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How to cite this thesis
THE ROLE OF THE SCHOOL PRINCIPAL IN THE SCHOOL TUCK SHOP IN MANAGING SCHOOL FINANCES

by

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DISSERTATION

Submitted in partial fulfilment of the requirements for the degree

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SUPERVISOR: Prof. P. du Plessis

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DEDICATION

To my late mother, Joan and my late father Gerrit (“Dutch”), thank you for always being there for me. Being honest to oneself is a lesson that carries one throughout your life.

To my brothers, Peter and David and their families thank you for your continued encouragement especially in our trying times.

To my best friend and confidante Susan, your support, understanding and true friendship cannot be fully appreciated. Thank you.
ACKNOWLEDGEMENTS

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To Verona Heymans, thank you for all your assistance in completing the final documentation.

To all the school principals who were interviewed. Your honesty and insight was most appreciated. Thank you and long may your influence on the young learners continue.

Thanks to all my friends who still believe in me.
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ABSTRACT

Many Principals perceive the tuck shop, in South Africa, as a form of additional income to the school. School finances have assumed a greater importance in South African schools. The national education budget is continually curtailed and is continues to remain insufficient. Any additional finance is needed to maintain accepted standards and improve the quality of education on offer (Bisschoff and Mestry 2003). “Schools are becoming increasingly reliant on additional financial resources, hence due consideration should be given to potential sources of finance and the way such finance may be appropriated” (Bisschoff and Mestry 2003:2).

There has to be a paradigm shift, of the tuck shop, from a ‘money making’ structure to include a nutrition program. Tuck shops need to re-evaluate the nutrition on offer. The re-evaluation of the tuck shop structure may be one solution in assisting the school’s Principal in addressing the need to acquire additional funds and continue to maintain an acceptable level of education.

Thus the overriding question remains:

The role the school principal in the tuck shop in managing school funds.

The highlight of education issues, by the Principals, is indicative of the unique perspectives of each individual. Thus the qualitative method of research was utilised. Qualitative data included perceived values and associated behaviours related to the food presented at the school tuck
shop. The complimentary nature of various methods of data collection included interviews and document analysis.

Henning et al (2004) refers to “hidden meanings” within the context of the interview. The Principals were afforded the opportunity to highlight certain or general issues they endure through the school day.

Key areas researched were the Principals’ roles in the tuck shop, the reason/s for the existence of the tuck shop, legislation pertaining to the tuck shop and available learning materials, within the school curriculum, that could assist all those involved with the tuck shop. Additional emphasis was placed on the notion of nutritional understanding, by Principals, including definitions of certain nutritional vocabulary.

A limitation of the research was the inclusion of government schools including former model C schools and the previously disadvantaged or township schools only; private schools, special needs schools were excluded. Ten primary and secondary schools were included with both Afrikaans and English as first language mediums. All schools, by no coincidence, are all coeducational schools.

To allow the principals to shoulder the responsibility of acquiring additional finances and maintain an acceptable level of nutrition on offer, with no assistance, is unfair. Assistance should include capital to present nutritious meals to all learners at school then there can be accountability.

At present schools operate on an ad hoc basis and try to address the need that learners receive some form of sustenance through a school day. This is partly being achieved by sheer goodwill of the surrounding
communities and endeavours of school leaders. Learners are still malnourished and suffer the consequences thereof. A blanket solution may not be the answer. To quote one principal:

“What’s good for one is certainly not good for another one.”

Principals emphasized the pressure of their positions including copious amounts of paperwork required to fulfil their tasks. Including thoughtless legislation regards school tuck shops will add to the burden to the head of school.
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DEFINITION OF TERMINOLOGY

There is a minimum level of vocabulary that is acceptable in order to allow an understanding of the entire research. In addition expressions were recorded in the interviews requiring explanation. This would include the following:

**BMI:**
The accepted measurement of the weight to height ratio (Body Mass Index) that establishes among other specifics the fat content evident in an individual’s body that may lead to health problems. This is merely a rough estimate of the level of a person’s being overweight. The measurement is obtained by dividing a person’s weight in kilograms by the square of the person’s height in metres.

**Diet**
In nutrition, diet is the food consumed by people: “absorption of fibre, vitamins, minerals, and food energy in the form of carbohydrates, proteins, vegetable oils and fats.”

**Dietary Habits**
The habitual decisions an individual or culture makes what foods to eat. Dietary habits and choices play a significant role in the quality of life, health and longevity. It can define cultures and play a role in religion.

**Ekhuruleni**
District/Suburb of Joburg, Gauteng South Africa

**Food insufficiency:**
When an individual or a family has limited or uncertain ability to acquire food in a socially acceptable way.

**“Ivooma’**
Energy drink found on tuck shop shelves

**Junk Food:**
Food which traditionally has no nutritional value. It
deprives the body of necessary nutrients and its over consumption over time leads to obesity, medical problems and behavioural problems.

Kilojoules: Energy content in all foods

‘klere bank’ (Afrikaans) – Second hand clothing bank/shop

‘mielie meal’ Maize meal

‘mielies’ Maize or corn

Nutritional ‘foods’: Foods including beverages that are accepted as having the required content to sustain an individual through the day without consequence to change an individual’s behaviour and performance when required to fulfill set tasks

obesity: (childhood) Is a condition where excess body fat negatively affects a child’s health or well being. The diagnosis of obesity is often based on BMI. People are considered obese when their BMI exceeds 30kg/m2.

overweight: Is generally defined as having more body fat than is optimally healthy. Being overweight is a common condition, especially where food supplies are plentiful and lifestyles are sedentary.

Principal: Designated leader of a public school

sarmies’ Slang for sandwiches

Saturated Fats: Fat content in foods including processed meats, butter
School Governing Body:  Designated group as per SASA Section 16(1)

‘spaza shop’  (African expression) Informal trading shop or store

Tuck shop  Informal food outlet in schools

‘vetkoek’  (Afrikaans terminology) - Bread dough deep fried in oil
CHAPTER 1

INTRODUCTION TO THE RESEARCH AND STATEMENT
OF THE PROBLEM

1.1 INTRODUCTION

Financial management of schools is the responsibility of Schools’ Governing Bodies (SGB’s) (South African Schools Act (SASA) 1996b) (Barry B. 2006) and (Bisschoff and Mestry 2003). The SGB is mandated by legislation (SASA) Section 36 (South Africa 1996b)), to acquire funds in order to improve the quality of education. Besides school fees, donations and sponsorships to increase school finances, Kruger and De Villiers (2011) acknowledge that tuck shops have become important sources of additional income for many schools.

It is common knowledge that food products that are low in nutritional value dominate the shelves of schools’ tuck shops (Kruger and De Villiers, 2011). Even though guidelines regarding healthy and acceptable nutritional values versus less healthy food products (with poor nutritional levels) have been established (Bekker: 2012, Wiles, Green and Veldman: 2011), learners demand less healthy products (Temple, Steyn, Myburgh and Nel 2006:256).

“Health 24 2010” reports that tuck shops have become “convenient fast food outlets” and that learners’ reliance on fast foods leads to multiple problems (Lai-Yeung 2011). Problems include the learners’ general behaviour (Werbach 1995), poor concentration levels and diminished learning capacity (Food and Nutrition Information Centre: 2011).

The Heart and Stroke Foundation of South Africa ((HSFSA) 2007), confirms that learners’ physical appearances have changed over the years, that obesity is increasing and that general fitness levels are problematic - all as a consequence of poor nutritional intake amongst other factors. Schools’ governing bodies cannot continue to
ignore that generating additional funds at the expense learners’ health and wellbeing is morally and ethically wrong.

Mitchell, Baildom, Bull & Genands (2003:201) believe that children’s diets are problematic and their lifestyles compromised. Young teenage boys and girls suffer from conditions such as depression, eating disorders, lethargy and changed behaviour; all this as a consequence of poor eating habits and poor food choices (Bashill1998:107). Many of the above mentioned conditions were previously thought only to be prevalent amongst adults.

The consumption of nutritionally poor food products may not be the only reason for the change in learners’ physical well being and behaviour. Other contributing factors could include the absence of physical education lessons from the curriculum and a more sedentary lifestyle centered on new technology and devices. Young learners spend many hours amusing themselves with new technology including cell phones, I-pads and laptops. Solutions to address the trend of poor nutrition choices made at schools may include visits from dieticians (Wiles et al. 2011), increased nutritional knowledge (Worsley 2002) and a formal canteen (tuck shop) policy. This policy should emphasize learners’ health and wellness as priorities over the accumulation of additional funds for schools (St.Thomas More School 2010: 1-7).

Few health inspections are conducted by government officials or by the SGB on school tuck shops, and neither is specified Food Premises Regulations applied or enforced (Woolworths Holding Company). Product and site inspections would reduce the occurrence of food borne diseases and prevent epidemic outbreaks.

Most schools that have tuck shops do not monitor the items that are available on the shelves. According to nutrition specialists and dieticians (amongst others) many items have little or no nutritional value. This situation merely adds to the emerging problem of the learners, in South Africa and worldwide, becoming overweight and in some extreme cases, obese. The HSFSA (2007) sees that the prevention of obesity as one of the highest priorities in the public health sector. HSFSA (2007:2) reaffirms this belief: “The combination of eating too much food or the wrong types of food and lack of physical activity are leading causes of childhood obesity.”
Learners in South African schools are becoming unhealthier, more unfit and physically underdeveloped. The number of overweight, unfit and physically weaker children in a group of thirty learners has now mushroomed from one to as many as ten children in a class, but this has not occurred overnight. There has in fact been an alarming increase in the number of overweight learners over the last thirty years (Kirschmann 2007: 208), but we see only a muted response to this disturbing trend. The various Education Departments may be able to offer solutions such as establishing and enforcing legislation in this regard. Additional solutions will be proposed in Chapter 5 of this document.

The following legislation dealing with finances, health and safety at schools (amongst other institutions), is applicable to the establishment and running of a tuck shop in South African Schools (Oosthuizen 2009):

- **South African Schools Act (No. 84 of 1996), Education Laws**
- **Amendment Act (Act 31 of 2007),**
- **PAM (Personnel Administrative Measures) section 4.2 (e)** confirm the school governing body must acquire additional funds to improve the quality of education,
- **The Policies Regulations for Safety Measures at Public Schools Government Gazette No. 22754 of October 2001,**
- **Occupation Health and Safety Act 85 of 1993,**
- **Local Municipality Legislation (Woolworths Holdings Limited, 2007)** includes: Food Safety and Hygiene guidelines.

The Education Department has no specified legislation as to the complete operation of schools tuck shops. According to Temple et al. (2006:257), there are established food groups that are recommended: “food based guide lines ... by the Department of Health should be implemented by the Department of Education ... and only foods… in
accordance with these guidelines should be allowed to be sold at schools.” This applies to established government feeding schemes presently in operation in approximately twelve thousand schools throughout South Africa.

Certain tuck shop managers that I met followed the policy to operate the tuck shop, as set by the SGB (Kruger and De Villiers 2011). Yet there is no clear policy on the nutritional content of all items available at tuck shops. Should specified school tuck shop legislation be introduced, then this could result in a healthier society.

1.2 BACKGROUND TO THE RESEARCH

Schools, lead by the principal, are always looking for additional income. The additional income will assist the schools to improve education structures in schools. The dispensing of food, from the tuck shop, has become one such avenue principals pursue for additional funds.

Numerous issues arise, within any school, when dealing with the sale of ‘quality’ food and the pursuit of finance. The ability to afford healthy food certainly plays a role in whether people can eat correctly. Good nutrition can be expensive and in many South African schools the learners will struggle to afford the healthier items. Principals face a moral and ethical dilemma as to which foodstuffs, on the shelves of the tuck shops, are affordable to learners. Many principals may adopt the attitude that some sustenance is better than nothing at all. This is a critical and sensitive issue that needs to be dealt with in a carefully considered manner.

Concepts that aid good health are interrelated (McArdle, Katch and Katch 2006:614). Mitchell et al. (2003:17) reinforces the concept of the interrelationship of all requirements relating to the physical and mental well being of all learners. Nutritious food is an integral part of the success of this interrelationship. This mindset would not only include the supply of food, but also the marketing, presentation and choices of the food (Bashill and Taylor 1998:131).

Young learners are preoccupied with numerous distractions and when presented with food or the need to choose a meal, have seemingly little or no interest in the quality on
offer. Young adults (learners) will begin to establish their positions in society and their first opportunity may well be their choice of food, according to Grisogono (1991:188). Young adults want to establish a level of autonomy from their parents and show a level of independence amongst their siblings and peers. Grisogono (1991:188) continues that learners are in constant need for nourishment or sustenance throughout the school day. Learners’ constant surge in appetite will influence their decisions when choosing a meal. When faced with choices of food the younger generation has developed a reliance on ‘junk’ food or poor, substitute meals - lacking in real nourishment that are consumed in copious amounts (Carpenter 2007:132). Young people thus develop the habit of overeating or eating incorrectly (Kirschmann 2007:209). This results in compromised lifestyles.

The research will not ignore the impact of the continuing curtailment by the education authorities in South Africa, of the physical exercise program and curriculum content, in all schools. In addition, one cannot ignore the developing inconsistencies of meal times in families of the twenty first century; many of these entrenched inconsistencies may well be found in the lessons learnt at the food counters at school. The accepted tradition of set meal times at the family table has been replaced by ‘any hour’ take-away or pre-cooked meals consumed in isolation or in front of television sets: “Fewer meals are eaten in the home and fewer meals eaten as a family group, decreasing the opportunity for the parents to offer a model of healthy eating.” (Benton 2004: 864)

A modern, sedentary lifestyle has now replaced the active lifestyle of yesteryear. This change in lifestyle has been exacerbated by the eating habits and the diets of the younger generation. This has far-reaching implications. The HSFSA (2007) highlights the rate of obesity, in South African schools, is twelve percent and that poor eating habits are the main cause.

Children’s inherited genetic profiles may also have a major influence on an individual’s physical profile. The question of genetics should be dealt with in a scientific manner that is outside the parameters of this research.

To conclude, the reasons why learners’ health and behaviour are deteriorating cannot be ascribed to a single cause but rather to a combination of several factors. These
factors would include: less physical exercise (less time and space allocated during school time); poor eating habits (due to poor time management and lifestyle management) and inadequate diets (poor food presented, poor food choices and poor food consumption). Additional influences include the attitudes of parents, families’ socio-economic status, the influence of peers and the media, as well as their inherent genetic or biological makeup.

1.3. STATEMENT OF THE PROBLEM

Historically, South African schools’ tuck shops were essentially a service to the school community, providing food for the learners. Mothers of learners would volunteer their services to assist in the tuck shop and profits and additional income for the schools were not a priority.

Now, however, public schools, driven by a shortage in funds, often use tuck shops to accumulate additional funds, even though the purchase of products, low in nutritional values from tuck shops have a negative effect on the learners’ health and safety (as per the stated hypothesis – See Chapter 5).

Schools need to source income wherever possible due to diminished funding from the Education Department. Tuck shops are now utilized to generate income for the schools with little or no control over nutritional content or awareness of the influence the various products may have on learners. In order for the majority of the learners to afford the products on sale and to generate sales, nutritional values may no longer be a priority for decision makers. I believe that the quality of the food on sale, in the tuck shops, has decreased.

Many principals and the SGBs perceive the tuck shop solely as a form of income for their schools. The tuck shops, as established entities can assist the schools in accumulating funds. Departmental directives and legislation do encourage SGBs and principals to seek these various avenues to gain funds that would eventually result in improved education for all the learners. Bischoff and Mestry (2003) and Barry (2006) highlight the legislation requiring schools to source additional income. Bischoff and
Mestry (2003:1) further emphasize the need for ‘effective’ financial management. The concept of effective financial management will be examined in Chapter 2.

The income secured from entities like the tuck shop should be used to uplift the education program in the school. Bisschoff and Mestry (2003:6) refer to the “scarcity” of materials that arise in public schools. Additional finance would alleviate this ‘scarcity’ of materials. Tuck shops, however, are simply not supplying the correct food to the learners. Many school principals and tuck shop proprietors will feel threatened and reluctant to re-evaluate their various food selections and sales thereof. The principal as leader and manager of the school needs to take a greater role in the day to day running of the school tuck shop. The aim of the research is to assist the school’s principal in addressing certain issues including learners being overweight, unfit and poorly behaved and yet continue to be accountable for ‘improved’ cash resources in the South African public schools. There has to be a paradigm shift in viewing the tuck shop not as a ‘money making’ mechanism but as an established entity with an inclusive nutritional programme that can assist all learners whilst it remains committed to improved education opportunities. Tuck shops, assisted by the SGBs, therefore need to re-evaluate the foodstuffs presented to school learners.

We need to understand people’s perceptions, values and their views of the situation in order to assist all the children in all the schools in South Africa. The problem lies in placing blame solely on the quality of the food on offer. Simply improving the food may not be sufficient in aiding the children in being healthy and fit. The poor health of certain learners may be as a result of other influences that have no direct link to the food on offer at the school’s tuck shop. There has to be however an evaluation of the food on offer and the quantity being purchased by the learners.

In affluent societies good health may also be compromised where there may well be an over consumption of the wrong food (Mitchell et al. 2003: 118) - every society is susceptible to poor food choices, poor habits and poor health. The notion of having enough or sufficient resources does not always mean that good health is guaranteed. Thus develops the habit of overeating or eating incorrectly amongst other related issues (Kirschmann 2007:209). The modern world has also been influenced by the advent of fast food outlets. People require food almost immediately upon order; there
is little or no real thought in the choices being made. The modern generation is driven by its need for immediate service and instant gratification. The role of marketing and advertising in the modern world of interactive communication cannot be sufficiently emphasized.

Nutritious and acceptable food should be made available at all school food outlets and young people encouraged to make good food choices.

Food outlets at schools (tuck shops) are outsourced to private individuals or companies. The main factor influencing the decision to outsource is that the school’s management and staff have time restraints based on their primary function of educating the youth. The result is the development of a business enterprise on the school’s property. Rent is paid by the proprietor to the school and the proprietor sells commodities for a profit, ultimately to pay the school’s rent amongst the additional overheads – the school and the tuck shop proprietor all benefit from such an arrangement.

The tuck shop has to remain a business enterprise, requiring it to have good returns in order to continue. The business plan proposed and implemented, in most instances, sees inexpensive commodities being sold; this plan can only be sustained through mass consumption incurring low margins of profit. The business (the tuck shop) requires high turnover and high sales volumes in order to attain the profits required to make this a viable business proposition. Low quality foods lacking sufficient nutrition are predominantly inexpensive, hence their affordability to many learners. The learners continue to consume poor quality food items - sold at lower prices - that lack sufficient nourishment or sustenance, therefore requiring increased consumption. This cycle of events results in an increase in stored fat levels in the young learners. Eventually, learners become unhealthy, overweight, poorly behaved in the classroom, or all of the above.

To reaffirm, the researcher cannot ignore the eating habits associated with the food purchased and consumed from the tuck shops, the limited specified physical exercise time allocated in the present curriculum, the influence of the media, peer and social
structures in operation, parental attitudes as well as biological and economic status of the learners.

The tuck shop is a well established institution in many South African schools and thus is part of school structures. The principals of all schools, as is required by legislation (including the Occupational Health and Safety Act, the Bill of Rights Section 27 and the South African Schools Act Section 37), must take responsibility of all the school’s structures, including the school tuck shop. Principals’ ignorance of the legislation regarding the tuck shop and the lack of nutritional knowledge of the food sold in the tuck shop cannot be acceptable even while tuck shops are allowed to exist on school property.

The research project focuses on two linked aspects. The first aspect will be to establish the present input the principal may or may not have on the school’s tuck shop, including the rationale for the existence of the tuck shop within the school structure. The main reason for the existence of the tuck shop may well be the need to acquire additional funds for the school. The second aspect is the existing legislation, for government schools in South Africa, regarding the nutrition present on school property. This would also include the evaluation of the present school curriculum and programmes linked to nutrition. Health and healthier lifestyles should be considered, should there be changes in curriculum and school programs. There is the belief that the principal will gain assistance to make informed decisions on the food on offer at the school. Should the products on offer lack nourishment and are not monitored, certain actions need to be implemented. An evaluation should take place and recommendations and solutions to these problems (see Chapter 5) presented to the school’s management, parent body and ultimately, the education authorities.

On completion of the research, a number of hypotheses will be proposed - the hypotheses will be based on the findings. Recommendations and solutions will evolve from the hypotheses.

**1.4 RESEARCH QUESTIONS**

My research will attempt to answer the following question:
What is the role of the principal in the school tuck shop in managing school finances?

The sub-questions of the study include:

- Is the tuck shop’s function to add revenue to the school’s annual income or do tuck shops have additional functions and values?

- Is the school management (principal) qualified to evaluate the food on sale in tuck shops? This will include the nutritional values of food.

- To what extent is existing legislation able to assist the school principal in the establishment and maintenance of a successful school tuck shop?

In line of the research questions the following sections were selected to complete the research:

**Rationale for the tuck shop:**
The reason or reasons for the continued existence of the school tuck shop. Finance may well be the single most important reason.

**Principal’s role and involvement in the school tuck shop:**
The principal has an established role within the school. The tuck shop, as a structure in the school, requires management from the school. Included will be the knowledge the principal has and the decisions the principal makes.

**Knowledge:**
The principal’s level of knowledge and understanding of nutrition and dietary requirements including healthy living alternatives. In addition the understanding of basic business (school) practices.
Decisions:
The principals’ decisions have a huge influence the tuck shop. Cognisance must be taken of the restrictions placed on the SGB and the school principal when establishing a structure, like the tuck shop, on school premises. The department continues to have the final jurisdiction on school properties. Therefore any decisions implemented by the school principal and the SGB, must have department authorisation.

Legislation pertaining to tuck shops and nutrition in schools:
Laws and requirements, as stipulated by the Department of Education, the Department of Health, Local Municipality Legislation and SGB policies all influence the management and leadership at all schools. School principals, with regards to all the nutrition available at their schools, should have an understanding of relevant legislation that will impact the welfare and safety of the learners. Local municipality legislation requires certain criteria to be met prior to the establishment of a food distribution outlet. This will include regular evaluations of the establishment.

School Program and School Curriculum (Related to aspects of healthy and correct lifestyles):
This included existing school programmes related to the provision of food by the government, the opportunity to grow food (EduPlant Program: 2011) and the principals’ opinions of the future of the nutrition programme in South African schools. Schools may have limited food growing programs as part of the school syllabus or skills development. The curriculum will be evaluated including the relevance of the content presented.

The sections chosen for this research project are interrelated when establishing the role and influence of the tuck shop on the school community.
1.5 AIMS AND OBJECTIVES OF THE RESEARCH

1.5.1 Aims
The aim of this study is to evaluate public (government) school tuck shops in acquiring additional funds. The role of the principal, in the tuck shop, is central to the research.

1.5.2 Objectives
In order to realise the aim of the study, the following objectives are set:

- Identify the reliance schools have on the additional income from tuck shops.
- Evaluate the level of understanding the principal has of nutrition, nutrition in the school curriculum and the health and safety of learners.
- Ascertain the principals’ knowledge of legislation that impacts on school funds, health and safety, and the distribution of food on school premises.
- Offer solutions to improve health and safety of schools’ tuck shops and still allow schools to receive much needed funds.

1.6 ETHICS OF RESEARCH

1.6.1 Ethical Consideration
The following considerations all need to be established with all the principals prior to the interviews and data collection (Henning, Van Rensburg and Smit 2004 73-74):

(i) Prior consent
All respondents will be contacted for an appointment.
A brief overview of the meeting will be explained.

(ii) Establishment of anonymity
This will be established before the interview commences and confirmed once again at the conclusion of the interview.

(iii) Confidentiality
This will be confirmed throughout the process and should
the interview prove uncomfortable, the principal can terminate the interview. Names linking anyone to a school will be edited to maintain the level of confidentiality. Disclosure will only occur once the principal or principals have given their approval.

Finally the researcher, as a critical instrument to the success of the project, must assume the responsibility of maintaining the integrity of the research at all times.

1.7 RESEARCH METHODOLOGY

1.7.1 Theoretical Framework
Henning et al. (2004) emphasizes the presence of a paradigm and a framework within which a researcher must operate. In establishing the framework the researcher is able to better understand the complexities of individuals, namely the principals, in schools when dealing with social issues including the foodstuffs on sale on the school property and the need to accumulate additional funds for the school.

1.7.2 Literature Review
A literature review will be conducted so as to achieve the aims and objectives of the research. According to Henning et al. (2004) the key to literature review remains the relevance of the literature chosen to the research questions and should this relevance be established, the aims and objectives of the research could be achieved. The literature will include various articles accessed from various websites, books, medical journals and government legislation documents. All the information gained will be assessed to determine the role of the principal in the school tuck shop and the reliance of the school on the finances generated from the tuck shop.

1.7.3 Empirical Research
The researcher utilized the qualitative method of research when dealing with school principals and their influence on the school tuck shop. This method would explore the many social issues linked to the levels of sustenance learners require to fulfill the requirements of a school day. A generic interview schedule will be used in all the interviews. The researcher will examine the reasons (rationale) for the tuck shops on school properties and the role the Education Department plays in the self same tuck
shops. Ten schools on the East Rand in the Ekhuruleni Education District in Gauteng, South Africa have been chosen.

1.8 DEMARCATION OF RESEARCH
The research will include five chapters:

**Chapter 1: Introduction to the research and statement of the problem**
The chapter will include: Introduction, background of the research, research question/s, aims and objectives of the research, ethics of research, research methodology, limitation of the research and conclusion.

**Chapter 2: Literature Review**
The chapter will include: The rationale for the tuck shop, the role of the principal in the tuck shop, legislation pertaining to the tuck shop, school programmes, the school curriculum and a conclusion.

**Chapter 3: Research Methodology and Design**
The chapter will include: The research design and methodology – the qualitative method will be chosen, elaboration of the generic questions chosen, the reliability and validity of the research.

**Chapter 4: Summary of the Interviews and Recorded Data**
The chapter will include: The summary of the interviews and the recorded data collected from the ten interviews conducted. The generic questions, created for the research, where necessary, will be explained.

**Chapter 5: Summary of Findings, Recommendations and Conclusion**
The chapter will include: The findings of the literature and data research and the recommendations for the principals and the schools (from all generic questions). Further research questions will be presented, hypotheses proposed and a conclusion prepared.

1.9 LIMITATION OF RESEARCH
The researcher cannot ignore the learners’ eating habits associated with the food purchased and consumed from the tuck shops; the limited specified physical exercise time allocated in the present school curriculum; influence of the media on the learners; peer and social structures in operation in and outside schools, parental, biological and economic status and the home environments. All of the factors mentioned may have an impact on the learners and their lifestyles.

The research will not evaluate the contents in the tuck shops for nutritional value. An additional quantitative research project may well be required to confirm the actual products that are evident in the various tuck shops. Generalized comments will suffice to fulfill the explanations of certain sections of the presentation; no groups of products will be scrutinized. Principals may pass comment on products in completing the interviews.

An additional limitation will be that the research will be completed at government (public) schools including previously disadvantaged or township schools. Primary as well as Secondary schools will be included. The total number of principals to be interviewed will be ten from a particular area/school district in Gauteng. Private schools, farm and rural schools and special needs schools will not form part of the research.

Government food programs including feeding schemes may be discussed if necessary. However the focus remains the principal and his or her role and responsibility regarding the school tuck shop.

1.10 CONCLUSION
There is evidence of sufficient support from learners, parents and educators to complete the research. Increasing and unnatural physical changes in young learners within South African schools is a reality. Educators have a collective responsibility to assist any learner who may be experiencing such problems. Preliminary investigation has highlighted the lack of understanding of the situation by the various stakeholders and the participants within the school community. Many education related parties feel there was a need to investigate and hinted at the development of similar situations in
nearby school communities. Neighbouring schools believe that research should be done and the way forward examined.

Educators need to be involved and thus be empowered to assist the learners in being able to evaluate as to what food they purchase and consume, irrespective of any additional influences.

Principals, as directed by the Education Department, must endeavour to use every opportunity to acquire additional funds for their schools, in order to improve the levels of education. The sale of food, at school, will continue to afford the management the opportunity to generate additional income. Nutritionally acceptable food is expensive. The issues of affordability, when dealing with nutrition, will be evaluated in Chapter 2.

In Chapter 2, I will also evaluate the literature used in the research; the various sections that have been identified to complete the research will be included.
CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

A review of the literature focused on the aspects linked to the school tuck shop. The role and requirements of a school’s principal with regard to acquiring additional funds and the nutrition available in the tuck shop was thoroughly investigated, including legislation pertaining to the management thereof. Central to the investigation was the tuck shop as an established entity, contributing to the school’s income, to service in the community and the nutritional programme for learners.

Websites were found to be fruitful when evaluating the chosen sections; international literature was evaluated and also proved beneficial. Published journals and set works were used, as was information from behavioural, medical and public health professionals. Various government papers including legislation and local municipality by-laws, regarding the food sector, were reviewed. This was done to examine existing legislation pertaining to school governance roles, financial control and responsibilities as well as nutritional guidelines. Public health regulations and food related products distributed at school food outlets also known as tuck shops, were investigated.

The unique relationships that exist between tuck shops, their relevant schools and the surrounding communities, cannot be underestimated: “The physical environment also plays a part; for example the nature of schools and provision of fast food outlets.” (Benton 2004: 866). Schools’ tuck shops service the various needs of their communities, and this aspect will determine what food will be made available. The relative affluence of the community will also influence the daily operations of the tuck shop.
The identified sections for the research (as set in Chapter 1) were discussed in the literature review.

The following sections have been identified for this research paper:

IDENTIFIED SECTIONS FOR THE RESEARCH

- **Rationale for the tuck shop**
- **Principal’s role and involvement in the school tuck shop (Knowledge and Decisions)**
- **Legislation pertaining to tuck shops and nutrition in schools**
- **School Programme and School Curriculum (Related to aspects of healthy lifestyles)**

2.2 RATIONALE FOR SCHOOL TUCK SHOPS

Based upon multiple resources and the researcher’s own knowledge and observations, various reasons have been established as to why school tuck shops continue to operate. These include the following:

2.2.1 School Funds

Bisschoff and Mestry (2003: preface) offer the following statement as a summary of the current South African school system: “Education systems need money to function effectively”.

Public schools, local districts and provincial education departments in South Africa are either under resourced, poorly managed or both. Financial aid that is allocated to assist the schools with resources, often does not reach those most in need.
According to education departments (SASA 36: 1996a), schools need, where possible, to acquire funds in order to improve the quality of education (Bisschoff & Mestry: 2003). Many schools have had to become more resourceful in acquiring funds to assist the school. Principals want to improve schools for the learners’ benefit, because they believe that the education system malfunctions where no progress is made. The reality remains that in South African public schools, financial aid is not readily available. Bisschoff and Mestry (2003:7) refer to the “scarcity” of financial resources in schools: “Scarcity also applies to schools. Every school has competing wants. Given the limited resources (money), not all of them can be satisfied.” Certain schools are for numerous reasons, including demographics, physical and financial restraints, unable to generate these much needed additional funds. Yet the pursuit, of finance resources continues, as confirmed by Bisschoff and Mestry (2003:2): “Schools are becoming increasingly reliant on additional financial resources, hence due consideration should be given to potential sources of finance and the way such finance may be appropriated.” Tuck shops and the sale of food is one such avenue (Kruger & De Villiers 2011). This avenue is being aggressively pursued by principals and the respective SGBs. The situation will become more contentious should the focus of the tuck shop be seen as profit-making, at the expense of providing accepted nutrition for the learners, or as a service to the school community.

The availability of food through the school tuck shop has long been part of schools’ structures in South Africa. However the schools, including principals as heads of these institutions, have somewhat distanced themselves from the actual running of the establishments. In most cases, a proprietor has assumed ownership of and responsibility for the tuck shop, in order for it to continue to exist. Some schools have requested rental fees as compensation and thus the schools receive a form of income. The rental fees become part of the schools’ proposed annual budget. Principals therefore become reliant on the income to purchase products or equipment that will improve the quality of education presented.

Tuck shop proprietors, in most schools, have largely been left to their own devices in establishing their businesses. As in any other viable business, the owner has a central focus and this revolves around the need to generate an income and earn a profit. The proprietors, in pursuit of profits, need to be cognisant of the issues that may impact at
the various schools – this may include the presentation of poor nutritional products and the multiple effects they may have on the learners.

Two issues need to be dealt with by the tuck shops’ managers. The first concerns what food is healthy and has nutritional value (Bekker: 2012) and the Department of Health (2004). Secondly, food that is acceptable and affordable to learners is often classified as ‘unhealthy’. However, tuck shops need to keep their customers ‘satisfied’ and are bound to the business practice of ‘supply and demand’. Herein lays the contentious issue for the tuck shop. ‘Unhealthy products’ that learners demand, from tuck shops, usually generate sales and greater profit for the tuck shop. ‘Unhealthy’ products are found to be inexpensive by the majority of learners, whereas healthy alternatives are in most instances more expensive and less affordable to many learners. This is reaffirmed by Polis (2013:1): “Unhealthy eating habits are the result of economic hardships. They say that healthy food is simply more expensive than unhealthy food.”

In certain schools, the principals may have assumed a more prominent role in the supervision of the tuck shop. The principals may want to improve the nutritional value of the products on sale. However, the perception could be that management would still want to maximise the profits gained for the school, as derived from the shop’s turnover.

2.2.2 Service to the community
Historically tuck shops, with the assistance of school parents, have presented a service to the school community. In recent times this has changed due to the need for parents to spend more and more time at their places of employment. In the past, many parents could offer their services to the school and assist in the tuck shop. In some communities this still occurs, yet many parents have sought full time employment to augment the family income. Many families now face economic pressures that did not exist a decade or two ago. Parents have demanding jobs and are thus forced to drop their children off at school, earlier and earlier. Many children will arrive at school having had no breakfast (Wittenberg 2005: 1-12), nor a packed lunch. Some learners may have money to spend at the tuck shop, though, and this food could be the only nutrition the learners will receive through the day.
The role of a breakfast meal is well researched and documented. A malnourished child struggles to learn. When children have not had breakfast or have limited nutrition they have poor energy levels to cope with the rigours of the required school work. Davidson (2011: 2) further argues “Even transient hunger, or short-term, occasional hunger, which can occur from missing breakfast, has a profound effect on a child’s physical and mental readiness for the school day, significantly impairing the child’s ability to learn.”

Quite simply, undernourished children will struggle at school; mundane, simple tasks will prove difficult and unable to manage. Multiple studies completed show that over a long period of time children have arrived at school and are incapable of completing the various school tasks set for them. Learners may seem to be uninterested while at school, yet they may simply be lethargic and unable to participate or respond in time or correctly as a result of poor nutrition (Food and Nutrition Information Centre 2011; 3-14). Children may be withdrawn, avoid communication and interaction. The exact opposite could be true for other learners who for a short period of the day are loud, argumentative and disruptive. Any number of descriptions would suffice in evaluating post meal-time behaviour including: ‘Oh, that’s normal teenage behaviour.’

School principals are obliged to facilitate the needs of hungry learners who arrive early at school. Some form of sustenance is better than having a hungry child attempt to perform at school.

2.2.3 Nutrition and influences
The World Health Organisation (WHO) (2004) published the following:

“Nutrition is a fundamental pillar of human life, health and development across the entire life span. From the earliest stages of foetal development, at birth, through infancy, childhood, adolescence, and into adulthood and old age, proper food and good nutrition are essential for survival, physical growth, mental development, performance and productivity, health and well-being. It is an essential foundation of human and national development.”
Clearly, nutrition does have an impact on all school learners. Certain schools may be focused on the sale of nutritionally correct products, but institutions that have this focus may well be the exception and not the rule. Malnourished learners will suffer from certain various mental and physical symptoms, such as high blood pressure, high cholesterol, iron deficiency and being either overweight or obese (HSFSA 2007). A high sugar intake could also be responsible for changes in attitudes and behaviour. Extreme forms of behaviour, with learners either being reserved and disinterested or loud and brash, are simply not good enough in a learning environment. We may find that educators react to these forms of behaviour, but not to the factors causing negative behaviour. It is understandable that many principals may well try to provide nourishing food to learners, no matter what difficulties, be they operational or financial, they may encounter. This is a necessary service that will allow the learners all the opportunity to complete a school day.

The choice and consumption of certain foods remains the prerogative of any generation irrespective of prior accepted practices. These practices may be newly acquired or have taken to years to entrench, and could include the selection of poor nutritional products. Important factors in assisting the learners would be to encourage them to evaluate available food options, to examine facts about the food they choose, and to be open to change in their eating habits. The constant surge in appetite of learners will influence the decision, when choosing sustenance (Grisogono 1990:180).

Grisogono (1991:188) highlights the following:

““The choice of the food will remain that of the individual consumer. Young teenage learners will want to exercise their growing maturity by making decisions, when faced with the opportunity to make choices. Peer pressure and the need to be seen to be independent of parental influence will see the young adult make unusual and seemingly ‘mindless’ decisions – reflected in being ‘anti – conformist’ and ‘anti - establishment’.””
History teaches us that generational conflicts will always arise. Generational conflict will arise as a historic reality; Grisogono (1991:188) reaffirms this interaction: “Frustration, with the youth of today and the youth of any generation, was and will always be a reality when generations are interacting. All adults must remain steadfast in their resolve to assist the learners in their decisions and actions. Young learners will attempt to practise their decision-making abilities and where possible snub the accepted norm to prove their growing independence.”

When faced with choices of food the younger generation has developed a reliance on “junk” food or substitute meals, lacking in real nourishment, that are consumed in copious amounts (Carpenter 2007:132). Young people thus develop the habit of overeating or of eating incorrectly (Kirschmann 2007:209). These factors all contribute to the problematic state of the public’s health and could ultimately bring about an increase in the mortality rate.

Mitchell et al. (2003:201) believe that children’s diets are problematic and their lifestyles are compromised. Schools and school personnel are faced with a number of concerns regarding learners’ poor lifestyles and even medical issues. Steincamp (1989:202) emphasises that excessive food consumption may have numerous effects on unsuspecting consumers. These effects may manifest themselves in numerous forms and actions in the classroom. Davidson (2011:2) emphasises: “Feeling hungry, perhaps from missed meals, affects learning. Hungry children tend to be irritable, disinterested in learning, nervous, timid, passive, and unable to concentrate.”

Learners’ interactions with modern technology, including hours spent with electronic equipment, contribute to a sedentary lifestyle. Research into the choices made by those learners whose lives are centred on eating in front of a television still has to be completed. This completed research project could then lead to a more acceptable argument as to the influence of such practices on the health of the young learners.

Parents tend to reward children when they eat correctly. The practice of incentivising learners to eat correctly should be investigated further. It would be unethical to hand out rewards to learners for behaviour that may lead to improved life styles. The expectation of constant rewards for ‘normal’ eating habits should be replaced by an
understanding of correct eating habits. This could lead to a healthier lifestyle and longevity for the children.

A poor level of nutritional intake by many learners in South Africa, will lead to symptoms of food insufficiency. This, in conjunction with a poor socio-economic status, is linked to certain developmental problems – including an increase in Body Mass Index (BMI), learners being overweight and obese and these resulting in medical and psychological issues. The Heart and Stroke Foundation (2007: 2) records: “… child’s nutrition are often overlooked and underplayed …resulting in common problems such as behavioural disorders and childhood obesity. 17% of South Africa children between the ages of 1 – 9 years of age are overweight.” The number of overweight learners has multiplied over the last thirty years (Kirschmann 2007: 208) and nowadays teenagers suffer from conditions such as depression, eating disorders and lethargy - all as a consequence of poor eating habits and poor food choices (Bashill and Taylor 1998: 107). These conditions are linked to absenteeism, lower scholastic achievement, socially unacceptable behaviour, and poorer physical fitness. There remains the need for healthier food options to allow learners to reach their full potential.

Educators and learners need to understand that certain foods are required to sustain learners through the rigours of a school day, including the need to maintain acceptable energy levels. This requires an evaluation of the selection of food made by the young learners. Various suggestions of the daily requirements for young learners to sustain the correct nutritional levels throughout the day have been made. Suggestions would include a combination of the following food groups all taken in acceptable portions (Morbid and Mortality Weekly Report 1996: 27):

Fruit; Vegetables; Dry Beans; Meat; Fish; Poultry; Water;
Eggs; Low Fat Dairy products - Milk, Yogurt, Cheese ; Nuts;
Seeds; Bread; Cereal; Rice; Pasta.
Many lists and articles include the above mentioned food groups that would improve the nutrition consumed by the learners. De Vries (2012: 45) is another example of a writer including these food groups.

The various food groups will ensure sufficient minerals and vitamins for the learners, should they be on offer at the tuck shop. Eating habits of high school learners are susceptible to excessive intakes of fat along with inadequate intakes of several vitamins and minerals. In addition there should be a reduction in sodium (salt) intake. Many ‘snack’ products including potato crisps are full of sodium concentrate. The following are recognised as being important components in a human diet: a certain number of calories, protein, vitamins A, B6, C, D, E, thiamine, riboflavin, niacin, folic acid, calcium, magnesium, iron (Werbach 1995: 2-6).

In many instances, when foods lack several of the above-mentioned dietary components, food additives come into play. Articles published from 1979 to 2007 show worldwide attempts by schools to withdraw products that had large quantities of additives or sugar from their shop shelves. The results saw improved classroom behaviour, less discipline issues, improved academic results and improved personal health. In the selected schools the emphasis was on having fresh, natural substitutes on the shelves for the young learners to consume (Dengate 2009:1-3). Meals that include the ‘natural substitutes’ may need to be prepared on the tuck shops’ premises.

In recent times, the preparation of food at schools has certainly changed. The development of the fast food industry and differing levels of financial affluence has encouraged this change. In the past, voluntary parent groups would assist in the tuck shops while the tuck shops remained under the control of the school management. The parents would ensure that nutritious food be made available to the learners. Time constraints and economic restrictions have changed this arrangement of parental involvement. Parents are required to seek permanent employment and educators at school continue to focus on their core function of completing the required academic standards.

As with the preparation of food, the packaging, presentation and consumption of food at schools, have also changed considerably. Home packed lunches that are prepared
by parents, show some forms of health food with varying levels of nutritional content. Young learners are preoccupied with numerous other distractions and when presented with food or the need to choose a meal, they usually have little or no interest as to the quantity they consume or the quality on offer. Our concerns regarding this issue (the choice of food) centre on the tuck shop and hence this research. The school leadership, namely the principal, can become proactive in taking care of an area that could assist the learners in becoming healthier. One of the many concerns is that among the numerous products sold from the tuck shop, are many sugar based items. Sugar, in acceptable quantities, has nutritional value. However, a study explained by (Mitchell et al., 2003:221) highlights the drastic increase of sugar consumption over the last two centuries. This has lead to a disturbing level of tooth decay that is evident in children as young as seven years old. An interesting observation was made during the Second World War: tooth decay and related issues were recorded and there was a clear indication that the number of reported cases decreased as a result of the rationing of sugar during both World Wars.

The intake of sugar results in limited improved performance yet it remains a largely disruptive influence on learners, and aggravates weight control problems. Scott (2013) emphasises: “Sugar provides a lot of calories but very little nutrition.” Various studies also show that hyperactivity in children could be a result of adverse reactions to food additives including sweeteners, artificial colours and preservatives. However Bellisle (2004: S228) believes that you should be cautious against accepting these statements as being correct.

Weight gain and obesity among learners could be due to the lack of physical stimulation, poor diet and not burning off all the surplus calories consumed daily. Degenerative diseases, found in overweight and obese people, could add to these woes. This unhealthy state of affairs in our society may well be of a permanent and irreversible nature. The desire to spend evenings in front of the television or computer while snacking on high calorie foods will result in obesity. (Steincamp 1989:202) reaffirms this belief and finds the emergence of ‘illnesses’ that were unheard of in children forty years ago. The list of medical problems young learners are experiencing include hypertension, high cholesterol levels, heart disease, strokes, gall bladder diseases, respiratory problems, glandular or hormonal malfunctions, malnutrition and
psychological or social issues. The latter could include being withdrawn, feeling ignored amongst peers, feeling ostracized, fearful to interact, lack of confidence and resulting, in some cases, in habitual overeating. According to De Vries (2012: 44): “Lack of nutrition can affect teens’ growth, their development and even sexual maturation…”

Anxiety and stress will develop in those learners who are, for whatever reason, physically unwell. No young adult wants to be ‘left out’ or be seen as ‘not part of the group’. Parents tend to react in a number of ways when faced with a child who is lacking ‘acceptance’ and usually guidance and assistance will be sought from any source. The explosion of the supplement market is well documented and supplements an obvious choice for many parents. Medical practitioners would certainly inform any patient that along with the recommended substances an acceptable, balanced diet should be followed. This ‘balanced diet’ must include correct nutritional intake to improve the individual’s physical and mental abilities.

2.3 PRINCIPAL’S ROLE AND INVOLVEMENT

2.3.1 Introduction

The role of the principal in the research is of paramount importance. The responsibility the principal assumes for all structures within the school is a continuation of his additional role of being a representative of the SGB. This is especially important when dealing with specific structures that generate finance. To confirm: “The Principal by definition has knowledge, experience and understanding … and the skills and ability required to manage financial resources in schools.” (Bisschoff and Mestry 2003: Preface). Mismanagement of finance at schools, according to South African Education Law, is a dismissible offence. Ignorance of the law, by the principal, is not acceptable and could cause the principal’s leadership and management to be questioned.

Legislation discussed in Chapter 2.4 will further establish and define the role of the school principal with regards to the tuck shop. Principals should be empowered to make good decisions, regarding all schools structures for the benefit of the schools
and all the learners. All of the communities linked to the schools will gain the benefit of correct decision making by the principal.

### 2.3.2 Knowledge of the tuck shop and the content

“The link between school nutritional programmes and children’s health and wellness is well established.” (Orientation to School Nutrition Management (OSNM) 2011:3). Principals and the tuck shop owners are challenged to provide appealing meals while staying within budget constraints. The key constraint will be the ability of the learners to afford the food on sale. Secondly the tuck shop needs to be continually selling the fresh food on its shelves to avoid wastage. All food not sold means a loss in turnover and profits. OSNM (2011: 3) confirms: “If schools serve delicious, nutritious meals, but children do not eat them, the best intentions go unfulfilled.”

The quantity, quality and nutritional content of the products sold at tuck shops will have an impact on all the learners. Students’ preferences and perceptions of food are constantly evolving and all stakeholders in education need to stay abreast of current knowledge, to maintain the correct level of interest and understanding of these requirements. Their knowledge must include an acceptable level of understanding of nutrition as it is an extremely complex and integrated subject. The principal is expected to have an understanding of nutrition and the various effects that may influence learners. All the while, the principal must appreciate the financial impact of his decisions.

Worsley (2002:583) alludes to the link between healthier eating and the identification of class differences. South African communities are filled with people with varying cultural and belief systems and this is well established in the research, as are the socio-economic differences within South African communities. Finally Worsely (2002: 583) linked the notion that acquired nutrition knowledge and improved eating options, was associated with knowledge linked to the understanding of life threatening diseases and the further association with improved or healthier eating habits.

One cannot ignore those eating habits, types of food and physical exercise (elaborated on in Section 2.5.4.) could all be contributing to children developing to their full potential. Teachers, lead by the school principal, could benefit from the following:
“... adequate teacher training increases teachers’ awareness of current nutritional issues and supports healthier lifestyles as well as enhances teaching efficacy.” (Meyers & Pope 2009:14)

“Food choices and food items directly sold by school vendors have a direct impact on child nutrition and related illnesses.” (KZN 2011: 22). Unacceptable behaviour at school is not always as a consequence of a Physical Education lesson or sports activity as many educators wish to believe. Many learners, displaying varying levels of boorish behaviour, may well have visited the school tuck shop. Colourants contained in certain foods are easily visible on the face or fingers of a certain number of the poorly behaved learners after a visit to the tuck shop. This is acquired through the purchase of an inexpensive brand of potato chips containing various colourant chemicals. There is evidence from the wrappers of lollipops and fizzy cold drinks, which can be found lying around school properties, that many of these products are consumed daily. All these products contain various chemical compounds that are primarily used to make the commodities more appealing and edible. These ingredients certainly influence children’s behaviour. Children may not realize they could be reacting negatively to colourants or chemicals in specific food types and that this could be some form of an allergy. Many children classified as ADHD are allergic to some of the additives in prepared foodstuffs. A call to eliminate this practice is not without merit. (Parenting-Healthy – Children.com 2009). Individual, spontaneous or separate attempts at combating the issues, under discussion, will eventually prove fruitless. All influential role players must collectively find solutions (Mitchell t al. 2003:28).

The question can be posed: who, if anyone, has evaluated the food that is on offer at schools? The world renowned chef Jamie Oliver was influential, through his television series Jamie’s School Dinners, to have schools re-evaluate the food distributed at schools in the United Kingdom. This occurred prior to a decision by a judge to declare a fast food outlet illegal because of its close proximity to a school - the outlet was “five hundred yards away” (Borland 2012:1). This action was reinforced by the ‘Measuring Up Campaign’ where the suggestion was made that, as part of a greater plan to curb incorrect eating and obesity, the proximity of all fast food outlets to schools be evaluated and this number be reduced – colleges and leisure
centers’ were also included. The South African Education authorities could do well to adopt the same stance.

No matter how well informed and well intentioned the learner may be, the decision to choose food correctly will remain difficult. Temple et al. (2006:257) mentions the impact of advertising and identifies that steps have been undertaken to regulate the advertising of certain products that impact overweight and obese learners. However, they note that “In South Africa, this system is currently unregulated with regard to advertising to children.” (Temple et al.:257). Certain food chains have a well-established programme that is aimed specifically at children of all ages. This immediately leads to the demand for certain products, especially by the younger children. Their attraction to the products may include the accumulation of gadgets, toys or gifts (items). These items become part of the peer group acceptance and failure to produce the items could lead to possible ridicule or rejection by the peer group – alienation is difficult to accept. It seems that nutrition has no importance in the choice of the meals.

Principals should begin to evaluate the status of the learners to ensure that demands placed on the learners can be fulfilled, especially from a required energy position. The ‘status’ mentioned would include financial status and the family’s ability to provide the adequate sustenance. Children are fiercely loyal to the family and pride may prevent the acknowledgement of sensitive issues such as limited finances – these issues may well have an impact on the individual’s ability to perform at school. Ultimately, our society will have the following situations developing, namely unfit and unhealthy learners, poor role models as parents for future generations, malnourished communities, overweight or obese individuals, overdeveloped individuals (due to supplement or steroid abuse) and individuals displaying social inadequacies as a result of poor self image. Holistic education for our learners would merely be an unrealised ideal.

All efforts to change the present structures in South African schools should be co-ordinated. Gapinski (2002:6) reaffirms: “Without the support of school administrators and leaders who recognise how health is related to learning, and who work to provide
resources, including money, time, space, qualified professionals, and community support, school health programs will remain fragmented and will be less effective.”

The only solution to combat all poor nutrition and food shortages among learners will be an integrated national programme that included nutritional guidelines and continued education to sustain any meaningful change. The school principal can begin to utilise “resources and information needed to link the school nutrition program with classroom nutrition education, reinforce nutrition education principles and promote school and community partnerships that support students’ nutrition education.” (OSNM 2001:3).

The country’s highest authority must recognise and acknowledge the importance of change to the health of the youth. President Jacob Zuma has publically pledged his support for health programmes at school (www.thepresidency.gov.za/peeblespeech Source: 11 October 2012): “Firstly we had to deal with the problem of unhealthy diets and lifestyles”.

Countries worldwide have identified the problem of the declining health of the youth due to poor food choices and a lack of nutritious food available to them. Many countries have begun to address the problem. This would include the involvement of the government departments, education authorities, school communities, international celebrities and professional health experts. The ultimate solutions to these problems are complex yet attainable, should there be a genuine desire to achieve the outcome of healthy and successful generations to come.

However, there is a warning that to simply supply finance aid may not lead to an improved situation in the schools – the problems and solutions are far more complex. This has proved to the case in New Zealand. Tapeleao and Johnston (2012: A7) report in a newspaper article, how government financial assistance to feed children, under the guidance of their parents, had not changed their habits and that they: “were reverting to their old ways.” The ‘old ways’ mentioned included the consumption of both ‘fatty foods’ and copious amounts of sugar. The article however continues to state that certain schools have successfully established planting programmes as part of a healthier future. Ultimately parents play a significant role in guiding their children,
while still at school, to begin correct food choices irrespective of their ages. Changes cannot be the function and actions of either the government or schools alone.

2.3.3 Decisions regarding the tuck shop
The Principal and the SGB will constantly be asked to make important decisions as regards to additional finance especially that generated from school tuck shops:

“… schools by themselves have to generate more and more money to be used, administered, and managed as school funds. Effective financial management has therefore assumed a place of cardinal importance in South African schools.” (Bisschoff and Mestry 2003:1)

Principals may not have the required business acumen to render any structures within the schools as avenues of additional income. More complete total management thereof requires additional expertise from the parent body and or the SGB. Parents with business know-how can and should be of assistance.

All areas including finance and to a lesser extent nutrition, are prescribed by legislation. Legislation (Section: 2.4) can assist the principal as to what the Department may require. The department is the final decision maker in this regard.

Suggested menus compiled by professionals (Bekker: 2012) such as Jamie Oliver are widely available on the internet. National food corporations in South Africa also offer suggested food menus schools may use and medical companies offer similar suggestions (mentioning the various companies’ names would be inappropriate in this document). The complexities surrounding the principles of correct eating or good diet are well documented. Professionals including dieticians, nutritionists and fitness trainers are better suited to evaluate food values and the specific requirements of all learners.

New, improved business practices such as ‘smart card’ style systems – may be a solution to address the problem of using cash on the school property. The improved efficiency will improve the functionality of the tuck shop including the functions of sales figures and stock control. The SGB may well assist the principal to institute
accepted business practices based on their recognised skills. Parents would be informed via a card system, as to the exact products their children are consuming.

South African principals can well be advised to greater understanding of nutrition within their spheres of influence, and their roles in that regard. The following guidelines could be introduced (KZN 2011: 22): “Each school shall be required to have the food based dietary guidelines as the basis for translating information to its learners”.

To have a greater understanding of nutrition and therefore to bring about change in all related behaviours displayed by the learners, there has to be a greater awareness and understanding of what is available to the principals and the SGBs. Once there has been an acquired level of nutritional knowledge then legislation may well be proposed, evaluated and eventually placed in the Government Gazette so as to positively influence all tuck shops and food distributors at South African schools. Relevant legislation is still to be examined (see 2.4).

2.4 LEGISLATION PERTAINING TO THE TUCK SHOP

2.4.1 Introduction

Legislation that influences education in this country is clearly discussed in the South African Schools Act, Policies Regulations for Safety Measures at Public Schools, Government Gazette No. 22754 of 12 October 2001. All these guideline were formulated to give effect to the South African Constitution and the South African Schools Act in terms of the various proposed rights of children, including physical and mental wellbeing of school learners.

The guiding principles in South African Schools Act 84 of 1996 highlight the following point: “All schools have to have clear policies on both prevention and intervention supported by restorative orientation; included would be the development of safe school environments, community education, professional development of educators to deal with all related issues.”
Tuck shops exist in most schools as a service to the school community, providing nutrition for the learners while at school, providing an additional income to the school and as part of the existing school curriculum and school nutritional programmes. Thus all legislation pertaining to the sections must be investigated.

The concept of a tuck shop policy will be evaluated in this section.

2.4.2 South African Government Legislation:
The following areas of legislation, that impact the school tuck shop, will be evaluated; this includes finances of the school, nutrition in schools and the safety of learners.

Schools in South Africa are legislated by the Constitution of South Africa – including a section on finance. According to Bisschoff and Mestry (2003) (see Chapter 2.2.1 and SASA Section 36: 1996) schools, where possible, must acquire additional funds to improve education. Principals are reminded of Section 37 of the South African Schools Act (point 2): “Subject subsection 3, all money received by a public school including school fees ... must be paid into the school fund.”

In addition (Section 37, point6): “The school fund, all proceeds thereof and any other assets of the public school must be used for:

a. educational purposes, at or in connection with such school
b. the performance of the functions of the governing body”  
   (Bischoff & Mestry 2003:26)

Barry (2006:65) highlights the following, “The governing body stands in a position of trust towards the school and has fiduciary duty to act in the best interests of the school as a whole.” Schools governing bodies are reminded of their legal responsibilities - the South African Schools Act Section 42(a) determines that the governing body of public schools must keep records of funds received and spent by the public school. The school principal needs to be assisted, by the governing body, to administer finances that are accumulated.
Financial legislation (Section 42(a), SASA) is available to deal with the financial structures administering the finances of a school. Legislation was primarily established for both control and accountability. The debate regarding accountability, with regards to the school tuck shop and all associated structures, is well documented by Bisschoff and Mestry (2003). The whole question dealt with who actually was accountable for control of all funds in the school: the tuck shop that generates additional finance will form part of this management and legislation. Bisschoff and Mestry (2003: 61) highlight the legislation regarding financial management and the responsibility thereof:

“The core duties and responsibilities as set out by the Employment of Educators Act (No. 76 of 1998) requires that, amongst others, principals be responsible for the professional management of the school.”

The control of finance would include the tuck shop and any monies derived from the function of the tuck shop. The tuck shop may be seen through the eyes of the authorities as a commercial entity, which is to be utilised for financial gain. The profits thus gained should benefit the quality of education offered. Additional legislation such as Section 37(1) deals with the administration and accounting of school funds. Section 37(3) refers to maintaining a bank account. Section 37(6) stipulates the use of funds and the role of educators – ‘funds for education purposes and functions of governing body’. Section 42 deals with the need to maintain a comprehensive financial record of funds (Oosthuizen 2009 and Barry 2009).

Role definition in schools with regards to the principal and finance was further evaluated and amended,

“‘The principal is an educator who manages the school professionally. Managing the finances is something you cannot expect from him. The contention that the principal should be held accountable for the finances is an absurd proposition’ (Rangongo 2002)” (Bisschoff & Mestry 2003: 62)

In a confrontation between the education authorities and a school the roles and
responsibilities of management, including the principal, was established. A legal case was discussed and the following was established (Bisschoff & Mestry 2003: 62): “… in the case Schoonbee and others v. MEC for Education, Mpumalanga and Another, the judge ruled that … the school’s financial management lies with the governing body.”

A legal case, dealing with section 36 of the South African Schools Act (the role of the governing body to supplement the finances provided for by the state to improve education), involved a court ruling dealt with Ferdinand Postma High School and this dealt with the sale of food at school. The court ordered: “The act could not restrict the commercial activities that a school could pursue to obtain funds.” (Oosthuizen 2009:295)

As a consequence certain amendments were introduced; the Education Department may have feared multiple civil legal reprisals from various schools. According to Oosthuizen (2009: 296), “Section 60 of the S.A. Schools Act was amended to protect the Education Department against damage that comes about as a result of a school’s enterprise.” The Education Department does not want to be held liable for any occurrence that may ensue from the practise of acquiring additional funds for the school. This is surely a case of selective leadership, responsibility and accountability or of diminished responsibility.

Included in the Constitution is the world renowned Bill of Rights that ensures the following:

“…basic human rights guaranteed in South Africa’s Constitution, through the Bill of Rights. Therefore, the Department of Health, has as one of its obligations, to ensure that nutrition security is respected, protected, facilitated and provided to the people of South Africa.– having food and good nutrition on an ongoing basis.” (Department of Health - Programmes 2004).

The leadership in schools have both a moral and legal obligation to ensure the well being of all the learners in the school, especially with emphasis to be placed on
nutrition (as mentioned above). Since 1994 there has been an increase in legislation regarding nutrition and school meals. In South Africa emphasis is placed on the Integrated Nutrition Programme (INP) (Department of Health 2012:6). The programme historically emphasised the following:

“The Integrated Nutrition Programme (INP) was developed from the recommendations of the Nutrition Committee appointed in 1994 by the Minister of Health, to develop a nutrition strategy for South Africa. The Committee recommended an integrated approach to nutrition to replace the fragmented food-based approach of the past.”

The trauma of food scarcity and associated struggles are still evident today. Various requirements will be placed on the resources of any country and where, through correct governance, all influential spheres can be controlled to the benefit of the country. The spheres would include the social, political and economic sectors of a country. All the sectors will have an influence on the youth of the country. The major influence would include the diet of a country. The following has been recorded:

“The National Food Consumption Survey (NFCS) of 1999 showed that at least 21.6% of children between the ages of 1 and 9 years old are stunted. Should this be allowed to manifest itself within a society, the ultimate consequences are extremely difficult to imagine. The young learner is the future of any country. The NFCS showed that most children appear to consume a diet low in energy, poor in protein quality and micronutrient density.”

(Department of Health Programmes 2005:11)

The National Department of Health (2012) proposes the following as part of the Integrated Nutrition Programme:

“Carry out routine inspections of food handling establishments (premises) and of food stuffs covered by the relevant legislation.”
“Implement and appropriate food control programme management information system as part of the national information system for Environmental Health Services.”

“Present food safety related education/training programmes and conduct community development programmes for inter alia, food handlers (formal and informal sector), school, industry, consumers, etc.”

“Implement national and local food monitoring and sampling programmes, with specific reference to the Primary School Nutrition Scheme, Aflatoxin and Food Fortification Programme.”

With abject poverty throughout South Africa, many more schools, their associated communities and the learners are requiring assistance from the government. According to Barry (2009: 87) the Education laws Amendment Act 24 of 2005 has stipulated the following:

“National norms and standards…must now include a mechanism for placing public schools in national quintiles based on the an index of poverty of school communities section 35(2) SASA”.

Quintile 1 schools – those with the least resources should receive the most assistance. Quintile 5 schools receive the least assistance. More and more schools in South Africa are moving into the Quintile 1, 2 and 3 rating. Requests for financial assistance from government are on the increase. Fundamental to the South African Schools Act No. 84 of 1996 is that it: “provides for a uniform national system for the organisation, governance and funding of schools.” Government funds are used to assist feeding schemes as required and according to the quintile rating. However, tuck shops may not be that important in schools where government feeding schemes are a greater priority and address a greater need.
Based on the South African Schools Act and the ‘uniform’ national system of organisation and governance, and due to the unique qualities of schools and their requirements, it will prove difficult to have uniformity in all schools’ tuck shops. However, there should be a common norm and standard established for the distribution of any form of food, through the tuck shop, on the property of South African government schools.

The Occupational Health and Safety Act (Act 85 of 1993) was documented to assist all government departments and structures in ensuring that good health conditions and all safety measures are in place and enforced. This applies to all government schools. The principal’s attention is drawn to the following (Oosthuizen 2009: 80):

“The Occupation and Safety Act applies to schools equipped with… other facilities (such as kitchens..) that may pose a danger to the personal safety of employees or others.. these schools must employ a safety representative and a safety committee, which must meet on a regular basis in order to ensure continuous safety in schools.”

The National Health Act, 2003 (Act No. 61 of 2003) includes amongst others, training programmes for formal and informal food retailers. All levels of food distribution, including all schools, are thus catered for and schools should be able, when presented with opportunities, to utilize training programmes, should the opportunity be presented and should be utilized. No matter how simplistic the food operation at a school might be, all food retailers should have some level of nutritional knowledge.

Temple et al. (2005:257) believes that a closer synergy between the Departments of Health and Education should exist; this is in order to improve the diet of all South Africans. Improved dietary guidelines from the WHO have been adopted in South Africa as part of the Integrated Nutrition Programme (INP). It is paramount that the guidelines be applied where food is sold in tuck shops. The Education Department needs to encourage the schools to adopt the guidelines as part of the school’s policy – only nutritionally accepted foods should be sold at tuck shops.
To conclude, school principals and schools governing bodies are reminded of their responsibilities (Bisschoff and Mestry 2003:19):

“Although financial management is a specialised field, financial school management is based on elementary accounting principles. Some principals may not have an in-depth knowledge of financial matters, but they should at least be familiar with the South African Schools Act of 1996 and other legislation relating to financial school matters. They should have an understanding of the various key control functions in managing the finances of the school efficiently.”

2.4.3 Municipal Legislation
With minimal legislative guidance from education authorities when dealing with the tuck shop, schools can also consult local municipalities. Local municipalities have a specific act pertaining to the establishment of a food distribution enterprise. The heading of the appropriate section: Food Safety and Hygiene Guidelines:

“All food premises must be registered with the local authorities, and your school will require a certificate of acceptability in terms of the Food Premises Regulation (R.918) prior to trading.”

Directorate Food Control, Department of Health (Regulation R918).

This will apply to the establishment of a school tuck shop. Various groups of people including Education Departments, its representatives, school representatives and local municipality officials may argue that the tuck shop may not be seen as a commercial entity and thus may not warrant an inspection and a certificate of compliance. Non-compliance to the abovementioned Act should however be classified as illegal and the closure of such an establishment could be enforced.

2.4.4 Tuck shop policy
A tuck shop policy will give a school direction and parameters to create a ‘healthy’ environment and continue to generate income for the school. “A canteen policy is a statement that clearly identifies the role of the canteen in the school community and
clarifies the principles and values which guide its operation. It guides decision-making in the school about the canteen” (School Canteen 2012: 3). ‘Canteen’ would mean tuck shop in South Africa. Thus the policy would reflect the aims, values and norms that represent the school.

Learners who represent the diverse cultures should all be part of a committee that would formulate the policy. Educators could be important contributors to the policy and could encourage healthy choices in their respective subject areas. Parents’ support and involvement in the tuck shop should allow for an accelerated process in the need for ‘healthier’ change.

The established tuck shop committee could deal with issues including the use of health professionals; the continued evaluation of the menu on offer; seeking healthier options; the correct method to store food and the financial control of the entire tuck shop operation. There are many more issues that the committee could be called on to deal with (Schools Canteens 2012: 1 - 8). The establishment of a tuck shop policy would be beneficial to all schools.

2.5 SCHOOL PROGRAMMES AND THE SCHOOL CURRICULUM

2.5.1 Introduction
With the ever present reality of poverty and malnutrition in South Africa, the Education Department has included ‘food’ programmes to assist learners in rural areas depending on the quintile rating of their schools (see 2.3). Several programmes have been established in South Africa such as the EduPlant Programme. The current curriculum, especially in the Life Orientation sphere, does discuss nutrition at various grade levels. However, established school subjects such as Health Education and Physical Education, have been integrated with other subjects in the school curriculum.

2.5.2 EduPlant Programme
The following reason is proposed for the establishment of the EduPlant programme:

“A full stomach is an essential building block to a good education.
Yet schools are often faced with the problem of malnourished
It is with this understanding that the South African Government has introduced an EduPlant programme; between twelve and fifteen thousand schools have registered with the Education Department to receive assistance with the EduPlant programme. These schools are largely based in the rural areas. The aim is for these particular school communities to produce sufficient vegetables to sustain themselves. To expand on the EduPlant programme: “EduPlant empowers the youth to produce food using permaculture methods, which combine the use of plants, animals, buildings, water, landscapes and people in agricultural pursuits while ensuring that the environment remains viable and sustainable.” (EduPlant Impact: 2011)

The programme is aimed at the most impoverished of South African societies requiring improved health and education (EduPlant Impact: 2011). Two issues are critical to this programme and its continued success. Firstly, there has to be ongoing government financial support should there be, amongst various additional issues, a natural disaster. The second point is continued investigation into new organic material. This still needs to be fully investigated but could be the answer to the replacement of poor quality food. There remains the need to sustain the younger population and protect them from all mishaps, including a myriad of diseases.

Infectious diseases constitute one of the major factors contributing to child malnutrition anywhere in the world. Conversely malnutrition makes a child more susceptible to these infectious diseases including HIV/AIDS.

Malnutrition in South Africa is not just manifested in under-nutrition, but also in over-nutrition - this leads to being overweight – “... it is not surprising that both underweight and overweight children can be malnourished” (Davidson 2011:3). From being overweight the next level of poor health is obesity. Change is needed: “… nutrition interventions such as nutrition education and micronutrient supplementation with indirect nutrition interventions such as health care and provision of safe and clean water to address the causes of malnutrition.” (Department of Health Integrated Nutrition Programme 2010).
Professional people including dieticians, as mentioned previously in this chapter, can be very influential in addressing questions regarding malnutrition. Principals can also be most influential by improving the communities’ nutritional knowledge and by continuing to source finance to sustain the nutrition projects. The nutrition situation is exacerbated by a lack of nutritional information and knowledge, undesirable dietary habits and nutrition-related practices, attitudes, perceptions and socio-cultural influences that could adversely affect nutritional status. All cultural groups within South Africa’s diverse population can be ‘educated’ as to correct eating and correct nutritional intake. Informed school principals are in a position to positively influence learners under their care to acquire the correct nutrition information and thus avoid the pitfalls of malnutrition.

2.5.3 School Feeding Schemes
The government has established a school feeding scheme, geared according to the school quintile system. This will ensure that those children who are most needy will receive nutrition (especially in Quintiles 1 and 2). Urban based schools are fast growing communities also requiring assistance. Once again the principal, with acquired nutrition knowledge, should play a significant role in the community. To attain good health and nutritional status, people need sufficient knowledge and skills to grow, purchase, process, prepare, and feed their families a variety of foods in the right quantities and combinations:

“The primary goal of the National School Nutrition Programme August 2004 programme is feeding while also utilising resources invested by government in the programme to create substantial livelihoods for local communities.” (Department of Education 2009: 1).

The National School Nutrition Programme should alleviate continued food shortages in communities. Children lacking nutritious food are at increased risk of poorer health – as mentioned in this chapter, we suggest that food security is a critical part of a child’s overall health and well-being and should be of utmost importance to ensure that all children are adequately fed. This result is dependent on government funding (Department of Education 2009).
Needs within the country continue to grow, yet the response from the government is to begin to scale down its support or at best pay lip service to the nutrition programme. The government’s commitment to a sustainable plan of action and adequate funding to sustain and grow the programme, will be the basis of future success.

Creating a caring school (2009), with accompanying guide, emphasises: “There are three critical ingredients that increase the chances of implementing a successful nutrition programme:

1. Committed and capable management
2. A realistic and achievable strategy
3. Continuous monitoring”

It is also stated that accountability is paramount from all those involved.

How do we ensure that the learners in South Africa receive the correct food on a daily basis? Historically South Africa has an extremely limited track record of assisting the youth and families with food assistance. Other than religious groups and community driven initiatives there has been no government action to assist the youth of the country. Time will reflect whether school-based feeding schemes have been successfully integrated and can be maintained by the various communities.

Urban and Suburban schools may all have area or land restrictions. Large tracts of land to accommodate food growing programmes, are simply not available in the suburban areas of South Africa. In Britain there is the practice of herb or vegetable gardens that are advocated for all schools and for all ages. According to Clarke (2007:261) the value of having “school food gardens” has an enormous impact on a school community. The long-term prospect of having the knowledge how to produce food would include educator opportunities to expand curriculum lessons and school projects and to allow the learners to acquire skills that may stave off future malnutrition. New knowledge regarding horticulture can help learners to understand important concepts including the origin of food and the importance of good nutrition.
The key to a complete nutritional programme must be finance and a willingness to implement an improved structure for nutrition at schools - this would include improved menus and guaranteed daily meals. Lack of funds should not stand in the way of learners’ intellectual development.

2.5.4 School Curriculum

The present school curriculum in South Africa includes the subject Life Orientation (LO) in both primary and secondary education phases. Previous subjects in the curriculum included Guidance and Health Education. Both Guidance and Health Education included sections in the curriculum dealing with nutrition and its effects on the human body. Many educators, in discussion, make mention of the positive impact the subjects including Health Education had on the learners based on the relevance of the subject matter. The importance of subjects, across the curriculum with various learning areas and subject content highlights the importance of and evolving role of the educator. The role of educators (teachers) is emphasised:

“They (teachers) can link the changes to healthier foods with the health curriculum. In primary school, food and nutrition can be incorporated across the curriculum in art, language, health, science and maths. In secondary school, food and nutrition are taught in physical education. Teachers are also customers of the canteen, and as such their support is important.”

(School Canteens 2012: 3)

Bush and Heystek (2003:17) highlight the role of educators and specifically the role of senior management and especially the principal in our ever changing environment:

“..as these environmental pressures intensify, managers require greater understanding, skill and resilience to sustain their institutions. Competence comprises an appreciation of concepts penchant for successful action.”

No matter how grave the situation may seem, learners should know that there are easily modifiable changes in diet and eating habits. Educators can present these
interrelated concepts (such as physical activity and food choice) to the learners and they can be better equipped to deal with problems related to food.

The role of school educators, irrespective of the school curriculum, is important. School educators may well experience that learner’s question the credibility of the lessons on offer when that which is said is not practised in reality. Educators may well advocate and teach healthy lifestyles and yet they themselves will be the first to order food and cold drinks from the tuck shop that are not healthy. The principal and the school staff cannot continue to ignore the role the tuck shop has on the school environment (Red Branch Fighting obesity and keeping kids healthy 2010:1):

“The school shop or canteen is part of the school environment and therefore has an educational role… Children learn about healthy eating as part of the curriculum – promoting foods that are unhealthily high in fat, sugar or salt in school can be counterproductive to say the least.”

The root cause of the younger generation’s perceived physical weakness may also be the changes in the school curriculum. The mental wellbeing of any individual cannot be divorced from their physical wellbeing. In the Cape Argus (11 June 2012) the following point is highlighted: “The focus is not only on food, but also on physical education. Most of the school’s children are involved in sports and at least one hour of physical activity a week.”

Hardman and Marshall (2008:1) confirm the following:

“The Berlin Physical Education World Summit in November 1999 confirmed a decline and/or marginalization of physical education in schools in many countries with perceived deficiencies in curriculum time allocation, subject status, material, human and financial resources, gender and disability issues and the quality of programme delivery.”

Hardman and Marshall (2008) continue to highlight the problems related to Physical Education (PE). Significantly two quotes, made by South African PE Teachers, are
presented in Hardman and Marshall’s report (2008). The first quote deals with the status of PE in relation to the academic subjects:

“Low status – priority given to academic subjects; the Life Skills’ Programme does not allow for active participation in secondary schools – treated as a non-subject and of non-academic status.”

The second quote deals with the ability of educators to present PE in its present state in South African schools: “The majority of teachers who have to present PE section of life orientation are not qualified.”

The importance of these quotes that are part of an international report is that the situation of declining learner health is not unique to South Africa. The curtailment of Physical Education in Primary and Secondary schools is a worldwide phenomenon. The lack of finance, to afford the salaries of P.E educators and the lack of importance of the Physical Education lesson in the curriculum, has been used by various education officials to explain the disappearance of the subject from curricula.

The influence poor health and poor nutrition choices have on children are connected to limited physical activity. Physical Education is not part of the school curriculum in South Africa (as at 2014) and forms a limited exercise regime in Life Orientation. Sparling, Owen, Lambert & Haskell (2000:5), regarding South Africa, highlight the following “Physical activity and health promotion initiatives have been fragmented, with little central government coordination. This may be attributed in part to: … the collapse of physical education within public schools and the historical absence of such programmes in disadvantaged communities.” This could lead to a nation in poor health. Poor nutrition can thus not be solely blamed for society’s poor health – the lack of physical stimulation needs to be further investigated.

The impact of the loss of physical education on the youth of today cannot be ignored when discussing nutrition and healthy eating. Rowland (2005:131) highlights the link between the diet and exercise: “The role of regular exercise and prudent diet during the growing years may be more importantly one of preventing rather that treating childhood obesity”.


Multiple studies highlight that learners and adults who acquire nutrition knowledge were able to apply this knowledge to their eating habits and diets. The result was an increase in the consumption of ‘acceptable’ food groups. However, the mere acquiring of nutrition knowledge may not guarantee long-term improved lifestyles (Worsley 2002: 579-583). Exercise is vital at all ages and stages in human life (see section: 2.2.4).

“Knowledge of nutrition and implementation within the school curriculum may well assist the change in behaviour. Teachers report anecdotally that behaviour improves as students move away from inappropriate food.” (Red branch 2010:1). Once correctly regulated, behaviour patterns will be far more discernible and acceptable. All parties will benefit from such knowledge so as to ensure the full growth of all learners and the society they will come to be part of.

As their knowledge about nutrition increases, learners may well be lead to make better informed food choices inside and outside of school. Too often nutrition education is rarely discussed with young learners. Decisions involving breakfast and supper and the lack of sustenance at these times have lead to the increased importance of food during school time. Poor food alternatives that are on offer, either at the school tuck shop, from nearby shopping malls or from local vendors or ‘spaza’ shops, will make it harder for learner to make good decisions.

We, in South Africa, reside in a country with abject poverty where malnourished children are physically unwell and under developed (McVeigh and Meiring 2014). In addition we have those who are extremely affluent and who consume copious amounts of junk food - this leads to health and behavioural problems and additional cases of physically immature citizens. The socio-economic status of people and their sedentary life styles are but two of the many contributing factors to being unwell. In a strange twist of irony the poorer one is, the more likely one is to be obese – enough or too much is not necessarily correct. All learners are therefore vulnerable to malnourishment. It is incumbent on all those who are concerned to assist the learners on the subjects of poor nutrition and unsatisfactory body weight.
Even with various programmes in place and an ‘improved curriculum’, there remains the fact that the influence of the principal, educators and parents cannot be underestimated. Many lessons in life are learnt informally and outside the confines of the classroom: “... social learning is also known to have a powerful effect. We model our food intake on those around us, particularly those whom we respect.” (Benton 2004:862)

Benton (2004:862) further reaffirms that food preferences of children were more readily developed in the presence of an important adult. This could include parents, family members, school principal or educators. Children will be encouraged to eat the foods that they see an adult enjoying. Despite this fact, adults choose to ignore their own experiences and allow their children to consume food with poor nutritional content.

A curriculum that includes a school health programme is best described by Gapinski (2002: 1),

“School leaders report that their efforts at coordinating health programmes result in reduced absenteeism, fewer behaviour problems in the classroom, improved student performance (including higher test scores), more alert students, and more positive attitudes among students and educators. Also reported are new levels of cooperation and collaboration among parents, teachers, school and community organisations. A coordinated approach to school health results in healthy kids who make better students, and better students who make healthy communities.”

The affordability of the good nutritious food is a moral and ethical dilemma the school principal must wrestle with (as discussed in Chapter One). This is a critical factor that the researcher must remain sensitive to during the interview process

2.6 CONCLUSION

The research will almost certainly be influenced by subjective and objective opinions. This is simply unavoidable when dealing with human beings whose very integrity,
lifestyle, morals and values will come under scrutiny. Part of any school’s mission statement should include the notion of a healthy body housing a healthy mind. Responsibility and accountability would have to be discussed and many could be reluctant to do so.

The principal and the educators have a profound influence on the learners under their care; to encourage any form of change including the alternate, healthy choices at meal times and at the tuck shop will be beneficial. “Teachers can play an important role in supporting changes in the canteen by involving the children and encouraging positive attitudes.” (Schools Canteens 2012:3). The principal and educators will be best able to monitor and report on changed behaviours linked to health and nutrition intake. This paper could not ignore the food consumed outside of the school times yet the major focus would be on the schools’ tuck shops.

This evaluation and research project is based on my observations during the past twenty years in education of an evolving and changing school environment. Learners’ interests have changed with the coming of the technological age and its related influences on the younger generation’s lifestyle. One needs to be reminded of the curtailment of physical education as part of the curriculum and the spontaneous activities or games, organised by young people themselves – the effect is well documented (Hardman and Marshall 2008). In South Africa the lack of spontaneous ‘playtime’ can be explained by a number of reasons, including safety and security. Parents’ lifestyles, family lifestyles and physical activities have also changed. Relationships across the education spectrum have also changed. Parents and parent bodies have greater influence within the running of the school, as per legislation and through the SGB. This self-same legislation requires the SGB to pursue any avenue to acquire additional finance for the school.

In Chapter 3, I will discuss the methodology used to complete the research. Included will be the data collection procedure and the instruments used to collect the data. The chapter will highlight the validity, trustworthiness and sample size all contributing to the final presentation.
3.1 INTRODUCTION

The aim of the study was to evaluate government schools’ tuck shops in their function of generating additional funds to assist the schools’ finances. Included was the evaluation of the influences that the food presented at the tuck shop, may or may not have on the health and safety of the learners.

In order to achieve the aims and objectives of this research project (see Chapter 1) qualitative data was to be collated and presented. Worthington 2013: 2 believes, “Ultimately, the purpose of educational qualitative research is to improve our practice and the basic qualitative research design is particularly well suited to obtain an in-depth understanding of educational processes.” The commitment to the research required a stringent focus on the schools and their leadership (namely the principal as a member of the SGB) that came under review. The outcomes of the research were aimed at providing conclusions and suggestions to the research question and ultimately to assist communities in establishing improved education facilities.

Various literature sources (Chapter 2) were reviewed and multi-media channels were evaluated. The published resources included literature by journalists, medical practitioners from the fields of psychology and psychiatry, behaviour therapists, professors of medicine and dieticians among many others.

A summary of the recorded data (from the interviews with the principals) has been presented (see Chapter 4). The end result would hopefully see the various education authorities such as local and provincial departments and ultimately the national department of education wanting to improve the education facilities for all the learners in South Africa.
The research will focus on the school principal who, as a member of the SGB, plays a pivotal role within the school community. Fundamental to the research and the collected data is the assumption that good nutrition is required to sustain learners throughout their lives, in order for them to learn and succeed at school.

3.2 RESEARCH DESIGN AND METHODOLOGY

The following phases represent the design and methodology for this research:

<table>
<thead>
<tr>
<th>Problem identified and presented</th>
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</thead>
<tbody>
<tr>
<td>Tuck shops in government schools are used to accumulate additional school funds at the expense of providing acceptable nutritious food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aims of the research established</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aim of this study is to evaluate the role of the school principal in the school tuck shops in acquiring additional funds (in managing school finances).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sampling</th>
</tr>
</thead>
<tbody>
<tr>
<td>One area and ten government schools were chosen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple literature sources evaluated.</td>
</tr>
</tbody>
</table>
### Outcomes
Collate all data.

#### Hypotheses proposed evaluated
Data to reject or accept multiple hypotheses proposed.

#### Suggestions to Principals, SGBs and Education Department
Present suggestion to maintain tuck shops with improved nutrition for the learners while tuck shops can still acquire profits. Improve entire school communities’ understanding of nutrition.

---

### 3.2.1 RESEARCH METHODOLOGY - QUALITATIVE METHOD
Two paradigms are available when completing research namely qualitative and quantitative methods. The quantitative method includes deductive forms of reasoning; measured standardised statistical procedures presented in figures. Qualitative methods would include inductive forms of reasoning and data presented in narrative phrases. In order to fully achieve the aims and objectives of this project qualitative data will be collated and presented. One, however, cannot ignore the human elements of bias and subjectivity when completing the research. According to Merriam (1998: 11) the generic qualitative method “simply seeks to discover and understand a phenomenon, a process or the perspectives and worldviews of the people involved.”
The researcher would need to confirm appointments and visit all the principals at their schools. In addition, tuck shops would continue to be observed and multiple documents reviewed. Merriam (1999:11) reinforces “You must physically go to the people, location, setting or site… in order to observe, interview or collect documents…You immerse yourself in the situation and you do not manipulate the situation, but rather watch naturally occurring events and not controlling them, i.e. qualitative research is naturalistic…”

Golafshani (2003:597) refers to qualitative research as: “a naturalistic approach that seeks to understand phenomena in context-specific settings, such as “real world setting {where} the researcher does not attempt to manipulate the phenomenon of interest.” This is reaffirmed by Patton (2002:39).

The ‘context-specific setting’ referred to by Golafshani (2003: 597), I believe, is the schools tuck shops in this research. Fouche and De Vos (1998) confirm, through observation, that the learners casually observed purchasing from the tuck shop have thus consumed the food on offer – (Section 3.2.2). This information is used to develop insights, ideas and formulate hypotheses based on the phenomenon observed: hence the research project.

Qualitative research would allow for the development of explanations as to the why tuck shops exist. The reasons may vary according to the context (setting), the affluence of the school and the community. Therefore, quantifying the responses, with sample sizes, variances in responses and different circumstances at each school is something that would have limited value. Similar responses will be collated to focus the findings and recommendations.
Herewith the design of qualitative research:

**Qualitative Data**
Literature Review.
Personal Observation.
Individual Interviews
Discussions with principals.
Generic questions
Additional questions – required for better understanding and explanation.

**Analysis**
Evaluation of all data collected
Interviews/ literature reviewed.

**Findings**
Present findings from data collected.

**Solutions/Recommendations**
Offer various proposals to improve nutrition at school tuck shops.
Hypotheses to be proposed.
3.2.2 RESEARCH DESIGN – EMPIRICAL RESEARCH

The ultimate aim of any research and related research design must be the continued gathering of information. This aim can only be achieved through the design and organised planning. The designs will highlight key information that will require the formulation and postulation of hypotheses for continued research. Consultative and collaborative strategies will need to be adopted.

The researcher confirms that when they are casually observed, the learners who make purchases from the tuck shop consume the food on offer. The school generates income by means of the tuck shop. The finance earned from the tuck shop will be utilised by the principal and the SGB. This information is used to develop insights, ideas and formulate hypotheses based on the phenomena observed (Fouche and De Vos 1998) – as previously mentioned. These ‘phenomena’ reaffirm the type of qualitative research to be completed.

“A basic qualitative research design will attempt to uncover

• the participants’ experiences
• the meaning the participant ascribes to those experiences, or
• a process.”

(Worthington 2013:3)

Principals will have the opportunity to share their experiences dealing with the tuck shop through pre-determined questions (seeking specific information). To ensure comprehensive interviews impromptu questions may be included, resulting in semi structured interviews (Merriam 2002:12).

Cross referencing/triangulation/multiple approaches to data collection are best suited to study aspects of an individual’s personality during the interview and through personal observation (Golafshani 2003: 604). We therefore focus on the principals’ choices in lifestyles, behaviour and on their influence on the school tuck shop. This will ensure the reliability, validity and trustworthiness of the research (Golafshani
The participants namely the principals will be allowed to elaborate on their experiences should they wish to; this interaction, during the data gathering, will allow for the possible development of further research and extended topics. According to Worthington 2013:3 the researcher should take note of: “Beliefs, opinions etc might emerge as part of one’s findings but should not be the purpose for conducting a basic qualitative research design.”

The researcher will look to the social constructivist perspective where socializing and interaction with people of different cultures (numerous in South Africa) is vital to the gathering of information. This approach will be used to reinforce the cross section of public schools and the principals being interviewed - as advocated by Henning et al (2004:46). The constructivist approach may well assist the researcher in being able to understand the actions and reactions of all the respondents, in acquiring funds for the school, and ensuring the level of improve education opportunities.

3.2.3 SAMPLING

Intentional or purposeful sampling was utilised, in the completion of the research (Merriam 2002:12). “Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling…” (Merriam 2002:12). Ten principals of various public schools, in a specific district (Ekhuruleni, Gauteng, South Africa) were interviewed. The principals, as leaders within the school communities, allowed the researcher to review the complexities of the situation that they need to deal with. The schools, primary as well as secondary schools, that were evaluated varied in terms of cultural composition and quintile ratings. Both schools with Afrikaans and/or English as first language mediums were visited. All schools, by no coincidence, were coeducational (boys and girls) schools. The functioning of all the schools was sufficient to establish a fair result.

The principal of each school was interviewed as the representative of the School Governing Body. The principal should be involved in the finances of the school and should have input into the tuck shop and the role the tuck shop plays in the school environment, as is prescribed in the South African Schools Act (1996). The principal
should have a good understanding of all tuck shop related aspects of the school and the learners.

This data is suitable for this particular study because each school tuck shop is unique to the environment where it operates. The diversity of the schools chosen would cover the entire spectrum of South African society. Many of the ethnic groups residing in South Africa would have their children enrolled in the schools visited. The purposeful selection of schools to complete the research was confirmed.

Permission would be required from all principals for the interviews to occur; the aims of the research would be discussed and the questions would be confirmed prior to the interview. Anonymity and confidentiality would be ensured and any principal who felt uncertain or uncomfortable would be afforded the opportunity to terminate the interview immediately.

Preliminary investigation had shown that there was a lack of nutritional understanding within many school communities, related to questions on the subject of the food presented at schools. There was sufficient evidence to warrant research. The choice the various schools within a certain district of Ekhuruleni (Gauteng), was sufficient to establish scientific proof, establish a fair result and to add credibility to the research.

3.2.4 DATA COLLECTION

The use of observations, documents and interviews contributed to the process of qualitative research (Merriam 2002:12). Each school principal as a source of rich data, as confirmed by Golafshani (2003:597), has unique perspectives on the role of the school tuck shop in the school. The principals highlighted certain issues or alluded to issues (‘hidden meanings’) that they would have to endure on a daily basis. In so doing ‘hidden meanings’ may well be better evaluated and understood (Henning et al 2004:55).

Golafshani (2003:597) further confirms the individuality of each setting – the principal as an individual and the uniqueness of each tuck school shop. Thus, “methods like interviews and observations are dominant” in completing such research. The emphasis on the understanding of education issues by the principals is
indicative of the unique perspectives of each individual. Qualitative data would include perceived values and associated behaviours related to the food presented at the school tuck shop. The complimentary nature of various methods of data collection would primarily include interviews and document analysis. This could be achieved by cross-referencing, continued observation and establishing an audit trail.

The researcher observed the learners interacting at various school tuck shops; this observation took place over several years and at numerous school tuck shops. Learners would be observed purchasing various ‘food’ items from the schools tuck shops. The researcher conducted interviews with the various tuck shop ‘managers’; the interviews reinforced certain aspects of the researcher’s observations. Included in this interview were the elaboration of observed purchasing patterns, preferential products the learners demanded and the various levels of consumption. This observation continued in the various classrooms; learners’ reactions to nutritious content or lack thereof, would manifest during the school lessons.

Bekker (2012:37) introduces the term ‘generalisability’ when dealing with qualitative research; however this is not the main aim. The research is dependent on a specific environment like a school tuck shop and schools classrooms where the findings that can be ‘generalisable’ to the school are being evaluated. This would be an extension of data collected and therefore ensures a level of validity.

The final presentation sees: “All collected data is laid out and treated as equal, clustered into themes, examined from multiple perspectives, and descriptions of the phenomena (how and what) are constructed” (Merriam 2002: 1)

Information could be shared with certain subjects including the management of the school – confidentiality and the required permission would be strictly adhered to. The research would gain credibility and feasibility, should the newly established data and the presence of completed studies from various authors, and could be compared.

3.2.5 QUESTIONS
During the interview process, with the school principals, a set of generic questions was used (see Addendum One). The interviewer was able to include additional,
impromptu questions to complete the relevant sections - to allow for an elaboration and extension of a particular question where necessary. In certain interviews the questions did not always follow the established sequence. This occurred due to a certain interpretation of a particular question or questions and would be followed by an answer that was linked to a question that would follow at a later stage. Responses from the principals could cover two or three questions and the researcher may have needed to readjust questions in order to complete the interviews. (See addendum Two).

The questions were divided into four areas linked to the forms and the scope of the research. The areas included:

- **Rationale for the tuck shop: (financial and/or other)**
- **Principal’s Involvement: (knowledge/decisions – minimal to complete)**
- **Legislation pertaining to the tuck shop and nutrition at schools: (understanding/implementation – minimal to complete)**
- **School Programme and School Curriculum: (limited input – maximum allowable input)**

### 3.2.6 PRE-TESTING THE DATA COLLECTION INSTRUMENT

Retired principals were asked to evaluate the research instrument. Certain recommended amendments were made prior to the commencement of the research.

The research included a cross-section of society including varying levels of wealth and available income as no section of society is immune from the issues of physical wellbeing, food preparation, food selection, eating habits and associated behaviours. Certain core questions were expanded to include additional questions so that both the researcher and the respondents could fully articulate their understanding of the entire
research project. The use of the interview method catered for the elaboration of the individual’s understanding of the questions, responses and rationale for the study.

3.2.7 DATA ANALYSIS
To complete the data analysis, certain steps need to be completed. In Data Collection (3.2.4) the procedures required to complete both the data collection and the data analysis were described. The following diagram illustrates those steps (Merriam 1999:11):

Data collected was analysed by means of categorizing and identifying themes. This technique was suitable for this study because interviews and document analyses would yield a vast amount of notes: this method helped to organise copious notes and themes from the data used in the research (Henning et al. 2004: 127-128).

The central focus was to protect the adequacy and relevancy of the research instruments. All completed tasks were continually evaluated throughout the research. Dates were set for completing tasks including the literature review, the gathering and analysis of data and the final submission of the findings. The researcher could begin to construct multiple hypotheses.
A set of generic questions, aimed at sourcing information about the accumulation of funds and the correlation between the knowledge of food intake at schools and the overall influences and responsibilities of the principals, would be set. The need for continued research to link the correlation could be examined. The knowledge gained here may well be utilised in additional research.

Key questions were about principals’ understanding of nutrition and related concepts such as fat content, kilojoules content and energy content. Questions were asked about the principals’ roles in tuck shops, reason/s for the existence of tuck shops, legislation pertaining to tuck shops and available learning materials within the school curriculum that could assist all those involved with better understanding nutrition.

3.3. RELIABILITY AND VALIDITY

3.3.1 INTRODUCTION
In order to fully explain the issues of reliability and validity, additional terms will be introduced. Golafshani (2003) and Henning et al. (2004) include these additional terms in their explanations. The distinction between the qualitative method and the quantitative method was established. It is clear that the quantitative research method relies on the overall credibility of the research whereas the qualitative research method relies on the “efforts of the researcher.” Golafshani (2003:600). This is further emphasized (Golafshani 2003:600):

“Although reliability and validity are treated separately in quantitative studies, these terms are not viewed separately in qualitative research. Instead, terminology that encompasses both, such as credibility, transferability, and trustworthiness is used.”

3.3.2 RELIABILITY
Document and transcripts analysis, excluding assumptions and reflective of the principals’ responses, would ensure the reliability, validity and trustworthiness of the research Golafshani (2003:604). Principals would be allowed to elaborate on their
experiences during the data gathering. This could allow for further research into any related topics or areas of concern as expressed by the principals.

The value of any research is the “quality” (Golafshani 2003:601) that is presented. The reality the researcher was faced with was that each school was different and had needs that were unique to that particular school. The roles and responsibilities of the principal in each school were in turn difficult to comprehend and to describe in plain language.

Henning et al. (2004: 147) reaffirms that in order to confirm the terminology trustworthiness and credibility amongst others, the researcher is obliged to: “promote good craftsmanship, honest communication and action as reasons rating research as good scholarship.”

The researcher has to fully understand that subjectivity and personal bias are human traits and should be considered thus when attempting to present the research. Should this subjectivity and bias be successfully understood, the information gained in the research could be seen as being reliable.

3.3.3 VALIDITY
For the research to be credible the research and the research instruments need to be checked and validated. The role and quality of the questionnaire as a research instrument is paramount. It should be ensured that should the instrument be utilised elsewhere, under similar circumstances with similar respondents, then similar results would be achieved. Henning et al. (2004: 151) affirms: “If all research steps are declared and documented, the research is potentially replicable, and someone may then assess, by doing it all in the same way in a similar setting and with similar participants, whether the replicability is feasible.”

Golafshani (2003: 602-603) introduces the discussion of subjectivity and interaction between participants during the interview process. However, this should not be seen as hindrance as the findings can still be justified by testing both the reliability and validity of the research.
Linked to the reliability and validity of the research is triangulation (see 3.2.2). Triangulation would include, in this research, observation, interviews and recordings (Golafshani 2003: 604). The researcher could thus continue to: “… value multiple realities that people have in their minds. Therefore, to acquire valid and reliable multiple and diverse realities, multiple methods of searching or gathering data are in order.”

The uniqueness of each tuck shop, the school environment and the individuality of each principal who is interviewed must be taken into consideration and “may change depending on the circumstances.” (Golafshani 2003: 603). The use of observation, interviews and recorded data would all contribute to the research – hence the use of multiple methods such as triangulation.

Because the schools for the sample were chosen from a specific geographical area, the levels of information gained can further increase the validity of the research (Bekker 2012:37). In qualitative research validity and reliability are closely interlinked. Triangulation should be included in order to establish the truth (Golafshani 2003:604). A high level of confidentiality would be maintained.

3.4. ETHICAL CONSIDERATIONS
Approval for the research would be granted by the University of Johannesburg. The ethical considerations that are universal for any research would be strictly applied.

3.4.1 INFORMED CONSENT
Permission was required for interviews to occur and the purpose of the research and questions were to be discussed prior to the interview. Participants were assured of anonymity and confidentiality (Henning et al. 2004: 73); should any participant feel uncomfortable then the interview would be terminated. According to Merrian (1999: 8 Chp. 6), “Whenever we conduct research on people, the well being of research participants must be our top priority. This means that if a choice must be made between doing harm to a participant and doing harm to research it is the research that is sacrificed.” The required written consent would be given, as per set regulations.

3.4.2 CONFIDENTIALITY
The confidentiality of all the principals would be ensured. The principals and their schools’ identities would not be revealed. All the recorded data would eventually be destroyed and the data would only be used for the intended purpose. Certain principals requested a copy of the research project once it is completed and these requests will be honoured in due course.

3.4.3 DIRECT AND INDIRECT COERCION
All the principals, once asked, volunteered to participate in the research. The purpose of the research was explained and written consent was given. The interviews would be terminated should the principals feel any discomfort including a perceived threat to their wellbeing. The researcher should, at all times, be accountable for the interview (Henning et al 2004:69).

3.4.4 FAIRNESS AND OBJECTIVITY
The involvement of human beings in research requires that where possible, the ideals of fairness and objectivity should be maintained. The principals and their actions linked to the tuck shops are ‘not on trial’. Therefore, the principals’ characters and self-worth are not ‘under attack’. The researcher needs to continue to establish his own level of objectivity irrespective of the circumstances that may arise during the data collection process.

3.5 ROLE CLARIFICATION
The researcher had an understanding of the role the principal fulfils within the school, and was mindful of the pressures that principals face, so as not to burden the respondents unnecessarily. When answers to certain questions needed to be clarified, so that the research could be completed, the interviewer needed to show patience and empathy.

3.6 PRESENTING THE FINDINGS AND RECOMMENDATIONS
The final presentation would include the literature reviewed, the correct use of methodology – evident in the data collected and presented, the validation of the presentation and the desire to continue to pose multiple questions within the scope of the subject requiring continued research. Certain hypotheses were to be proposed based on the findings of the research.
3.7 CONCLUSION

The goal for the study is to create an awareness of the role of tuck shops in the schools’ daily programme. In addition the study aims to assist the school community, lead by the principal and the SGB, in arresting the present situation that includes malnourishment and food insecurity by proposing multiple solutions.

The methodology was selected and all sections were completed and evaluated. Generic questions including alternate questions were posed with a limited explanation. All the interviews were recorded as per the established questionnaire.

This paper could not ignore the food consumed outside of the school times yet the major focus remained on school tuck shops and the food presented at schools. The issues dealt with, when evaluating the tuck shops, were the role of the school principal in the day to day running of the school tuck shop, the understanding and knowledge about nutrition and the legislation pertaining to the school tuck shop and the food made available at schools. The accumulation of profits from tuck shop sales played an important role in the research, even as the overall well being of the learners remained a priority. These issues were researched with their relevance to the nutritional value of all food learners consumed while at school as well as the profits accumulated.

In Chapter 4, I will present my interviews and a summary of the responses. The interviews with ten school principals include ten generic questions. The summary of responses will be set in the four sections identified to complete the research. Although the qualitative method has been used to complete the research, many responses fell within certain parameters. This fact enabled the researcher to complete a set of tables for the findings.
CHAPTER 4

SUMMARY OF THE COMPLETED INTERVIEWS AND
RECORDED DATA

4.1 INTRODUCTION

The research focused on the school principal playing a pivotal role within the school community. Ten principals from both primary and secondary schools were interviewed; all the schools visited were government, co-educational (boys and girls) schools. The principals were interviewed in no specific order. The respondents (school principals) were both male and female. The interviews are presented under the heading ‘Interviews’ and form part of the addendum.

The questions used in the interviews were ordered as per the sections of the research. To reaffirm the sections:

- Rationale for the tuck shop
- Principal’s role and involvement
- Legislation pertaining to nutrition and the tuck shop
- School Program and School Curriculum

The data recorded included incorrect grammar; and this was recorded as verbatim. Questions were altered as certain interviews progressed. This was as a consequence of the principals’ responses including elaborations on particular sections by the principals and the interviewer. Responses in certain instances, by the principals, covered two questions or moved beyond the sections of the research. This did not detract from the interview or the research.

The qualitative method was used to acquire the data presented. However many responses did fall within a curtailed sphere. Thus the researcher has used a
quantitative structure (tables) to present the initial findings or responses. The responses were then evaluated and responded to. The ‘quantitative’ tables were used to assist in presenting the findings.

4.2. SUMMARY OF RESPONSES

4.2.1 SECTION: Rationale for the tuck shop

Question: 1.
“Why do schools have tuck shops?”

And

“What is the prime objective of having the tuck shop in your school?

Summary of responses:

<table>
<thead>
<tr>
<th>Financial Gain</th>
<th>Service to Community</th>
<th>Improve learners’ Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

The respondents had two predominant answers namely as a service to the learners and/or as a fund raising mechanism to generate funds for the school. Principals did confirm that the service provided and the funds gained were equally important hence the responses on the table above – the totals thus exceed the number of principals interviewed.

The responses to question 2 highlighted a contradiction to the responses to question 1. Principals seemed reluctant to acknowledge that finance was gained from the tuck shop and influenced the cash flow of the school. The control of funds from the tuck shop included groups like the Parents Teachers Association (PTA). The PTA assists the principal and the school in multiple projects. The prime aim of the tuck shop is the accumulation of additional funds for the school in order to improve the quality of education.
Many principals felt an obligation to the many learners who arrived before the start of the school day to open the tuck shop and provide an early morning meal. Parents were under pressure into struggling through traffic to begin working at their places of employment. One could assume that many learners could well be missing breakfast before arriving at school (breakfast being accepted as the most important meal of the day).

Nutrition and health did not feature as a response. This response highlights the lack of importance which the majority of principals display when dealing with the tuck shop. One principal referred to the tuck shop as a ‘health bar’. Products, poor in nutrition content, were removed from the shelves of the tuck shop of a particular school. This decision to change the products being sold was finalised after an internal evaluation was completed at the school. According to the principal there was a marked improvement in the learners’ behaviour. Academic results and extra – curricular participation could also have improved.

Question 2.
“Does the income derived from the tuck shop form part of the school’s annual budget?”

Principals may well have misunderstood the initial question or avoided the true reason for the existence of the tuck shop.

Summary of responses:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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Answers ranged from the affirmative to a simple ‘no’. However some of the responses were confusing. When questioned, certain principals were hesitant to acknowledge the fact that the school did receive finance through various avenues from the tuck shop. Certain principals insisted that groups, like the SGB and the PTA, were responsible
for the finances generated through the tuck shop. The principals may have felt that an investigation into the acquisition of additional funds could possibly ensue. There should be no cause for concern should the entire process, according to legislation, be correctly implemented. Provided that the correct accounting principles are enforced, the departmental authorities should be satisfied. The avenues of income, from the tuck shop, would include rentals or rentals plus percentages of targets set prior to the commencement of either the financial year or the period of the contract. The results are in direct contradiction to question 1 – yet there remained the belief that the tuck shop did primarily serve the community.

The negative responses are somewhat misleading as the exchange of finance must occur. Therefore some form of financial relationship, with the tuck shop, must exist within the school structure.

Two principals were not forthcoming with regards to information linked to the tuck shop. The financial status of the school community was made evident and the principals emphasised and elaborated on the presence of the national feeding scheme in their respective schools – this was not linked directly linked to the tuck shop yet dealt with the question of nutrition. The tuck shop was of less importance and understandably so.

4.2.2 SECTION: Principal’s involvement in the tuck shop

(knowledge/decisions)

Question: 3

“What is your role in the school tuck shop?”

And

“What is your input as to the nutrition served in the tuck shop?

Summary of results:

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<tr>
<th></th>
<th>Totally Involved</th>
<th>Partially Involved</th>
<th>Not Involved</th>
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<td>3</td>
<td>6</td>
<td>1</td>
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The answers were varied, based on their perception of priority of the tuck shop as part of the overall school structure and knowledge of food and nutrition. Principals were also seen to be both positive and negative towards the tuck shop. The following negative views, from the principals, were both expressed and implied:

- Problems would include the ever present problem of litter and thus an added expense to employ a group to clean the litter. The tuck shop could be seen as a necessary evil on the school property.

- Distribution of food during the allocated break time has lead, on most school days, to many learners unable to purchase any food. Learners in need of food did ask for special permission to visit the tuck shop outside the allocated break time thus reducing academic time.

- Certain suppliers were seen as being, only on certain occasions, to be unreliable; deliveries could be late or sporadic.

- The principals are under pressure to fulfil their daily tasks. The belief was that a closer relationship should be in place with the tuck shop proprietor, however this was proving difficult. Principals did indicate that the SGB were involved and could alleviate the pressure on the principals.

- To facilitate the pressure parents were experiencing, the principals felt obligated to open the tuck shop early in the morning and remain open late into the afternoon. This was an added pressure to ensure the continued service to the school community. Longer hours at the tuck shop implied additional expenses including salaries for longer shifts.

Negative comments were a reflection of the total involvement of certain principals. Principals who had limited involvement in the tuck shops were amongst the group that showed the least amount of interest and understanding of their role and impact of the tuck shop. The “hidden meanings” human beings display were clearly evident in
the interviews. Many of the principals showed levels of stress related to the pressures of the job, especially related to the amounts of paper work required by the department, the governing body, and the parents. Extreme levels of frustration, within the group of principals interviewed, were noted. The majority of the principals simply did not have staff and/or the time to run the tuck shop - certain schools visited have opted to outsource their tuck shops.

In contrast, the positive comments corresponded to a greater involvement in the day to day running of the tuck shop. The food that was presented seemed to be more controlled and needed to be ‘passed’ by the principal and/or an established committee in certain schools. The principals in this group also had a greater understanding of the role of nutrition and a greater understanding of the complexities linked to a healthy lifestyle. This would include, amongst others, the constant need to update the menu including an increased variety of food available. In certain instances the inclusion of ‘vetkoek’ and pizza should be questioned as regards to the nutrition value. However, the enthusiasm expressed by the group of principals cannot be questioned. In addition, this lead to a greater interest of the learners and their parents as to what was on sale at the tuck shop. Communication within the school community remains important. Positive interest leads to a positive interaction from all parties concerned. This would include letters from the school and the school’s website informing parents of changes in the tuck shop.

The greater percentage of respondents not involved with the tuck shop and thus exercising a diminished level of responsibility, is of concern. Perceptions of the important role that the tuck shop plays need to be re-evaluated.

Question 4.
“Can you define nutrition education?”

Answer: “Nutrition education is any set of learning experiences designed to facilitate the voluntary adoption of eating and other nutrition-related behaviors conducive to health and well-being.”
(National Food Service Management Institute 2011: 6)
The above response is merely an example and there are many more acceptable responses.

Summary of responses:

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<thead>
<tr>
<th>Answer Offered</th>
<th>No Explanation</th>
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<td>3</td>
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Most principals did initially struggle to offer an interpretation and commented on the complexity of the question and the subsequent answer. The scope of reply included being well informed, interested and knowledgeable to having a limited understanding of the nutritional value of food products with no real interest in nutrition education. Answers similar in content; primarily was the need to consume that which is healthy and having the correct content – content would include fibre, correct Glucose Intolerance (GI) levels amongst others. The literature offered similar interpretations as to an acceptable definition. Included were responses of eating early in the day to maintain a level of concentration through the day. Many children were arriving as early as six am and there was no certainty that they had any meal prior to their arrival at school.

The principals unable to offer a response are of concern. This is indicative of a limited understanding of the role of nutrition in the learners’ daily routines. Once again this understanding must change for the good of the learners.

“Can you define the following acronym and terminology?”

(i)  BMI
(ii)  Saturated Fats
(iii) Kilojoules

Answers (general)

(i) Body Mass Index – Fat content in a human being
(ii) Fat content in food products (Classified unhealthy)
(iii) Energy content in food
The answers presented are at best simplistic and contain no scientific explanations.

Summary of responses:

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<th></th>
<th>Explained</th>
<th>Unsure</th>
<th>Unexplained</th>
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</thead>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Saturated Fats</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Kilojoules</td>
<td>6</td>
<td>3</td>
<td>1</td>
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</table>

The majority of the principals have knowledge of the ‘language’ associated with nutrition. The acronym and additional questions were of an entry-level standard. The ‘language’, associated with nutrition, can be extremely complex and difficult to comprehend.

The inability of certain principals, to offer minimal responses or offer any acceptable explanation, is of concern. The language of nutrition, in the modern society, is rapidly emerging as a popular topic of conversation. Limited understanding, of the topic (nutrition), could surely alienate individuals including schools principals from the mentioned conversations.

Question 5.

“What is there any outside professional assistance utilised in the school tuck shop?” (this would include dieticians, nutrition analysts). Please elaborate.

Summary of responses:

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<tr>
<th></th>
<th>Often</th>
<th>Occasionally</th>
<th>Never</th>
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<td>3</td>
<td>7</td>
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The responses indicate a limited involvement by outside professionals. The majority of principals answered in the negative. Responses alluded to the notion that the outside professionals would arrive with a hidden agenda (to sell their own
products/services to the learners). The education and well-being of the learners would of secondary importance. The complex nature of nutrition lends itself to the inclusion of the various professionals that could assist the school communities. The actual responses will be investigated in Chapter 5.

4.2.3 SECTION: Legislation pertaining to nutrition at schools and school tuck shops (availability, understanding and implementation)

Question 6.
“What is the legislation that assists educators in the caring of learners while at school?”

Summary of responses:

<table>
<thead>
<tr>
<th>Able to identify</th>
<th>Certain sections of</th>
<th>Unable to identify</th>
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<td>the Act identified</td>
<td>Act</td>
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<td>3</td>
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<td>2</td>
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The majority of principals could identify the South African Schools Act as the foundation for the running of their schools. Additional Acts, including the Health and Safety Act, should have been mentioned. Principals who were unable to identify the Acts are of concern.

Question 7.
“Is there legislation available to guide the principal in the establishment and running of a tuck shop?”

Summary of responses:

<table>
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<tr>
<th>Able to identify</th>
<th>Unable to identify</th>
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</thead>
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<td>Identify</td>
<td>Identify</td>
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<td>0</td>
<td>10</td>
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The lack of knowledge of the local municipality legislation and any related acts (including the Finance Act), to help run a tuck shop, is of major concern.

Question: 8

“To what level are the local, provincial and/or national departments involved in school nutrition programs?”

Summary of responses: (Principals’ perceptions)

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<thead>
<tr>
<th>Are Involved</th>
<th>Not Involved</th>
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<td>10</td>
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The Principals were forthright in their responses – the departments were not involved in assisting the schools with any form of personal nutrition programs, including tuck shops. Schools that are part of the national feeding scheme do receive departmental assistance. The Education Department in conjunction with the Health Department are involved in the national feeding scheme. The number of schools using the feeding scheme is growing. One principal emphasized this trend. The required finance to fund such an operation continues to escalate. Additional financial pressure is thus created for the state.

The limited involvement of the departments may well be indicative of the work load the department officials are required to complete. Nutrition may not be perceived to be a priority within the departments and the officials have more pressing matters to deal with.

4.2.4 SECTION: School Programme and School Curriculum

Question 9.

“Do you have an Edu Plant programme at your school?” – (This is the cultivation of organic food).
The research was completed in urban schools; this in itself was limiting. None of the schools examined in the research, had an EduPlant programme, since there was insufficient space available. Schools did however have various plant projects, varying in class sizes and learner involvement. The ‘other plant programmes’ the principals mentioned included herb gardens and externally funded projects operating in certain schools. The response was to be expected. The introduction of certain ‘plant’ programmes was encouraging.

Question 10.

“There may well be a section dealing with nutrition at school. Do you think that there should be a national nutritional programme in place as part of the school curriculum?”

Summary of responses:

<table>
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<tr>
<th>Yes</th>
<th>No</th>
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<td>9</td>
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The overall response was ‘yes’ there should be a programme in place. This positive response leads to the belief that the implementation and administration of such a programme should not be inhibiting factors. The general belief was that learners were spending longer hours at school than ever before. The reasons for the increased hours at school included additional academic, cultural and sport participation and the pressure for parents to spend more hours at their places of employment. Therefore a national nutritional programme would benefit the learners at schools.
Certain reservations mentioned by the principals include the sustainability of a national nutrition programme. The enormity of implementing such a programme could be staggering and could place severe pressure on multiple national departments’ to maintain the programme. The cost to the country may prove too much, especially when the country’s economy is under tremendous strain.

The negative response highlighted the required finance that would be needed to successfully implement such a programme. The Education Department has a history of the limited availability of finance to continue to maintain educational standards in South Africa.

4.3 CONCLUSION

The interviews were central to the entire research project. The principals, in most instances, were honest and forthright in their responses. Additional issues, not part of the research, were disclosed by the principals. The issues including the necessity of a ‘growing’ feeding scheme should be dealt with in further research. More and more communities are struggling financially and are requiring more and more assistance from the government.

In Chapter 5, I will present and discuss my findings and make certain recommendations. Conclusions will be drawn and future research topics will be presented. Additional hypotheses will be established based on all the data acquired.
CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The same categories, as established in the various chapters, provide the structure for the evaluation, namely: rationale for the tuck shop; principals’ involvement in the school tuck shop; legislation and knowledge of the curriculum and existing nutritional programmes. Many of the statements made could best be described as generalised statements, with the accepted norm being exceptions in any research. Ten generic questions utilised in the research phase (see Addendum 1 for all interviews) formed the foundation for the findings and the recommendations. A summary of the literature (see Chapter 2) and the research findings were integrated for presentation purposes. Summaries of the responses (see tables in Chapter 4), per question, were presented even though this was not a quantitative research project. Many of the replies to the various questions fell within a certain number of responses, hence the tabulated findings.

Hypotheses were proposed as per the findings of the research. These may well form the foundation for further research.

5.2 FINDINGS

5.2.1 Rationale for the tuck shop

The following reasons for the existence of the school tuck shop were established:

Finance:
Many of the principals acknowledged the reason for having a school tuck shop was to assist with the raising of funds for the school as encouraged by department legislation (SASA Section 36: 1996).
Fund-raising structures such as tuck shops exist in many schools as a result of limited government funding to all schools. Principals look for opportunities to generate finance to assist the schools in their day to day functioning. The only legislation, at present, that emphasises financial control is the Financial Act (part of SASA). This includes all financial issues that are controlled by schools and Section 36 where schools are encouraged to acquire additional funds for improved education (see Chapter 2 section 2.4).

At many schools there remains the expectation that the income gained from the tuck shop should form part of the school’s annual budget. Evidence exists that financial targets were being set by the principal and the governing body for the management of the tuck shop, as part of their financial agreement with the school. The higher the target established, the higher percentage returns the school could expect.

The levels of income vary from a fixed income as per a rental agreement, to a combination of rental income and a percentage of the turnover generated from sales within the tuck shop. There is no standard practice as to the accumulation of additional funds for the school. Certain schools have a tender process in place for the running of the tuck shop. The norm for the duration of most of the contracts is two years, and this process is therefore implemented bi-annually.

It seems that certain principals believe that additional funds could be raised if the tuck shop was run by the school. More and more schools, under the direction of the principal and the governing body, now have the tuck shop under their direct control. Additional staff members who are paid salaries by the school are employed to this end. Those schools who have adopted this particular approach seem to have made a greater profit. The additional income enables the principal then to provide additional resources for the school or the ‘nice to haves’ that would otherwise be out of reach.

Correctly regulated finances would allow the principals flexibility to improve the schools’ structures. One particular school utilised the tuck shop as part of their catering services when entertaining guests from visiting schools or at ‘special’ events held at the school. If this were not in place then funding for catering would need to be
sourced from the school budget. Certain authorities may question this practice (See chapter 2.4.1).

One can assume that all schools, irrespective of position, are seeking financial assistance. The principals from disadvantaged areas of South Africa, who were interviewed, acknowledged that they had applied for all their learners to be part of the feeding scheme programme. Many of the learners could not afford to make purchases at the tuck shop and thus required assistance from the feeding schemes. An additional point of concern for the principal in a disadvantaged area, was the fact that it was problematic to arrange for seven ladies to distribute food at the school. The sheer number of learners receiving food within a restricted period of time, proved to be an operational issue. Certain learners simply did not receive any food, but are still expected to complete the school day in good form.

Many of the principals were hesitant to admit that the monies derived from the tuck shops were part of the projected annual budget of their schools. Numerous principals went to some lengths to reinforce the point that the funds generated from the tuck shop went into separate bank accounts indicating the surplus funds or were part of the Parent/Teacher Association (PTA) fund raising activities, amongst other explanations. This could be viewed as attempt by the principals to justify the income and subsequent expenditure.

Many principals acknowledged that the monies earned at the tuck shop would result in being better able to resource the school and assist the learners. In many schools learners were identified as being in financial difficulty and in need of assistance with regard to books, stationery and food. Aid to these learners would be possible with the governing body’s approval and with certain funds (including those from the tuck shop) being made available for these purposes.

Various schools’ governing bodies were involved in the tuck shops yet certain principals were forthright in emphasizing that governing bodies were only interested in the finances that could be gained. The input from the SGB was mostly minimal. The following hypothesis is proposed:
Hypothesis: Principals, as members of the SGB, utilise the tuck shop primarily to acquire additional finance for the school. Nutrition is not an important factor.

Tuck shops are utilised to generate additional finance for the schools, but service to the community is also important. Nutrition seems not to be an important influence in the running of the tuck shop, and this is as a result of various contributing factors. The control and regulation of food products that are low in nutrients is not evident.

Service to the Community/Parents:
The overall response, besides financial gain to the school, was that the tuck shop was established as a service to the learners, the parents and to the community as a whole.

There is the historical precedent of the tuck shop (or snoepie in Afrikaans) in South African public schools. Principals did identify the importance of having the tuck shop as a means to assist the school community. Parents are under pressure to fulfil their work commitments, requiring earlier starts and later returns to their homes. Some children in certain communities are required to spend a longer time at school. Parents often find it easier to hand over money in order for children to care for themselves during the school day.

Most of the principals identified the need for the children to have the opportunity to purchase food during the day. Vizard (2001:2) states that children have begun spending longer hours at school. Many principals acknowledged this situation during the interviews. According to Temple et al. (2005:256) this situation is sufficient reason to supply the learners with a healthy meal, because they are required to complete a full academic day, followed by the school’s co-curricular programme. Principals emphasized that longer hours spent at school pointed to increased reliance on and the importance of the tuck shop for sustenance. The issues of commuting and traffic congestion in South African cities are well documented, hence the early departures in the morning and late arrivals in the evenings. Parents have no time to prepare food for their children and so the burden is placed on the school and the principal to ensure this vital requirement is cared for.
Many principals insisted that the tuck shops open as early as six a.m. to allow children who arrive at that time to purchase breakfast – long regarded as the most important meal of the day. A few of the principals requested that healthier options, including muesli and yoghurt amongst other options, be made available at this time of day (breakfast). Yet learners still requested that less nutritionally acceptable food be made available. The issue that the principals face is that healthier food options should continue to be presented. Schools and many principals felt that to have something available so early in the morning was better than nothing at all.

**Improving Learners’ Nutrition and Health:**
One school did acknowledge that the tuck shop was a ‘health bar’, with the emphasis being on health products. All ‘non–desirable’ items (those with poor nutrition content) had been removed and any new items had to be presented to the principal and a committee for approval. The principal confirmed during the interview that with the non-desirable items on sale in the tuck shop, learners’ behaviour had been problematic and that concentration levels had waned once the ‘sugar rush’ was over. This is confirmed by Vizard (2001:2). The ‘sugar rush’ refers to the products, purchased at the tuck shop whose consumption results in the explosion of energy the learners experience. The ‘rush’ is short-lived, however, and may well be followed by a period of apathy and lethargy. Educators may misinterpret this particular behaviour as the learner displaying a lack of interest in the particular subject. Since changes were made in the tuck shop, learners have accepted the changes in products available and now purchase the healthier options (with higher nutrition content) on display. This may be seen as confirmation that it may well be possible to adopt a new lifestyle that includes the consumption of food with good nutritional values.

**Other:**

**Individual Principal’s reasons:**
One principal responded that the older learners (at secondary school level), enjoyed a strong cup of coffee (with loads of caffeine – a known stimulant) early in the morning, prior to the start of school day. Many health experts would question whether this is an acceptable practice, in schools, for the learners. The use of caffeine could lead to various physical responses such as dehydration, mood swings and ‘tiredness’ (Vizard 2001:1).
**Internal Feeding Schemes:**
In certain circumstances schools, with governing body approval and assistance from school personnel, were required to feed learners who had financial restraints of which principals were made aware. This is a growing phenomenon and communicated clearly by certain principals. In addition to from assistance from within the school community, food produced by the tuck shop was used to assist needy learners. Learners would arrive at the tuck shop to receive their daily meal. This would not form part of the government feeding scheme.

**Government Feeding Schemes:** (Digression from the topic)
This topic was discussed with principals in certain schools as it involved nutrition and government feeding schemes. Feeding schemes occur as a consequence of the economic status of their respective schools and the communities the schools functioned in. The principals who were interviewed felt strongly about the difficulties they experienced when dealing with government feeding schemes. Tuck shops and/or 'spaza shops' were for the most part, less important topics to discuss, which was understandable in this specific context. The reliance on government assistance, in the form of feeding schemes, was demonstrated by the research completed in the schools in disadvantaged areas - schools referred to as ‘township’ schools. The feeding schemes were fully operational in the schools in the categories of quintile one, two and three. One principal was forthright in his response to the feeding scheme operating at the school when he said that “for the first time in twenty years, the school has required government’s assistance for a feeding scheme.” It would be difficult to elaborate on the tuck shops or resident ‘spaza shops’ and their relationship with the school; (the tuck shops or ‘spaza’ shops that operate in disadvantaged schools,- delete) were of secondary importance to the feeding schemes.

**5.2.2 Principal’s involvement in the tuck shop (knowledge/decisions)**

The need to have well-nourished learners was emphasised by the principals. Eating healthy food daily was financially challenging and therefore it was difficult to supply such food at schools, especially with little or no excess funds available. Certain principals indicated that perceived healthy foods did not sell well. Food such as milk,
yoghurts and various fruits were on offer, yet remained unsold. This confirms that one of the problems facing the principal, when offering healthy food, is be a net loss for the tuck shop. The products had to be disposed of as they were unfit for human consumption. A report published in the Cape Argus (June 11 2012) suggests: “For many who run tuck shops, getting pupils to buy healthier options is not always simple.”

Certain schools, as mentioned before, were beset by the financial constraints of the surrounding community. Principals believed that balancing the need to make a profit (for the proprietor as well as for the school) with the school community’s ability to afford the goods for sale was a most precarious situation, but still needed to be managed.

Nutritious food, on average, is more expensive than the present products that are on offer at most tuck shops (Polis 2013). The parents and the socio–economic status of the family have a critical influence on the choice of food and nutrition. Should income be limited, parents cannot afford to allow their children to purchase the more nutritious yet more expensive food on offer. Hence the inability, of all or many concerned, to afford a better lifestyle. This extends to the school where the tuck shop may want to present food of an acceptable quality yet the additional expense will have to be carried by the parents, who may not be able to afford to assist their children. The tuck shop must present food that is affordable to as many children as possible.

The principals in the public schools continued to emphasise that there were a certain number of learners who for multiple reasons, required assistance with regards to during the school day. Secretaries, ‘Moms of the School’ and the school tuck shop were all involved in such food assistance programmes. This would include food prepared at home and distributed at break time.

The results reflect an understanding of the ‘nutrition language’ linked to food. Five ‘unexplained’ responses are concerning, as are the nine ‘unsure’ answers. This enquiry was ‘simple’ in content and complexity. A more complex questionnaire may prove more problematic to complete. One particular principal did reinforce his understanding of the release of energy in a person’s body after consuming food. The
correct food would release energy slowly and thus sustain the learner. Food that was high in sugar content would allow the consumer to have short bursts of energy. However, these high energy levels could not be sustained over a longer period of time.

Principals have identified situations where copious amounts of sugar, consumed in a short space of time, lead to changes in the learners’ behaviour. There is an increase in the noise level in the classroom. The immediate result is that educators spend more time disciplining the learners to ‘settle down’ and less time on the actual teaching requirements. Principals need to be aware of this phenomenon.

The consumption of high density foods has a similar result – bursts of energy with limited sustainability. High density foods would include ‘vetkoek’, pizza slices, hot dogs amongst others. Cold drinks that contain high energy (sugar) levels all have similar results.

Professionals who are able to assist the principals – such as dieticians - were deemed unnecessary. The following reasons were given as to the lack of professional assistance within their respective schools:

• Cost factors to both school and learners:
  The principals believed that many parents were struggling financially. Consulting fees for professional services would prove to be an additional financial burden to schools. Many schools have limited disposable funds and do not see the health professional as an urgent necessity.

• ‘Hidden agendas’ of the professional/s:
  Principals believed that outside professionals would use the school to sell their programs or merchandise: The feeling amongst the majority of the principals was that outside professionals would visit the various schools merely to obtain a market in a gullible community, namely the parents and the children of the school. Sales could almost be guaranteed.
• Real impact and worth of such visits from professionals:

The principals believed that there would little or no long term influence on the school community as a whole; this was a generalised comment. There was an acceptance that a motivated, more affluent and a minority group of learners may well benefit from such visits.

• Time availability and constraints within the curriculum:

Allocating time for the professionals’ presentations in a congested school programme (academic and extra-curricular), was the main concern.

In some of the schools, parents did offer assistance to the principals. The parents’ level of expertise varied, but this assistance was nevertheless more beneficial than having no assistance at all. One parent influenced the tuck shop in a particular school to change their menu. According to the principal the parent had an understanding of nutrition and was prepared to help - hence the change.

One principal made use of an educator who had a passion and understanding of nutrition and this seemed to work with great success; the nutrition available in the tuck shop has improved. Certain secondary school subject teachers, including Home Economics and Consumer Studies teachers, were utilised to impart their knowledge on the subject. However, there are too few educators that are willing and able to assist.

Many principals made mention of the reality that to eat ‘healthy’ was an expensive exercise. The unsold ‘healthier items were removed, resulting in a financial loss to the tuck shop, as mentioned in the Cape Argus (June 11, 2012:1), “Healthier doesn’t always sell”. Many learners simply preferred the items such as hot dogs, hamburgers, crisps and fizzy drinks. The healthier’ food options on supermarket shelves are more expensive.

The principals highlighted the following regarding the learners’ choices when purchasing from the tuck shop: choice of food high in calories, choice of food high in fat content, preference for snacks high in sugar content and choice of food linked to
affordability. The predicament the principals are confronted with is best summarised as follows:

“Diets with high levels of saturated fats actually impair learning and memory. Unfortunately, low-cost, fatty meats and snack foods with saturated fats are often the most affordable and widely available in schools...” (Davidson 2011: 3)

Various products high in calories, fat content and sugar content are cheaper than healthier options. One cannot emphasize the point sufficiently of the ever-present issue of affordability. Food prices have to be within the reach of most of the school’s community. Many learners, in South Africa, reside and go to schools in impoverished areas. Learners will purchase various items from street vendors who ply their trade close to the schools boundaries. The main reason for the continued street vendor trade at the schools is the availability of low-cost food. According to Kruger and de Villiers (2011: 122) “there is much to be learned about school environments in less affluent, poorly resources settings. In the South African context this is particularly important, since a large number of primary schools are located in poorly resourced settings, where pupils buy food from street vendors rather than from tuck shops.”

Should prices escalate to the level that most cannot afford to purchase items, the tuck shop would be forced to close its doors. A balance between affordability and profitability therefore needs to be maintained. The following hypothesis is proposed:

**Hypothesis:** Principals have various roles, perceptions, influences in school tuck shops. There is no acceptable practice when dealing with the tuck shop.

Principals have differing roles, perceptions and influences when dealing with school tuck shops. Certain principals were constantly involved with the tuck shop, and the research showed that the greater the involvement of a principal in the school tuck shop, the greater the level of nutritional knowledge the principal displayed.
The lack of utilising ‘outside’ professionals, including dieticians to assist with nutrition in the tuck shop, was evident. The various reasons stated for this were presented. To create time slots in the school programme and apportion funds to ensure that there are annual visits by professionals to the schools would not be seen as a ‘waste of time or effort’ or a ‘waste of money’. The entire school community including parents could attend informative school workshops or seminars after hours or during school holidays. Should a single learner or family change their approach to nutrition, this annual exercise would be well worth the implementation.

Certain principals have begun to investigate the introduction of a card system for use in the tuck shop; this can be utilised elsewhere in the school – school excursions as an example. The card will work on the system of being pre-paid. Parents will be required to deposit money into an account and the child can then utilise the card make purchases. Cash will not be ‘left lying around’, thus reducing theft or misplacement. Parents can receive a report indicating what their children purchased. Daily expenditure limits can be set on the cards.

Overall there is limited understanding of nutrition and/or nutrition education. Principals were either interested in defining nutrition or they simply were not. The lack of knowledge will be problematic for the schools, the communities and the country and would eventually result in an escalation in premature death rate. A new generation of ill-informed consumers and hence the continued cycle of poor health, poor behaviour and under achievement in the classroom will continue. Numerous articles consulted, highlighted that young learners needed energy to function throughout the school day. The energy would be stored in the products consumed by the learners. Poor food choices would see limited levels of energy followed by numerous reactions including mood swings. The learners could well be suffering from hypoglycaemia as result of not eating the correct foods, (i.e. those that release energy slowly and regularly through the day.

Various programmes have been introduced in schools overseas. Improved food choices and food presentation saw changes in learners’ attitudes and their overall
behaviour during the school day. Influence on actual academic performance needs still to be researched and evaluated (School Food Trust 2009).

5.2.3 Legislation pertaining to nutrition at schools and school tuck shops (availability, understanding and implementation)

Half the respondents (the principals) had a basic understanding of the importance of taking care of the learners - the South African Schools Act was seen to be the legislation that applies. However, a general lack of knowledge of all or any legislation pertaining to the tuck shops was accepted.

Certain principals made mention of the Occupational Health and Safety Act. The Occupational Health and Safety Act (Act 85 of 1993) is applicable and requires acceptable levels of health and cleanliness through the whole school including (facilities including- delete) workshops, bathrooms and tuck shops. One principal expressed difficulty in interpreting the Occupational Health and Safety Act and the challenges the school faced when correctly implementing this Act.

Knowledge of the National Health and Safety Act and the Financial Act (Act no.61 of 2003) were not forthcoming from many of the principals even though both Acts would be important in assisting the principal in running a tuck shop. The lack of response from the other principals may well be indicative of the difficulty in implementing such legislation. The principal who has attempted to implement the legislation did hint at ‘outside’ help that must have had a cost implication to the school.

Many respondents acknowledged that there could be additional legislation available but admitted that they were already under pressure to comply with established legislation elsewhere in the school.

Local municipalities have a specific law that requires criteria are met for the establishment of any business dealing with the dispensing of food, namely the Food Premises Regulation (R918). No principal was able to identify this legislation. In contrast, local municipal authorities, one must assume, have no concept of the
workings of the various tuck shops in their areas, otherwise this law would be enforced.

The local municipality legislation and the Health Department (Temple et al: 2006) are the only clear directives for the establishment of a tuck shop. Certain respondents were extremely wary of new legislation being drafted for the tuck shop. To quote from a principal: “They (the department) could become silly ... and include paperwork that is ineffectual.” An additional response included: “… we are over legislated.”

Clearly the principals are so preoccupied with volumes of paperwork, amongst other requirements, that additional forms and legislation would be detrimental to them fully completing their function as leaders of the school. The following hypothesis is proposed:

**Hypothesis:** There is a lack of direct specifications or dealings with the tuck shop from the various legal and education departments.

There are no clear specifications regarding correct or acceptable food on the school property. The school tuck shop remains largely under evaluated with no clear direction or applied legislation; legislation clearly lacking specifics pertaining to tuck shops. There remains a poor understanding of the limited legislation regarding food and food distribution in schools.

There is direction for a national feeding scheme. However, apart from the national feeding scheme, there is no directive from the education department that assists the principals and the tuck shops. It would be a struggle to correctly implement tuck shop legislation effectively with the limited finance available.

The government has adopted a feeding scheme (Refer to Chapter 2 – Edu Plant Program) for poor and under privileged communities of the country (schools rated in quintiles 1, 2 or 3). The overall evaluation is that there is little or no
understanding of laws or legislation regarding food assistance to the learners. There is the accepted practice of ensuring the safety of learners at school yet there seems to be less understanding of the boundary regarding the influence of food and the ability to influence the learners with regard to their purchasing habits.

**Hypothesis:** Principals have varying levels of understanding of legislation pertaining to the tuck shop and to improving the nutrition on the shelves of the tuck shop.

Principals have limited knowledge of the legislation available to help them fully comprehend all that is required for a tuck shop with good nutrition to function correctly. The Education Department does not offer support to principals to improve the school tuck shops. The following hypothesis is proposed:

**Hypothesis:** The Education Department offers limited support to the Principals when dealing with the tuck shop.

The various Acts that are linked to education all exclude the mention of tuck shop ‘law’, especially in relation to acceptable nutritional standards. Negative criticism of the Education Departments’ support for the principals would probably have limited value and impact. Everyone involved with education is under tremendous pressure to fulfil their functions. However the departments should, where possible, render assistance to schools and their principals. The issues surrounding tuck shops need to be addressed as soon as possible. All school communities will reap the benefits.

A solution to the establishment and running of an effective tuck shop could be achieved with local government legislation. In the case linked to Ferdinand Postma School the school was obliged to comply with the relevant town-planning scheme and applicable municipal by-laws (Barry 89: 2006).
5.2.4 School Programme and School Curriculum

One principal made mention of awards being presented to successful schools in the school district as part of the EduPlant programme. One can assume that in certain schools districts there is recognition for successful plant programs.

Learners from one particular school have taken the knowledge acquired from school plant programmes to their homes to assist their families with fresh produce including various vegetables. The knowledge and practical experience gained is most beneficial when families are struggling to feed themselves. The research highlighted this practice to be more prevalent in communities in the previously disadvantaged areas. All communities could acquire skills to sustain themselves in years to come.

The following hypothesis is proposed:

Hypothesis: Self sustaining nutritional programmes like the EduPlant Programme are limited to the rural areas of South Africa and urban schools have little or no understanding of growing food and of correct nutrition.

A number of principals wanted greater input as regards nutritional education. Re-evaluation of the Life Orientation program, at secondary school level may be a solution. Numerous primary school principals made mention that the Education Department should reintroduce “Health Education” as a school subject. The principals believed that the re-introduction of Health Education, as a subject, would be beneficial. This request has been supported by international literature where health education and physical education are entrenched in the respective school curricula. There is a need to introduce nutritional education and information in all schools - finance should not be a factor. Principals were unanimous in their responses that nutritional education should be a priority in any future curricula. The following hypothesis is proposed:

Hypothesis: There is insufficient nutritional education, at all school levels, in the South African school’s curriculum.
5.3 RECOMMENDATIONS

5.3.1 Introduction

The responses from the principals indicated that all schools visited presently deal differently with their tuck shops, even though all schools want to provide a service to learners and the community. Financial circumstances and the requirements of the community (amongst other influences) have allowed differences to materialise between tuck shops. Constituting general guidelines and parameters to assist principals in the management of the tuck shop, would be a practical solution.

The sections and subsequent questions have been used in this section as follows:

5.3.2 Rationale for the tuck shop

Principals and governing bodies must continue to be aware of the role of additional finance (See chapter 2.4.1) be correctly utilised: “... incumbent on the governing body to show additional funds are not spent on unnecessary luxuries or to the benefit of only a small group of learners.” (Oosthuizen 2009:307). In addition principals are obligated to include the funds gained from the tuck shop in their financial records: “The governing body is obliged to keep a comprehensive financial record (section 42 – S.A. Schools Act Financial Management) of funds received and spent.” (Oosthuizen 2009:308)

Principals have to re-evaluate the reasons for the tuck shops’ existence. Money-making and service to the school community should be augmented by the development of acceptable nutrition within the tuck shops. The implementation of such good nutritional practices may prove difficult under the present circumstances.

Increased finances for the school and service to the school community may remain priorities for the principal when dealing with a school tuck shop. These priorities cannot be ignored. However, nutrition and healthier options must now also become a
priority. SGBs and schools PTAs cannot only be driven by the goal of funds to be gained. The critical factor remains the need to allow the learners to receive good nutrition affordable prices and to allow the tuck shop to earn an acceptable profit. The SGB and the local education authorities need to assist principals, where necessary, to correctly operate a tuck shop. The role of the SGB (Oosthuizen 2009:296) is clearly stated:

“The decentralisation of governing body powering the field of enterprises was confirmed. A governing body may take measures to promote commercial enterprises on the school premises to supplement (financial) resources supplied by the state ensuring the improvement in the quality education provided by the state.”

The principal must come to understand that the tuck shop can assist with nutrition on offer to the learners so that the end result could be improved performance at schools. Jamie Oliver advocates an improved nutrition-based menu:

“Researchers at Oxford and Essex Universities said that Oliver’s televised campaign to transform the eating habits of pupils by banning unhealthy options from school canteens and introducing more fruit and vegetables had ‘improved’ educational achievement.”

(Sugden 2011:1)

The number of learners that are required to be fed through the national feeding scheme is an issue that needs to be addressed. The number of volunteers dispensing the food, including unemployed parents, was far too small. The Education Department needs to aid the present structure with additional finance or employ additional personnel to prepare and present the food on offer. It should be a priority for the department to regulate a more sanitary environment for feeding schemes, including the availability of utensils. Learners and parents should feel a level of dignity when receiving the food. These changes will certainly cost an enormous amount of money, but a better environment could be created nationally and this should lead to improved learning environments.
Previously disadvantaged schools, on the government feeding scheme, require additional assistance to distribute food daily since all learners must receive the food allocated for them. After keen observation at certain schools and meeting with the principals, the current fundamental problems with the feeding schemes were identified by the researcher: lack of adequate infrastructure, delays in the delivery of food, non-delivery of food and certain meals less healthy or classified as “fast /junk” food.

The sugar ‘rush’ experienced by learners after purchasing from the tuck shop, highlighted by principals, could lead to academic issues and a lack of commitment to extra-murals will become the order of the day. Where sweets and other products that are deemed to have a negative influence on the learners’ behaviour, concentration levels and academic performance are sold, the level of control varies from acceptable to barely minimal. In all tuck shops a moratorium can be set on a list of products that may not be sold. A second list can be made for those products that may only be sold after a certain time – second break or after school, as implemented by certain principals. This situation needs to be monitored and addressed should any problems arise.

Due to the unsatisfactory responses of principals as regards the importance of nutrition to the learners, they should be encouraged to reconsider where their values lie as to the wellbeing of the same learners. The affordability of healthy food remains an important factor.

**5.3.3 Principal’s involvement in the tuck shop (knowledge and decisions)**

The senior management of the school must assume responsibility to monitor what is distributed from such an outlet like the school tuck shop. Principals, in certain schools, are proactive in some of their actions towards the situation of learners’ changed behaviour through the day. Firstly, some products have been removed from the tuck shop shelves and new products, wanting to be introduced, need the principal’s approval. Secondly, restrictions were placed on sales of various products at certain times of the day – ‘hot’ food and fresh fruit juices, milk and water may only
be sold at first break. Sweets and all ‘other’ cold drinks could be sold at second break and after school - this should become the practice in all school tuck shops. The permanent removal of certain products would be the ultimate aim of all schools.

The initial expenditure to implement the card system previously mentioned may be problematic. However, the long-term benefits will prove worthwhile. The principals have thus taken a greater interest in the schools’ tuck shops.

A number of workshops or seminars should be arranged to improve the principals’ level of understanding of their roles in the tuck shop - basic knowledge regarding nutrition could be a start. Most principals did have an interest in the school tuck shop and many were actively involved. The entire school community could be encouraged to attend such programs. This belief in a change in behaviour is proposed by Discovery Vitality Health 2010 – Checklist for a healthy school. Learners will need to follow set criteria that will emphasize risk behaviours, knowledge and attitudes. The following diagram is presented:

<table>
<thead>
<tr>
<th>Risk behaviours, knowledge and attitudes</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy food choices and healthy eating behaviour in learners.</td>
<td>Schools have a nutrition policy in place. Learners are given time before break to eat. Tuck shops and/or vendors are prohibited from selling fizzy drinks, chips and sweets. These have been replaced by healthier alternatives like fruit juice, popcorn (lightly salted if at all) and fresh and dried fruit. Learners are actively encouraged to include healthy foods in the lunchboxes they bring from home. Obesity and being overweight are not common problems among the learners.</td>
</tr>
<tr>
<td>Learners eat a balanced diet at school.</td>
<td></td>
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</tbody>
</table>
Part of a school’s and the principal’s strategy can be to include informational parents’ evenings. The evenings could be arranged to increase their understanding of accumulating additional funds and the knowledge of nutrition; the parents could also assist the principal in introducing healthier options and improved lifestyles. Some action is far better than no intervention at all. The results would only be appreciated over a longer period of time.

Some of the principals did have staff and parents involved in the food - this shows a level of concern. It is helpful in being proactive - results in an improved school structure. This is emphasised in the article Schools Canteens (2012:3) where the role of educators and the parent body is investigated and the notion of total support for the principal and a healthier canteen is reiterated. To assume that parents have an understanding of nutrition, throughout their children’s lives, may well be incorrect and there may well be a need to improve parents’ knowledge:

“Traditionally, educational strategies have typically involved attempts to impact basic nutritional information. Given the limited ability of information to induce changes in behaviour, an alternative strategy would be to teach parents about child development .can be used to teach healthy food preferences” (Benton 2004:868).

In most instances no tender process that could assist the school with the idea of fair practice, was implemented. Instead, the norm was the established or historical long-standing relationship/s with suppliers. Suppliers of the various products are well entrenched in the various facilities and therefore there is little or no need to change. It could be suggested that competition among suppliers could lead to price adjustments and finally to a greater profit for the tuck shop and the school. The principals could be informed by the actions of Jamie Oliver (Sugden 2010) and by the KZN-DOE NSNP Policy (2011:22): “The school shall be required to have a data base of all individuals selling food items in and around school premises.” Professional guidance and prescribed legislation can alleviate the enormous burden placed on the principal and the SGB to successfully manage the tuck shop.
One pro-active and ‘nutritionally’ knowledgeable principal did emphasize the ‘trust’ element in the relationship between the tuck shop and the school. When evaluating the food choices at the tuck shop as regards nutritional content, the principal admitted that: “I don’t know…I have got no idea” The principal ‘hoped’ that which was advertised as having the correct nutritional value was in fact what was being sold at the tuck shop.

The emphasis and importance of the role of the principal is never more clearly defined (from administrators in the USA):

“Without the support of school administrators and leaders who recognize how health is related to learning, and who work to provide resources, including money, time, space, qualified professionals, and community support, school health programs will remain fragmented and will be less effective” (Gapinski 2002:6).

Assistance from the Education Department should include the finance required to present nutritious meals to all learners during their time at school. Sustainability, over the long term, would need to be the key focus. Nutritional assistance should be an aspect that becomes fully integrated into each and every school. Once finance has been awarded then accountability should be the watch word in education circles. Presently South Africa cannot compete with those countries that have government financial assistance for acceptable nutrition distribution at all schools. Structures like canteens or cafeterias are firmly established within schools in specific countries and their governments continue to financially assist the schools to maintain these structures.

National conferences including national debate and ‘fact finding’ tours, around the world, may lead to the establishment of a unique structure that has true meaning and value to the learners and schools in South Africa. A solution for everyone must be found. The following points and proposals, presented on various agendas, should be evaluated:
• Various exercise programs for all (communities and learners)
• Eat regularly
• Eat the correct food groups where possible
• Include sufficient rest
• Have a balanced lifestyle: including work and recreation
• Reinforce the family unit as the foundation of a successful society
• Recognise a form of religious or spiritual belief

Once the school has encouraged different food choices and alternative lifestyles then these practices should be reinforced by parents and continued at home. The integration of such an approach at school and at home can be successful. A negative reaction from either party will result in failure.

The understanding of nutrition by the school principal is also examined in Section 5.2.3 (Legislation). Principals and educators need to make themselves more aware of the many solutions to learners’ problems at school, even though it would be extremely difficult for all principals to be fully aware of the health and physical status of all learners. However, an overall assessment is possible and basic principles and actions could be implemented. Affordable, nutritious products, including fruit, could be made available in tuck shops.

We have become used to a way of life where certain products of questionable nutritional value are acceptable— we live in an age of fast food cultures. Therefore seminars that cater to parents as well as educators would be beneficial for all school communities. Finance or a lack thereof, from the various departments, should not be a hindrance to healthy generations.

Nutrition has unique concepts and a jargon that needs to be understood so that all people including the principal can understand the subject. Knowledge can assist the principals in understanding certain situations should they develop. An example would “high or low GI foods” that cause changed behaviour that many principals notice.
through the school day as a consequence of the sale of ‘poor’ nutrition products at the schools. The relationship between the tuck shop and the principal must continue to be fostered and upheld to the highest scrutiny. Honesty should be the watchword amongst all stake holders in the school tuck shops. Worsley (2002:581) suggest the following areas to better understand nutrition:

1. The energy content of food.
2. The roles of fats.
3. The sources of vitamins and minerals.
4. The sources of phytochemicals.
5. The link between food production and ecology and sustainability.

An article highlighting the aspects affecting children’s behaviour (Jones 2011) included the skipping of meals, allergies and food intolerance. The role of processed foods, artificial colours and preservatives were investigated and seemed to influence behaviour. There is an increase in the number of children diagnosed with ADHD; the link to the consumption of food that contains preservatives and colourants still needs to be fully investigated. Here again the principal, with the acquired knowledge, could begin to understand complex behaviour. More importantly, the principals could begin to make informed decisions should ‘behaviour’ seen to be ‘unusual’.

Principals could invite knowledgeable professionals to visit their respective schools and render certain services; these services would include knowledge that could influence lifestyle changes and improved health. Advice from professionals could be obtained as part of a community ‘upliftment’ project. Principals could negotiate that products and merchandise may not be advertised or sold on the school property. There would be a fee charged by the professionals to advise the school but personal consultation may well take place off the school campus. Fundamental to the implementation of any nutritional programme is the following: “Schools are uniquely positioned to reinforce both the healthy eating and physical activity behaviours that children need throughout their lives.” (Samuel & Associates 2004: 5). Principals and SGBs need to be made aware of their school’s status.
5.3.4 Legislation pertaining to schools and the school tuck shop

The multiple Acts, under the South African Schools Act are all-encompassing and when administered correctly, allow for the care of learners at schools. Continued understanding and application of the legislation will prove helpful to the principal and the school community under his/her guidance. According to Temple et al (2006:257) “food based guide lines… by the department of health should be implemented by the department of education… and only foods… in accord with these guidelines should be allowed to sold at schools.” The principals will be empowered to make the correct decisions, for all school structures, for the benefit of the school and all the learners. Entire communities, linked to the schools, will gain the benefit thereof.

Clearly missing is legislation (in evidence from the Health Department) linked to acceptable nutrition and healthier lifestyle options for school tuck shops – hence the research. A closer synergy between the Health and Education Departments and local municipality legislation needs to be established and an acceptable level of accountability should be enforced.

In addition, two more laws could be of help to principals; The National Health Act (Act No 61 of 2003) and the Foodstuffs, Cosmetic and Disinfectants Act (Act 54 of 1972). Both laws can be beneficial in understanding nutrition and food products in schools.

Certain guidelines should be presented in setting parameters for acceptable practices in a school tuck shop. The focus must remain the well-being of the learners and include lists of accepted foodstuffs that may be sold on the school premises (Bekker: 2012). In order for controlled implementation of correct nutrition to exist, we need legislation to be ratified, gazetted and applied to all school tuck shops. This should continually be evaluated and where necessary, upgraded. Included would be the need to define the services available to schools. The Education Department could insist for example on the establishment of lists of products that are acceptable (proposed by
entities such as the Health Department and Woolworths). Lists that include products that should not be sold at tuck shops should be compiled.

The various departments should be held accountable in assisting the principal in the implementation thereof. Therefore, visits to and inspection of school tuck shops may well need to be accepted practice.

The following legislation could be included in all schools (KZN-DOE NSNP Policy 2011):

1. “Every school shall be required to have a written vending policy that shall be displayed in the principal’s office and enforced by the SMT and Nutrition Committee and/or educators responsible for NSNP in the school”.

2. “Each vendor and/or tuck shop owner shall be required to sign an agreement in compliance with the school vending policy”.

The SGB must be responsible and accountable for the funds acquired - including the tuck shop (Legislation Section: 2.4.2). The principal still has a key function to fulfil and is to assist the SGB in the execution of its statutory functions relating to financial management of the school. (Bisschoff & Mestry 2003:62). Funds generated through the tuck shop, irrespective of value, forms part of the school’s annual income. Therefore, this forms part of the SGB and the finance committee responsibilities.

All schools should begin to establish a ‘tuck shop policy’ (See 2.4.4). The tuck shop policy could be linked to existing policies in the school; policies would include academic (educating across the curriculum) subjects that would allow the learners to improve skills when dealing with the tuck shop. In South Africa the subjects could include Accounting, Life Orientation and Life Sciences. Legislation could be used to assist the school and the principal in establishing a policy to regulate tuck shop operations. The establishment of the policy would need the involvement of all the role players in the school community, including the principal, SGB, educators, learners, parents, professional health consultants (including dieticians) - all be needed to create
the policy and give credibility to the process. An inclusive strategy would be beneficial.

Bisschoff and Mestry (2003:62-63) concluded that the focus of all actions should be the best interest of the school learners, to ensure clear avenues of communication, to include all role players who have a vested interest in the school, to include the education authorities to assist in the management of the finances – including the tuck shop.

I believe that all parties should follow the above-mentioned example. With a vested interest in the welfare of the learners, parents, the SGB and the principal including the SMT, should have clear avenues of communication and guidelines that will assist all role players in the establishment of a nutritional driven tuck shop. Education Departments should be more proactive by setting the guidelines for operations such as tuck shops to be managed successfully. The KZN-DOE NSNP Policy 2011 reinforces the roles and responsibilities of all the parties associated with nutrition and the welfare of learners: “The SGB and the SMT shall have the right to discipline and/or terminate the services of a non-complying vendor and/or tuck shop.”

5.3.5 School Programme and the School Curriculum

The schools visited were in an urban environment and therefore it would be unrealistic to expect the schools to have an EduPlant program in their schools. There is simply a limited amount of space within the urban schools, and thus the practical application in such an environment is not realistic.

One could suggest that the limited space availability should not be a hindrance in urban schools. Initiatives could be introduced that allow learners the opportunity to participate in ‘growing’ programmes. Some schools did have some practice in place including the growing of vegetables or herbs. One principal did highlight the establishment of a herb garden adding to the taste of the daily meals of the office and ground staff. The level of goodwill and co-operation that ensues from a gardening programme is difficult to quantify. The intrinsic value to be gained from such projects
could only benefit the individuals and society for years to come. Some learners from previously disadvantaged communities have begun to practise the lessons learnt at schools and linked with the idea of growing vegetables, at home. One cannot underestimate the value of the lessons originating from such projects. More schools should adopt this simple practice.

In a similar gardening exercise the Education Committee of the House of Commons (2011) in the U.K. deemed this exercise as part of positive behaviour reinforcement and the following was recommended:

“Food growing activities should happen routinely in every school as part of the school day, not solely as an extra-curricular activity. Funding should be made available for schools to install gardens and run after-school gardening clubs as preventative therapy.”

The Life Orientation programme in South African Schools should to be expanded. Educators could use the lessons in conjunction with a ‘growing’ programme to discuss the impact of eating correctly and choosing the correct food. This habit-forming practice may well take time to implement (Cape Argus June 11, 2012).

Most previously disadvantaged schools that are on the government feeding scheme, require additional assistance to distribute food daily since all learners must receive the food allocated for them. Solutions to assist the feeding schemes may include the following:

“Food Gardens are one of the poverty alleviation strategies… The strategy focuses on developing skills and knowledge that enhances the potential of disadvantaged community to live healthy lives. Food production initiatives should not be seen mainly as a source of income for the school or as a substitute for the existing school feeding programme but rather as a means to impart knowledge, experience and practical skill in food production.” (KZN DOE NSNP Policy 2011).
There is no question that we need to make good nutrition available to all youngsters, also in school tuck shops, so as to prevent multiple problems of potentially long lasting negative influence. The link between the tuck shop and the classroom should be reinforced: “Activities in both the classroom and cafeteria must provide consistent messages about nutrition and health.” (OSNM 2011: 3). In 2004 a report was completed by Samuel and Associates for the Robert Wood Johnson Foundation as part of public health research in the U.S.A. It emphasized amongst policy regulations that food sold for fundraising should meet certain nutritional standards and that school officials or personnel be involved in the approval of all food and beverages. Doing this would surely encourage principals to improve the nutritional levels of the food that is sold and to include additional personnel in the evaluation of any new products on the tuck shops’ shelves.

Most principals acknowledged that there should be national nutrition programme in the schools’ curriculum. Education authorities and school leaders from primary as well as secondary schools should meet, with certain set goals to review of the present curriculum. The review of the LO program should be a priority as well as the re-introduction of Health Education and correctly implemented Physical Education lessons. Many principals made mention of the influence of Health Education on previous generations and the desire to have this reintroduced to the curriculum.

In addition the following points in the report were highlighted under the heading ‘Health Education’: “Health education is offered as part of the academic program. Nutrition and physical activity instruction fall under the umbrella of health education.” (Samuel and Associates 2004:11). This action is in direct contrast to the current South African Schools curriculum where both Health Education and Physical Education have been removed. Numerous primary school principals requested that Health Education be returned to the curriculum. Education authorities should consider this change as the importance is indicated in the report mentioned above. An important point in the report (Samuel and Associates 2004:11) was that there should be sufficient staff and financial resources to implement the proposed curriculum.
The following programmes and organisations could assist principals:

• Household Food Security Programme, Module I – Food Behaviour and Nutrition, Unisa, 2009. (Understanding the correct foods and food groups.)
• National Department of Agriculture
• Department of Health
• Department of Education
• Food Gardens Foundation
• Woolworths Trust EduPlant Programme
• Food and Trees for Africa (FTFA)

Ultimately, as proposed by Meyers and Pope (2009:21): “A planned sequential curriculum that emphasizes nutrition fundamentals is necessary to enable middle and secondary school students to change nutritional behaviours and improve overall health.”

5.4. FURTHER RESEARCH

Education communities in South Africa are preparing young learners for life, yet they may well be failing the children by not preparing them for the skills to maintain and sustain themselves. There is knowledge and skills that can be acquired to sustain a healthy life, continue a quality lifestyle and avoid becoming a burden to the family and society. In addition, specific areas including discipline, social integration and academic performance as a consequence of school based nutrition have not been investigated. Numerous questions remain to be evaluated including the following:

• Do learners arrive at school and arrive at the tuck shop with a poor set of skills and behaviours when purchasing food to sustain them?

• Should parents be further educated on the dangers of learners’ poor eating habits and poor food choices at school?

• What is the present state of the ‘feeding scheme’ in South African schools?
5.5. CONCLUSION:

South Africa is competing in the global market and global economy. Our children, the learners, are the future of our country. Thus, to ensure South Africa’s continued presence in the global environment, the younger generation needs to be prepared for challenges and competition. To allow the learners to struggle with nutritional problems that may affect their ability to compete on the world stage is a sad indictment of the older generation. All this is over-shadowed by the need to acquire additional funds for the school.

Each and every school is a unique environment; a unique structure that has adapted to the unique situation the school serves. To quote one principal: “What’s good for one is certainly not good for another one.” Principals and governing bodies need to be aware of the following: “Schools are uniquely positioned to reinforce both the healthy eating and physical activity behaviours that children need throughout their lives.” (Samuel and Associates. 2004:5)

At present, schools are operating tuck shops on an ad hoc basis and where possible are trying to address the inherent problems of making sure all their learners receive some form of sustenance throughout a school day as well as making money for the school. Principals are involved in the many other structures that allow a school to function correctly hence their limited involvement, in certain schools, and understanding of their influence on the school tuck shop. For all parties concerned, it remains a struggle to maintain an efficient tuck shop. Learners are still malnourished and suffer the multiple consequences thereof. Our failure to encourage positive behaviour associated with food and nutrition will negatively impact present and future generations. To confirm, “Children with insufficient diets have more problems with health, academic learning, and psychological behaviour…” (Davidson 2011:3).

Many principals emphasized the pressure of their positions; special emphasis was laid on the copious amounts of paperwork required to fulfil their tasks. Adding to this load by legislating and enforcing changes to the present status of school tuck shops and the nationally established feeding schemes will merely add to the burdens of the position
of head of school. Certain levels of frustration were evident as the principals desire to do more and know more for the learners and the school tuck shop. Finance is sorely needed in most public schools in South Africa.

Public schools, in South Africa, have undergone demographic changes. Learners from all economic backgrounds are being integrated into schools classified in quintiles 4 and 5. A greater financial burden is now placed on the schools in quintiles 4 and 5. The national education department should review its annual financial commitment to all schools. The prescribed distribution of finances may no longer be applicable.

One principal suggested that corporate companies could have an impact on nutrition at all schools. There is an opportunity for the government, in conjunction with ‘big’ business and all leaders in the food industries, to take a leading role in ensuring that all South African learners begin to receive good nutrition. This can surely be seen as an acceptable investment in the country’s future as our future lies with the younger generation.

Learning should not be restricted to classrooms and formal lessons. The lessons that can be learnt within a school structure like the tuck shop are equally important. In life, change is inevitable yet alternate, healthier lifestyles can only be fully attained through creative education and communication. It should be clear that the integration of multiple components is the only way that an attempt to change an established structure can be successful. Finance should not be an obstacle. Should all responsible parties genuinely desire change then change remains a reality.
Henry Brooks Adams once said:

“A teacher effects eternity, he can never tell where
his influence stops. All of us parents, teachers,
coaches, family members and others are teachers
and role models for the young people in our lives.”
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South African Medical Health Council


DECLARATION UPON SUBMITTING OF A RESEARCH PROJECT

DECLARATION BY STUDENT

Student No. 2 0 7 3 0 1 5 0

Title: r r s s

1) I, Gerard Eugene Rooyakkers the undersigned, hereby declare that the

(Full birth names and surname as it is to appear on the degree certificate)

minor dissertation √ dissertation √ Thesis

which I hereby submit for the the study field

or any version of it was not previously submitted for assessment to the University of Johannesburg
or any other university or institution of higher education. I hereby confirm that I fully understand
that submission alone does not imply that I have passed the research project.

2) I declared that, to the best of my knowledge and belief, this is my own work, all
sources have been properly acknowledged and referenced, and it contains no plagiarism.

Approved title
The role of the school principal in the school tuck in managing school finances.

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DECLARATION BY SUPERVISOR

I hereby grant permission to the above-mentioned student to submit his/her research project for assessment. The sub-edited manuscript submittable for publication has been submitted/has yet to be submitted

Signature (supervisor) Date

Signature (supervisor) Date
DECLARATION OF CORRECTIONS OF ERRORS IN MINOR DISSERTATION/DISSERTATION/THESIS

Name of candidate: Gerard Eugene Rooyakkers  
Student No. 200730150

Degree: Masters

Title of minor dissertation/dissertation/thesis:
The role of the school principal in the school tuck shop in managing school finances.

Name of supervisor: Professor Pierre Du Plessis

Name of Co-supervisor:

DECLARATION BY SUPERVISOR(S)

hereby certify that the candidate has completed all corrections to my satisfaction.

Signature: ........................................ Date: ...............................

(Supervisor)
ADDENDUM ONE

QUESTIONNAIRE

The questions used to complete the research were as follows:

Question: 1

“Why do schools have tuck shops?”
And/or
“What is the prime objective of having the tuck shop in your school?”
And/or
“What other reasons might there be for the tuck shop operating at school?”

Question: 2

“Does the income derived from the tuck shop form part of the school’s annual budget?”

Question: 3

“What is your level role in the school tuck shop?”
And
“What is your input as to the nutrition served in the tuck shop?”
And
“Can you define nutrition education?”
Answer: “Nutrition education any set of learning experiences designed to facilitate the voluntary adoption of eating and other nutrition-related behaviours conductive to health and well-being.”
(National Food Service Management Institute 2011: 6)

Question: 4
“Can you define the following acronym and terminology?”
(i)  BMI
(ii) Saturated Fats
(iii) Kilojoules

Answers (general)
(i)  Body Mass Index – Fat content in a human being
(ii) Fat content in food products (Classified unhealthy)
(iii) Energy content in foods

Question: 5
“Is there any outside professional assistance utilised in the school tuck shop?”
(this would include dieticians, nutrition analysts).
Please elaborate.

Question: 6
“What is the legislation that assists educators in the caring of learners while at school?”
Question: 7
“Is there legislation available to guide the principal in the establishment and running of a tuck shop?”

Question: 8
“To what level are the local, provincial and/or national Departments involved in school nutrition programs?”

Question: 9
“Do you have an Edu plant program at your school?” – (This would include the cultivation of organic food).

Question: 10
“There may well be a section dealing with nutrition at school. Do you think that there should be a national nutritional program in place as part of the school curriculum?”
ADDENDUM TWO

TRANSCRIPTION OF INTERVIEWS AND RECORDED DATA

INTRODUCTION

I have labelled the schools as per the order that they were interviewed. There was no particular order of importance; the availability of the principal to complete the interview was the main criteria.

The questions have been divided as per the sections of the research. This was done for the reader to better identify the sections of the research and the responses. The data recorded will include incorrect grammar; however all interviews were completed as verbatim. Questions were altered as certain interviews progressed. This was as a consequence of the principals’ responses including elaborations on particular sections from the principal and the interviewer.

The following abbreviations have been utilised for the recorded data:

I – Interviewer  
P - Principal

SCHOOL 1

Rationale for the Tuck Shop

I: Good morning, do you have a tuck shop at your school?

P: Yes we do

I: What is your role or involvement in the tuck shop? 
Can you explain your role in the tuck shop?
P: Our tuck shop is actually run by private service provider who has rented the place and pays rent to the school; so that works as a form of fund raising for the school. She rented the place. She manages it solely; sole management. I suppose that we as a school in the township currently we have tried to be categorised as Quintile Three because we are a non fee-paying school. We are provided feeding by the department of education. The nutrition issue is covered there by the government. We are on a nutrition scheme.

I: This is all news to me. This does not exist in Model C and private schools; things like this don’t exist. Who is actually involved in the tuck shop?

P: It is out-sourced. The School Governing Body is the one that monitors the running of the whole thing as much as they don’t run it they do timeous checking that food that this woman is supplying is nutritional for the kids and the costs is not very high for the learners and all that. As I have indicated that we are embedded by a population of socio – economically challenged background, so we would not say that as much as we are raising funds because we want this person to pay the rent, that she must escalate her prices. Then we will not be doing justice to the rest of the others.

I: I hear what you are saying. To confirm there are no staff members involved in the tuck shop?

P: In the tuck shop, no; it is a privately run utility.

**Principal’s role and involvement**

I: I want to ask you three items in dieting. Can you explain BMI?

P: BMI? No, I don’t – in dieting? No I don’t. (Laughs)

I: BMI stands for Body Mass Index or Body fat content. You can identify if you are fat or overweight by so many kilograms. Used properly it is easy to assist all children. You don’t have to go to a gymnasium.
I: Do know about Saturated fats, in foods?

P: Saturated fats – I think I do a little bit.

I: That is processed fats. Kilojoules?

P: Kilojoules? I know about that. Don’t they have to do with the amount in the way… Consumption when we eat. Consumption. Certain foods have no real energy.

I remember we had a visit in my church of a doctor to indicate what people should eat and the diseases that are caused by what we are eating. It was so informative.

I: Does this tuck shop owner ever speak to any professional people, nutrition and dieticians?

P: Actually I don’t think I will be able to answer that. Actually I haven’t; t hasn’t crossed my mind to say I need to check that with her to say do you. I think she should be doing that. She is dealing with food and so she should be able to with the type of business she is running. She be knowing she should be talking to a dietician. She should be doing this. She need to have people inspect her place that it is always clean and all that. I am taking it for granted that maybe she does.

I: Do you think these people should be called in?

P: Ja, I think so.

**Legislation**

I: Is there any legislation that helps you or running the tuck shop from the government’s side that you are aware of?
P: No, not that I am aware of – I don’t know. I wouldn’t be telling the truth really now.

I: There is very little legislation.

P: They might come up with a document that will regulate the whole running of the tuck shop.

**School Curriculum/Program**

I: Do you think nutritional education should be included in the school curriculum?

P: I think it should be. I think it should be. Because if you look around; if you go out on Friday or any other holidays and look at the outlets for food then you would realise in terms of what we should be knowledgeable, on the type of food we supposed to eat, then we are not as a people. And obviously when I take them with me, the kids, or they themselves want to go alone to the movies I give them money to go to Wimpy, KFC while they are busy at the movies. And if they can be educated on the type of food that they can live for long and be strong people then it will be a bonus on top.

I: Are all of your children on the nutrition program?

P: All of them are on the nutrition program, but even though not all of them will go and receive food. But the Department covers for al the learners. Because according to the statistics that we’ve got, we’ve got show seventy five percent of learners with parents’ unemployed, living with single parents, living with grand parents, child-headed house holds all those things. That is why when we applied; we applied for all the learners because it is the larger group that does not have.

I: Do you think there should become national nutrition scheme?
P: Yes, I suppose so. I think it will be proper because if you check not all secondary schools have nutrition. But it is the same learners who have been moved from the primary schools to secondary schools; and have been given nutrition then all of a sudden when they go to secondary schools it stops. It is like that all of a sudden the same parents have money. The learners should not be provided for. So I can say it should be a national issue looking at the different socio-economic challenges around the vicinity around the area where the learners are placed then those should be catered for by the government.

Edu Plant Program

I: Next question; have you ever heard of the Edu Plant program in your school? I can explain – It is the ‘growing organic food’ in the school property.

P: (Silence)

I: (Explained) It is growing organic food grown for consumption and is healthy. The national program including twelve thousand schools involved in this.

P: I heard about it from Waverley High School does this. I heard about it at Waverley. We were just having a discussion with one of the teachers. He even took us down to the area where they do their planting. What I did I told him that we will invite him to the school because we do have a garden for agriculture because we have got agricultural sciences. But now what he teachers there the learners’ plant there is for them. The seed we have given for them. Whatever is grown there the learners will take for themselves, for their families you know. We do not use it for cooking for all other learners. It is used by those learners who doing agriculture because the rest of the other learners are covered by the feeding scheme. But I heard about it and they did visit the school before we have closed; the guy from Waverley. But what I do I give the project to someone else to run it. So the agriculture educator is the one that is running it.
You will be surprised. When we started this with the agricultural group last years learners had such a positive response. The learners asked: “Sir, can I do this at my home so that we have a vegetable garden?”

“Yes you can; make sure you prepare the ground properly as you are doing here. Start with a little one and then see what it does for you”.

Some of the learners see the need and return to tell the teacher what they have grown it has, with some learners that have seen the need. Our learners are subjected to receiving a lot than doing for themselves. But there are those who realise that they have to do; they have already started planting for themselves at their homes.

I: Thank you for seeing me

P: Thank you and good luck

Question: 1
And
“What is the prime objective of having the tuck shop in your school?”
And
“What other reasons might there be for the tuck shop operating at school?”
Question 2.
“Does the income derived from the tuck shop form part of the school’s annual budget?”
And
“What is your input as to the nutrition served in the tuck shop?”
And
“Can you define nutrition education?”

Answer: “Nutrition education any set of learning experiences designed to facilitate the voluntary adoption of eating
and other nutrition-related behaviors conductive to health and well-being.”
(National Food Service Management Institute 2011: 6)

Question: 5
“Is there any outside professional assistance utilised in the school tuck shop?” (this would include dieticians, nutrition analysts). Please elaborate.

Question 6.
“What is the legislation that assists educators in the caring of learners while at school?”

Question 7

Question: 8
“To what level are the local, provincial and/or national departments involved in school nutrition programs?”

Question 9.
“Do you have an Edu plant program at your school?” – (This is the cultivation of organic food).

Question 10.
“There may well be a section dealing with nutrition at school. Do you think that there should be a national nutritional program in place as part of the school curriculum?

SCHOOL 2

Rationale for the tuck shop

I: Does your school have a tuck shop?

P: Ja.

I: Can you explain?

P: It is outsourced. We also have informal hawkers who also come onto our school yard. There is a set number on the premises. Yes, there is an agreement of a set number.
I: What type of agreement?

P: We have a verbal with them. There is about eight of them. They supply food to the children. It is food that we have agreed that they should supply. Unfortunately we don’t monitor it correctly so I think they are sneaking in foods that we don’t desire for our children.

I: I was at the school down the road. Are you part of the government or department feeding scheme?

P: For the first time in twenty years this year, yes.

I: Do they supply all the children?

P: Yes, they supply all the children with food but not all kids want the food that is supplied. Many children don’t want the food. Some will obviously not be fond of the ‘green stuff’ like vegetables; because the vegetables have got the soya, tin fish; some maybe having problems with the tin because of allergies. Some of them really can’t afford to eat here because there are queues and queues. There stand for a long time; we can’t afford a canteen where they can sit and eat. We don’t give them plates at school. They bring their own lunch boxes so they can put their food in. After eating they should be able to wash their own utensils. Some of them elect to bring those. Some are from quite well to do families so they buying their own food. Some of them they have enough money to buy the whole tuck shop.

Imagine they stand in the queue: one thousand eight hundred kids and we only have nine parents who cook and assist to feed.

I: Does the income derived from the school tuck shop form part of the annual school budget?
P: Yes but it is too little. It is not more than five thousand rand. Somebody is running it for free, using our electricity and water,

I: What is the prime objective of having a tuck shop in a school?

P: The prime objective in our school was that kids must eat. We did not plan a tuck shop as a place where kids will have ‘nutritionous’ food; foods maybe will make them not to sleep in class while we are running the lessons. We just said okay there is a gap here; kids have money. Here is a tuck shop. Interview a person; go and sell; money to be made. We only give you conditions; one, they must eat healthy food. Number two, your tuck shop must be clean and healthy. Number three, you can’t give them ‘left-overs’ of last night or yesterday. That is what we told them. But it is mostly myself and my classroom next door.

Principal’s Involvement in the tuck shop

I: What is your role in the school tuck shop? What is your input?

P: My role? The only input I have in the tuck shop is to check whether the food that these people give to our children is healthy food. Although I am not an expert there I usually invite the Health Department at least once a year to come and check food. The other thing obviously I deal with this man is how often does he pay the rent.

I: Do you have any professionals in other words, dieticians, health experts that come into your school to advise your people? Do you think this should happen?

P: No, but it should happen. If you are talking about health food you don’t want to go to the internet and ‘Google’ what is to be eaten. You need people who have required who have studied who will be able to advise you what kind of food you are eating. But today I had a meeting with the suppliers of the food menu they designed by department for the feeding scheme. They are saying
the menu that they are designed, advised by the dieticians what kind of menu they should give the kids.

I: Do you have input as to the nutrition in the food served? Could you define nutrition and nutrition education?

P: Well in nutrition education these children do in Life Orientation. They do learn about eating more fibre less fatty and sweets. Yes they do. The kids should be knowing themselves. These kids they are old enough now but I believe because that they see the educators themselves eat the food that is not as healthy as it supposed to be because educators go and buy chips, hot dogs, pies there, fatty foods.

I: Do you think there is a need for greater input in the school curriculum regarding nutrition?

P: Life Orientation is just like a ‘past time’. Now when we were growing, I am sure you and I knew about this we did Health Education and health education had lots to train on nutrition and healthy living. Although we still have children who are doing Home Economics. I don’t have it here. But schools, some have hospitality catering. I am sure they will learn more about nutrition. But with me here it is only LO.

I: Is your school Governing Body involved in the tuck shop?

P: My school Governing Body is only involved when it comes to money. They say Principal manage and we will be there to support you.

I: Do you understand the following terms: the acronym BMI?

P: Body Mass Index

I: Saturated Fats?
P: Ja, the one that causes a lot of heart attacks; in a steak, saturated fats, you get it from animal fats except for fish. Ja fish is in poly unsaturated.

I: Can you tell me what your standing of kilojoules is?

P: Kilojoules is the energy; it is on bottles. You can connect to calories. Everything you read. That’s what people are saying. People are healthy yet passing away. Children and adults do not read; they rather consume. But I do read. Healthy and very fit people are passing on (died). A fit person died and the autopsy indicated high blood pressure, heart attack and kidney failure. Yet people still don’t stop the lifestyles, using too much salt; they are not prepared to learn or prepared to read. People kill themselves. They don’t see that.

Legislation

I: Are you aware of any legislation for tuck shops? Is there a legislation?

P: No, I don’t know any. There was no legislation when I came to teach and certainly I have not read any policy in the gazette that tells us about tuck shops.

I: Is there criteria to run a tuck shop?

P: Nothing except a book that was written by a former principal. He was using his own experience but in terms of being legislated, nothing.

But what is my responsibility? Where is the legislation? Proprietor needs profits to be able to meet overheads. The present situation has to stop.

I: There is the Education Act and is general and this is a place of safety – you must protect them. There is no specification in the Act; there is very limited legislation. We know about the South African Schools Act and our role
regards the child; but to nutrition and the tuck shop per say, nothing. It is largely ignored.

P: It is true. It is amazing that someone does research and a study on this because all of us ignore it. We only see, as you said, a tuck shop as a quick way of making money. Learners are tired. I was telling my teacher, after all the intake, all the sugar. I used to see this when I was growing up, food like jungle oats. You eat the food, it releases energy slowly. It is sustainable. The government has given us a type of oats. These kids don’t want oats because the culture they have learnt at primary school. They want sweet stuff. They want stuff they can consume now for now, like if I could have a McDonalds here in the school inside the school yard. You will see. Children order out all fast foods. They rather eat quick foods. Children are children. Kids are kids. Monkey see monkey do.

P: Somewhere it has to stop. This is so interesting. I was in Manchester, in June and I asked: “Then where is your tuck shop?” They said we do not have a tuck shop. Kids eat in the canteen. Okay we have got kids who are poor in England who eat free and the rest must, must buy from the canteen. They must buy from the canteen. The parents must give money. It is compulsory. In the USA, in the canteen, everybody eats for free. The kids don’t eat they play with food and throw each other with food because they are rushing out so they would buy a McDonalds or a Burger King. Then we will find children bunking school to fight for specials where ‘left over’s’ will be available on a Monday – buy one get one free. They will also advertise Coke to lure children to buy like in the United States; coke is so cheap it is unbelievable. That is the brand.

School program/Curriculum

I: Do you have an Edu Plant Program in your school?

P: No, I do have knowledge of this but there is no space.

I: Thank you.
SCHOOL 3

Rationale for the tuck shop

I: Why do schools have a tuck shops do you think?

P: The prime reason and objective sort of is they use the guise of a service to the children. But it’s a guise because it is a fundraiser for the school. It is to make money

I: Does the income derived from the tuck shop form part of the school’s annual budget?

P: Yes. Yes we give them a budget and they have got to try and meet that budget.

I: Can you explain it as sales or rental and sales?

P: We run a ‘combo’ of it. We appoint a convenor of the tuck shop which we pay. But that’s the only part of it that is out of our control and we give her a target; we say to her we expect a profit of one hundred and forty thousand; a profit of one hundred and forty thousand rand for this year. We allocate that as a source of income in our annual budget.

I: That I assume gets utilised for the school?

P: It is used for a global upgrade; an example now is better upgrade to put better cookers into there and that sort of thing. We will take money from that source as well.
I: Do you think nutritional education should be included in the school curriculum, if so, where? I am thinking of Life Orientation.

P: It is already in there; in Life Orientation. And we send it in questionnaires home to the parents and little letters from the desk and I send it back to them in that aspect so it’s part of there but the reality is that in our country we have such a diversity of population. It is all good and well saying to somebody you should have an apple and that sort of thing for a person yet for a person who can get a slice of bread is a bonus for them. How are you going to convince them what we do is we have a system here which is if you don’t want your sandwiches we have tuck shop monitors; they get trays, they come out and you bring your sandwiches out. And children freely go and take. There are children who don’t eat. That’s the only time they eat during the course of the day.

I: I have no illusion as much as you want them to eat healthy, it costs money. It’s very costly. That’s what I am finding.

P: Ja. Very much so.

Principal’s role

I: What is your actual role in the school tuck shop?

P: They are answerable directly to me. In issues, they clear anything they sell through me and basically I deal with them; I interact with them. I am the Governing Body representative. We got a Governing. Body Fund co-ordinator that also deals with the tuck shop. Our fund raising co-ordinator she also goes in there to see that everything is ok.

I: Can you define nutrition education if I had to ask you that?

P: Well it is the ability to derive the right food groups that you are going to eat from and is necessary to live a healthy more than a substantive life you know.
It’s all about health food. That’s the way I would determine it. I mean I am overweight so I live with it all the time.

I: Do you understand the following terms; firstly, BMI?

P: Body Mass Index, Ja.

I: Saturated fats?

P: Yes, poly fats and saturated fats. Well as I say I am overweight. I listen to them all the time. It’s your health fats and your unhealthy fats basically.

I: Kilojoules?

P: What you burn up. The amount that you burn up versus what you put into your body.

I: Do you have input in the nutrition served at the tuck shop?

P: Yes, very much so.

I: Do you think outside professionals could or should be utilised in establishing a program in your school regarding nutrition?

P: The problem is and the reality is no matter what you establish in your school the children are the purchaser and they determine what they want to buy. And if you don’t supply them what they want they will but it themselves. We have had apples and fruit on sale. The only thing we get fruit flies. Children don’t buy it. We got yoghurt; we sell yoghurt. We have got milk; we’ve got fresh fruit juices. We have a control system where they order hot food; we only sell hot food at first break and healthy drinks; by that it’s milks and yoghurts and that sort of thing. At second break they buy ‘tuck’ and so my comment is I put them on a sugar high and send them home. But we only allow them to buy ‘tuck’ at second break. But they have got to get food at first break.
**Legislation**

I: What is the legislation that assists in true caring of our learners while at school? What is the actual law?

P: I wouldn’t know the actual legislation but basically the Children Protection Act and South African Schools Act. We also have legislation managing the finances of the tuck shops which is binding legislation. There is safety.

I: What legislation is available to guide the Principal in the establishment and running of a tuck shop?

P: There isn’t really factual. The health, the local Municipal Health is a legislation that binds you; there is nothing in the school legislation.

I: Do you believe that there should be legislation placed?

P: I believe that our country is legislated to the ‘nines’ and they can’t implement it because they can’t enforce it. So you can put as many legislations in, it’s farcical.

**School program/curriculum**

I: Is there an Edu Plant program that promotes things like cultivation of organic foods? There are twelve thousand schools involved.

P: No. We don’t have the room. Schools in the rural areas can. They are right next to a farm land; we don’t have the room. We would love to have a veggie patch here.

I: Do you think there should be a greater input in nutritional education?
P: Very much so; I believe so. The tragedy is it is all good and well teaching the children, but you have got to teach the parents as well. The parent looks at it and says what my wallet can permit. That is the reality of the situation. And what happens in our schools situation is that you have got the extremely wealthy and totally poverty-stricken families requiring constant assistance. Many years ago when I started teaching, people who previously lived within the travel boundaries of an area all had similar incomes and up bringing. There is no longer that identity; now they identify with the school. There is no identity with a culture or wealth group or with anything to that effect.

I: There are now extremities in all schools in all of South Africa. Children’s physical ability is waning.

P: I have no problem with that but these schools are funded by the state; our schools where they give you two hundred thousand rand to run your school a year. Where is the easiest place to make money? I know it sounds terrible. We have tried to keep a control on it. We tried milk but the milk went off; the children don’t buy it. We had children we believed that were down and out and we were aware of it. We fed them Pro-Nutro in the morning. They stopped coming because they didn’t like the Pro-Nutro. That does not make sense to me. When you hungry you eat whatever is in front of you. We did notice that; that’s why we don’t sell anything at first break. No sweets. We only sell hot foods and we can see it here as well. After second break it kicks in about the last period of the day. They are flat. There is no low GI to sustain levels of energy.

I: We can talk for hours but that is the reality we have to face.

P: Yes. Thank you.

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SCHOOL 4
Rationale for the tuck shop

I: Why do schools have tuck shops?

P: To alleviate the burden of the parents who don’t have time to make the food. That is the primary reason.

I: Would you see the primary reason as service to the school?

P: A service to the children and to the parents – more so than the children.

I: Does the income that you derive from the tuck shop ever form part of the school annual budget?

P: No, it is part of the fundraising by the PTA so that it gets put through the PTA books. We can’t determine how much we are going to get in. So it’s difficult to make it a budgeted item. It is run by our PTA mothers. Whatever funds we make go to the PTA. There is no salary.

I: You said that your PTA is involved in the tuck shop. Do they have like full time employees?

P: There is one full time employee and mothers to assist; their children are entitled to meal on a day they are working there and that’s it. And they do it because they love it.

Principal’s role

I: What is your role in the school’s tuck shop?

P: If it ‘aint’ broke, then don’t fix it. It is doing fine. I have had to intervene at various points and I have now taken all the ‘fizzy’ drinks out. They are not allowed to serve fizzy drinks. We got water and fruit juices and Tab and Diet
drinks. They are not allowed to sell any sweets and chips at first break. It has to be food. We are now busy taking the ‘fopy naks’ things and giving them a miss; when I look at all the nonsense that is in there. So the intention is they have chocolates second break. I know that this is not good for nutrition but they are in a learning environment and I need them to be focussed without all the hyperactivity. We don’t want to have the midday slump. What we are going to do next year, and you might want to include this, to ensure, when parents give their children money, that the money is actually spent on a meal. We are introducing a tuck-o-voucher so the parents actually pay the school for the voucher and they can’t buy anything else except a decent meal at first break. Because the parents are giving the children twenty rand so they don’t eat at first break because they know there are no sweets. But they want the chocolates and the sweets. They then wait until second break. They have starved themselves until that point then eat the stuff that makes them ‘cuckoo’. There is an unbelievable amount of money that certain learners arrive with at school. It is frightening.

I: Do you think outside professionals could or should be utilised in perhaps establishing nutrition programs and helping the tuck shops?

P: Unless they can fund what they wanting us to sell, no. It is going to be problematic. Possibly advising the people, who are cooking there, to make healthier choices and how to better prepare.

I had words with a parent four, five weeks ago who said we are selling ‘crap’ at our tuck shop.

I said, “Madam, have you eaten from our tuck shop”?

Response: “No”.

“How do know it’s that?”

“Because we have stopped serving hot dogs that have normal viennas. We
have now got chicken viennas as a healthier option.”

We have got the normal toasted cheese sandwiches. It is not junk food per se. It is not dripping with oil. There is nothing wrong with a slice if bread and a fillet of chicken for a chicken burger. It is in terms of those choices and the suggestions she had for the tuck shop. I looked at her and said that’s all very nice. It is all good and well to serve a child a fruit salad but it will not keep if it is not finished by the end of break. Children don’t like and salad that are not going to buy it. Fresh produce does not keep and starts rotting. You have to start looking at writing money off. We did have bran muffins hence for breakfast when they did arrive. The children stopped buying. I was balanced affordable options to them. And I think a lot of the Nutritionists came in with wonderful ideas that are beyond the financial reach of the children that at school. To eat healthy does cost money. Healthy food they wanting to bring in takes too long to prepare or too long to eat in the timeframe that the children have. How do we go for a balance? Quick to make, quick to eat and off to class. It is a challenge and if someone can come up with ideas we will be happy to deal with.

I: I would like to ask you to explain the following three acronyms and words as part of the language associated with food? The first one is, BMI?

P: (no answer – explain to the principal)

I: Saturated Fats?

P: We know what that is the ugly stuff.

I: And then, kilojoules?

P: Yes, that’s the energy you get from it.

Legislation
I: What is the legislation/law that assists in true caring of the learners while at school? What is the law?

P: Not sure what you mean by that question.

I: The Constitution followed by the Education Act that allows us to take care of our kids. That is all encompassing. Would you agree?

P: It is the right to caring person etcetera.

I: To your knowledge, what is the legislation is available to guide the principal in the establishment and the running of a tuck shop? Do you know of any like that?

P: I don’t. There is just the general. There is nothing legislated that you can’t serve ‘x’ and you can’t serve Red Bull.

I: To what level is the local government department, provincial and/or national government involved in the nutrition program? Do you think they should be?

P: They are not except to the degree where they will sponsor you if children can’t afford so many loaves of bread. It is not very healthy. Kind of meal to help you with a high sustenance meal, with a high ‘carb’ meal, to get you through the day. The Health Department comes in once every four years and has a 'blitz' to check that everything is clean. I am frightened to say yes then they start becoming silly. Then it is a whole bunch of paperwork for the principal to fill in. It is ineffectual. For me it is simply job creation for somebody. Now I must go and cut the Principal out so that I have a job. We must be careful that this does not become legislated to the point that this becomes bureaucracy and burdening people with paperwork that is meaningless.
If the government supply money then they have a say in what happens. It is not a top class meal they are providing. But for some children it is the only meal they’re going to get.

I: Have you heard of the Edu Plant program?
At present there are twelve thousand schools involved.

P: Yes

I: Do you have a system where you are growing your own veggie garden?

P: We are actually starting, as part of discipline program, a vegetable garden and the children will go and do community service instead of detention. And we’ve got one of our parents; he has actually now has each class an eco-garden that they’re growing. He has got various classes that he is running on the project. He has actually donated that. What we are going to do with those vegetables and the thing is to give them to needy organisations. So that’s just part of our feeding schemes, out of the school, needy out-reach programs.

I: Do you think nutritional education should be included in the curriculum program?

P: Absolutely. I think it is enough for this age grouping any case up to the end of Grade Seven because a lot of parents don’t bother to teach the children what is right and wrong eating because no one has ever taught them to. It is happy meals at McDonalds because Mom is too lazy to cook. Does the child know what is in there? There is not enough education. I want what I want and I want it now. I suppose they could include it in the Biology thing. See what it does to you when you eat these odd things.

I: That’s great. Thank you.

P: There we go.
SCHOLL 5

Rationale for the tuck shop

I: Why do schools have tuck shops do you believe?

P: I can tell you at our school; in particular, it is because many of my children come to school without lunch. They come to school with money so if there wasn’t a tuck shop there would be children without lunch. It is not that they can’t, it is a case that Mom and Dad couldn’t be bothered and rather give their children money to come and purchase goodies at the tuck shop.

I: Does the income derived from the tuck shop form part of the school’s annual budget?

P: A small percentage, yes. Our tuck shop is privatised. But they pay us a rental, they pay us water and lights and they pay us a small percentage of their profits; but it is a small percentage. We bring it into our annual budget. The profit is small but the rental it is a fair amount that we get from them.

I: Your personal involvement: What is your actual role in the tuck shop?

P: What happens is it is not necessarily a day-to-day direct role. I can tell you how it works at our school it works - say for example first break we serve food so it maybe in winter, it will be soup and hot chocolate; in summer it will be salad and it will be they will have chicken pieces. What happens is the teachers have a look and if they are not happy with the size of the portion or they have and say they are charging ten rand and they are getting this or whatever the case may be or this then this filters to the HOD and is this is brought to our executive meeting on Monday. We discuss it then I liaise this with Ann and we will negotiate what the problem is and address the problem whatever the case maybe. So that is really how we work with it.
But in terms of being prescriptive, maybe that’s what you’re asking, I am not entirely certain. When the tuck shop started it was a little bit of a free-for-all so they were buying cold drinks before school, they were buying chips before school. It was just a tuck shop. Essentially it was we felt become a bit of a money-making racket. It was something we had inherited from the previous principal, three years ago. What happens was we sat down and we have to negotiate with the tuck shop and say to them at the end of the day we realise that you have to make a money out of this but these are our children. This is what happened. So we said the children have coke at half past seven in the morning then this and this will happen. But I must admit they were more compliant with us. They were happy in winter they served hot chocolate before school for the children. And in summer they do have juice available before school but other than that nothing is sold before school. It is first break food they are allowed to buy water with juices. Then at second break children they can buy ‘fizzies’ and sweets.

A couple of moms also expressed concerns because they have given their child money to buy early in the morning something that is not appropriate before school. That’s how we interacted with the tuck shop.

I: Who works in the tuck shop? Do they stay open for sports day?

P: A lady with employees. Primary schools don’t play that much sport on a Saturday; that is more a high school thing. They are prepared to be available on for example when we are playing rugby and match days and after schools.

Principal’s Involvement

I: Can you define nutrition education in the curriculum?

P: This is a good question. At the end of the day we feel that it is important that the children have a healthy balanced meal if they are going to come to school and use the tuck shop as their sole meal. I must avoid using this sole meal but
where parents don’t supply with a lunch then it was imperative for us that our
tuck shop makes sure that they had thing like salad rolls and cheese rolls,
salads and yoghurts; we introduced yoghurts this year. That there is a healthier
option for them; we introduced yoghurts this year. Then there is a healthier
option for them. I must confess that sugary sweets do come out at second
break. For is the children get something healthier then that would be nutrition
education.

I: Do you have any form of feeding scheme?

P: We don’t have a feeding scheme sort of like the Government. We have
identified one or two children. Our secretaries, so they don’t have to go to the
tuck shop, are prepared to make meals. Today it is ham ‘sarmies’. They do the
whole wheat bread, their brown bread with a ham ‘sarmie’ with apiece of
cheese and tomato. They always give them a piece of fruit and a juice. We are
feeding six at the moment; but this is where mom and dad have both lost their
jobs and a family member has contacted us saying they are a bit concerned and
is being taken care of.

I: Do you think outside professionals could or should be utilised in perhaps
establishing a program in your school; getting people like dieticians and
nutrition analysts in?

P: Interesting that you should say this because at the end of April our tuck shop
contract expires and obviously we now have got open up for tender and all the
rest of it. I know at governing body level we have discussed that we want to be
a lot more prescriptive in terms of what is served and when it’s served etcetera
etcetera; what is sold and when it is sold etcetera. When you have inherited a
system it is quite difficult to implement a complete three sixty degree change.
We have come a long way because they are doing yoghurts, they are doing
fruit juices, they are doing salad you know. They do still do the pizza slices.
But we’ve decided we have got a Mom in our school; she is not a dietician by
any manner of means yet she has done research into nutrition and at school she
has asked to give input as to proposed meals that we could look at. So I
certainly that from May forward, when we put in our new tuck shop we will certainly be more prescriptive should they want to come on board.

I: I have three definitions and acronyms I would like you to answer: BMI? Do you know what it stands for?

P: Body Mass Index isn’t it?

I: Can you define or describe saturated fats or define them in foods?

P: I suppose it would be things like butter; it will be oily sort of foods; that kind of thing. I have a personal thing that I have with butter. It wouldn’t be fair for you.

I: Kilojoules?

P: Well it’s the content in food stuff that is going to cause a child either to put on too much weight or not put on too much weight.

**Legislation**

I: Are you aware of legislation that protects and cares for children while at school?

P: Yes, South Africa assists school Education Act.

I: Do you know of any legislation that assists a principal in the running of the tuck shop?

P: No, I must honestly say not that I am aware of.

I: To what level is the local government department and/or provincial or national departments involved in the national nutrition programs? Are you aware of any involvement?
P: The local government? Other than the feeding schemes that some schools that is obviously come from government I don’t think its come from local government. From the local government perspective well you know possibly from schools were they’ve got children who perhaps coming from homes with absolutely nothing. I would imagine there could be something not that it has affected my school; put it that way.

I: Do you believe there should be legislation regarding a national nutrition program put in place?

P: Now we are speaking about nutrition not necessarily feeding scheme. I think there should be something whereby schools I think are compelled to offer a healthier option to children.

School program/curriculum

I: Twelve thousand schools have adopted a program ; this is more rural based. This is to do with edu plant. Are you involved in Edu Plant program? Do you do anything like that?

P: We have an ‘Eco Club’ and they plant herbs. Because what we do we found for instance our ground staff were not necessarily coming to school always having had a meal in the morning. So here at about twelve o’clock we give them their pap and they are delighted with the fact they have a herb garden running down the back here; that they are able to add herbs to their basic meals for the day.

I: Do you think a national nutrition program should be included in school curriculum to a greater or lesser degree?

P: To a greater degree. I think if I look at the LO program for instances in lower grade it is a very small percentage in any grade and in grade seven it does not feature. In grade five and grade six it is a small percentage of the program that
actually deals with healthy food. For me the saddest thing was when we lost the subject like health. Health Education was the bane of many teachers’ lives but it was a brilliant subject to teach children about their bodies. And one of things I know we taught standard three, standard four, standard five; we taught about balanced diets; what you should be looking for on your cereal boxes. What are we doing about kilojoules? We looked at all those components.

I: To worry about food alone it is never going to solve the issue for me. The dismissal of Physical Education is a huge problem. Boys and girls were active. Losing weight is a complex issue; poor eating, poor habit forming, poor knowledge.

That is it. Thank you

P: Thank you.

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SCHOOL 6

Rationale

I: Why do schools have tuck shops – this you opinion?

P: It is a good money maker. I think parents are too busy now days to make sandwiches and so on for their children. Essentially it becomes a service for the children and it helps for the extra murals because there is so many more extra murals offered nowadays. The children get to have lunch here. Our system is we can BBM almost like a tuck shop delivery system. So the parents will BBM: ‘I need to order toasted sandwiches,’ and the parents arrive and feed the children.

I: What is the prime objective of having a tuck shop in your particular school?
P: As a service and it’s a money maker.

I: Does the income derived from the tuck shop form part of your school’s annual budget? Is there an expectation of an annual income from that particular structure in your school?

P: There is, but it doesn’t serve part of our budget. No, it is an over and above what we budget for; we don’t rely on it.

Principal’s role/knowledge involvement

I: What is your role in the school tuck shop; your actual role?

P: It is a big role. I make sure that I see what they hire and who they their food from so that the woman doesn’t make extra money remember because I am personally involved in it. Because it is not privatised you must more have of a role in it. So we limit food that is sold and we limit the cool drinks that are sold; so from that side I make sure that I check what is sold and who they get it from.

I: Do you have an input on the nutrition that is served in the tuck shop?

P: Yes.

I: In your own words can you define nutrition education perhaps?

P: I don’t think anyone can define nutrition nowadays to be quite honest; nutrition for one person isn’t nutrition for us. That, that is very nutritious is not sold well so your fruit and so on we have tried but it does not sell. So we tried to sell proteins more so your biltongs, your sticks little round wheels we try and sell. We try and make it as healthy as possible but is there nutrition? We stay away as much as possible from glucose, anything that is bad for ADHD; stay away from fizzy drinks and so on.
I: Do you think outside professionals could or should be utilised in perhaps establishing nutrition program in the school? I am looking here at your professional dieticians.

P: We are linked to the ADHD support group and so they sent us a list of what should be sold in a tuck shop. So that’s about it; as involvement from outside groups, and as professional as it gets. Would it be beneficial? Yes, but… no.

I: I have taken three acronyms and definitions. Do you know what the acronym, BMI stand for?

P: Body Mass Index

I: There is the calliper test to test your body fat and associated formula. Saturated fats?

P: That’s a bad one. No, I wouldn’t really be able to tell you.

I: The terminology kilojoules; what does it stand for? How can you best define kilojoules?

P: Interesting question; the amount of energy in food.

Legislation

I: Are you aware of the legislation regarding children and education in schools?

P: SA Schools Act.

I: Are you aware of any legislation available to guide the principal in the establishment and running of a tuck shop?
P: No, but there probably is. No I am not aware of it. The Health and Safety bunch did come across and check the school. They did come across from the provincial dept to check up.

I: To what level is the local government department, provincial and national department involved in a national nutritional program? Are you aware of any involvement?

P: Obviously at a district level they’ve got some school feeding schemes. So there is that involvement, not with us. And then the provincial department comes and checks on Health and Safety.

Program/Curriculum

I: Twelve thousand schools are part of this Edu Plant program. It is more rural based. Do you have an Edu plant program in your school property?

P: Yes we did have until we put a parking lot on it.

I: In your own opinion, do you think there should be a national education program established as part of the school curriculum to a greater or lesser degree?

P: There is, through Life Orientation

I: Is it sufficient do you believe?

P: Parents and kids are aware these days, so what you are aware you should be having but you can’t actually afford to purchase what is healthy if that makes any sense. But we are not able to afford this. Eating healthy does cost. It is expensive. Healthy is never nice. I had lunch with somebody who grows organic vegetables. The wife said to me that if you think it is organic food then you are being fooled. So that is from people growing this stuff.
I: My studies have shown me the following: there are multiple reasons for levels of obesity. Diminished levels of physical ability, parents give money for food and Phys. Ed. has been done away with.

P: Phys Ed. is to be introduced back into the new curriculum.

I: Thank you. The study is hopefully to assist learners and Principals at schools.

P: It should be interesting.

SCHOOL 7

Rationale

I: Why do schools have tuck shops do you believe? This is your opinion.

P: Two reasons: One is to generate an income. Two is to provide a service. The program of today’s children is of such a nature that they are away from home for long periods of time and so one has to create an opportunity for them to be fed.

I: A lot of people are speaking about income. Does this income, derived from the tuck shop, form part of your annual budget?

P: No

I: Not as an ‘add on’?

There is no prescribed amount of money that you expect?

P: No, we have our budget for the tuck shop: we draw up a real budget for the tuck shop as to what we perceive that they should be earning for the year for
example and then we do use the money for the ‘nice-to-haves’. So we do have a plan for example for next year as to what we would like to do with that money. For the past three years the tuck shop has been bought back to the school; it’s not contracted out.

I: It was previously; historically, it was contracted out?

P: We did contract it out and we did get rentals, but we are making much more money now by doing it in-house. I have a teacher that runs the tuck shop with one assistant.

I: Do you have Moms volunteer as is the norm elsewhere?

P: Yes, we do have moms volunteer, especially for big events like athletics or rugby days. We have quite a large number of parents that who do then volunteer. However on a day to day basis I do have a teacher which I have given some or made some way in the time table for her to be able to take charge of the tuck shop and one assistant, a black lady that works there to assist her for a monthly wage. But that money from the tuck shop does not become part of the school fees, school funds. We do have a separate back account for that that the money goes into.

I: Is your tuck shop cash only?

P: At the moment yes it is a cash only tuck shop. We are investigating very seriously to such an extent I can nearly say we are going to do it next year. By next year it will be on a card system where the parents will be able to charge the child’s card via then internet. The child swipes the card at the tuck shop to try and so reduce the amount of cash that is around.

I: Because of theft?

P: Theft is always there and also to have better stock control. We are talking to company that has developed this system. There are still some practical snags
that must be overcome. But you can also pre-order on the system. You can eventually expand this card system to anything in the school that money revolves around. We have a second hand clothing shop; a ‘klere bank’. There is a small fee if the child is able to afford that. The system is compatible with cash only; you don’t have to have the card to be able to purchase at the tuck shop. So you can still purchase without the card; we are moving in that direction. We will most probably be introducing it through the course of next year.

Principal’s role/knowledge

I: What is your role in the school tuck shop?

P: As a member of the Financial Committee, we have an oversight role. One member of the Governing Body members, it is his portfolio o the governing body to be in charge of the tuck shop. And obviously the ladies that are working there, are practically they are working for me. So it is an oversight role. I don’t have a day-to-day management role. For example I also see the statements; I decide who is the teacher in charge and if obviously something goes wrong I become involved in that.

I: In your own words can you define nutrition education?

P: Nutrition Education? Education, where you try to ensure, that children are fed. I don’t want to say to that extent they are fed properly and sufficiently to be able to function on a daily basis.

I: Do you think outside professionals could or should be utilised in perhaps establishing a nutrition program at your school?

P: I think they could.

I: I am thinking of your specialists.
P: I think they could. We for example we do it once sometimes twice a year where I get somebody from outside, a nutritionist or dietician to just have a look at what food we are offering. Our tuck shop is open from before seven in the morning and until four, half past four in the afternoon. We have found children are being dropped off at school anything from before a quarter to six in the morning, so obviously they don’t have breakfast. So a dietician has helped us with putting it together - a simple breakfast like yoghurt and muesli or weetbix and hot milk kind of thing. The tuck shop has been assisted by outside professionals. This is more an ad hoc basis; we don’t have a program where they come in once a term or whatever and then they the program, change the menu.

I: There are so many languages involved in food; I have three. Do you understand the following acronym, BMI?

P: Your Body Mass Index or something like that.

I: Saturated Fats?

P: Ja, I understand that concept. We are using fats that are actually better for your body which have already have quite a number in nutrition.

I: Finally the last one, kilojoules?

P: It is the amount of energy that you used.

I: The next sub section is legislation: What is the legislation that you understand assists in the caring of learners while at school? What is the law that assist you in assisting the children at school?

P: Primarily the Schools Act; there are quite a number of others.

I: What legislation is available to guide the principal in the establishment and running of a tuck shop? Do you know of any?
P: There is quite a number; the Occupation and Health and Safety Act is one. The Act of Administrative Justice is one. There is also a Policy Act regarding the control of finances in the environment of a tuck shop. There is a fourth one which I have now forgot.

I: Is there any one directly linked: this is a tuck shop policy at school?

P: Legislation? Other than the financial prescriptions in the School Act, no.

I: To what level to your knowledge are the local government, provincial government or national government involved in the nutritional programs in schools?

P: In my school or in schools?

I: Your school.

P: In my school, none. The province do have a nutritional program, but how successful it is I have got no idea because my school is not involved in it. But there is nutritional programs and I do know of Principals, as I am aware, must report back, on a quarterly basis.

I: Do you think there should be a national program for all schools for nutrition put in place?

P: Yes, I think so.

I: Would you like one?

P: Yes I would like one, but not a nutrition program that I grew up where for example where we all got a piece of cheese and a sandwich and a glass of milk and you have to have that. But I do think from my personal opinion, that forms part of the whole issue of schooling in South Africa. I have been privileged to
I have been travelled for example to the UK and Italy and China and have seen the advantages of having children at school for longer periods of time. For example you know in the UK, children go home at half past four, five o’clock. That happens because there is a lunch at school. So if that is the kind of thing you are talking about I think yes, there is place for it. If it is to just feed children in the current situation to be able to survive in a normal school then I think there has to be quite a number of adjustments.

I: I have read of twelve thousand schools are involved nationally especially in the rural areas in a growing program. Are you part of Edu Plant program?

P: No. We did have it a couple of years ago with a vegetable garden; very selectively - but not for the purpose of nutrition, but for the purpose of teaching. So it was not a nutritional action. It was a didactic action.

I: Last question; do you think there should be a greater input in the curriculum regarding nutrition as is the present state as in South African schools?

P: Definitely. Speaking from a point of view where I am privileged to have a school where that it is not a serious issue, but I have been involved in a school where it is a serious issue. Where children, due to malnutrition, is simply not able to concentrate for a day at school. I wouldn’t call it malnutrition rather call it ‘misnutrition’. This rather is ‘misnutrition’. But I don’t think it is a matter of not eating. I think due to various factors what is being eaten is not conducive to proper development; and I am a little bit involved in rugby and you see it on the rugby. Is that thing like injuries, serious injuries that can be linked to nutrition such as breakages of bones and tearing of muscles because the nutrition over as a long period of time has not been sufficient to sustain that kind of activity. In my sport in any case if you really want to go forward that is the place to start. I don’t think is malnutrition, like I said rather misnutrition.

Is that it?
I: Finished. Thanks so much.

SCHOOL 8
(Translated from Afrikaans)

Rationale for the tuck shop

I: Why do schools have tuck shops?

P: The main reason why schools have tuck shops, especially in former Model C schools, let me say we don’t have a tuck shop but a cafeteria; is that parents don’t have time, in the morning to give their children food so as allow children to have sustenance through day. The big thing is we have children here until six in the evening.

I: What is the prime objective of having a tuck shop at your school?

P: To meet the children’s basic needs – it is about having something to drink and eat.

I: Does the income derived form the tuck shop form part of your school’s annual budget?

P: Yes, it does

I: Can you elaborate? In what way; is it preset?

P: We plan to reduce school funds to arrive at a certain stage and we arrive at that point.. There is a tender in place with a specific amount for the cafeteria, for example one hundred thousand rand, and this is what s budgeted. There is not a monthly amount. The tender is every two years.
Principal’s role and involvement

I: What is your role in the school tuck shop? How do you define your role?

P: We have the place on twenty four hour camera surveillance. We check that the place is orderly, food is of a standard, the prices are fair and competitive. In addition the children’s requirements are met and there is a variety for example not just hot dogs, but pizzas, hamburgers and twisters and everything.

I: Can you elaborate, who is involved in the tuck shop? You have mentioned it is contracted.

P: Two full time people with their staff work in the cafeteria full time. No school educators involved in the tuck shop except they do eat there. I have no real involvement in the nutrition. There is a lady that does everything in the place other than when they present something new e.g. bread or oven baked pizza. There is variety: food can be pre-ordered and delivered to the staff for example this week - fish and chips; the next week, steak and mash or pizza. We order every week. We do take note of things like energy drink e.g. Red Bull, Monsters and all that stuff. We try to keep them out, but children do purchase them if not at the tuck shop then over the road by the garage. Children have asked us to stock these energy drinks to use especially before athletic meetings. We agreed and they may only purchase these drinks before sporting events or after second break or after school; just before athletic events.

I: In that line can you define nutrition education?

P: I think it is health food and to eat healthy. I can only say ‘Garbage in garbage out’, ‘quality in quality out’. That is the big thing. Yes.

I: This is now test your knowledge. The first one is the acronym BMI. Do know what it stands for?
P: That’s your height and your weight. This is actually what they test you at Virgin Active. If you agreed a contract they test you for a few things.

I: Saturated fats? It is the content in the food. Do you understand what that means?

P: I think if I am right. It is not good for you; it is the thing you must always look for. I think the first guys were Woolworths that put it on packets; then afterward Pick n Pay. All foods need do it now. People look now at kilojoules.

I: Tell me about kilojoules?

P: It all depends if you are on a weight loss program; kilojoules is very important. It is what you put into your mouth you know. So you will eat fish, chicken, not so much beef.

I: Do you think outside professionals’ could or should be utilised in perhaps establishing a program in your school or at least assisting the tuck shop?

P: We did. Yes, we have called in people, two firms, and used them in LO program – that Life Orientation program. They measured children and showed them their height, your weight and here is your program to carry on. They tested all our children. At this age sixteen, this is your level of fitness and this is your level of fat. I think they have. They have assisted the tuck shop by saying this is a good ‘shake’; say there is ‘Ivooma’ use this. This is not a weight loss program but to look at this one and this gives me stamina and energy.

Legislation

I: What is the legislation that assists in the true caring of learners while at your school?
P: I think at the end of the day the law is in place to allow children to succeed and reach their potential. I would say ’84 from 1996; that is the one. There is the Guidelines and Principles policies. That is the main one I would say.

I: What is the legislation that is available to guide the principal in the establishment and running a tuck shop? Do you know of any?

P: No, I don’t think there is any. I hope there isn’t. I don’t believe there is at this moment.

I: There are laws for health and safety and finance control of your income procedures as part of overall school policy and control. There are financial laws in place. There is nothing specific to the tuck shop.

P: Correct.

I: To what levels are local government departments, provincial and national government departments of education involved in nutrition in schools?

P: I think there is very little. I think they have sent someone to the school. They count many toilets but ….. no I don’t.

School Program/Curriculum

I: Do you think there should be a national nutrition program in place?

P: Yes, I think so. I do believe this should happen. It will be very difficult to implement especially in rural areas because there are no tuck shop; at best there is a ‘spaza’ shop outside the school to sell the right things.

I: Do you have an Edu Plant program in your school?

Twelve thousand schools are involved, in South Africa, at present
P: We have very little. No, you can’t really mention this really. We had a grade nine project there and they made a bit of a garden. But no, nothing.

I: Do you think nutritional education should be included in the school curriculum?

P: Let me say this should begin sooner than later. Don’t wait for Grade Eight. Begin in Grade one or two; begin in your lower grades. If you have it at high school there is a section in Life Orientation program. There is sufficient. We must do it. Yet we need it as children will become obese and people are getting bigger. I believe the big thing is; I would like to put it in another way that there is opportunity to jump on the wagon for people like McDonalds, Kentucky, Steers, Spur you know to get involved. There is something to be done. The groups can begin to produce food for example for your child you don’t have to make. We make it for you daily, Monday, Tuesday, Wednesday. Here is something for nineteen rand ninety five you know; a packet that can be collected and his child is eating healthy instead of a hamburger and chips when they go there.

We don’t call our place a tuck shop. It is a cafeteria. There are pool tables; it has machines do you understand; tables, lounge suites. It is a place to work. Our big thing in the morning, our biggest seller, is coffee, not ‘ricoffy’, percolated coffee. It is the big thing the children buy. Outsiders arrive and purchase our coffee.

I: The future who knows; perhaps all schools will have cafeterias or canteens similar to those in America?

P: Thank you. It could be interesting.

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School 9
Rationale for the tuck shop

I: Thanks for seeing me. Why do schools have tuck shops in?

P: Why does this school or schools in general?

I: Schools in general, in your opinion?

P: It is to assist with a generalised feeding scheme just about for parents whose children possibly don’t have time to eat in the mornings and there is a financial implication, in terms of the parents, who do not have time to make sandwiches and stuff like that in the morning. I would imagine it is a service to the kids. There are some nice-to-haves here. We do no have nice-to-haves. We are purely a health bar as such for want of...

I: What is your prime objective of you having a tuck shop in your school?

P: It is to supply a healthy diet. There is no fizzy, cold drinks; no white bread there is only health stuff. We actually did a test about seven years ago. The existing tuck shop had chocolates, chips and cokes: fizzy cold drinks was all available and we did a three month program on the behaviour of the kids’ behaviour after break. We found there was a sugar spike and sugar ‘bonk’ and come to the seventh, eighth lesson the children were out of there. We changed the food, the discipline problems, in the first lesson, went down by close to seventy percent. Because of the fact that the kids weren’t all hyped up and coming down. We don’t buy anything; no chips, no cold drinks are sold. Cold drinks are sold but only health drinks are sold. There are fruit salads available; no fast foods are available what so ever.

I: Does the income derived from the tuck shop form part of the school’s annual budget?
No, it is a completely privately run enterprise. We derive a rent from it; that’s all. Thus we derive a monthly income. We dictate times: opening times and closing times. For a day there are no kids here then they won’t earn money.

**Principal’s role and involvement**

What is your role in the school tuck shop?

I just monitor the foods they sell. I make sure that they are adhering to their contracts; their contracts states that they only sell the following items. Any new products have to be cleared by us absolutely. What I do is I go to my Life Sciences ladies and they decide the nutritional value of this. If it is okay low GI for example then we okay it. Generally speaking we have a range we do; that’s it. At one stage we tried to bring in muesli and yoghurt and it didn’t sell. Kids don’t want it. That’s what Mom and Dad want the kids to eat. We bought in muffins and high bran stuff.

Can you define nutritional education?

Nutritional education? Something that is nutritious and has vitamins and minerals which require you to function I suppose, not junk food which gives you a spike. To me that was the most important thing we found with discipline is when you had the sugar spike and then the sugar bonk after the spike. We trying not to have that and all those in junk foods have as part of that.

Do you think outside professionals could or should be utilised in perhaps establishing a program at your school?

Absolutely, absolutely; a massive place for a dietician. Our Life Science lady is a dietician by profession and she started this process going. She noticed the difference in it. There is no outside help other than Life Science lady who has professional training.
I: Can you define the following acronyms or food definitions: Do you know the acronym, BMI?

P: Body Mass Index. Overall test of your health.

I: The second one is Saturated fats?

P: Fats for high cholesterol. One’s good and one’s not.

I: People are more interested in what specifications are to be found in the motor cars than what they put into their bodies.

I: Kilojoules? Can you define kilojoules?

P: Amount of energy in a food source.

I: One hundred percent, good.

Legislation

I: Legislation: What is the legislation that assists you as a principal in the true caring of children while at school?

P: This is a difficult one in the sense that our Health and Safety Act, we are very strict that at our school there will be two fire extinguishers, there will be two exit places. We have revamped to allow that. Bees are problems and we looked at that from a health and safety point of view. I don’t think there is any legislation. Tuck shops run their own way.

I: What legislation is available to guide the principal in the establishing and running of the tuck shop?

P: Only the Health and Safety Act. We have just implemented the Health and Safety Act; this is a massive task. It is difficult to implement. A member of the
Governing Body is a professional and has assisted the school to implement this act. It is a nightmare. Fire extinguishers have to be in place and the swimming pool is a nightmare from a negligence point of view. No, there is no legislation only Health and Safety Act in terms of access and things like that.

I: To what extent are the local department and/or provincial and/or national governments involved in a national nutrition program?

P: The DA came to us just recently and asked us about a feeding scheme; but that’s what it is. There is no feeding scheme in schools like ours. We have an internal feeding scheme where our disadvantaged kids have been identified and get a hamburger at lunch. This is from our social worker, identified for a lack of school fees, single parent and households and child-headed households. We feed them, nothing at all from national, nothing from provincial at all.

I: Do you believe there should be a national nutrition program in place?

P: Absolutely. Not for everybody. No, only for the disadvantaged. My wife’s got one at her school. They feed one hundred and eighty kids a day. So yes, there is a place for it there.

School Program/Curriculum

I: Do you have an Edu-Plant program in your school; there are twelve thousand schools currently on this program?

P: Yes, we do have a plant program behind our technology block, at the back of the school. It is watered and manured and all the rest of. There are mainly easy growing things like spinach and cabbage. Technology is involved; the teacher is involved and kids are given a block; given a pallet sized patch and in that pallet sized block they must manage it.

I: Do you think a national nutrition should be included in the school curriculum?
P: Nutrition wise, there is nutrition in the Life Orientation program should to a large extent be included with the growth in steroids and all the supplements. It’s massive and so in some way gain knowledge might go a long way as to what is going on bulimia and anorexia from a Life Orientation. Years ago that’s what was the focus; we dealt with it a lot - drugs. Now it seems to have gone. The new curriculum is now a life skills program and not a knowledge based. I am concerned that kids don’t know what bulimia is or what dangers of strong drugs are.

We at our school took four records away from one of the guys. A boy came to me in matric and said he could no longer live with the lie and admitted to taking steroids to win from the age of fifteen. We removed four records from a child after they had owned up to using steroids.

I: Do you have any further comments or questions you would like to elaborate on any of the points raised?

P: From the health point of view, I say I control our tuck shop. I have no real idea of true beef or soya. You have got no idea. There has to be something. You can buy a muffin from a convenience store for fifteen rand and you can buy a muffin from the local vendor for three rand. It is the standard which I am worried about. You can go where you want to. You want to make as much money as you can, you can go for the cheap hamburger patty or go for the cheap sausage or whatever the case maybe, and that is the concern. We don’t know. She tells me that it is white bread and is low GI. She could be buying ordinary bread

I: There is the trust element that you have in the relationship. This has been done with the idea to set some standard guidelines because there is the behaviour becomes a problem. People being hungry is also a huge problem. We mustn’t be that naïve… Differences in schools and areas evident.

P: That we have to have standard. We don’t know how all schools operate.
I: What is the future, especially regards extended school days? There are greater demands on the child.

P: Children are at school on many occasions until 16:00 most days as per the curriculum. If money could be put aside, who knows. Quintile one, two, three should receive money and assistance first. What costs could be involved? The cost for all schools could be billions. What of misappropriation of funds?

I: True. Thank you very much.

P: Thank you.

SCHOOL 10

Rationale for school tuck shops

I: Why do schools have tuck shops, do you believe?

P: To make money, basically. In our school because our school is a pretty upmarket school but we do have feeding facilities to feed those children who cannot feed themselves. This is a minor issue. The major issue is to make money.

I: The prime objective of having the tuck shop in your school, to confirm, is to make money

P: Make money, this is the prime objective

I: Does the income derived from the tuck shop form part of the school’s annual budget?
P: Yes

I: So there is an expectation of money?

P: Yes, but you must also recall that a lot of our entertaining is from the tuck shop; there is part of the budget for that and the budget the tuck shop will provide for guests who come etcetera. So there is that aspect which is not to make money but to serve. It is a service.

I: Service to the school and to the community as a whole?

P: Yes.

I: Who is involved in the tuck shop to the best of your knowledge?

P: A Mom, who has now just taken over is now in charge; we have just had a changeover now which makes a difference. It is outsourced in that base but the school controls it. It is not a teacher involved, not a member of staff but a parent involved. Some of the people are employed by the school to serve, but largely we are relying on parents or grannies or assistance for non payment.

I: There are people working in the tuck shop receiving a salary.

P: An honorarium.

Principal’s role and knowledge

I: What is your role in the tuck shop?

P: I would say management has a minimal role in the tuck shop. Obviously we insist that increases are passed through the headmaster’s office; price increases so that it does not get out of hand. There is minimal control on that basis. But not in terms of who we use and what suppliers are used etcetera.
I: Can you define nutrition education?

P: No, because that is not something we are hectically involved in. Personally maybe, but not nutrition education.

I: Do you understand the following terminology and language around food, BMI?


I: Second one, saturated Fats?

P: Well being a diabetic I have to know something. Chip and Dip for example that we have saturated foods cooking in oils.

P: Last one I took, kilojoules?

I: Most of the stuff that we have that you are drinking and eating: well let’s say drinking should indicate what the kilojoules are. But then it is depending on what diet you are on as to what you are counting

I: Do you have input as to the nutrition served in the tuck shop?

P: In actual fact no we don’t. We insisted on certain things and insisted the removal of certain things for example some of those energy drinks removed; we insisted to them it is not a good thing. We don’t sit and plan exactly what is provided. The nutrition education situation would come from our consumers classes, consumer studies classes but not in terms as a mother as a parent. We don’t have courses on it. We don’t have seminars on it. We just have the product that is there and hopefully the children will chose wisely.
I: Do you think outside professionals could or should be utilised in perhaps establishing a nutrition program at your school? And, do any professionals, at the moment advise the tuck shop as the content to be sold at your school?

P: No, to be honest to both of those. We talked about outsourcing our tuck shop, and decided that we would prefer a little more control. Because once you have outsourced it then there is no control. So we decided not to do that. As I said there are certain instance where we would get involved like the energy drinks and so on that we said were not acceptable, but I believe that we have just allowed the tuck shop to function because it is a service to the children and we haven’t gone through, ‘You can only have apples or fruit or whatever’. We do speak periodically about lets have more fruit. For example for input and aside we have had children come like at five o’clock in the morning and fed them Pro-Nutro and milk and yoghurt, so that it was a healthy meal for those athletes. We have insisted there is yoghurt for example but unfortunately and as I said to you your salad rolls, the children will go for pies and go for hot dogs. I think with the involvement that we have in the school, in the education situation, it will need a specially trained person to handle that sort of tuck shop and because it is not a paying job there has isn’t there has never been the necessity to do so. So I must admit that this new lady is a little more seeing the food that is produced for us and guests coming she is trying to do health a little more. The biggest sellers are still the chocolates and chips. We do find we insist on the water and the vitamin water and things like that. But our biggest supporter obviously is coke cola.

Legislation

I: What is the legislation that assists the school in true caring of learners while at school?

P: We have the South African Schools Act.

I: Second question, what legislation is available to guide the principal in the establishment and running of a school tuck shop?
P: I haven’t seen anything.

I: Thank You. Third question, to what level is the local government department and/or the provincial government and are the national government involved in any nutrition program and feeding scheme?

P: Nothing that I know of. There is supposed to be. But I wanted to say that we do have here at ours periodic checks on safety and security so that they do go into check in like they would do in the workshops that we have adequate facilities, cleanliness and things like that.

I: Do you believe that there should be a national nutrition program in place?

P: We do have, in under-developed situations. There are soup kitchens and so on that is based on gifts and sponsors. To me there is nothing controlling factor because some of the hygiene in those places is unacceptable.

School Program/Curriculum

I: At present there are approximately twelve thousand schools in involved in an Edu Plant program to grow organic foods. Do you have an Edu Plant program at your school?

P: No. In actual fact I know that various awards are given in the local district for the development of that program to educators who have supported and established the gardens and the vegetable plots in various schools.

I: Do you think nutritional education should be included in the school curriculum?

P: There is two areas where they do involve; one in Life Science they do and one in Life Orientation so already, as sub-sections of their curricula there are instances about things like obesity, things like bulimia, like anorexia, like a
eating plan etcetera. Obviously at our school with consumer studies there is very much involvement in that. But it is as general that; you are asking for specific subjects’ situations?

I: Yes, What has come forward that certain schools, primary and high schools, are requesting for the return of Health Education as a subject.

P: Okay I would go with that in the primary schools, definitely. Catch them then you have structured them for the future. Obviously you have to have parental support because if you don’t have a lot of parental support they will still just give them money to get ‘Chip & Dip” and whatever is there. The one thing that worries me about this is the focus; is that there are children who are very aware and very fixated and focus then on weight that we see with the young girls at high school obviously leading towards their matric farewell. They are on massive strict diets instead of being nutritionally healthy it is starve so that we can get into the dress for example. That leads to our anorexia and our bulimia and now obviously is a national problem because boys are suffering from anorexia and bulimia. It is all based on good eating plans I speak to the matrics about eating properly while studying correctly and so on.

P: You see in the U.K. where you have school diners and that’s where it is working well because he (Jamie Oliver) is giving the programs and the diets for school diners. I enjoy Jamie Oliver’s input. This is where he (Jamie Oliver) is working well. You see in the UK school diners and where he is giving the programs and the diets for schools.

I: Thank you for you time.

P: Thank you
“Although it may be impossible to persuade young people or their parents to improve their diets directly (without bribery), within the confines of a school ..., the authorities have a captive audience and could provide nutritious meals if they have the political will and are prepared to devote the needed training and resources.”

(http://www.n16health.com/nutrition behaviour.html)