hunger. With these goals, the United Nations aimed at reducing the population of people who suffer from hunger and poverty across the world to more than 50% (United Nations, 2015). According to the World Food Program (WFP) (2015), one of the ways to achieving the SDG 1 (to end poverty in all its forms everywhere) and 2 (end hunger, achieve food security and improved nutrition and promote sustainable agriculture) is by the implementation of the school feeding program (SFP).

Additionally, the United Nations Hunger Task Force (UNHTF) proposed that the implementation of the SFP will help in reducing hunger among people and improve educational outcomes specifically, on school enrollment, attendance, completion and the academic performance of schoolchildren.

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Many organizations across the globe have adopted the UNHTF approach in implementing SFPs (Del Rosso, 1999; Husein, 2014 & NEPAD, 2002). The New Partnership on Africa Development (NEPAD), which was founded in 2002 and part of the African Union and the European Union focused on SFP and development (Husein, 2014). The objective of this effort is to reduce malnutrition among school children and expand local demand for food production. This would help to improve food nutrients, increase employment and enrolment in Africa and other developing countries (NEPAD, 2002). Other organizations and partners like the United Nations, WFP, the Government of the Netherlands and the World Bank have also contributed to the implementation of the school feeding program.

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

According to Husein (2014) and WFP (2013), hunger and poverty are problems that affect school attendance and completion among school children in Ghana. Furthermore, hunger and poverty can adversely affect the academic performance of school children (Yendaw & Dayour, 2014; Osei-Fosu, 2011 & UNESCO, 2013). Based on this, the Government of Ghana introduced the SFP in the year 2005 to alleviate hunger which is a hindrance to access to education and academic performances of schoolchildren. According to NEPAD (2002), Ghana is the first of the 10 countries in Sub- Saharan Africa that implemented the SFP according to guidelines set by NEPAD. The Ghana School Feeding Program (GSFP) was started as a pilot program in 2005 and implemented across the country in the year 2006 (NEPAD, 2002 & Husein, 2014).

The short-term objectives of the GSFP are to alleviate hunger and malnutrition among school children, to encourage local food production as well as promote school enrollment, attendance, and completion. The long-term objective of the program is to contribute to the overall poverty reduction through an increase in employment opportunities for people and the promotion of food security (Ghana Government, 2015). Since the inception of the program, the number of school children involved has increased from 1.04 million in 2010 to 1.7 million in 2014 (Ghana Statistical Service, 2015). The government of Ghana has gained support from the WFP, the Netherlands Government and other international organizations for implementing the program in many rural communities. Additionally, the WFP assisted the government of Ghana by providing school meals to 122,000 school children in 304 schools in 2015 (WFP, 2015). Moreover, the UNHTF has also supported the program by providing seven recommendations that serve as a guideline in the successful implementation of the program.

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Having implemented these policies over the years, several questions still remain unresolved because the access to quality basic education by children of school going age remains a hurdle. A study conducted by the World Bank's Independent Evaluation Group in 2002 reported that more than seventy percent (70%) of such children live in Sub-Saharan Africa and South Asia. Many children from low socio-economic backgrounds, especially, those in rural areas are usually unable to progress beyond the first few years of schooling, a situation the World Bank's Independent Evaluation Group (2002) attributed to their disadvantaged economic circumstances.

Lockheed and Verspoor (1991) also observed that the quality of schooling in developing countries is often very low due to class repetition and high drop out at an early age, teacher absenteeism from classrooms and many children learn much less than the learning objectives set in the official curricula. In tandem with the foregoing arguments, UNESCO asserted that while many national governments recognize universal primary school attendance as contained in the Millennium Development Goals (MDGs), enrolment rates continue to be low in many developing countries (UNESCO, 2007).

Research suggests that there is a correlation between nutritional and health status and school attendance and academic performance of children. Weak health and poor nutrition among school-age children reduce their cognitive development either through physiological changes or by reducing their ability to participate in learning experiences. Consequently, nutrition-based development programmes such as school feeding during their formative years is a critical contribution to fighting malnutrition while at the same time improving their ability to learn (Buhl, 2009).

Thus, the Government of Ghana introduced the National School Feeding Programme (NSFP) in the 2005/2006 academic year where each pupil under the scheme was covered by a feeding grant of GH¢ 0.30 a day in pursuance of the universal primary education by 2015 and the Millennium Development Goals on education (Nsowah, 2008). These interventions led to substantial progress in expanding enrolment and increasing years of schooling as well as participation in primary education.

In order to improve enrolment, the Government of Ghana has eliminated primary school fees and established programmes such as school feeding basically to provide solutions to some of these problems (Levinger, 1986). Statistics indicate that the average number of pupil enrolment in GSFP schools increased by 18% between 2005 and 2011. The programme has helped to improve attendance and reduced drop-out rates. However, the allocation of fifty (50) pesewas per child is inadequate as it has not kept pace with the economic situation in the country. This allocation, coupled with the need to pre-finance meals has become a problem to caterers, who often resort to credit facilities at high interest rates. This in many cases has led to reduction in the quality and quantity of meals served to pupils (GSFP, 2014). However, malnutrition and resultant poor health prevent pupils from attaining their full potential especially in a developing country like Ghana. According to World Bank (2016), many countries in the world find it difficult to effectively implement the school feeding programme due to politicization of the programme, inadequate funds, poor meals and lack of community and family support.

According to United Nations (UN) Millennium goals, (2005), hunger is both a cause and an effect of poverty as it holds back economic growth and limits progress in reducing poverty. The effect of malnutrition on children can be even more life-threatening and

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permanent. Malnourished children are subject to wasting, stunting and reduced cognitive function. Many head teachers in the Sunyani Circuit faced political interference, inadequate fund, unbalanced food stuff, lack of community support and misbehavior from matrons (WFP, 2016). Thus, head teachers of basic schools in Ghana face challenges in implementing the school feeding programme upon all the policies and regulations instituted by the government and other stakeholders of education to ensure smooth implementation of the school feeding programme became futile (GOG, 2017).

Against this background, this study assesses the challenges that head teachers of basic schools face in the implementation of the school feeding programme and ascertain recommended strategies that can help improve the implementation of the school feeding programme in Ghanaian basic schools using basic schools in Sunyani 'B' Circuit of the Bono Region as a case study.

1.2 Statement of the Problem

The United Nations World Food Programme (WFP) has been successfully running school feeding programmes around the world since 1963. Food for Educational (FFE) programmes, more especially meals served in schools on school attendance in developing countries, have recently received attention as a policy instrument for achieving the Millennium Development Goals of universal primary education and the reduction of hunger in developing countries. Food for Educational programmes, attract children to school by providing nutritious meals in exchange for school participation. If children are undernourished, 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.

However, FFE programmes also have their critics.

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).

According to WFP (2013) and United Nations (2008), issues such as corruption, political instability and lack of proper monitoring and evaluation are problems with the policy implementation that inhibits the successful implementation of the SFP in many developing countries.

In recent years, the Ghana school feeding program is bedeviled with some challenges within the country, United Nations (2008). It is claimed by the researchers, civil society groups and academics within the country that, issues such as inadequate and irregular funding to school feeding programs, lack of proper monitoring and evaluation, coupled with other factors such as water facilities, poor storage and canteen rooms among others are problems with the policy implementation that inhibit the successful implementation of the school feeding program in the country. This situation has led to huge bidden to the awardee of these contracts leading to most of them compromising on the quality and

quantity of meals served to the pupils in schools within the country which affect the academic performances of the pupils in the schools. In the case of Sunyani ''B' Circuit in the Bono Region, the school feeding programme is faced with the same challenges, which cause enrolment and attendance in schools to be volatile as well as chronic hunger or micronutrient deficiencies among pupils. This resulted in the pupils not being able to focus in the classroom and this affected teaching and learning in the schools. Against this background, this study assesses the challenges facing head teachers in implementing the school feeding programme in the Sunyani 'B' Circuit in the Bono Region of Ghana.

1.3 Purpose of the study

The purpose of this study was to explore the challenges head teachers of basic schools face in the implementation of the School Feeding Programme (SFP) at the Sunyani 'B' Circuit of the Bono Region.
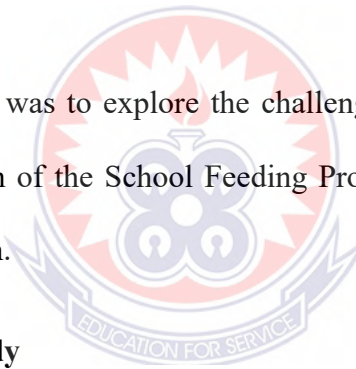
1.4 Objectives of the Study

The following objectives guided the study. The objectives are:

1. to identify practices that are involved in the implementation of the School Feeding Programme.

2. to find out head teachers' practices in the implementation of school feeding programme in basic schools at Sunyani 'B' Circuit of the Bono Region.

3. to examine the challenges basic schools head teachers face in the implementation of the school feeding program in basic schools at Sunyani Circuit of the Bono Region.

4. to identify strategies to manage the challenges of implementing SFP in basic schools at Sunyani Circuit of the Bono Region.

1.5 Research Questions

The following research questions guided the study.

1. What practices are available for the implementation of the school feeding program?

2. What are head teachers' practices in the implementation of the school feeding programme in basic schools at Sunyani Circuit in the Bono Region?

3. What challenges confront basic schools head teachers in the implementation of the school feeding programme in Sunyani 'B' Circuit of the Bono Region?

4. How are the challenges associated with the implementation of school feeding programme managed by head teachers of basic schools at Sunyani "B" Circuit of the Bono Region?
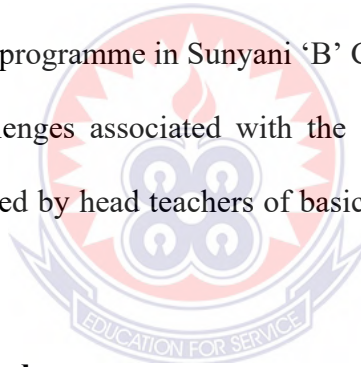
1.6 Significance of the Study

The study is significant because it explores the current implementation challenges of school feeding programme which will enable head teachers to implement in an effective manner. The study will provide in depth knowledge on implementation of SFP to head teachers of basic schools. This knowledge will help heads to have knowledge on the implementation of SFP policy and apply the practices involved effectively.

The findings of the study will help regional education bureau to come out with possible measures to manage the challenges.

Also, the study will serve as reference material for researchers who may conduct similar studies in the future. The study will add to already existing literature on school feeding programme.

1.7. Delimitation

The study was delimited to challenges of SFP. The study involved head teachers of basic schools. Only Sunyani Circuit "B" basic schools of the Bono Region were covered. The study was delimited to practices, challenges and strategies to Sustain School feeding programme.

1.8 Limitations of the Study

There were respondents' biases in revealing some in depth information. The researcher might have created biases in the way questions were posed during the interview and the interviewees answered the questions the same way. These posed threat to the validity of the findings.

The study relied on face-to-face interviews. This means that the respondents may fail to disclose sensitive information which may affect the outcome of the study.

The study did not involve development partners like the World Food Programme officials, who would have given important data on issues facing the management of the

school feeding programmes. This might have affected the validity of the research findings.

1.9 Definition of Terms

School feeding: is a programme that guarantees nutrition and safeguards positive health and education outcomes among schoolchildren.

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

Implementation: is the act of executing a programme according to its objectives or guidelines.

Practices: refers to the attitudes or behaviors exhibited in executing a programme or something according to its guidelines.

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

Programme: is a set of related measures or activities with a particular long-term aim.

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

1.10 Organization of the Study

The study comprises five chapters. Chapter one constitutes the introduction, which covers the background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study , limitations of the study, definition of terms and the organization of the study.

Chapter two covers the literature reviews relevant to the study. Chapter three provides a detailed description of the methodology relevant to the research work which consists of the research design, population of the study, sampling methods and sample size, sources of data, methods of data collection, instruments, instruments for validity and reliability and data analysis procedures.

Chapter four presents data analysis discussions of research findings. Chapter five provides an overview of the study, summary of the main findings, conclusions, recommendation and suggestions for future research in this field.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The issues concerning the School Feeding Programme and its challenges to head teachers of basic schools in the World have caught the attention of several writers, institutions, individuals, researchers and the developed countries. Based on this, there are numerous documented articles and written literatures which include books and journals which have been published on school feeding programmes and its related challenges in general but there are quite a number of published works on the school feeding programme and its challenges to head teachers of basic schools in Ghana but few published works on this topic in the Bono Region area. This is because current books and journals on the research topic in Ghanaian society has been focused on school feeding and its challenges to head teachers in other districts though there are few journals on it in the Sunyani 'B' Circuit of the Bono Region but no one has done a study on it so it is quite tasking to get information on it. The literature review is conducted under some thematic areas and these are:

1. Public Policy

2. Policy Implementation

3. Concept of School Feeding Programme

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

5. Practices Involved in implementation of SFP

6. Benefits of school feeding program

7. Challenges of the implementation of SFP

8. Strategies to manage the challenges

Public Policy

Public policy has become part of our society and daily life activities to the extent that our day-to-day actions are directly or indirectly affected or regulated by same. Public policy has received much scholarly attention so far as civil bureaucracy is concerned. These policies are usually administered by either private or public actors. Public policies are mostly administered to address the needs or problems of the general public, low enrolment of school children, high illiteracy rate etc. and as such it is imperative for decision makers to be in tune with issues that are of importance to the public as the concept of public policy concerns the whole process of public decision making (Aryee, 2000).

A number of scholars have defined public policy in diverse ways.

Hogwood and Gunn (1984) view policy as emanating from the interactions among a number of sequential decisions and so to them a policy is the by-product of decision making. In the view of Hogwood et al, public policy is the outcome of decision making. This study supports this view because school feeding programme is a public policy and thus, this study advances the challenges that faced basic school head teachers in the implementation of the school feeding programme in Ghana

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

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

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

Policy Implementation

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

The final stage in the policy making process is evaluation which involves assessing whether the policy has really attained its intended outcome and impacted the lives of the target individuals or group and if not, the policy may be reformulated based on

experience from the previous one. Assessing the challenges of the implementation of the GSFP therefore situates well within the last stage of policy making process and whether modification in the feeding policy should be recommended based on findings is at the heart of this study. Thus, in analysing the public policy process, certain fundamental principles namely, how decisions are made and how policies are put into action are worth addressing. The GSFP as a policy implementation subject of interest is the focus of this study (GSFP, 2016).

Many scholars have defined policy implementation differently. Knill and Tosun define policy implementation as being concerned with the process of putting a public policy into effect by bureaucrats or organizations responsible for such actions (Knill & Tosun, 2012). Thus, from the definition for a policy to be rolled out there must be some implementation agencies or actors such as bureaucrats. In the case GSFP, as evidenced in the institutional arrangement of the program, the officials from the Office of the President, Ministers of State, RCC, District Assemblies etc are all active and critical actors of the feeding program and each has assigned role(s) to play for a successful implementation of the program.

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

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achieve the large and small changes mandated by the policy decisions" (Van Meter & Van Horn, 1975:445).

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

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

For Buabeng (2009), it is the anticipated challenges of huge proportion that are often associated with the implementation of public policies by nations and organizations that gives enough indication that translating public policies into reality is not a simple

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exercise. On the contrary, proper planning and thorough preparations towards the implementation of a particular public program are required.

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

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

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approach. The nexus of these theories/approaches in relation to the objectives of the study is well established (Ayee, 1994).

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

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

This is captured by Ramesh when he opined that "top-down approach starts with the decisions of government, examines the extent to which administrators carry out or fail to carry out these decisions, and seeks to find the reason underlying the extent of the

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implementers conduct" (Ramesh, 2012:165). This definition recognizes the fact that despite the laid down procedures in a policy documents other factors may also affect the effectiveness of the implementation process. The top-down perspective happens to be the dominating approach for implementing public policies in Ghana as almost all policy decisions are made by the political leaders and then given to the civil servants (bureaucrats) to carry them out (Buabeng 2009; Kipo, 2011 & Lynch, 2013). This approach was in vogue in the pre-independence era where the colonial authorities were in the helm of affairs and devolving power to the grassroots was absent (Kyei, 2000). The GSFP that was rolled out on pilot basis relied on this approach to implementation. Officials at the national level communicated decisions taken to those at the regional and district level to implement same (Lynch, 2013).

A key component for a successful implementation of the GSFP is decentralized decision-making inputs. According to Drake et al (2016), community involvement in the implementation of feeding program engenders a sense of community ownership of the program but such ownership which vital to the sustenance of the feeding program is withdrawn with the top-down approach. The top-down approach has therefore been perceived by other group of scholars including Benny Hjern and Chris Hull to be inadequate approach in dealing with the issue of policy implementation. A major criticism of the top-down perspective by the bottom-up proponents is based on the fact that they overemphasize the role of central decision makers or the top officials ignoring the role or effort of other actors such us the local implementing officers who also have an influence on the implementation process (Elmore, 1979). Another criticism of the top-down approach is based on the fact that they neglect the "strategies used by street level

bureaucrats and target groups to get around policy and divert it to their own purpose" (Weatherly & Lipsky 1977 & Elmore 1979; Breman, 1978).

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

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

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actors involved in service delivery in one or more local areas and ask them about their goals, activities, contacts and strategies.

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

The mixed approach is a synthesis of the traditional approaches to the implementation process of public policy. Despite the fact that these traditional perspectives have their strength and weaknesses, other group of scholars are of the view that a combination of these two approaches would better serve the implementation process. Thus, the two approaches should be viewed as complementing each other rather than being a contradiction. "As a rule, hybrid models seek to integrate the 'macro-world' of policy-makers with the 'micro-world' of the implementers (McLaughlin, 1987:177, cited in Knill & Tosun 2012). In the words of Winter "the top-down and the bottom-up approaches were useful in bringing to fore the fact that both top and bottom play important roles in the implementation process, however this battle between the two approaches over the years was not productive" (Winter 2006, cited in Hill & Hupe, 2013:58). To others like Elmore (1978) "no single model adequately captures the full complexities of the implementation process and that it is just a matter of comparing

alternative approaches rather than regarding one as being superior" (Elmore, 1978, Hill & Hupe ,2002:82 & Buabeng, 2009).

Scharpf (1978) points out that the main departure of the traditional perspectives is that under the top-down (prescriptive) perspective policy making appears as a purposive activity which calls for evaluation of its results in the light of its goals. Whiles to the bottom-up ('positive') perspective policy making is an empirical process which calls for an explanation in terms of its cause and conditions. Thus, to Scharpf even though top-down perspective concerns of the notion of unitary gaols developed by individuals or consensual groups are not central in today's studies purpose is very important to actors involved in the policy process (Scharpf 1978:346, Hill & Hupe 2003:59, cited in Buabeng 2009).

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

Concepts of School Feeding Programme

The World Food Programme (2004) defined school feeding as the provision of meals or snacks in schools with the objective of reducing pupil's or children's hunger while schools are in session. Put simply, school feeding is solely in-school food or meals.

In the view of the World Food Programme, school feeding is simply meals or snack given to pupils in school to reduce hunger. This is indeed the foundation of the study because the school feeding programme is implemented with sole aim of reducing hunger, poverty, enrolment and improving the performance of pupils. This study therefore advances the challenges faced head teachers of basic schools in the implementation of the school feeding programme in Ghana.

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

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

Yendaw and Dayour (2015) also mention that the SFP guarantees nutrition and safeguards positive health and education outcomes among schoolchildren. The view of

Yendaw correlates with the views of the other scholars mentioned above but differs by adding positive health and education. This study supports all these views stipulated by the various scholars above and thus, it advances the challenges faced basic school head teachers in the implementation of the school feeding programme in Ghana.

Historical Evolution of School Feeding Programs in Ghana

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

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

The two bodies that have played major and pioneering roles in feeding school children are the Catholic Relief Services and the World Food Program. These two lead agencies together with other local and international organizations like Adventist Development Relief Agency, World Vision International, SEND Ghana and Dutch Development Agency have primarily focused in areas such as the regions of the north of Ghana where

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the incidence of poverty is extremely high. A finding by WFP (2007) revealed that vulnerable groups particularly women and their young female children living in rural households in northern Ghana do not economic and physical access to food(WFP, 2007).

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

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

Institutional Structure of the GSFP

The institutional arrangements of the GSFP have been embedded within the larger framework of Ghana's decentralization agenda. Ghana has ratified a number of international and continental as well as regional agreements and conventions enjoining Ghana to devolve authority, power and obligations to the grassroots to engender local

participation, democracy and good governance. Ghana therefore to give impetus to its decentralization agenda has operationalized the District Assembly concept where at the local level there's a replication of the national structure of governance that is purely run by citizens at the grassroots with wide community participation (Government of Ghana, 2010).

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

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

Sources of GSFP Funding

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

The 'matching funding' was operationalized by the GoG having the responsibility of shouldering the cost of feeding the pupils covered under the GSFP while the Government of the Netherlands, for every amount spent by the GoG, matches these amounts up to 10 million euros which translates, in approximation, to GH₵26,025,000 or US$11,668,611.5 per annum (Drake et al, 2016). It is worthy of note that the Dutch government withheld the 2008 match funding because of perceived delays in implementing some recommendations such as improving the GSFP management systems and instituting appropriate monitoring and evaluation measures aimed at making the GSFP better to achieve its set goals (WTF, 2007). However, disbursement of funds by the Dutch government to the GoG resumed in 2009 until 2012 against the backdrop of the cessation of official support from the Dutch government in 2010 per the 4-year duration period i.e. 2006-2010: forty million euros (€40m) in total which is equivalent to GH₵104.1m or

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

This shows that the school feeding programme is mainly financed by both local and international stakeholders of education such as the Government of Ghana, the Government of Netherlands and the Dutch Government. This study assesses the challenges faced basic school head teachers in the implementation of the school feeding programme in Ghana and the way forward.

Organizational or Implementation Structure

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

The role of implementation agencies in such a social intervention like the feeding program cannot be overemphasized. An effective implementation or organizational structure is sine qua non to the successful outcomes of rolled out programs. On the contrary, when the implementation structure is not properly instituted, the implemented program may run the risk of doom and failure and this has been succinctly summarized by Rothstein (1998) as "...using an inappropriate organizational structure often leads to

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

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

It is against this background that the choice of this variable is justified in this study as empirical evidence is adduced in this research about how organization structure as constituted is shaping up in the implementation process to achieve the stated goals of the GSFP. Thus, this study assesses the challenges head teachers of basic schools faced in the implementation of the school feeding programme in the Sunyani 'B' Circuit in the Bono Region of Ghana.

Objectives of School Feeding Programme

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

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

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

Mertens (2007) GSFP but where the present feeding program has more widened objectives such as addressing the issues of gender imbalance, poverty, food insecurity and creation of local wealth and the improvement of the local economy.

The view of Mertens is similar to the opinion of the WFP on the objectives of the school feeding programme but Mertens has broadens the scope of the objectives by adding gender imbalance, creation local wealth and improvement of the local economy. Thus, this study supports this view by advancing the challenges facing the implementation of the school feeding programme by basic school head teachers in Ghana and the way forward to help improve the implementation of school feeding programme in the country.

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

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

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

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

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

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Models of Implementing the SFP

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

The WFP (2015) also proposed five types of models for the implementation of the SFP. They are the centralized and decentralized model, school-based and community-based model and the combination model. The centralized model describes the process where food is imported and obtained from the central government or government bureaucracy and distributed to schools. It is usually utilized in traditional school feeding programs. In addition, the decentralized model describes a process where cash is remitted by the central government to local and municipal authorities who contract with suppliers to provide meals for schools in their municipalities or districts. Furthermore, the school-based model describes a situation where cash or purchasing vouchers is received by the government to schools who in turn use this money to buy food items for their schools from the local markets, farmers, and co-operatives. In the community-based model, communities that have the capacity to provide food to schools provide lunch meals for their children to take to school or pay schools to provide lunch meals for them. Finally, the combination model encapsulates the entire previously mentioned models which are used contingent on the social context (WFP, 2015).

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

Critics against the Implementation of the SFP

There are various criticisms against the implementation of the SFP. According to Vermeersch and Kremer (2004), there are negative social and educational implications associated with the implementation of the SFP. The authors argued that the SFP only caters for the needs of children in school while ignoring children who may come from a poor family but who are too young or weak to go to school. This defeats the purpose of the program in meeting the nutritional needs of children from a poor home.

Additionally, the SFP is seen to be a contributor to academic underperformance of primary school children in schools. According to several authors, the SFP takes away hours of teaching time that students could use for learning. Instead, they spend time on eating meals provided under the program. This contributes to low academic

underperformance of children in primary schools (Vermeersch & Kremer, 2004; Meir et al, 2007 & Kazianga De Walque & Alderman, 2009).

Furthermore, the introduction of the SFP has promoted enrollment rates in schools which have resulted in overcrowding. According to He (2009), school infrastructure has not been able to accommodate the increased the number of children and such children are left under poor school conditions. Moreover, the program has also affected teaching quality as a limited number of teachers are made to teach more children than they can adequately serve. Another critic against the SFP is that children in schools where the program is not being implemented could move to schools where the program is being implemented. This could disproportionately affect the primary school system as some schools will have more pupils than they can afford while other schools would have too few pupils (He, 2009).

Implementation of the SFP in Ghana

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

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

the program. The Ministry of Education and the Ministry of Local Government and Rural Development are collaboratively responsible for the implementation of the SFP at the national level. The Ministry of Food and Agriculture also ensures that the program meets its intended agricultural outcomes.

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

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

The School Enterprise Development Organization and the Netherlands Development Cooperation are also responsible for the training of caterers and cooks involved in the implementation of the program. The caterers who are recruited for carrying out the

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program must meet some academic and food hygiene qualifications that will enable them to carry out their roles effectively towards meeting the goals of the program (GSFP Report, 2007-2010).

Practices Involved in the Implementation of School Feeding Programme

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

According to Chelangat (2011), viewed that independent organ responsible for the implementation of school feeding programme has been a practice involved in the implementation of the SFP. The scholar further indicated that there are no other independent organs to properly run the programme. This has affected the proper implementation of the school feeding programme.

Sulemana, Ngah and Rafee Majid (2013), postulated that government involvement has been seen to be one of the vibrant practices involved in the implementation of the SFP. He added that the government does not allocate a budget for the SFP programme. World Food Programme (WFP) was responsible for all services required in the schools. In case of emergency, the role of the government was high. They were responsible to cover the

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expected budget if the stakeholders didn't involve in it. It was further reported that the government was committed to support the program with the budget they have. This affects the heads in the implementation of the SFP.

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

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

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

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the programme. This directly affects the target of the programme. However, he said that the distribution is run as per the planned of the programme. They consult the guideline to properly distribute the food items. This in a way still poses problems to heads of the schools because schools are discriminated upon following laid down procedures in the SFP plan.

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

Benefits of Ghana School Feeding Programme

The feeding programme has been defined by the World Bank as "targeted social safety nets that provides both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism and improving food security at the household level." The Ghana School Feeding Program is a social protection intervention aimed at increasing school enrolment, attendance and retention, reducing hunger and malnutrition and boosting domestic food production. Benefits of the school feeding on children and adolescents include alleviating hunger, reducing micronutrients deficiency and anemia, preventing overweight and obesity, improving school enrolment and attendance, increasing cognitive and academic performance, and contributing to

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gender equity in access to education. The School Feeding Program has indeed so many benefits. Some of the benefits are discussed below.

Improvement of Attendance and Enrolment: One benefit of the SFP in Ghana is its ability to improve school attendance and enrolment. 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, 2009). In Ghana, malnourished children entered school at a later age and completed fewer years of school than better nourished children (Ghana News Agency, 20I4). 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 program 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, 2009).

Afoakwa (2009) further noted that the availability of subsidized in-school meals will increase school enrolment if the program 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 program exceed the gap between direct and opportunity cost of schooling and the expected benefit of schooling (Afoakwa, 2009). 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 (2009) found increased participation resulting from school breakfasts respectively. On the other hand, Levinger (2006) found that school lunches as well as take home rations increase new enrolment for girls by 5 to 6 percentage points.

Gender Equity in Access to Education: Another important impact of SFP is that it contributes to gender equity in access to education. Meaning, 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 (2009). In addition, Levinger (2006) 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.
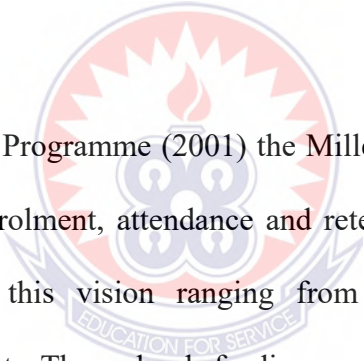
School Feeding Program and school Attendance: Another benefit of the School Feeding Programme is that it increases school attendance. School attendance is believed that school meals can be effective at increasing class attendance because children receive the meal only when they attend school. According to Levinger (2006) the impact of school feeding on attendance in Bangladesh was evaluated and found that the SFP has a statistically significant positive impact and the programme showed an increment of class attendance of participating pupils by 1.34 days per month. However, class attendance from school registers showed attendance increased in both programme and control schools during this period, and that the increase was 1.1 percentage points higher in programme schools Case, (2010).

School Feeding Program and Student Drop-out: Also it is believed that SFP reduces students' drop-out. Adelman, Gilligan and Lehrer (2009) presented the interplay between school meals on one hand and grade repetition, learning achievement, and school performance on the other. They show that this affect works in two mechanisms. First, because school meals improve class attendance, children will spend more time learning in school. So the more time children spend in school, the better they learn and these interplays ultimately result in improved school performance, which thus minimizes the probabilities of drop-out. This is, however, dependent on other factors such as school quality, availability of learning materials and teacher quality.

Thus, unless properly implemented, school feeding has rather the potential to increase drop-outs. Second, improved nutrition may also enhance school retention and performance in the short and overlong run. In the short run, school meals could alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence drop-out is minimized. In the long run, school meals could enhance learning, provided that school meals improve the nutritional status of children and if nutritional status also affects learning. According to Ahmed (2004), School Feeding Programmes have a statistically significant negative impact on pupil drop-out.

School Feeding Program and School Performance: Another benefit of the School Feeding Programme is tendency to increase cognitive and school performance. Pollit (2005) noted that school feeding programmes have indeed positive impact on school pupils' performance, school enrolment, class attendance, student drop-out. According to Galloway (2009) school meals programmes are seen as an effective tool for attracting

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pupils to school, reducing drop-out rate, increasing female enrolment, alleviating short term hunger, thereby improving concentration ability and academic achievement, and improving nutritional and micronutrient status, thereby improving learning capacity (Del Rosso, 2009). The total development of pupils' well-being is the prime concern of every government, parents and the states at large. Most countries in the world use several means to get the citizenry to be well informed and contribute to the national development. The school feeding programmes, the school lunches or snacks are used by several countries to achieve these universal goals for education. In order to realize this vision, pupils' output in schools and outside schools must be put into consideration (UNESCO, 1990).

According to World Food Programme (2001) the Millennium Development Goals phase two sought to increase enrolment, attendance and retention through its several policies put in place to realize this vision ranging from improving teacher quality and infrastructure development. The school feeding programme is the target to foster universal basic education to all children in the world. The target also encompasses the improvement of pupils' out-put of work in the classrooms and outside the classrooms to enhance rapid social-economic development. Furthermore, Vermeersch and Kremer (2004) asserted that school feeding programme improves enrolment and attendance. They added that children looked better and healthy in schools with the program than those without from her findings in the district. The performance of the schools with SFP stood tall against those schools without the program. They concluded that there was a relationship between the SFP and learning outcomes as children attending school

regularly fosters their cognitive development and goes a long way to improve their performances.

Levinger (2009) noted that some pupils from poor families or the disadvantage children around the world go to school with an empty stomach. Giving them free meals a day, especially the breakfast and take home ration play a vital role in ensuring the active participation and performance in schools. The various studies conducted by WFP (2004) indicated that the SFP has helped the pupils to concentrate at school and perfect their academic performance. Levinger (2011) stated that SFP and its fortified meal has improved attendance and performance based on the nutritional content of the meal which has the potency to improve pupils' brain for the learning process performance of the pupils had improved when the SFP was initiated in 2007. It had reduced dropout rate among pupils especially the girl-children. Chambers (2001) discusses that an estimated 120 million pupils were beneficiaries to the SFP in India. The daily diet for the pupils' at school has enriched their performance in the country. The deworming segment of the programme in India has reduced the pupils' burden of worms which obstruct cognitive development, and has improved pupils' achievements.

Challenges of the implementation of School Feeding Programme

According to WFP (2013) and United Nations (2008), issues such as corruption, political instability and lack of proper monitoring and evaluation are problems with the policy implementation that inhibits the successful implementation of the SFP in many developing countries. In view of WFP, the major challenges facing the implementation of

the SFP include corruption, political instability and lack of proper monitoring and evaluation. This study supports this view because it assesses the challenges that face basic schools head teachers in the implementation of school feeding programme.

Olubayo, Amisialuvi and Namusonge (2013) revealed that there is lack of adequate skilled personnel to successfully implement the program. The authors also mentioned that lack of transparency and effective communication between the policies makers in charge of the problem were found to be major challenges associated with the SFP implementation. The view of Olubayo varies from WFP but this study supports this view and thus, advances the challenges that basic school head teachers face in the implementation of school feeding programme.

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

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

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According to Kootnz and Wierch (2001), the unstable source of funding for SFPs continues to be one of the major challenges of the program. Similarly, Olubayo et al, (2013) also found that even though resources are allocated to SFP, there is no proper spending plan on how the funds are distributed in Nigeria. This study supports this view because Ghana is no exception.

Strategies to help improve the implementation of School Feeding Programme

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

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

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

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

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

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

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

Summary of Literature

The literature discusses empirical review on the challenges facing the implementation of school feeding programme and interventions to improve the effectiveness in the implementation of the school feeding programme in basic schools. The review indicated that several school feeding programmes have achieved success in enrolment, attendance,

retention and academic performance of pupils. Besides, the fact that all the empirical studies on the subject has been conducted outside the Sunyani 'B' Circuit basic schools brings to the fore the need to conduct this study. Some of the challenges associated with the implementation of school feeding programme are lack of effective communication and transparency, bureaucracy, inadequate resources, lack of involvement of parents and teachers. Thus, the strategies to improve this programme included involvement of parents, teachers and the community in the programme, employment of skilled caterers to ensure that the food contains required nutrients and proper monitoring and evaluation of the programme.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the methodology used in the research. It describes the research design, the population, selected sample as well as the sampling techniques used in the

research. The chapter also highlights the development of the instruments, pre-testing of the instrument, data collection procedures, data analysis plan and ethical issues observed in this research. According to Bryman (2012:45) a research method is simply a technique for collecting data. It is a general research strategy that outlines the various ways by which a research project is carried out. The choice of any research method should largely be appropriate to the research questions under consideration (Bryman, 2012). This means that the choice of methodology is dependent on the type of research problem and the theoretical approach. The choice of research methods for this study is the qualitative research method and is discussed in the preceding sub-sections of this chapter.

3.1 Qualitative Methodology

Qualitative research methodology has been defined by Tashakkori and Teddlier (2010) as techniques associated with the gathering, analysis, interpretation, and the presentation of narrative information. This approach emphasizes words as opposed to numbers in quantitative methodology. It is an approach that is useful in studying problems that require deeper analysis and understanding of social phenomena. It is argued that human behaviour is subjective, complex, and sometimes contradictory and as such, the need to use methods that would allow to explore the emotions, meanings, intentions, and values that make up life world (Clifford et al., 2010).

The emphasis is on considering the meanings different people ascribe to their lives and the process which operate in particular social contexts. The approach is an epistemological one which is described as interpretivist by which the emphasis is on the understanding of the social world through the analysis of the interpretation of that world by its participants (Bryman, 2012:380). This method allows people to express themselves

about their experiences by describing and explaining their lives in their own words. The result of this approach is not easily generalizable but provides an in-depth detail of what is studied. Qualitative methodology therefore generates richness and in depth information with great explanatory power (Holland and Campbell, 2005:5). The tools used in collecting data under qualitative methodology includes, Interviewing, Participant observation, Focus group discussions, and qualitative analysis of text and documents. Qualitative methods in general have been criticized for being too subjective and containing very few units but many variables, which makes it difficult in making generalizations (Limb and Dwyer, 2001).

3.2 Choice of Methodology

The most appropriate research methodology for any study is dependent upon the types of questions it seeks to ask and the kind of information required (Clifford et al., 2010). In other words, the kind of research questions posed determines the choice of method to adopt in conducting the study. A qualitative methodological approach is used in this study to find answers to the research questions posed. This is done to enable answers to research questions to be viewed through the eyes of the respondents in this study. The natural order of reality is seen and perceived differently by different people and groups (Silverman, 1993) and therefore the need for interpretive methods which can grant special attention to the knowledge and understanding of individuals and groups (Robinson, 1998). In arriving at the challenges heads face in implementing school feeding programme in basic schools at Sunyani, it is important that respondents are given an opportunity to express their views and share their experiences so as to appreciate what in their view represents the challenges heads face in implementing school feeding

programme in Ghana. It is also described as constructionist, implying that social phenomenon are the outcomes of interactions between individuals and not an entity out there which is separate from those involved from its construction (Bryman, 2012:380). In view of this, it is imperative to have interactions with respondents to enable them give detail information about the challenges and practices of implementing school feeding programme in Ghana. This information requires a method that provides the platform for interactions and this makes qualitative method the right choice for this study. It is also referred to as a social interactionist approach where meanings are constructed out of interactions with respondents (Gatrell and Elliott, 2009:30). Such interactions provided meaning for why heads face challenges in implementing the school feeding programme in Ghana. This methodology is critical to this study in view of the fact that it grants the opportunity to interact with respondents to allow them explain their experiences in their own words.

3.3 Research Design

According Bryman (2012), a research design provides a framework for the collection and analysis of data and there are five of such research designs namely: Experimental, Cross-sectional, Longitudinal, Case study and Comparative designs. In this study a case study design is used to find answers to the research questions by allowing respondents within the case study setting to air their views.

This research design affords the opportunity to do an intensive analysis of the issues at stake within the setting (Bryman, 2012:66). It provides an opportunity to interrogate and understand the behaviour and experiences of people within the area under study. A careful and intensive analysis of the school feeding programme in basic schools at

Sunyani will provide an insight into Ghana's school feeding programme preparedness and the implications of these challenges on the programme in Ghana. A case study design is used in view of the fact that school feeding programme is being implemented within a particular setting and this type of design affords the chance to do a detailed analysis of the challenges that heads face in implementing the school feeding programme in Sunyani and the strategies heads adopt in resolving these challenges in Ghana. It also enables the rest of the research questions to be answered from the lenses of the respondents who participate in the study. It helps in providing a detailed account of events in the setting.

3.4 Population of the Study

The target population consists of all head teachers of Sunyani Circuit of the Bono Region. The accessible population comprises all head teachers of public primary schools at Sunyani 'B' Circuit of the Bono Region. Statistics from District Education office of the Bono Region put the population of head teachers at Sunyani 'B' Circuit at 50. There are 25 public primary schools at Sunyani 'B' Circuit in the Bono Region.

3.5 Sampling Techniques

The researcher utilized the non-probability sampling technique in selecting the participants. A non- probability sampling technique refers to a situation whereby the participants of the study are selected based on the personal biases of the researcher rather than a random sampling (Creswell, 2013; Guest, Bunce & Johnson, 2006).

The researcher employed the purposive sampling technique to select the head teachers and the primary schools. According to Patton (1990), 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)

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also identified purposive sampling technique as placing much emphasis on some key characteristics of the participants. This criterion allowed the researcher to gain in-depth information from the participants.

3.6 Sample Size

Creswell (2013) suggested that a sample size of ten to forty participants is sufficient for a qualitative research. In total, ten (10) head teachers were used for the study.

3.7 Sources of Data

The researcher used both primary and secondary sources of data. The primary sources of data were through interviews organized to gather first-hand information from the participants. Secondary sources of data include the use of peer-reviewed journal articles, books, newspapers and both online and offline articles on the topic of the study. Other scientific materials such as reports, thesis and media presentations that were relevant to the research were also used.

3.8 Instrument for Data Collection

A semi-structured interview guide was utilized to collect data. A semi-structured interview guide is a data collection strategy that combines a set of pre-determined open-ended questions that allows the researcher to explore the issues of interest without necessarily limiting participants to a particular set of issues (Guest, Bunce & Johnson, 2006). This instrument allows participants to express themselves on selected research issues considered relevant for the study. An interview guide is a set of pre-determined questions that are asked in an interview and which ensure that information gathered from the interview is relevant to the research purpose (Creswell, 2009). The interview guide

also provided the opportunity and flexibility for participants to express themselves on certain important questions. The researcher designed interview guide for the head teachers. The items were structured based on the research objectives. The themes included practices involved in implementing SFP, challenges head teachers face in implementing SFP and strategies to manage the challenges of SFP implementation in Ghana. The interview guide was developed from the literature. There were some weaknesses of the interview guide. First, since the interview-guide allows participants to express themselves, some respondents were over stimulated and made windy statements before given a response. They gave responses based on their own opinion. Second, the process was time consuming. Much time was allotted for the interview in order to get the right information. Third, others were also not opening up to facilitate free and frank responses that seemed sensitive to them. They preferred writing them than to talk about them.

3.9 Data Collection Procedure

The interview data were collected from 10 head teachers of public primary schools at Sunyani 'B' Circuit in the Bono Region. Furthermore, the participants were given the opportunity to express themselves in the language they were most comfortable. The researcher had one on one interview with the head teachers. During the interview, questions were posed to the head teachers and the responses were recorded with a voice recorder and the information was securely stored. Each interview lasted for 30 minutes to 60 minutes. The researcher used 30 days to conduct the interview and all the 10 head teachers of the selected public primary schools were granted the interview. The researcher probed for further explanation when there was the need to seek a better

understanding of the participants' responses. The researcher also ensured that there was no noise in the background during the interview to allow participants to feel comfortable to participate in the research. According to Moustakes (1994), it is important to consider the environment in which an interview is conducted as that can influence how participants contribute to the discussion. The author suggested that the environment must be free from inconvenience to allow participants to feel comfortable to express themselves fully. In addition to this, the researcher was also respectful of every opinion expressed by the participants, which according to Merriam (1998) improves response rate and participation.

Validity of the instrument

According to Mugenda and Mugenda (1998), validity is the accuracy, meaningfulness and the degree to which results obtained from the analysis of data actually represent the phenomenon of the study. In determining the validity of the instrument, the interview guide was presented to my supervisor for analysis and critique. The supervisor found out whether the items covered the intended purpose. She also found out whether the items covered all the research questions and whether they measured specific construct. The items that were found to be inappropriate for measuring was amicably modified to improve the quality of the instrument, while some were discarded all together and replaced with appropriate ones that could increase the validity of the instrument.

Data Analysis Plan

Creswell (2009) defined data analysis as the process of making sense out of a text or an image that can be interpreted and understood. After the interview, the researcher listened to the recorded data and made notes from each conversation. According to Maxwell

(2013), it is important to pay attention and take notes when listening to the recordings. According to Maxwell (2013), this helps to gain a clearer understanding of the ideas and the relationships that exist in the conversation. The researcher then transcribed the data into a word document file for analysis. Data transcription refers to the process of translating audio-taped recorded data into text (Creswell, 2012). The interview data were analyzed using thematic analysis. The researcher then employed the Attride-Stirlings guide to thematic network analysis in qualitative research to analyze the transcribed data. This process involved coding the data and putting the responses under categories. Basic themes emerged from these categories were reframed into themes. The themes were further classified around the research questions and interpretations were made from them. The researcher also compared the findings of the research to the information gathered from the literature review to identify the similarities and inconsistencies in the findings of the study with other research work.

Ethical Considerations

Informed consent: An informed consent form was sent individually to all the participants who were willing to participate in the research. The informed consent form provided participants with details of the research. This was to ensure that the participants understood the research project and the risk involved in participating in the research. Participants were made aware that they have the right to withdraw from the study at any time if they wish. The participants were also informed of the data collection procedures and how the information they provided for the research was stored. Information given by the participants for the research is treated confidential. Furthermore, participants were informed on how much of their time would be needed for the study.

Confidentiality: Access to information was restricted to only the researcher. The researcher also locked the consent forms in a secure file cabinet in the researcher's office. Furthermore, the audio recordings and transcripts were stored on a secure online server, which utilizes server authentication that only the researcher could have access to it. The audio recordings of the interviews will be kept for a maximum of one year, after which they will be deleted. A pseudonym (assigned name) was used on all the transcripts and publications. This was meant to ensure that the participants cannot be traced back to their information. All the participants were informed about this procedure to assure them of anonymity.

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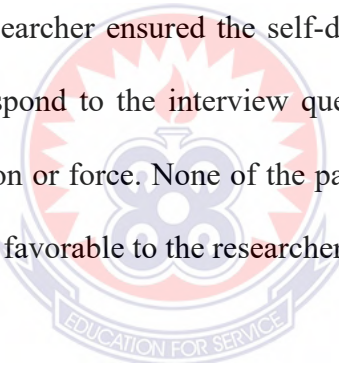
CHAPTER FOUR

RESULTS AND DISCUSSIONS

The chapter presents the results and discussion of field data on challenges that head teachers of basic schools face in the implementation of the school feeding programme in Basic Schools in Sunyani 'B' Circuit of the Bono Region. The chapter includes the presentation, analysis and discussions of the main data meant to address the research questions. Results were presented according to the research questions.

Research Findings

The use of interviews and discussion by researcher was informed by the following reasons; Firstly the familiarization of the researcher with the feelings and perceptions of respondents regarding practices are available to heads for the implementation of the school feeding program challenges head teachers of basic schools face in the implementation of the School Feeding Programme (SFP) at the Sunyani 'B' Circuit of the Bono Region. Secondly to find out the challenges head teachers of basic schools face in the implementation of the School Feeding Programme (SFP); Lastly to project the

theoretical assumptions and concepts captured in the review of related literature in Chapter Two as reflecting on the subject under investigation with what challenges actually is associated with the implementation of school feeding programme managed by head teachers of basic schools at Sunyani "B" Circuit of the Bono Region context as shown in the evidence of data collected.

For the purpose of data analysis reporting, the findings have been appropriately categorized under the following thematic areas obtained from various interviews, source representing the objectives and research questions as headings:

1. What practices are involved the implementation of the school feeding program?

2. What are head teachers' practices in the implementation of the school feeding programme in basic schools at Sunyani 'B' Circuit in the Bono Region?

3. What challenges confront basic schools head teachers in the implementation of the school feeding programme in Sunyani 'B' Circuit of the Bono Region?

4. How are the challenges associated with the implementation of school feeding programme managed by head teachers of basic schools at Sunyani "B" Circuit of the Bono Region?

Research Question 1: What practices are involved in the implementation of the school feeding program in basic schools at Sunyani Circuit in the Bono Region?

To have in-depth understanding of the practices involved in the implementation of the school feeding program, three questions was asked during the focus group discussion to answer research question one. Majority of the head teachers indicated that there are a number of practices involved in the implementation of the SFP to ensure its overall success. One of the head teachers stated:

> *"I think the provision of adequate food items is a practice involved in the implementation of the SFP"*

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

The researcher further asked how the SFP being funded in the school.

A head teacher reiterated:

> *"The school feeding programme has a working committee to ensure the smooth implementation of the SFP"*

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Another head teacher corroborated:

> *"The SFP committee is in charge of the effective implementation of the*
>
> *programme"*

The result agrees 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. Swartz further mentioned that the food service supply, demand of the food program and mobilizing of the community to support the program were done by them. Swartz said that they are responsible and enact the proper distribution of food, standard of the food item delivered for students.

The researcher further asked how the funding of the SFP is being ensured in the school. This is what a head teacher had to say:

> *"The Government of Ghana sees to it that there is adequate funding for*
>
> *the implementation of the SFP"*

Another head teacher stated:

> *"The Government of Ghana is responsible for the implementing*
>
> *the SFP without financial difficulties"*

The result is consistent with Sulemana, Ngah and Rafee Majid (2013) that government involvement has been seen to be one of the vibrant practices involved in the implementation of the SFP. They added that the government does not allocate a budget for the SFP programme. In case of emergency, the role of the government was high as the government covers the expected budget if the stakeholders didn't provide. It was further

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reported that the government was committed to support the program with the budget they have.

The researcher further asked how the SFP is sponsored. Almost all the head teachers indicated that the SFP is being sponsored by the World Food Programme. One of the head teachers commented:

> *"The World Food Programme (WFP) is the organization that sponsor the SFP and not the Government of Ghana"*

The result is in conformity with Sulemana, Ngah and Rafee Majid (2013) that the World Food Programme (WFP) was responsible for all services required in the schools. The government comes in, in emergency situations.

Research Question 2: What are the head teachers' practices in the implementation of the school feeding programme in basic schools at Sunyani Circuit in the Bono Region?

To have in-depth understanding of the practices of heads in the implementation of the school feeding program, three questions were asked during the focus group discussion to answer research question two. These are as follows:
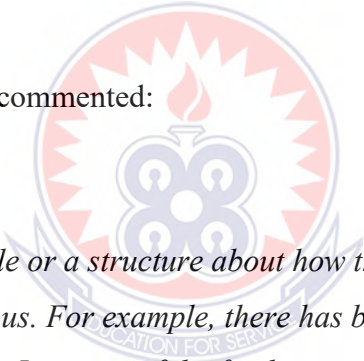
How do you monitor the caterers?

Majority of the respondent when interviewed indicated that they monitor the menu chart they use for the food preparation from the Municipal office and also see to it that the food is served on time. One of the head teachers indicated:

["I secretly go to the kitchen to supervise the caterers to see what is really going on there. Some teachers have also been appointed to help in that"

Another head teacher also stated:

"The menu chart has been given to us for the caterers to follow so I monitor them to see to it is followed and when it becomes impossible for them to prepare a particular food; they negotiate with me in order for them to prepare a different food for the children"

Another head teacher also commented:

"A time table or a structure about how the food is prepared has been provided to us. For example, there has been a timetable (menu) for food preparation. I monitor if the food prepared is actually what is on the time table or menu chart"

How do you ensure the sufficiency of food prepared?

The sufficiency of food prepared for students is important in the implementation of the SFP. On this question, this is what a head teacher had to say:

"I do checking of individual portion of the food per child if it is enough and if not, I contact the caterer for solution"

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Another head teacher corroborated:

> *"I ensure that the food served to the pupils is in the right quantity"*

One of the head teachers stated:

> *"I check the quantity of the food and also see to it that the food the pupils*
>
> *are given is standard"*

How do you ensure the quality of food prepared?

The quality of food prepared for students is also important in the implementation of the SFP. On this question, a head teacher indicated:

> *"I crosscheck the quality and the quantity of the food, how the food is*
> *being prepared to ensure that actually the right thing is done"*

Another head teacher corroborated:

> *"I make sure the materials the caterers use in cooking are quality and*
>
> *wholesome"*

Another head teacher stated:

> *"There is a menu chart which the caterers follow in the preparation of the*
>
> *food so I make sure caterers purchase the right materials and ingredients*
>
> *to prepare quality food"*

How do you ensure that food prepared is safe for students?

The safety of food prepared for students is paramount in the implementation of the School Feeding Programme. Majority of the head teachers interviewed indicated that they made sure food prepared for students were safe for consumption. As some of the head teachers reiterated:

> *"I monitor the food prepared by the caterers to ensure if it is hygienic for the pupils to eat"*

> *"I ensure that the food served to the pupils is well prepared"*

> *"I make sure the materials they use in cooking are hygienic and make kitchen available to the caterers or provide storage facilities to enable them provide quality food in a safe environment"*

> *" I monitor their cooking to ensure that the food being prepared is a balanced diet or healthy and also taste the food to ensure that it is palatable"*

> *" I check the foodstuffs to ensure if it is hygienic"*
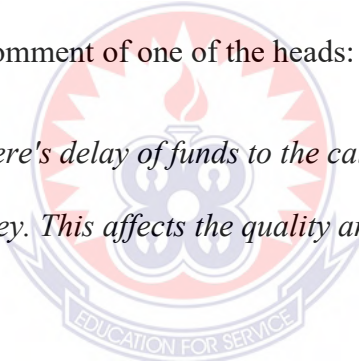
Head teachers have a greater role to play in the implementation of the SFP. The school feeding programme is a targeted social safety nets that provides both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism and improving food security at the household level. The Ghana School Feeding Program is a social protection intervention aimed at increasing school enrolment, attendance and retention, reducing hunger and malnutrition and boosting domestic food production (Afoakwa, 2009).

Research Question 3: What challenges confront basic schools head teachers in the implementation of the school feeding programme in Sunyani 'B' Circuit of the Bono Region?

To have in-depth understanding of the challenges confront basic schools head teachers in the implementation of the school feeding program, three questions were asked during the focus group discussion to answer research question three. These are as follows:

How are caterers paid in the school Feeding Programme?

Almost all the head teachers stated that payment to caterers after their services always delay. This is the comment of one of the heads:

> *"There's delay of funds to the caterers. At times they use their own money. This affects the quality and quantity of the food"*

Another head also stated:

> *"At times the caterers are not paid on time to get the foodstuffs for cooking as there is inadequate funding of the SFP"*

How do you see the future of the SFG?

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The researcher further asked of the future prospects of the SFG and majority of the heads indicated that, even though the SFG is very beneficial, they were afraid that change of government might affect the programme. This is a comment from one head:

> *"We are challenged by political instability. It is the political parties who select those to be in charge of the cooking"*

Another head stated:

> *"We are afraid change of government will affect the SFG for it is the political parties who select who should head the various offices of the SFG nationwide"*

The researcher further asked of the nature of monitoring of the SFG and majority of the heads stated that there is no defined monitoring system leading to poor monitoring. One of the heads corroborated:

> *"The officers in charge do not come to monitor what goes on in the school. Even if they come, they have specific questions they ask me; like "Have the caterers been cooking?"*

The researcher again asked how parents and community are involved in the SFG. Almost all the heads indicated that parents and the community are not involved in the SFP. Some of the heads reiterated:

> *"The SFP does not involve parents and the community at all in its implementation"*

> *"I do not understand why parents and the community as stakeholders in education are not involved in the implementation of the SFP"*

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The researcher again asked of the level of communication in the SFP. Almost all the heads indicated that there is lack of effective communication in the SFP. Some of the heads reiterated:

> *"When the officers come round, they use harsh and unacceptable words on us as if we are doing nothing"*

> *"Some offices also talk to the caterers anyhow when they ask of when they will be paid"*

All the results and analysis of research question two are in line with WFP (2013) and United Nations (2008) that issues such as corruption, political instability and lack of proper monitoring and evaluation are problems with the policy implementation that inhibits the successful implementation of the SFP in many developing countries. In view of WFP, the major challenges facing the implementation of the SFP include corruption, political instability and lack of proper monitoring and evaluation. Olubayo, Amisialuvi and Namusonge (2013) revealed that lack of transparency and effective communication between the policies makers in charge of the programme were found to be major challenges associated with the SFP implementation.

Nkethia (2011) found that community and parents have not been involved in the SFP implementation process. Similarly, WFP (2008) also mentioned that not much energy has been expended to involve parents and the community in the implementation of the SFP in many countries. This affects how parents and the community members perceive the program and its impact on their children. Nkethia (2011) also found that there is delay in the distribution of funds to implement the SFP successfully.

Research Question 4: How are the challenges associated with the implementation of school feeding programme managed by head teachers of basic schools at Sunyani "B" Circuit of the Bono Region?

To have in-depth understanding of the challenges associated with the implementation of the school feeding program, this question was asked during the focus group discussion to answer research question four. On this issue, one of the heads indicated:

> *"The involvement of parents and the community in the implementation of the SFP will help to enhance the SFP"*

Another head had to say:

> *"Those in charge of the program should make money available for the caterers to improve the quality of food in the SFP"*

One head also stated:

> *"People who are contracted to be caterers should be well to do, not those who struggle to make ends meet. So that in case there is delay of funds, their accounts can help keep the program smoothly"*

A head was of this view:

> *"I suggest that the government provides funds to prevent the pre financial by caterers"*

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Another head contributed:

> *"There should be regular monitoring and evaluation of the*
>
> *activities of the SFP for its effectiveness"*

Another head gave her view:

> *"I think funding of the SFP should be included in the government's*
>
> *financial allocation to various sectors of the economy to forestall the*
>
> *shortage and delays in paying caterers"*

The result and analysis of research question four are in line with WFP's, (2015) suggestion of some strategies that SFP should incorporate including, strategies for sustainability, sound alignment with national policy, stable funding and budgeting, need-based and cost-effective design, strong institutional arrangements for implementation, monitoring and accountability. Nkethia (2011) indicated that the involvement of parents, teachers, and communities in decisions on the SFP provides them the opportunity to be aware of the impact of the program on students' educational performances. In addition, WFP (2008) mentions that the implementation of the SFP must involve all stakeholders and the system must be monitored and evaluated.

Ayieke (2005) also mentioned that national programs like the SFP should be included in the government fiscal budget spending for the year. In addition, money allocated to the program must also be distributed to the appropriate institutions on timely basis to support the program (Ayieke, 2005 & Nkethia, 2011). According to Koontz and Weirich (2001) the successful implementation of a school feeding program depends on a

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strong financial commitment typically by the government and all other interested parties

to manage the programme.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

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

5.1   Summary of the Study

The study was conducted to investigate challenges head teachers of basic schools face in the implementation of the School Feeding Programme (SFP) at the Sunyani 'B' Circuit of the Bono Region. The objectives of the study were to identify practices that are involved in the implementation of the School Feeding Programme, find out head teachers' practices in the implementation of school feeding programme in basic schools at Sunyani 'B' Circuit of the Bono Region, examine the challenges basic schools head teachers face in the implementation of the school feeding program in basic schools at Sunyani Circuit of the Bono Region and to identify strategies to manage the challenges of implementing SFP in basic schools at Sunyani Circuit of the Bono Region.

A case study design was adopted for the study. The target population consists of all head teachers of Sunyani Circuit of the Bono Region. Purposive sampling technique was used to select 10 head teachers and the primary schools for the study. Semi-structured interview guide was utilized to collect data for the study. The interview data were analyzed using thematic analysis.

5.2 Summary of Findings

The study found that provision of adequate food items for the SFP, availability of working committee to ensure effective implementation of the SFP, provision of adequate funding by the government for the implementation of the SFP and sponsorship from the World Food Programme (WFP) were practices involved in the implementation of the school feeding program.

The study also revealed that head teachers go to the kitchen to supervise the caterers to see what is really going on there, sees to it that caterers abide by the menu chart has been given them, check the quantity of the food and also see to it that the food the pupils are given is standard, make sure the materials caterers use in cooking are quality and wholesome and also monitor the food prepared by the caterers to ensure if it is hygienic for the pupils to eat.

The study again found that the challenges head teachers face in the implementation of the SFP were delays in the payment of caterers, political instability, poor monitoring and supervision, non-involvement of parents and the community and lack of effective communication.

The study also revealed that strategies that could be adopted to manage the challenges of the SFP were the involvement of parents and the community in the implementation of the SFP, provision of adequate financial resources for the implementation of the SFP, prompt and regular payment of caterers, effective and regular monitoring and evaluation of the activities of the SFP and inclusion of SFP funding in government's financial allocation to various sectors of the economy.

5.3 Conclusions

It is concluded that the school feeding program has got some practices for its implementation. There is a working committee that foresees the effective implementation of the SFP.

It is also concluded that head teachers monitor and supervise caterers and other activities of the SFP to ensure quality and safety of the food being prepared and the effective implementation of the program in general in the school.

It is again concluded that there are various challenges head teachers face in the implementation of the SFP which needed to be address by the SFP Secretariat for effective implementation.

It is concluded that the strategies to manage the challenges as revealed by the study, if adopted could help to mitigate the challenges and improve on the implementation of the SFP.
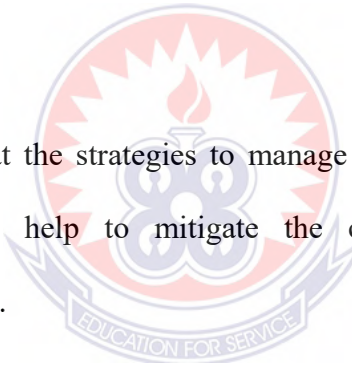
5.4 Recommendations

It is recommended based on the findings that the Municipal Directorate of Education should organize training workshops for heads of basic schools and caterers on the effective implementation of the SFP.

The Municipal Directorate of Education should ensure that people who are contracted to be caterers should be well to do so that in case any delay of funds, their accounts can help keep the program going smoothly.

The Municipal Directorate of Education should liaise with the school feeding secretariat ensure that caterers are paid on time to prevent the likelihood of preparing non-standard food due to financial difficulties.

The Municipal Directorate of Education should ensure proper monitoring and evaluation in the SFP to ensure effective implementation.

5.5 Suggestion for Further Study

The study investigated challenges head teachers of basic schools face in the implementation of the School Feeding Programme (SFP) at the Sunyani 'B' Circuit of the Bono Region. So, further study should be conducted in the Bono Region to confirm or refute this study finding.

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APENDIX A

<div align="center">

UNIVERSITY OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP

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INTERVIEW GUIDE FOR HEAD TEACHERS

Introduction

I am Joy Ofori Asikumah, a Master of Arts student at the department of Educational Leadership, University of Education, Winneba, Kumasi Campus. I am conducting a study to investigate the challenges head teachers face in the implementation of the School Feeding Program in partial fulfillment for the award of the Master of Arts in Educational Leadership Degree. I would like to ask your permission to respond to questions from the interview guide designed to solicit information for the study. Please, feel free to ask any question that may arise. You may refuse answer some of the questions posed. Thank you for accepting to participate in this study.

1. **Practices are available for the implementation of the school feeding program**

   How is the School Feeding Program being funded in the school?

   How is the funding of the School Feeding Program being ensured in the school?

   How is the School Feeding Program being sponsored?

2. **Head teachers practices involved in the implementation of the school feeding program.**

   How do you monitor the caterers?

   How do you ensure the quality of food prepared?

   How do you ensure the sufficiency of food prepared?

   How do you ensure that food prepared is safe for students?

<div align="center">96</div>

3. **Challenges confronting basic schools head teachers in the implementation of the school feeding program.**

    How are caterers paid in the School Feeding Program?

    What is the future prospect of the School Feeding Program?

    the level of communication in the School Feeding Program

4. **How are the challenges associated with the implementation of school feeding programme managed by head teachers of basic schools?**

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