



An assessment of recruitment practices for food handlers
into the National School Nutrition Programme (NSNP): The
case of the Gauteng Department of Education (GDE),
Johannesburg North District



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DECLARATION

I **Matjhupe Tshidiso Muroa**, student no. hereby declare that the dissertation titled **an assessment of recruitment practices for food handlers into the National Schools Nutrition Programme (NSNP): A case of Gauteng Department of Education, Johannesburg North Region** is my own original work and that all sources used or cited have been duly acknowledged by means of complete references. Sections with no source referrals are my own ideas, arguments and/or conclusions. This dissertation has not been submitted by me or any other person for degree purposes at North-west University or any other institution.

Matjhupe Tshidiso Muroa

Signature

DEDICATION

First and foremost, I'd want to dedicate this work to the Almighty God. I'd also want to dedicate this work to my late mother, Mrs Maleke Flora Muroa, who died away in October 2019. She realised the value of education and encouraged me to use my studies as a weapon to combat poverty. She passed away while pursuing her teaching certificate at North-West University, thus this piece is dedicated to her. I'd also want to dedicate this work to my father, Mr. Thosetja Jackson Muroa. He has been highly supportive of my academic endeavours. He continuously emphasises the importance of achieving great things in life. He has been a financial and emotional supporter of my academic career throughout. Finally, I would like to dedicate this work to my sister, Ms Pontšho Ramaredi Muroa, who is like a mother to me. She always ensured that I had all of the resources I needed to fulfil this task. She always shared the few things she had with me and my siblings.

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ABSTRACT

The South African Government's National Development Plan (NDP) 2030 intends to end poverty and eliminate inequalities by 2030. The South African government achieves their policy objectives through food security schemes such as the National School Nutrition Programme (NSNP). The NSNP is one of the South African government's food security projects aimed at eliminating poverty in South African communities. The National School Nutrition Programme (NSNP) strives to provide proper nutrition meals to all primary and secondary school students nationwide. The NSNP hires food handlers to prepare and deliver meals to students on a daily basis. In terms of public sector human resource management, it is unclear how these food handlers are recruited and hired into the project.

This study assessed, food handlers' recruitment procedures into the NSNP. The primary research methodology used in this study was the qualitative research method. The Gauteng Department of Education (GDE) Johannesburg North District was chosen as a case study for the research strategy. The study employed the Human Resource Value Chain Model and the Harvard framework for HRM as two key theories that supported the current investigation in order to critically evaluate the recruitment processes in the NSNP. To evaluate the recruitment procedures in the NSNP, the study reviewed pertinent literature, conducted semi-structured interviews, and collected data. The study employed thematic content analysis for data analysis in order to qualitatively examine the information gathered.

The study's conclusions demonstrated that the GDE has a plan in place to oversee the NSNP's food handler recruitment processes, and that plan is spelt out in detail in their advising note on the subject. Nevertheless, the approach does not align with the principles and practices of Public Human Resource Management (PHRM). According to the report, the NSNP lacks a defined recruitment policy that would govern its hiring procedures. The study discovered that there are obstacles preventing food workers from being hired. Finally, this study offered suggestions for improved hiring procedures for food handlers.

Key words: Food handlers, Gauteng Department of Education (GDE), National School Nutrition Programme (NSNP), Recruitment

LIST OF ABBREVIATION

ASSADPAM	Association of Southern African Schools and Departments of Public Administration and Management
BaSSREC	Basic and Social Sciences Research Ethics Committee
BCEA	Basic Conditions of Employment Act
BRICS	Brazil Russia India China South Africa
CVs	Curriculum Vitae's
DBE	Department of Basic Education
DoH	Department of Health
EEA	Employment Equity Act
EPWP	Expanded Public Works Programme
FAO	Food and Agriculture Organization
FFE	Food for Education
GDE	Gauteng Department of Education
HR	Human Resource
HRM	Human Resource Management
JNR	Johannesburg North Region
NDP	National Development Plan
NPM	New Public Management
NSNP	National School Nutrition Programme
NWU	North-West University
PHRM	Public Human Resource Management

PSA	Public service act
PSC	Public Service Commission
PSNP	Primary School Nutrition Programme
RDP	Reconstruction and Development Programme
SAAPAM	South African Association of Public Administration and Management
SADC	Southern Africa Development Community
SGB	School Governing Body
SNFSP	School Nutrition and Food Security Programme
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNHR	United Nations Human Rights
USAID	United States Agency for International Development
WFP	World Food Programme

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

The professionalisation of public service is a topic of continuous discussion being driven by various academics (Matshabaphala,2014; Wissink,2015 & Jarbandhan,2022) and public organisations, such as the Public Service Commission (PSC), the National School of Government, and the South African Association of Public Administration and Management (SAAPAM) to mention a few. Among the subjects covered in the conversation is how to improve HRM procedures in the public sector. By evaluating the NSNP's recruitment procedures for food handlers and concentrating on the Gauteng Department of Education's Johannesburg North Region, the ensuing study aims to further the current conversation. This chapter gives an overview of the study and lays the groundwork for it. The chapter then covered the study's theoretical foundation and problem statement. The chapter also specifies the goals and research questions. This chapter provides a brief explanation of the research technique. The importance and boundaries of the study were covered in more detail in this chapter. Finally, this gave the study's layout.

The study's background and orientation are covered in the section that follows.

1.2 Orientation and Background

The management of NSNP in public schools is a source of concern for the province of Gauteng (Berejena & Kleynhans, 2020). The management of participants in the NSNP initiative, including food handlers and other stakeholders like the School Governing Body (SGB), is one of these worries. as in the manner of their recruitment for the NSNP scheme. "The hiring and recruitment of food handlers into the programme is one area where the practice of Human Resource Management (HRM) in the NSPN is unclear" (Qila & Tyilo, 2014). Inconsistencies with regard to HRM are encountered throughout the programme, according to Berejena & Kleynhans (2020). This consequently has an impact on NSNP management (Berejena & Kleynhans, 2020). The paragraph that follows provides a rationale for studying HRM in public administration before going on to explain and define NSNP, HRM, recruitment, and food handlers. This explanation makes clear the importance of HRM for public service, especially in initiatives like NSNP. As this text

shifts from a general to a specific topic, the evaluation of the trends in food handler recruitment in the NSNP in the GDE, Johannesburg, North District, it gives a clear backdrop.

Boselie, Harten, and Veld's (2021) literature provides evidence of the rise of HRM in Public Administration research. Berejena and Kleynhans (2020), for example, investigated "the career prospects and job satisfaction of the NSNP food handlers in Gauteng province". The study's findings show that food workers are dissatisfied with their jobs. Since HRM gained expression in Public Administration research, there has been a surge in new understanding about HRM in the public sector. According to Boselie et al. (2021), journals such as Public Management Review (PMR) had an increase in HRM publications from 5% in 1999-2000 to 14% in 2015-2016. From 2014 to 2016, 14 percent of PMR papers focused on public sector HRM. This suggests that HRM is becoming more popular in Public Management research, and it is likely to dominate in Public Management research journals as compared to other areas of study (Boselie et al., 2021). The Journal of HRM is also seeing an increase in publications on HRM in the public sector.

There are different scholars, such as Heathfield and Boselie, who define HRM in academia in different contexts. In this text, the articles of Heathfield (2021) and Boselie et al. (2021) are used to define HRM in order to provide a clear background for our study. HRM is described as an organisational function that deals with the management of people in an organisation by Heathfield (2021). It could be a public or private organisation. Recruitment, performance management, and other associated tasks like safety and wellness are all included in this people management. Additionally, one of the strategic tasks that make up HRM is policy administration. Boselie et al. (2021) state that HRM oversees the procedures and guidelines designed to mould the employment relationship inside the company. The purpose of HRM is to achieve specific organisational objectives (Boselie et al., 2021).

"The process of identifying, screening, shortlisting, and hiring potential candidates with the intention of filling a vacant position within the organisation structures" is how Bazana and Reddy (2021) define recruitment. HRM encompasses a wide range of tasks, including associated activities and skill development. Nonetheless, hiring is thought to be a key component of HRM. Furthermore, the primary goal of recruitment is to quickly identify qualified applicants for open positions (Boselie et al., 2021).

While hiring, there are numerous factors to consider. When this procedure (recruitment) occurs, experience, recruitment, skills, abilities, and educational qualifications are typically taken into consideration (Bazana & Reddy, 2021). This procedure is started by HR managers in order to meet the organization's HR objectives. The human resource manager in the NSNP started this process in order to meet the program's objectives, which include providing learners with wholesome meals. According to (Boselie, et al., 2021), successful recruitment helps an organisation use human resources to achieve its objectives when it is carried out correctly and in accordance with established rules. On the other hand, if there are disparities, the procedure loses its efficacy. Heathfield (2021) asserts that internal and external influences have a major influence on the hiring process. Internal aspects include the organization's hiring practices, employment opportunities, organisational size, and other relevant variables (Heathfield, 2021). Conversely, the labour market, the rate of unemployment, regulatory issues, demographics, and other relevant aspects are examples of external recruitment factors (Heathfield, 2021). There are additional elements, like rivalry. Only a select few elements are filtered out of other aspects for the sake of this discussion.

Healthfield (2021) states that an organization's hiring procedure for new employees should methodically follow predetermined stages of the recruiting process. Later on in the theoretical framework of our current study, when the recruitment process is described as a framework, these phases will be covered. When hiring procedures are not followed, disparities surface all during the hiring process (Heathfield, 2021). Maladministration in the hiring process is the cause of these discrepancies. The NSNP is one of the government's food security programmes that attempts to eradicate poverty in South African communities, according to the Department of Basic Education (DBE), 2014. The Reconstruction and Development Programme, or RDP, included the NSNP when it was first introduced in 1994 (Kwatubana & Makhalemele, 2015). As per the DBE (2014), the National School Nutrition Programme (NSNP) is a government initiative in South Africa that provides nutritious meals to all students enrolled in primary and secondary schools across the country. This plan aims to increase kids' learning capacity by providing nutritious meals in schools, among other things (DBE, 2014). Additionally, it is clear that learners respond positively to this programme wherever it is implemented based on their consistent attendance, punctuality, and overall well-being (Berejena et al.,2020).

NSNP assists students in developing and sustaining the healthy eating habit, among other things. Additionally, by giving educators access to instructional materials on nutrition education, NSNP teaches students about nutrition through educators (Qila & Tyilo, 2014). According to DBE (2014), they are feeding these students to keep them energised and engaged during class. Generally speaking, this programme benefits disadvantaged communities more.

Qila & Tyilo (2014) state that NSNP promotes stakeholder participation. Learners, their parents, teachers, school principals, and NSNP management are examples of stakeholders. The success of this programme depends on each and every one of these stakeholders. Parents can take part as food handlers or as members of the School Governing Body (SGB). Parents who are assigned the duty of handling food that they do not intend to eat themselves are referred to as food handlers (van der Walt, 2015). The duties could involve food production, processing, packing, serving, and preparation.

"Food handlers in schools are responsible for preparing, cooking, serving the daily meals, and finally cleaning the cooking areas," states the DBE (2014). The DBE, 2014 states unequivocally that "at least one food handler should be hired for every 200 learners" when it comes to hiring food handlers. For example, NSNP, an 800-student school, must enrol at least four food handlers in the programme. Food handlers are reportedly chosen for the programme from among the unemployed parents of students in the neighbourhood where the school is located, according to Berejena & Kleynhans (2020). Berejena & Kleynhans (2020) continued by stating that a 12-month contract was used to enlist these parents in the scheme. Nevertheless, the material currently in publication does not specify the procedure utilised to enlist food handlers in the initiative. As compensation, food handlers are reportedly paid one thousand rands per month (Berejena & Kleynhans, 2020).

Researchers' primary focus has always been the control of food handlers in the NSNP. Numerous studies on food handlers in the NSNP have raised questions regarding the organisation and management of human resources (HR). Kwatubana & Makhalemele (2015), for instance, conducted research on "Parental Involvement in the Process of Implementation of the National School Nutrition Programme in Public schools," and their conclusions show that the process lacked transparency due to the unclear food handler recruitment strategy. Additional material exists regarding the NSNP's handling of food

handlers. However, a study vacuum on the management of food handlers in the NSNP, notably in the Gauteng province, was discovered following a thorough assessment of the body of current literature. The way in which recruitment is practiced in this programme is unknown in research. Therefore, this study seeks to close a research gap by assessing the recruitment practices for food handlers in the NSNP. This inquiry will specifically concentrate on the educational sector in the Johannesburg North District within the Gauteng Department of Education (GDE).

1.3 Theoretical Framework

1.3.1 The Human Resource value chain Model

Paauwe and Richardson originally recognised the human resource value chain model as an HRM model in 1997. Alnidawi and Omran (2016) consider this model to be among the finest HRM models. This is so because the HR value chain model clearly outlines the proper way to handle HRM tasks like hiring. According to Alnidawi and Omran (2016), the HR value chain model is a theoretical framework that suggests HRM practices can be divided into two groups: HRM actions and HRM outcomes. This implies that the actions and results of HRM should be considered in all HR-related practices. This covers tasks like hiring and the results that follow. For example, activity of recruitment in the NSNP of recruitment food handlers should take the outcomes into consideration. Recruitment of food handlers should always strive for positive outcomes which are in line with the NSNP goals.

Recruitment is one of the HRM operations that aims to accomplish certain objectives. According to this approach, each HRM activity's results should lead to the achievement of a specific objective (Alnidawi & Omran, 2016). HRM outcomes are the objectives we try to achieve through HRM actions. For instance, we hire people to achieve specific objectives. The existence of a workforce and other associated results are examples of the outcomes. We maximise the activity's efficiency by tracking HRM recruitment. As a result, the HR value chain model recommends that HRM activities be measured (Alnidawi & Omran, 2016). The focus of this idea was on HRM results and activities. Putting more of an emphasis on these two areas can help with recruitment efforts. Since this theory makes sense in relation to the planned study, the researcher in this study concurs with its underlying assumptions. The Human Resource Value Chain Model helps the

researcher better understand the hiring process, which makes it relevant to the study that is being presented. Furthermore, this theory is pertinent since it outlines the important factors influencing the research. Furthermore, the Human Resource Value Chain Model emphasises the need to evaluate the NSNP's hiring procedures by outlining a precise protocol for HRM operations.

1.3.2 The Harvard Framework for HRM

The Harvard framework for HRM, according to Brunetto, Farr-Wharton, and Shacklock (2011), is an HR paradigm that emphasises taking stakeholders' interests into account. Situational factors, HRM policies, outcomes, long-term effects, and stakeholder interest are the five parts of this paradigm. On the other hand, other components of this study emphasise the impact stakeholders have on recruitment procedures, with the first component being more pertinent to the proposed study.

Stakeholder interest: The interests of the stakeholders are the starting point of the Harvard framework for HRM. Stakeholders include the government, labour unions, and management, according to Brunetto et al. (2011). Stakeholders in the context of NSNP include coordinators for the programme, members of the SGB, the principal of the school, and members of the SGB who represent students, teachers, and parents of students. The organization's HR policy is defined by the interests of its stakeholders. As a result, the NSNP's hiring procedures ought to begin with the interests of the stakeholders.

Situational factors: according to Brunetti et al. (2011), the Harvard paradigm for HRM contests the idea that stakeholders' interests are always served. The situational factors have an impact on them. Working qualities and other elements are examples of situational factors (ibid).

HRM policies are determined by considering the interests of stakeholders as well as contextual elements. This includes fundamental HR functions like hiring, training, and incentive programmes (Brunetto et al. 2011). This model states that the NSNP's situational variables and stakeholder interests should work together to determine the HRM policy, including how the NSNP should carry out its HRM operations.

HRM outcome: HRM policies can lead to a positive HRM outcome when it is properly implemented to (Brunetto *et al.* 2011). This model suggests that NSNP policies on HRM

should lead to positive outcomes. This will enable NSNP to have an effective and efficient recruitment practice when recruiting food handlers into the programme.

Long-term consequences: Either on the individual, organisational or societal, positive outcomes of HR lead to long-term consequences (Brunetto *et al.* 2011).

The Harvard Framework for HRM is pertinent to the study under consideration because it places a greater emphasis on stakeholder involvement and provides guidance to the researcher regarding the appropriate methods and reasons for stakeholder involvement in the recruitment process. This theory offers guidelines on how stakeholders should be involved in recruitment methods, given that NSNP has a variety of stakeholders. Furthermore, the theory clarifies why it is important to include the stakeholders in the hiring process. This theory will assist us in determining if NSNP stakeholders are appropriately involved in the food handler recruitment process while evaluating the NSNP's food handler recruitment procedures.

1.4 Problem Statement

The purpose of this study is to evaluate and investigate the NSNP's hiring procedures for food handlers. In the study "Parental Involvement in the Process of Implementation of the National School Nutrition Programme in Public Schools by Kwatubana and Makhalemele (2015)," parents express concerns regarding recruitment practices, citing things like unclear recruitment procedures and a lack of policy implications in the food handler recruitment process. In their research, Kwatubana & Makhalemele (2015) note that the standards utilised to enlist food handlers into the NSNP are inconsistent and vary depending on the school. According to educators in the same study, in order for a food handler to be accepted into a programme, the learner must be in need and the handler must be the student's parent and unemployed. On the other side, some schools use raffles to find food handlers (Kwatubana & Makhalemele, 2015). In other words, they choose food handlers at random from each parent. Additionally, some parents in the same survey said that food handler recruitment for the NSNP is based on their volunteerism in other school-related activities. Finally, a few parents in the same study are unsure about the requirements that were utilised to choose them for the project. "There is no clear procedure for appointing parents," "I'm not sure about the process the school followed as many parents applied for the post," and "before my appointment I did

not play any role, but I was helping during the parent's meetings," stated one of the study's food handlers.

The effectiveness of NSNP is hampered by the unclear hiring procedures for food handlers and the absence of policy implications in the hiring process. This is because, as stated by Boselie et al. (2021), effective recruitment helps an organisation achieve its objectives through human resources when it is carried out correctly and in accordance with its guidelines. On the other hand, if there are disparities, the procedure loses its efficacy. The first paragraph's concerns are problematic because they conflict with HRM guidelines, the Employment Equity Act (EEA) 55 of 1998, and the Human Resource Management White Paper. While fostering a fair hiring process, the EEA code of good practice on the integration of employment equality into HR policies and procedures offers guidance on how to do so. According to the HRM white paper from 1997, certain procedures must be followed while using HR in the public sector. The HRM white paper from 1997 lays out exactly how HR should be applied in the public sector. Since NSNP is a government initiative, it must adhere to the HRM white paper and have well-managed hiring procedures.

According to a study conducted by Berejena & Kleynhans (2020) on the "career prospects and job satisfaction of the NSNP food handlers in Gauteng province," food handlers are not particularly happy with their jobs. The study "Parental Involvement in the process of Implementation of the National School Nutrition Programme in Public Schools" by Kwatubana & Makhalemele (2015) found that the parent recruiting process was confusing, which contributed to a lack of openness in the process. Every study listed above raises concerns about the NSNP's HRM procedures, particularly with regard to hiring food handlers. Therefore, it is key for this kind of the study to take place in order to assess recruitment practices for food handlers into NSNP. This study will not only generate a new knowledge as far as HRM in the NSNP concerned but it will also help GDE to solve issues in the NSNP relating to the recruitment of food handlers.

The following section of the study deals with research questions and objectives that underpin the study.

1.5 Research Questions

With reference to the theoretical framework and the problem statement, this study intent on answering the following questions:

- i. How are food handlers recruited into the NSNP?
- ii. In what way are stakeholders of the NSNP involved in the recruitment practice of food handlers?
- iii. What are the challenges faced in the recruitment process of food handlers in the NSNP?

1.6 Research Objective

The main objective of this study is:

To assess recruitment practices for Food Handlers into the NSNP in GDE Johannesburg North District.

With reference to the above main objective of the study, the study aims:

- i. To find out how food handlers are recruited into the NSNP.
- ii. To investigate in what way are the stakeholders of the NSNP involved in the recruitment process of food handlers.
- iii. To identify the challenges faced in the recruitment process of food handlers in the NSNP.

The following section of the study dealt with the research methods and strategies employed in the study.

1.7 Research Method and strategy

One of the most important aspects of any scientific study is still the research methodology. According to Tichapondwa (2013), the research method is a unique approach used to methodically address the study's research challenge. The qualitative research approach was used in this study in an effort to address the research question and solve the research problem. A "systematic inquiry that involves collecting and analysing non-numerical data to understand the social phenomena with their natural setting" is how the University of Texas defines the qualitative research approach.

According to Maree (2007), the nature of the qualitative research approach enables researchers to comprehend respondents' experiences and views of a given event. In light

of the aforementioned information, the qualitative research technique approach is a useful tool for evaluating the NSNP's hiring procedures for food handlers. A scientific evaluation of the phenomena, according to the researcher, will be possible by comprehending the hiring practitioners' (NSNP coordinators, school principals, and NSNP managers) perspectives and experiences about the hiring methods of employing food handlers.

1.8 Research Strategy

Young (1975) is in favour of case studies being used in scientific research. "A case study enables the researcher to investigate and evaluate the daily activities of a social unit, with the possibility of extrapolating findings to other units with comparable backgrounds" (Young, 1975). In this study, a GDE Johannesburg North District example was used. The use of a case study as a research strategy in this study is warranted by the nationwide nature of the NSNP initiative and its uniform background across the nation. DBE (2014) states that NSNP are present in every DBE public school. Considering the period of this research, it will therefore be very impossible to conduct the study in every public school in South Africa. Thus, one research technique that is discovered is the case study. Using the Johannesburg North area as a case study gave the researcher a broad understanding of the NSNP's hiring procedure for food handlers.

1.9 Study Population

According to Datta (2018), the study population is a group of people, things, occasions, or items that share certain traits and fit certain requirements that are relevant to the topic of the study. It's also a focus group where the researcher will pick up knowledge. The following individuals make up our focus research population in this investigation:

Table 1.1: Study population

	Study Population
1	Public Schools
2	Public School Principals
3	NSNP Stakeholders
4	NSNP Managers

Source: (Author 2023)

1.10 Sampling Procedure

Sampling, as defined by Struwig & Stead (2013), is a statistical technique whereby study components are taken from the wider population in an attempt to comprehend the population from which they originate. The Da Vinci Institute (2016) states that gathering data from a sample is more feasible and easier than gathering the same information from the complete population.

There were little materials available for the current investigation. Consequently, the research was limited to a subset of schools within the GDE Johannesburg North area. The study solely examined public primary and secondary schools, excluding private schools since they are not eligible for the NSNP. The study employed stratified sampling to choose the schools that would take part. According to Tichapondwa (2013), stratified sampling is a sampling technique in which the population is split into two or more strata before a simple random sample or systematic sample is taken from each stratum. In the Johannesburg North District, schools were separated into two strata: primary and secondary. Six schools were randomly selected from the primary school stratum (Bopanang Primary, Bapedi Primary, Qoboshiana Primary, Khomanani Primary, Ikaneng Primary, and Ipolokeng Primary) and four from the secondary school stratum (Diepdale Secondary, Namedi Secondary, Madibane Secondary, and Selelekela Secondary).

In this study, school principals from both primary and high schools, as well as NSNP managers and coordinators, were chosen using the judgmental technique, also known as the purposeful sampling method. People in a position to provide pertinent information for the study are included in the purposeful sampling approach (Tichapondwa, 2013). Purposive or judgmental sample methods, according to Struwig & Stead (2013), can only be used when selection is based on information and the goal of the investigation. Additionally, it's employed in the process of choosing people whose particular data are required for the research. This sampling method, is mostly employed when one need to collect data from the experts such as managers. NSNP managers along with school principals and NSNP coordinators from Bopanang primary, Bapedi primary, Qoboshiana primary, Khomanani primary, Ikaneng primary, Ipolokeng primary, Diepdale Secondary, Namedi secondary, Madibane Secondary and Selelekela secondary were purposefully

included as they are perceived in the NSNP literature to be the custodians of the recruitment and selection of food handlers into the NSNP in schools. Moreover, they are perceived to be having a reliable information about recruitment practices for food handlers in their schools.

1.11 Sampling Size

The proposed sample for the study is a total of 22 participants as described below:

Table 1.2: Sample size of the study

	Sample	Sample Size
1.	NSNP Managers	2
2.	NSNP Coordinators	10
3.	Public Primary School Principals	6
4.	Public Secondary School Principals	4

Source: (Author: 2023)

1.12 Data Collection Methods

A variety of data collection techniques are used in research to get useful data, according to The Da Vinci Institute (2016). Both semi-structured interviews and documentary evidence approaches were used to obtain data with respect to the research topic and methodology.

1.12.1 Semi-Structured Interview method

According to Tichapondwa (2013), an interview method is a technique where a researcher converses with respondents to obtain data. Interviews are linked to qualitative research methods as a means of gathering data. Structured, semi-structured, and unstructured interviews are the three categories. In this study, semi-structured interviews were used. Interviews using this strategy are typically performed with individuals who are thought to be knowledgeable about the necessary information (Tichapondwa, 2013). In order to gather information for this study, management of the NSNP were asked about the organization's current situation, its recruitment procedures, the difficulties involved, and

whether or not food handlers are volunteers or employees of the NSNP, as well as the reasons for each. Principals and NSNP coordinators from schools were questioned to learn more about their viewpoints on food handler recruiting procedures and the difficulties they encounter in the classroom. Principals of the schools were also questioned regarding the general procedure for hiring food handlers at their particular institutions. There will be 22 interviewees in all.

Table 1.3: Number of interviewees

	Interviewees	Number of Interviewees
1.	NSNP Managers	2
2.	Public Primary Schools Principals	6
3.	Public Secondary Schools Principals	4
4.	NSNP coordinators	10

Source: (Author: 2023)

1.12.2 Documentary evidence

Documentary evidence was used in the data collection for this investigation. Another way to get data is through documentary proof, as stated by The Da Vinci Institute (2016). Any official document, including books, journal articles, reports, policies, minutes from meetings, and other relevant formal documents, can be included (The Da Vinci Institute, 2016). One benefit of this data gathering strategy is that it offers a helpful background information about the investigation. Only pertinent official papers were used in this investigation. In order to gain a thorough grasp of our subject through the body of existing literature, the documentary evidence approach was used in this investigation. In order to gather data, reports on the NSNP from the DBE as well as other pertinent official documents including the constitution and white paper were examined.

The following section will allude on data analysis and interpretation of the study.

1.13 Data Analysis and Interpretation

According to Struwig & Stead (2013), data can only be considered comprehensive and useful when it has been examined and evaluated. Keeping the aforementioned in mind, it is critical that a researcher analyse and interpret raw data as soon as it is collected. Data analysis and interpretation is the act of collecting raw data and turning it into interpreted and meaningful data (Struwig & Stead, 2013). According to Struwig & Stead (2013), the goals of the study and the problem statement should serve as a guide for data analysis and interpretation. Meaningful and easily interpreted data is the primary goal of data analysis and interpretation.

In a qualitative study, Tichapondwa (2013) states that data gathering and processing can occur simultaneously. In this study, a content analysis methodology will be used to analyse the data. "Systematic and replicable technique of data analysis that involves compressing many words of text into fewer content categories based on explicit rules of coding" is how Stemler (2001) defines content analysis. In this study, content analysis is an appropriate method for assessing secondary data from departmental reports, journal publications, NSNP annual reports, and laws and policies pertaining to the NSNP's recruitment of food handlers. In this study, the primary objective of using content analysis is to systematically categorise certain terms in our secondary data collection into meaningful groupings.

Semi-structured interviews were used in this study to gather information on the perceptions surrounding the recruitment of food handlers into the NSNP, as was specified in the previous section of this text. The researcher was compelled to employ a thematic content analysis technique in order to make sense of the raw data because this study collected semi-structured interviews. In order to conduct data analysis for this study, interviews with NSNP coordinators, NSNP managers, and school principals were transcribed. Following the transcription of interview data, data coding was carried out while the researcher read and comprehended the data. The researcher established clear themes after the coding process.

1.14 Significance of the Study

There is existing literature on food handlers in the NSNP of the province of Gauteng. However, study has not revealed the methods used to find them. As a result, the goal of

this study is to fill a research knowledge gap concerning the NSNP's recruitment of food handlers. This study will broaden our understanding of the HRM initiatives inside the NSNP. This study is important because it will ascertain whether or not the NSNP's food handler recruitment procedures are efficient, consistent, and effective. This report might encourage more HRM research in public administration. Additionally, it might enhance HRM practices in the public sector. Finally, the report encourages the use of HRM best practices in South African government departments and their initiatives.

1.15 Delimitation of the Study

This study's delimitation is that it will only concentrate on the NSNP in the province of Gauteng, not on any other provinces. Since private schools do not profit from the NSNP, this analysis will not include them. The study did not cover all public schools in the GDE due to resource constraints. As a result, the GDE's focus was on a small number of schools in the Johannesburg North (JN) D10 district. The study evaluated the methods used to enlist food handlers in the NSNP. Food handlers won't be allowed, though. The researcher believes that those who handle food may not have educated opinions on how food handlers are hired.

1.16 Ethical Consideration

According to Struwig & Stead (2013), one of the most important components of research is ethical consideration. An application for ethical approval was made for this work to the Basic and Social Sciences Research Ethics Committee (BaSSREC) at North-West University (NWU). The application was submitted via the study supervisor, or study leader. Before beginning any research, scientists should carefully consider ethical concerns; this is especially important when human subjects are involved (Tichapondwa, 2013).

Researchers are ethically obligated to protect the rights and identities of study participants. School principals and NSNP coordinators were discovered and approached for approval through their individual schools, whereas NSNP managers were approached via a recruiting billboard in Johannesburg North District. All 22 participants (school principals, food handlers, NSNP coordinators, and NSNP managers) were given an informed consent form to participate in this study. The informed consent form emphasises that participation is voluntary, and no one will be pushed into participating. The identity

and the personal information of the participants is protected in this study by strengthening data security. The involvement of participants in the study is anonymous. Audios of the interviews is without names or any form of identity. There is not any form of compensation for participants is associated with this study. Therefore, participants were not compensated to participate in this study. Moreover, risks associated with this study are outlined on the consent form. Information provided by the participants were to be treated as a confidential information. Therefore, their information was protected throughout the study. Those who agree were given papers to sign an agreement form. Anonymity of participants was assured during the study. To avoid deception, participants were briefed about the study in the language they can understand. Participants were given an option to stop participating at any time without any consequences or penalty.

The GDE must provide clearance for this investigation. To comply with study ethics, the researcher requested approval from the GDE gatekeepers, which was granted. The researchers' stance in this topic is that of a bystander, with the objective of generating new knowledge about the topic for scholarly purposes. The study clarified to the department and all participants that the study is for academic purposes and would be completed to fill the criteria for a master's degree in public administration and governance.

The study's findings will be summarised and presented to the BaSSREC and the NWU Humanities Faculty Board. In addition, a copy of the dissertation will be sent to the Gauteng Department of Education (GDE) upon request. From there, the findings will be used as a tool to help identify obstacles to food handler recruitment in the NSNP and devise solutions. The study's copy will be made available on the university's website, in periodicals, and in the master's thesis part of the NWU library. In academia, plagiarism is a grave academic transgression. Consequently, it is crucial that researchers never copy another person's work. To prevent plagiarism, every source that was used for this research was cited and acknowledged using the Harvard referencing style.

1.17 Chapter layout

Chapter 1: Background of the Study and Problem Statement

This chapter includes the study's introduction as well as other significant parts such as the reason, problem statement, significance of the investigation, research questions and objectives, and hypothesis.

Chapter 2: Literature on Recruitment Practices and NSNP.

This chapter reviews relevant existing literature on recruitment procedures and other governance problems relating to HRM in the public sector.

Chapter 3: Overview of the NSNP.

This chapter presented an overview of the NSNP.

Chapter 4: Theories and themes emerging from the recruitment of food handlers to the NSNP.

The goal of this chapter is to analyse several theories and themes associated with the practice of HRM (recruitment) in the public sector, namely the recruitment of food handlers into the NSNP.

Chapter 5: Research Methodology.

This chapter detailed the study's techniques and design. This chapter described the methodology used to conduct the study.

Chapter 6: Discussion and Presentation of Findings

This chapter evaluated the study's findings and provided a discussion, presentation, and interpretation of the results.

Chapter 7: Summary of Results, Recommendations, and Conclusion

This is the study's final chapter, where a summary of the findings, conclusion, and suggestions are presented.

1.18 Conclusion

This chapter offered background and orientation to the study. Background and orientation were discussed, as well as other significant factors such as the rationale of the study, problem statement, significance of the study, research questions, and objectives..

CHAPTER 2: LITERATURE REVIEW.

2.1 Introduction

This chapter's goal is to conduct a critical analysis of the literature on HRM, with a focus on recruiting and selection procedures. To contextualize the research issue within the field of public administration and management, the chapter begins with a review of pertinent literature on the subject. This chapter illustrates how public administration paradigms have evolved, moving from the politics-administration dichotomy to New Public Management (NPM), which has an impact on the current research. This chapter also discusses the impact that NPM has on the study of HRM in public administration. To give the researcher of the current study a better grasp of HRM practices in the public sector and how to identify such practices, HRM features in the public sector are extensively explored. The important functions and practices of HRM in the public sector are thoroughly examined to set the stage for evaluating hiring in the NSNP.

Before critically reviewing related scholarship on recruitment and selection, this chapter starts by clearing a misconception by the DBE that food handlers are volunteers rather than employees. The clarity is provided by discussing the difference between a volunteer and an employee. The researcher must understand whether NSNP recruits food handlers in the form of volunteering or on an employment basis. Relevant literature on recruitment and selection is critically reviewed in this chapter to pave the way toward answering the research question of the study. Recruitment is critically discussed in this chapter. Recruitment and selection practices include the recruitment process, recruitment methods, types of recruitment, recruitment activities, and selection techniques.

Recruitment and selection in the South African public sector are a regulated practice. Therefore, in this chapter, the researcher will review legislative and policy frameworks as central points in justifying recruitment and selection practices in the public service. The provision of services in the public sector needs to happen in the spirit of good governance. Therefore, this chapter will conclude by discussing the concept of good governance in the context of recruitment and selection in the NSNP through six principles of good governance in the public service. The following section focuses on discussions around Public Administration and Management.

2.2 Public Administration and Management

It is evident from the existing literature that public administration and management have evolved both in theory and practice over the years (Hughes, 2018). Hughes (2018) argues that it is difficult for one to arrive at a complete definition for public administration and management as it consists of diverse activities within it. However, Thornhill, Van Dijk, and Ile (2014:15) regard public administration as both a discipline and also a practice. According to Thornhill et al. (2014:15), public administration with upper case refers to the discipline of public administration, meaning it is concerned with the study of the phenomena in the public sector to ensure policy framework in the public sector. For instance, studying HRM in the public service. Makiti (2010) views public management as a "multidisciplinary discipline that brings together academic disciplines such as political science, sociology, economics, and philosophy to study and generate knowledge in the public sector". In contrast, public administration with a lower case is concerned with activities performed by bureaucrats (Thornhill et al., 2014:4). Public management as an activity is concerned with the operational part of the domain of the study (Thornhill et al., 2014:4). Public administration as an activity concerns itself with issues affecting daily operations in public service such as leadership, planning, monitoring and evaluation, performance management and reporting (Thornhill et al., 2014:15).

The discipline of public administration itself has passed through three different stages of development namely the embryonic stage, bureaucratic stage, and administration era (Thornhill et al., 2014:5). Throughout these stages, new paradigms were formed in response to problems faced by the discipline. Public Management as a field of inquiry passed through different theories namely "politics-administrative dichotomy (1887-1926), the principles of administration (1927-1937), the era of challenge (1938-1947), the identity crisis (1948-1970), from public administration to public management (1970 to early 1990), from public management to governance (1990- 2008) and to the new public governance debate (2010 to date)" (Makiti, 2017).

Due to the multidisciplinary nature of public administration, the study of HRM is no stranger to this field of study. Van der Westhuizen (2016:41) refers to HRM as a sub-field within public administration. The study of HRM in South African public administration is said to have begun during the 1940s (van der Westhuizen, 2016:41). van der Westhuizen (2016:41) regards Cloete, Thornhill, Yvonne Andrew, Hanekom, van der Walddt, DM Mello,

and others as prominent scholars who have over the years studied HRM in public administration. In their work, these authors at some point addressed issues about staffing, organizing, coordinating, planning, reporting, directing, and budgeting in the Public Human Resource (PHRM) van der Westhuizen (2016:41). For example, DM Mello in his book titled Human capital in the public sector deliberate on HR activities from recruitment practices to termination of employment (Mello, 2013:1-9). Furthermore, a book titled "public administration and Management in South Africa by Thornhill, van Dijk, and Ile" has a chapter focusing on the functions of HRM in the public sector such as recruitment, selection, placement, and retention (Thornhill, Van Dijk & Ille, 2014:314-333). An assessment of the recruitment practices in the NSNP is direct, without deviation falls in such terrain (study of HRM in the public service). The body of research on PHRM, including everything from its fundamental principles to its main functions is reviewed in the next section.

2.4 Public Sector Human Resource Management

There are more definitions associated with the concept of Public Human Resource Management (PHRM). However, Brown (2004) asserts that "HRM as both theory and practice is defined as that part of management that concentrates on the factors, decisions, principles, strategies, operations, practices, functions, activities, methods, processes and procedures related to employees in public institutions, and to the dimensions related to employment relationships and the dynamics that flow from them". Moreover, Brown (2004) defines PHRM as an integrated operation in a particular context which includes all human resource management activities carried out by bureaucrats in government departments to champion the goals and objectives of public institutions. HRM has developed over the years (Khan, 2018). Its scope developed from focusing mainly on recruitment and selection to broad activities with tasks such as administrating employees' compensations, classifying employees' jobs, and other related HRM issues (Yahiaoui, Answer, and Lahouel, 2015). As a result of problems provoking government today, a more comprehensive, and strategic perspective on HRM in the public service is necessary (van der Westhuizen, 2016:41).

2.4.1 Characteristics of HRM in the Public Service

HRM in the public sector is characterised by different perspectives that form part of the main activities in the setting of HR in the public sector (Khan, 2018). These perspectives include the management perspective, public perspective, resources perspective, ethics perspective, Human resource management as a specific responsibility, and human resource management as an integrated process (Khan, 2018).

Management perspective

HRM in the public service is characterised by managers participating in the HR processes (Brown, 2004). Managers in this context are classified as any person who takes responsibility for other people's work (van der Westhuizen, 2016:5). Managers in the public service strive to deliver services in a manner that is satisfactory to the public they are serving. Hughes (2018) claims that service delivery, institutional performance, and promotion of public interest are at the center of any public service. They determine the success of any institution in the public sector. According to van der Westhuizen (2016:5), for the institutions to achieve the above-mentioned phenomena it is crucial, that HRM and its managers focus on doing the right thing in the right way. By doing the right thing in the right manner, van der Westhuizen (2016:5) means being effective and efficient in an economical manner. For example, practising the recruitment and selection process in a manner that is effective and at the lowest cost possible. In a nutshell, it is the responsibility of HR managers in the public sector to provide specific services that a particular HR office provides in such a way that all the stakeholders are satisfied and at an affordable rate.

HRM practices in the public sector are different as compared to other sectors (Brown, 2004). Two components of HRM are involved in the public sector in South Africa: constitutionalism and development (van der Westhuizen, 2016:6). These factors measure the effectiveness of public service, particularly HR within the public sector. According to van der Westhuizen (2016:6), HR managers as advocates of development must act as advisors, creators, delegates, decision-makers, and mentors to ensure effective service delivery. In addition, HRM managers in public organisations are compelled to be the custodians of the South African constitution and its values when practicing HRM. For example, employment equity.

Public perspective

Khan (2018) notes that HRM is unique in public service compared to HRM in the private sector as far as the public perspective is concerned. Khan (2018) alludes that it is unique because employees in the public sector perform their duties transparently in front of the public. Burke, Allisey, and Noblet (2012) posit that "constitutional concerns play an essential role in emphasising the 'public' aspect of HRM". The judiciary is granted power by the constitution to control HRM in public institutions. As a result, HRM managers are given less power to control their operations.

HRM is characterised by taking into account the interests of the public. van der Westhuizen (2016:7) argues that HR managers have the responsibility to consider the interests of the people they serve. There are a variety of regulations in place to seize power from HR managers from using HR resources for their interests (van der Westhuizen, 2016:7). In principle, employment in the public service is to be perceived as a public trust.

Resource's perspective

HRM in the public service is characterised by resources allocated to its bureaucrats. According to Burke, et al. (2012), four fundamental tools are available to HRM bureaucrats to help them effectively carry out the HR functions. These four basic resources include financial, physical, human and information. These resources are equally important to the HRM practices in the public service (Burke, et al., 2012). Financial resources include salaries and wages of employees and monetary resources, physical resources involve for example buildings, electronics and furniture, human resources include HR managers, line-function personnel and other HR specialists and lastly, all information support systems utilized by HR professionals are included in the category of information resources. These systems include statistics websites, research reports, yearly reports, compensation systems, HR planning systems, service records, training records, laws, rules, and instruction codes. (Burke, et al., 2012). Khan (2018) posits that it is the responsibility of HR managers to carefully look after the above-mentioned resources to make sure that they are utilised in the right way.

While each of the aforementioned resources is significant, human resources undoubtedly have a greater and more strategic impact than the others (van der Westhuizen, 2016:8). According to van der Westhuizen (2016:8) HR hold a strategic position in an organization

as they dictate the utilization of other resources. The capacity for public institutions to effectively deliver services lies upon the workforce it possesses.

Ethics in Public Human Resource Management.

HRM in public institutions is characterised by ethics. HR specialists are held accountable when practising HRM (Brown, 2004). HR specialists like any other public servant are required to behave in a compliant manner (Yahiaoui, et al., 2015). They are expected to comply with rules and regulations associated with their practice. There are certain values involved within HRM in the public sector which compel HR specialists to adhere to them. Moreover, some acts and policies regulate the practice of public sector HRM (van der Westhuizen, 2016). These legislative frameworks are to be reviewed later within the current chapter. According to van der Westhuizen (2016:12), ethics are defined as the branch of moral philosophy that involves regulating concepts of right and wrong conduct.

Brown (2004) posits that HRM in the public service uses a code of ethics and code of conduct as mechanisms to establish a high level of professionalism in the public sector. The code of ethics describes all basic values, ideals, and principles of the organisation (Ombanda & K'Obonyo, 2019). In contrast, a code of conduct refers to a specific document that provides guidelines forbidding people from certain behaviours in the organisation (Ombanda & K'Obonyo, 2019). The above-mentioned codes are brief and well-defined in HRM so that they can be easily implemented by HR practitioners. An example of a code of ethics may be that all recruitment practices in the NSNP need to be that of integrity and professionalism. In contrast, code conduct can be a policy in the NSNP that guides how HR practitioners should conduct themselves when recruiting food handlers and other staff members within the programme. In terms of Section 20(t) of the PSA of 1994, public servants can be found guilty of misconduct.

2.4.2 Key practices and functions of the HRM in the public service.

In the public sector, van der Westhuizen (2016:15) identifies five key HRM practices and functions. Van der Westhuizen (2016:15) defines the functions and practices of HRM in the public sector as all the tasks that HR professionals and workers share responsibility for. These essential tasks and procedures include planning and strategizing, locating appropriate human resources, utilising, and developing staff, compensating, and taking care of and managing employee relations.

Strategizing and planning

HRM in the public sector is deemed to be strategic when it can anticipate future HR needs and be able to adjust to the internal and external environments to reach institutional goals and objectives (Ahammad, 2017). To achieve this (institutional goals and objectives), HRM needs to undergo a practice of strategizing and planning (Chen, 2016). This is a practice that involves formulating institutional objectives. Strategizing and planning are the practice of formulating, integrating, and implementing strategies to achieve institutional goals and objectives (Ahammad, 2017). An example of this practice can be formulating a Strategic Human Resource Management (SHRM) policy for all HRM affairs in the NSNP including the recruitment of food handlers.

Obtaining suitable human resources

According to Brown (2004), HRM in the public sector is obliged in its functions and practices to obtain suitable human resources. Obtaining suitable human resources involves obtaining suitable human resources including tasking the HRM in the public sector to recruit, select and appoint job applicants that are qualified as per the requirements of the vacant posts being advertised (Blom, et al., 2020). Moreover, it involves developing and putting into practice equal employment opportunity and affirmative action policies (Blom, et al., 2020). For example, recruiting food handlers into the NSNP according to job requirements and equal employment policies such as affirmative action.

Utilising and developing employees.

Van der Westhuizen (2016:16) posits that HRM in the public service is tasked with utilising and developing employees. According to Ahammad (2017), for institutions to reach their objectives, they need a workforce that is well-informed about their duties and what is expected from them as employees. Therefore, it is the responsibility of HR managers to develop programs which will manage the development of employees such as career management and education and training (Mehlape, 2017). For example, developing training programmes for food handlers in the NSNP on how to improve their food-handling skills. According to van der Westhuizen (2016:16), HRM in the public sector is tasked with career management, training, and development.

Compensating and caring

Compensating and caring for employees is one of the functions of HRM in the public service (Ahammad, 2017). Compensating and caring for employees is one factor that contributes positively towards the success of any institution due to its ability to motivate employees (Mehlape, 2017). Productivity of employees in any institution is more influenced by how motivated employees are. According to PSC (2018), the practice of compensating and caring involves remunerating, providing incentives and counselling. For example, providing bonuses for food handlers in the NSNP.

Handling employee relations

HRM in the public sector is responsible for handling employee relations. van der Westhuizen, (2016:16) says among other labour-related concerns, employee relations include dismissals, layoffs, grievance procedures, and outplacement. There is a plethora of employee issues that arise during their course of employment. Therefore, HRM in the public service is tasked to address and manage such issues (Brown, 2004). For example, holding disciplinary proceedings for food handlers in the NSNP.

2.4.3. Management tasks for PHRM

There are management tasks involved in the PHRM. These tasks are pivotal in such a way that they have a direct bearing on an organization's ability to achieve its goals and objectives. van der Westhuizen (2016:16) points out four management tasks for PHRM. These management tasks include making policies, controlling, organising and financing.

Policy Making

Like in any institution, policy making in HRM is one of the most important management tasks in public institutions. Mehlape (2017) asserts that HRM in the public sector cannot be well managed without proper policymaking. This is because policymaking provides managers with direction and enables them to have the capacity to lead their institutions to realise their goals and objectives. According to van der Westhuizen (2016:16), "HR policy in the public sector is informed by statutes, bills, draft bills, regulations, White Papers, Green Papers, collective agreements, and management guides". For example, the Public Service Act 103 of 1994 and the White Paper on HRM.

Organising

Organising is also identified as one of the management tasks for HRM in the public sector. Organising in this context encompasses "orientating subordinates towards their place in the organisation, delegating authority to members of the team by an officially approved delegation of power in the institution and lastly, allocating duties and responsibilities to individual team members" van der Westhuizen (2016:16).

Financing

The third management task is called financing. Khan (2018) argues that for HR functions and practices to be implemented, there is a need for funds. van der Westhuizen (2016:17) identifies the following six HRM responsibilities as far as financing tasks are concerned.

- HR managers are responsible for supporting accounting officers in creating the yearly operating budget and the expenditure framework budget.
- Address queries related to HR.
- Adhere to the approved budget as stipulated by the budgetary authorities.
- Recording financial transactions related to HR.
- Assisting accounting officers with auditing queries.

Controlling

The last management task of HR managers is controlling tasks. This task involved a variety of responsibilities embedded in managers (Van der Westhuizen, 2014:18). Responsibilities include controlling a wide range of group activities such as Submit annual and evaluating reports and "study the investigation, monitoring and evaluating reports of the independent central personnel agency" (Van der Westhuizen, 2014:18).

2.5 Employee vs volunteering

There is a general misconception by the DBE that food handlers in the NSNP are volunteers rather than employees. DBE continues to refer to food handlers as volunteers in their reports and policies while in contrast, scholars such as Berejena, Kleynhans, Qila and Tyilo identify food handlers as employees. In this section, the researcher intends to establish whether food handlers are volunteers or employees before deliberating on recruitment and selection practices. Whether food handlers are employees or food handlers it can be established by distinguishing the difference between an employee and

a volunteer. The researcher needs to establish whether NSNP recruit employees or volunteers before deliberating on recruitment and selection practices because employees and volunteers are recruited differently in HRM. This section will pave the way for the researcher to address food handlers as employees or volunteers throughout the study to avoid confusion and contractions.

2.5.1 Volunteer

A volunteer is defined as any person who performs duties on the reasons related to charity or humanity without a promise, expectation, or receipt of compensation for services rendered (Herman, 2011; Ariza-Montes, Roldán-Salgueiro and Roldán-Salgueiro, 2015). Herman (2011) argues that volunteerism is characterised by services being offered without being coerced and pressured, activities being less than a full-time occupation and by a volunteer not benefiting or expecting anything from the organisation. Volunteers can be paid in the form of stipends to appreciate the services of volunteers. However, Herman (2011) warns of two key issues that arise when paying volunteers. According to Herman (2011) paying volunteers jeopardizes the status and the meaning of volunteering. Lastly, there is an issue on whether stipends to volunteers are taxable payments.

2.5.2 Employee

The definition of employee on its own is problematic as it depends mostly on the laws of every country. According to the BCEA 75 of 1997, South African employees are defined in two parts. Part 1: An "employee is any person, excluding an independent contractor, who works for another person or for the State and who receives, or is entitled to receive, any remuneration". Part 2: "An employee is any other person who in any manner assists in carrying on or conducting the business of an employer".

2.5.3 Are food handler's employees or volunteers?

Based on the above definitions and discussions on employee vs volunteer, one can conclude that food handlers are employees of the NSNP. However, there is a misconception from the DBE on classifying the role of employees in the NSNP. Food handlers are subjected to what Berejena et al. (2020) regard as a rotational policy where food handlers are given employment contracts of one year with no option to extend.

Rotational policy on food handlers will be discussed in chapter 3 where an overview of NSNP will be provided. According to Berejena et al. (2020), food handlers are paid an amount of R1000.00 per month for their labour. Moreover, they are provided with a work plan where working days and hours are stated. Their provision of service is controlled by DBE school principals. With the above discussion, the researcher can conclude that NSNP is recruiting employees rather than employees and the recruitment of food handlers is to be viewed from that perspective throughout the study. The following section critically reviews the literature on recruitment practices.

2.6 Recruitment and selection practices

Recruitment and selection procedures are viewed by Van der Westhuizen (2014:124) as crucial HRM activities in the public sector. Therefore, these activities need to be practised according to HRM standards. This section critically reviews relevant literature on recruitment and selection to identify gaps in the recruitment practices of NSNP when recruiting food handlers.

2.6.1 Defining Recruitment

Many scholars have defined and presented profound knowledge of the term recruitment (Karim, Bhuiyan, Nath and Latif, 2021). As a result, the term recruitment is attached to many definitions which makes it difficult for one to arrive at a single definition for recruitment. According to Lavigna & Hays (2004), recruitment in the context of HRM is defined as a systematic process for hiring talent. Karim, et al. (2021) define recruitment as a process of finding and attracting the most suitable candidates to apply for job vacancies in the organization. Furthermore, Recruitment is the practice of attracting, identifying, screening, shortlisting, and hiring prospective staff members to fill up vacant positions in an organization (Karim, et al., 2021: Lavigna & Hays, 2004: Murage, et al., 2018: Shafique, 2012: van der Westhuizen, 2016:124). According to van der Westhuizen (2016:124), recruitment is one of the core functions within Human Resource Management. Karim, et al. (2021) posit that one of the main objectives of recruitment is to choose the right candidate for the right position at the right time.

2.6.2 Defining selection.

According to Makiti (2017), selection in HRM context is defined as the process of determining individuals that may best match particular jobs, taking into account the organisation's internal and external environment, individual differences, and the requirements of the job. Selection in HRM has the responsibility to select suitable candidates using the same criteria without being biased. There are selection techniques used by hiring managers such as interviews, integrity tests, physical fitness tests, personality tests, situational judgment tests and work sample tests which are discussed later in this chapter.

2.6.3 Recruitment of workers in the South African public service

Lavigna & Hays (2004) claim that recruitment in the public sector is one of the important tools for the provision of public service in the context of HRM. However, its importance in the South African public service is overlooked by policymakers. Recruitment of workers in government departments is crucial for the provision of quality services in the public sector (Public Service Commission (PSC), 2018). PSC (2018) posits that there is a dependent relationship between good quality recruitment and service delivery. This means good quality recruitment can result in good quality of service delivery and vice versa.

According to PSC (2018), there are mistakes made concerning recruitment by government departments. As a result of that, these mistakes compromise the quality of recruitment in the public service. PSC through their research, has identified several mistakes made by departments when recruiting prospective employees. PSC (2018) identified that:

- There is a lack of a clear and detailed policy and procedure in place to guide the impartial, equal, consistent, and responsible execution of recruitment and selection procedures in government departments.
- Government departments especially when recruiting for programmes such as EPWP and NSNP, do not have standardized methods and procedures in place to ensure compliance with HRM values and principles.
- Government departments do not properly determine valid selection criteria when hiring.

- There is no monitoring system within government departments in place to monitor the improvement of their recruitment practices.

2.6.4. Recruitment planning

Smith (2021) stresses the importance of planning in the recruitment. Recruitment planning is an HRM activity that refers to a systematic strategy and steps that organisations take when filling a vacant position (Smith, 2021). The researcher is of the view that recruitment planning is a tool that guides hiring managers in deciding how strategies they will take to recruit for a vacant position. For example, deciding the type of recruitment that will be used in a particular position. The following subsection distinguishes between two types of recruitment.

2.6.5 Types of Recruitment

There are two types of recruitment in HRM namely external recruitment and internal recruitment (Azmy, 2018). These two types of recruitment are used by almost every organisation to recruit prospective employees including organisations in the public service (Lavigna & Hays, 2004). According to DeVaro (2020), *internal recruitment* is defined as the process of recruiting candidates to fill a vacant position from within an organisation. In contrast, *external recruitment* is the process of recruiting candidates to fill a vacant position from outside the origination (DeVaro, 2020: Alwi, et al., 2022: DeVaro, 2020: Azmy, 2018)

At most, HR officers find themselves in a desperate mode to fill vacant positions in their organisation. As a result, they end up showing a common symptom of reactive recruitment. Reactive recruitment is defined as a desperate act of finding new employees for a position that has just opened.

2.6.6 Methods of recruitment

According to Muscalu (2015) "Identifying sources of recruitment is an important step in the course of the recruitment process". In HRM various recruitment methods hiring managers in the NSNP can choose from when recruiting food handlers into the NSNP. This section seeks to critically discuss these methods to identify gaps in the recruitment methods that are already used to recruit food handlers into the NSNP. According to Smith (2021), there are 12 different recruitment methods or sources used in HRM. These

methods are “direct advertising, talent pool databases, employee referrals, boomerang employees, promotions and transfers, employment exchanges, recruitment agencies, professional organizations, internships and apprenticeships, Recruitment Events, Word of mouth and Bulletin boards Smith (2021)”. Smith (2021) asserts that the decision to employ one of these methods is always determined by the context of recruitment. For example, the nature of a vacant position and its minimum requirements. Looking at the recruitment environment and minimum requirements in the NSNP, this section critically discusses only direct advertising, word of mouth, promotion and transfers, boomerang employees, bulletin boards and employee exchange.

Direct advertising

According to Shafique (2012), direct advertising is one of the popular recruitment methods that directly attract talent by placing job adverts on various information platforms such as social media, websites, and noticeboards to attract a larger number of applicants. Direct advertising can be effective in recruiting both skilled and unskilled workers (Smith, 2021). Collins & Han (2004) posit that direct advertising as a recruitment method has the potential to boost the reputation of recruitment because of its fairness.

According to PSC (2018), direct advertising as a recruitment method complies with section 195 (1) of the South African constitution because it promotes a fair and impartial recruitment process, by giving interested candidates an equal opportunity to put forward their applications. The direct advertising method provides hiring managers with an opportunity to attract a large number of applicants (Smith, 2021). As a result, hiring managers find themselves receiving many applications. After that, direct advertising as the recruitment process becomes lengthy and costly. In addition, it can attract a larger number of unsuitable candidates if selection requirements are not well articulated.

Word of mouth

In HRM, word of mouth is a recruitment method by which organisations recruit employees through interpersonal communication (Van Hove & Lievens, 2009: Van Hove, et al., 2016: Carroll, et al., 1999). According to Van Hove & Lievens (2009), word of mouth method is perceived to be an economically friendly method that demands employers to only make an announcement expecting that job seekers will apply for the post. Word of mouth as a recruitment method relies on outsiders to spread the recruitment information. As a result,

word-of-mouth can contain negative information (Van Hoyer, et al., 2016). For example, miscommunication about the minimum requirements for the advertised post. In contrast, this method can be effective as it is the simplest and cheapest way of recruiting, especially when the intention is to hire amongst the locals (Smith, 2021). Having been influenced by the above facts, the researcher is of the view that word of mouth is a suitable method to recruit food handlers into the NSNP. This is because, according to DBE (2020) Food handlers are meant to be recruited from the local community. In Addition, candidates need to have a child belonging to the school recruiting food handlers (DBE 2020). By using this approach, fewer applications will be submitted that do not match the NSNP's minimal geographic standards for hiring food handlers.

Employee's referrals

In a case where recruiters are required to immediately fill a vacant position, they turn to resort to employee referrals (Van Hoyer, 2013). According to Van Hoyer (2013), employee referral is a recruitment method where existing staff are required to recommend people they know for a vacant position. employee's referrals are almost like word of mouth. However, the difference is that employee referrals pass information about the vacant positions through employees while on the other hand word of mouth relies on outsiders to share information about vacant positions. This method is employed mostly when recruiting an unskilled workforce. The advantage of this method is that it is cost-effective and time-friendly (Van Hoyer, 2013). However, even though other organisations prefer this source of recruitment, sometimes this method goes against the values and standards of a fair recruitment process (Murage, et al., 2018). employee referrals discourage equity in the recruitment process as it promotes nepotism (Smith, 2021). As a result, this method contravenes sections 5 and 6 of the Employment Equity Act.

Promotions and transfers

HRM managers turn to decide on promotion and transfers of employees as a recruitment method in cases where they intend on recruiting internally (DeVaro, 2020). Collins & Han, (2004) define promotion as a recruitment method that is an internal recruitment process by which employees are offered higher positions than those they are occupying within the same organisation. Chapter 5.5 of the white paper on Human resources in the public service guide on the promotion of employees in the public sector. Chapter 5.5 of the White

paper on human resource management posits that In line with the "principle of competition, an employee in the public service will be promoted only if he or she applies successfully for a vacant position at a higher level in competition with others". Transfer as a recruitment method is a horizontal recruitment method by which an employee is transferred to a different workplace with the same responsibility or the same position (Muscalu, 2015). transfer of employees in the public service is guided by section 5.6 of the white paper on HRM (PSC, 2018). section 5.6 of the white paper on HRM asserts that the transfer of employees can only happen in the interest of good management of staff. For example, moving a food handler to the neighbouring school due to a toxic working environment. A request for a transfer of an employee can either be instigated by an employee or managers (PSC, 2018).

Boomerang employees

Boomerang employees are defined as a recruitment method by which former employees are recruited back into the same organisation (Swider, et al., 2017). According to Smith (2021), former employees include employees who have either resigned or taken early retirement. This method applies to employees who terminated their services with good terms for a myriad of reasons (Swider, et al., 2017). As a result, employees with bad employment records such as misconduct are exempted from this method. Section 5.8 of the white paper on HRM emphasizes the issue of a good record when employing boomerang as a recruitment method. According to Section 5.8 of the white paper on HRM, any former employee who has resigned or retired early may have the privilege to be reemployed into the public service if they successfully apply for a post through competition except an employee whose services were terminated subject to restrictions on their further employment in the Public Service.

Bulletin boards

A bulletin board is a recruitment method of using notice boards of the organisation to advertise posts and attract talent (Azmy, 2018). People often visit notice boards to find out if the organisation is hiring or not. In the public service, this method is mostly employed by public schools when recruiting staff, including food handlers. This method is effective in a case where an organisation intends to recruit amongst the locals (Van Hoyer, 2013). Those who are geographically far from the organisation are unable to be recruited

because they would have not been aware of the advertised posts. As a result, this contravenes the principle in section 4,6 of the white paper on HRM in the public service of increased competition in the recruitment of public servants. The advantage of bulletin boards is that they empower and prioritise the locals.

Employment exchanges

Through public sector innovation, government departments and municipalities are now adopting what is called employment exchange. Smith (2021) explains employment exchange as a recruitment method that relies on the records of unemployed job seekers to recruit new staff members. According to Smith (2021), job seekers submit their curriculum vitae to the database of the organisation and wait for vacancies. During the employment exchange, the employer submits open posts to the exchange and an employer will be provided with a list of suitable candidates. This method is more effective for junior positions. It is a cost-effective method, and it saves time for hiring managers.

2.6.7 Recruitment process

Thebe & van der Waldt (2014) explain a recruitment process as a systematic process of identifying the need to hire, analysing the requirements of the job, reviewing applications, screening, shortlisting and lastly selecting a suitable candidate for the job. The purpose of this process is to increase the effectiveness of hiring. The recruitment process as a recruitment practice needs to go through the following five stages to ensure a successful recruitment process. According to Thebe & van der Waldt (2014), HR practitioners and line managers need to adhere to this process when recruiting. The diagram below summarises the stages of the recruitment process in HRM.

Diagram 2.1: Recruitment process in HRM

Recruitment Process



Source: (Business Jargon, 2017)

An effective recruitment process must be able to do the following:

Recruitment Planning- The initial stage of the recruitment process is the recruitment planning. This is where the vacant job is analysed and described. The analysis includes job specification and their nature. Moreover, this stage analyses other important aspects of the post such as experience qualifications and skills required.

Recruitment Strategy- At this stage, the recruitment strategies are identified and prepared depending on the nature of the job. This helps to decide on the strategy to employ to recruit a prospective employee.

Searching the Right Candidates- At is stage of the recruitment process, HR practitioners search for suitable candidates for the job. Firstly, they permit the advertising of the job (Source Activation). Lastly, they advertise the post on the platforms of their choice so that it reaches potential candidates (Selling).

Screening / Shortlisting- After the process of sourcing candidates is completed, candidates are filtered at this stage. At this stage, unwanted candidates are removed from the process. Letters and Curriculum Vitae (CVs) are reviewed.

Evaluation and Control- this is the last stage of the recruitment process. This is a stage in the recruitment process where the process and methods employed are assessed. The recruitment process is perceived to be costly, hence it is very important to assess it at the end of the process. Most of the organisations avoid this stage Thebe & van der Walddt (2014).

2.6.8 Activities in the recruitment and selection process

The recruitment process consists of different activities in each step of the process. These activities are undertaken by HR officers and line managers to ensure a successful recruitment process.

Advertising

Collins & Han (2004) defines advertising as an activity in the recruitment process that aims at publishing vacant positions in an organisation. The main objective of advising is to make it a point that the organisation's intention to hire new employees reaches the broadest possible pool of candidates (Azmy, 2018). According to van der Westhuizen, (2016:127), there are general principles related to fair advertisement of posts in the public sector. For example, making an advert understandable to the targeted applicants. According to PSC, (2018), advertising language needs to be clear and understandable to candidates to avoid structural exclusion of candidates. According to the white paper on human resource management, advertising of posts needs to avoid showing any sign of discrimination, prejudice or discrimination. Furthermore, the advert of a post needs to give a clear indication of the minimum requirements, core competencies and leading competencies (Gaikwad & Vaishnav, 2021). The placement of an advert can be discriminatory. Therefore, an advert must be placed where it is easily accessible to everyone (Collins & Han, 2004).

Managing applications

Many organisations particularly in the public sector find themselves with an overwhelming number of applications than anticipated (PSC, 2018). Therefore, applications need to be

strategically managed to avoid administrative errors. It is the responsibility of HR officers to make sure that the recruitment process is fair to all applicants (Lavigna & Hays, 2004). Hence, van der Westhuizen (2016:130) argues that it is very important for HR officers to go through every application to ensure a fair screening of applications. According to PSC (2018), managing applications does not only include screening of applicants, it also includes shortlisting of applicants, selection of suitable candidates and keeping of records.

Screening of applicants

Screening of applicants in HRM is defined as the process by which hiring managers review applications of candidates who intend to disqualify applications that do not meet minimum requirements (Sahu, 2010:64). For example, disqualifying applications with missing documents. In case, HR officers receive overwhelming applications, they screen applications to remove unwanted applications that do not meet the requirements of the advertised post (Sahu, 2010:66). According to PSC (2018), there is a criterion used to screen applications in the recruitment process. The screening criteria used should be in line with job specifications and requirements and fixed (Sahu, 2010:64). According to Lavigna & Hays (2004), fixed screening criteria can ensure a responsible screening with clear objectives and accountability. Screening of applications creates a manageable size of applicants by eliminating those that do not meet minimum requirements (PSC, 2022).

Short-listing of applicants

(Gaikwad & Vaishnav, 2021) define short-listing of applicants as. The main objective of short-listing is for HR managers to have a manageable pool of applicants (Ahammad, 2017). According to Gaikwad & Vaishnav (2021), short-listing as an activity is undertaken after the screening of applicants has taken place. Only applicants that meet the minimum requirements when short-listing as other applicants would have not passed the screening of applicants. It is crucial in the public service to consider issues like affirmative action and employment equity when short-listing. To fairly shortlist candidates, shortlisting criteria should be consistent with the purpose of best-suited candidates. Furthermore, short-listing of applicants should be in line with job requirements, leading competencies, and core competencies.

Selection of the most suitable candidate(s)

Selection of the most suitable candidate is a recruitment process activity whereby line managers select suitable candidates from the list of applicants. Various factors in the public sector influence decision-making on the selection of candidates such as affirmative action and strategic service delivery objectives. Successful candidates in this activity are selected by line managers. Thereafter, HR officers together with line managers, report their decision to the executives. For example, the director of the organisation. Successful candidates are informed. HR officers employ communication methods which are convenient to the candidates. Telephones and letters of acceptance are used more in the public sector. Unsuccessful applications are recorded in case of dispute and other administration issues. Interviews, written tests, reference-checking, psychometric testing, and review of past accomplishments are some of the various techniques that HR officials use to select suitable candidates in the recruitment process.

Record-keeping

According to Karim, et al. (2021), recruitment is a broad process with different stages and there are activities undertaken in each stage. In each step, there are decisions taken by hiring managers before embarking on a new step (Thebe & van der Walddt, 2014). As a result, HR practitioners in the public sector must keep records of every decision taken at every step of the process (PSC, 2018). For example, decisions on approving a vacant post, advertising, screening, shortlisting, selection, and appointment need to be well recorded. PSC (2018) posits that the integrity of a recruitment process can be challenged in case there are discrepancies in the process. For this reason, keeping records is important for future reference in case there are disputes or suspected maladministration in the process.

Monitoring recruitment and selection

It is important to monitor the recruitment and selection process to avoid mismanagement of the overall process (Makiti, 2017). According to Makiti (2017), it is the responsibility of the hiring managers to monitor the recruitment and selection process from the first stage of the process till the end. Monitoring the recruitment process helps the process of recruitment to meet its objectives. Secondly, monitoring the recruitment process can assist HR officers to detect any mishandling of the process and act accordingly. Lastly,

monitoring the recruitment process addresses developmental needs in time (Makiti, 2017). For example, increasing capacity in case there is a large volume of applications.

2.6.9 Selection techniques

Like any other organisation, public organisations have an interest in managing counterproductive behaviour in the workplace. In an attempt to prevent and mitigate such behaviour, organisations turn to resort to various selection tests. There are various selection methods used in the HRM to select best suitable candidate for different positions (Ahammad, 2017). The following selection techniques can be used for either internal or external recruitment (DeVaro, 2020). According to Azmy (2018), selection techniques cannot be chosen randomly by hiring managers. As a result, a choice for a selection technique is determined by the skills, attributes and knowledge required for the position. In this section of chapter 2 various selection techniques HR managers in the NSNP can employ in the process of selecting food handlers are prescribed to expose gaps in the current selection techniques employed by hiring managers in the NSNP.

Structured Interviews

Structured interview in HRM is defined as an assessment method that employs a systematic approach towards interviewing (Corrington, 2022). In structured interviews, hiring managers are required to consistently ask the same predetermined questions to all the candidates (Doll, 2018). According to Doll (2018), structured interviews are predominantly used to assess basic skills such as communication skills, leadership skills, planning skills, interpersonal skills, organizing skills and adaptability. Tuan (2018) claims that unstructured interviews are also recommended in HRM. However, they are ineffective in promoting fairness and impartiality in the selection process. In addition, Interviewers need to be well-trained in managing structured interviews for them to be effective (Tuan, 2018). A structured interview is perceived to be effective when it provides standardized rating criteria (Doll, 2018).

Integrity Tests

In programmes like NSNP where individuals work with goods, trustworthiness and honesty are key for the selection of suitable candidates. Ones & Viswesvaran (2001), define the Integrity test as an assessment technique in the selection of candidates used to measure the attitude and experience in the context of honesty, dependability, and

trustworthiness. Hiring managers can develop a questionnaire with multiple-choice questions to test the integrity of candidates.

Situational Judgment Tests

The situational judgment test is predominantly used to test the knowledge of candidates about safety (Lievens, Sackett & Zhang, 2021). However, this method is not only limited to safety. Situational judgment can be used to test the creativity of candidates by compelling candidates to solve scenarios (Lievens, et al., 2021). A situational judgement test is conducted by providing candidates with situations that candidates might encounter while performing their duties and asking candidates how they overcome such situations (Sorrel, et al., 2016).

Physical Fitness Tests

Pulakos (2005) defines a physical ability test as an assessment method of selection that examines an individual's physical ability to perform their job. According to Pulakos (2005), a physical fitness test is used to select candidates for physically demanding jobs. For example, food handlers prepare meals for a larger number of learners. Physical fitness test employs various physical activities of the actual job to determine the fitness or the ability of the candidates to perform the advertised job (Pulakos, 2005). Those who pass are declared fit for the job. In contrast, those who fail are declared unfit for the job.

Personality Tests

According to Morgeson, et al. (2007), a personality test is a selection technique that assesses personality traits of candidates relating to job performance to determine their fitness to occupy an advertised position. Personality tests only examine personality traits that are likely to influence performance in the workplace such as openness to experience, agreeability, emotional stability, conscientiousness, and extraversion (Morgeson, et al., 2007). Hiring managers conduct such tests by using multiple-choice or true/ false questions to examine the personality traits of candidates (Morgeson, et al., 2007).

Work Sample Tests

In HRM, a work sample test is defined as an assessment technique used in the selection process of candidates that measures the technical awareness of candidates such as operating and repairing of work equipment (Pulakos, 2005: Rodrigues & Rebelo, 2009).

The work sample is not limited to the technical part of the work. It can be used to measure almost any task. According to Rodrigues & Rebelo (2009), a work sample test is employed by providing candidates with a task and while they are performing that work hiring managers observe and make judgments on their technical ability. Pulakos (2005) posits that a work sample test is mostly used in a case where candidates are expected to know how to perform the advertised job. Selection techniques such as work sample test turns out to be irrelevant if candidates are going to be provided with training after selection (Pulakos, 2005). The following section reviews legislative and policy frameworks regulating recruitment and selection in the South African public service.

2.7 Legislative and Policy frameworks regulating public sector HRM practices (recruitment and selection) in South Africa.

The use of HRM in the public sector is governed by laws and policies. As a result, the public service recruiting and selection practices are governed and controlled by the South African Constitution of 1996, the Human Resource Management White Paper, the Public Service Regulations of 2001, the Employment Equity Act 55 of 1998, and the Public Service Act of 1994. These laws and policies are all reviewed and evaluated in this section to assess the recruitment practices in the NSNP.

2.7.1 Constitution of South Africa 1996

The constitution of South Africa is the supreme law of the country, which makes it the highest law of the country. Chapter 10 of the South African constitution outlines how public administration should be practised in the South African public service. Section 195 of the South African constitution outlines basic values and principles governing public administration. Subsection 1 of section 195 of the constitution points out "that public administration of the country must be governed through democratic values and principles depicted in the constitution". These include promoting high standards of professionalism, transparency, and accountability. Furthermore, section 195 (1) provides for good HRM and career development practices. Lastly, section 195 (1) stipulates "that those services in the public sector must be provided in a manner that is impartial, fair, equitably without showing any sign of bias". These include HRM activities such as recruitment and selection.

Section 195 (2) of the constitution states that values and principles outlined in subsection 1 apply in every sphere of government including organs of state and public enterprises. Section 195 (4) provides for "the appointment in public administration of several persons on policy considerations is not precluded, but national legislation must regulate these appointments in the public service". Section 197 (2) clearly states that terms and conditions of employment in the public sector must be regulated by national legislation. Subsection 3 further provides that no employee of the public service should be favoured or prejudiced on the reasons of political affiliation or cause.

2.7.2 White Paper on Human Resource Management

HRM is considered to be one of the strategic instruments of the transformation agenda for the Public Service. White paper on HRM is a policy framework that provides guidelines for the management of people in the public service. White paper on HRM as a policy framework facilitates the development of human resource practices. This includes recruitment and selection practices. The main goal of this white paper is to develop HRM practices that will result in a well-managed, diverse and competent workforce. The values of this white paper are captured in section 195 of the constitution of South Africa.

Chapter 5 of the HRM white paper guides on human resource management. This chapter guides on recruitment, selection and other HRM practices. According to a white paper on HRM, recruitment is a crucial HRM activity that may help the public sector achieve employment fairness by providing opportunities for all citizens. Moreover, recruitment policies in public organisations need to provide a clear directive on race, gender, and disability balance. This policy provides clear advice on how posts should be advertised in the public sector. Advertisements of posts must accurately describe the duties of the position and the criteria used for the selection of candidates. Adverts need to address issues about employment equity. Advertising should be designed in such a way that is easily accessible to the public. Lastly, the language of advertising should be simple and clear to the applicants.

White paper on HRM posits that "employment in the public sector is open to anyone between the age sixteen and sixty and health checks as entry requirements are prohibited in the public sector unless the inherent requirements of the job call for physical attributes".

However, in the interest of good management of people in the public service, employees should take responsibility by disclosing their health information if necessary.

2.7.3 The Public Service Regulations, 2001

The Public Service Regulation of 2001 is a comprehensive legislation on public service employment in South Africa. This piece of legislation replaces the public sector regulation of 1999. Public service regulation of 2001 amongst other issues, addresses issues about HR planning.

Part three (D1) of the public service regulation advises that executive authority be assigned to assess the human resources capacity in their respective departments concerning the number of employees required and whether those employees will be hired on a temporary or permanent basis. Moreover, part three (D1) further asserts that executive in public organisations need to assess existing human resources in their organisations by race, disability, and gender. This will help them in their decisions when recruiting new staff, taking into consideration employment equity. Part three (D2) requires the executive authority to develop and implement affirmative action programmes in their departments. Part five (C1) gives powers to the executive authority to safeguard recruitment, particularly in determining the requirements for employment. Executive authority is tasked to ensure that employment requirements do not discriminate. Moreover, they need to ensure that requirements for employment comply with any statutory requirement for the appointment of employees.

2.7.4 The Employment Equity Act (EEA) 55 of 1998

The Employment Equity Act 55 of 1998 is a South African legislation that promotes and advocates for equity in the workplace. The purpose of this act is to bring about equity in the workplace by advocating for equal opportunities and fair treatment by rooting out unfair discrimination in matters of employment. This act provides for the implementation of affirmative action to address inequality issues.

Section 5 of the EEA of 1998 put the responsibility on every employer in South Africa to eliminate unfair discrimination in the workplace by promoting fair equal opportunities in their employment policy. Section 6 further states that no person may unfairly discriminate directly or indirectly against an employee based on gender, sex, race, disability, religion,

pregnancy, marital status, ethnicity, family responsibility, age, HIV status, language, political opinion, culture, colour and conscience. However, it is not unfair discrimination to take affirmative action measures. Section 10 of the EEA permits disputes relating to unfair discrimination to be submitted to the Commission for Conciliation, Mediation and Arbitration (CCMA) in writing within six months. Section 11 of the EEA posits that the burden of proof rests on the employer to establish that discrimination was fair.

2.7.5 The Public Service Act, 1994, as amended.

The Public Service Act (PSA) of 1994 is a piece of legislation that regulates the administration and structure of public service in South Africa. This includes the governing of the retirements, discharge of members of the public service, terms of office and conditions of employment in the public sector. Chapter five of the PSA, 1994 provides a directive on how the appointment of employees should be undertaken. Moreover, chapter five provides a directive on what qualifies an individual to be appointed in the public sector. Section 10 of the PSA asserts that no persons shall be appointed permanently to a position in the South African public sector unless they are citizens of South Africa. Moreover, they should have good character with health conditions that comply with the requirements of the post.

PSA further provide in section 11 subsection (a) that in filling a vacant post, no person who qualifies should be favoured or prejudiced. Subsection b of section 11 stipulates that only suitability, merit, qualifications, level of training and efficiency shall be considered when appointing for a vacant position in the public sector. The following section discusses good governance as an ingredient for good and fair recruitment and selection practices.

2.8 Governance, good governance, and good governance in the context of HRM (recruitment) In the public service

This section of chapter two discusses good governance as a driving tool towards the good practice of HRM (recruitment) in the public service. Good governance is discussed in the context of HRM in the public sector is discussed in this section. In an attempt to discuss the phrase good governance with understanding, it is important to first conceptualise governance. This is because the phrase good governance derives from the concept of governance.

2.8.1 Governance

Governance is defined as "The exercise of economic, political and administrative authority to manage a country's affairs at all levels" Mahlala (2019). According to UNESCAP governance is a "process of decision making and a process by which decisions are implemented or in a worst-case scenario not implemented".

2.8.2 Good governance

Good governance is defined as a governance approach to managing government affairs in a manner that creates justice and peace, to protect the human and civil rights of the public (UNESCAP, 2009: Nanda, 2006: Weiss, 2000). According to the UNESCAP (2006), governance in the public service is perceived to be good governance when resources are allocated and managed correctly to provide much-needed services and goods of quality to citizens. Mahlala (2019) "defines good governance as the levels of accountability, ethical standards and the extent to which the government is responsive to the needs of its citizens". Good governance is characterised by participation, consensus-oriented, accountability, transparency, responsiveness, effectiveness and efficiency, equitability and inclusiveness and the rule of law (UNESCAP, 2006). These characteristics are going to be broadly discussed later in this section when discussing good governance in the context of HRM in the public sector. (Johnston, 2006)

Johnston (2006) postulates that the practice of good governance in the public service promotes the maintenance of law and administrative justice through the participatory and consultative approach that bureaucrats use when undertaking tasks of the government. Moreover, good governance through transparency and accountability, promotes administrative justice and maintenance of law (Johnston, 2006). This suggests that the public sector has to have transparent and accountable decision-making and policy-making processes. Good governance, in the opinion of Pillay (2004), can reduce corruption in the public sector. According to Mahlala (2019), effective governance necessitates the presence of the rule of law, the participation of public service stakeholders in the formulation of public policy, and the division of authorities in the provision of services.

2.8.3 Good governance in the context of HRM (recruitment) in the public sector.

This sub-section is going to discuss good governance in the context of HRM in the public service. Using core principles of good governance, this sub-section discusses good governance in the context of recruitment and selection in the public service. This discussion will assist the researcher in identifying gaps in the recruitment and selection of food handlers into the NSNP as far as good governance is concerned. Mahlala (2019) "have defined good governance as the levels of accountability, ethical standards and the extent to which the government is responsive to the needs of its citizens". The researcher concurs with the above definition that recruitment and selection in the public service need to be undertaken in the spirit of good governance where the process promotes accountability, ethical standards, and effective provision of service delivery.

Transparency

According to Graham, Amos and Plumptre (2003), transparency in the context of good governance in public service refers to a condition whereby public service information is accessible and provided freely to the public service stakeholders in a manner that is detailed and understandable. With this being uttered, recruitment and selection in the public service are required to be transparent to be undertaken in a good spirit of good governance. Hiring managers need to reliably share relevant information about the recruitment and selection process with the affected stakeholders. In addition, that information needs to be accessible and understandable to the affected stakeholders. Transparency promotes fairness and impartiality in the recruitment and selection process (Johnston, 2006).

Responsiveness

Good governance demands that public service be responsive by serving affected stakeholders within a reasonable timeframe UNESCAP (2006). In any provision of public service, the timeframe is always crucial as it minimises unreasonable expectations UNESCAP (2006). Furthermore, it is important for the timeframe to be well communicated during the provision of public service to the affected stakeholders to minimise unreasonable expectations from the affected stakeholders (UNESCAP, 2006). Recruitment and selection need to be responsive in a manner that is responsive to the needs of HR in the public service. For example, a need to hire new staff members. The

timeframe for the recruitment and selection process needs to be set and communicated to the affected stakeholders such as prospective employees.

Rule of law

Abiding by the law in the provision of public services gives effect to good governance in the public service (Johnston, 2006). UNESCAP (2006) posit that public service must be guided by legislative frameworks to comply with the principles of good governance. Furthermore, such legislative frameworks need to be enforced impartially. UNESCAP (2006) postulates good governance is good governance when public service safeguards human rights. According to van der Westhuizen (2016), there are legislative and policy frameworks that govern the recruitment and selection of public service in South Africa. These legislative and policy frameworks are later discussed in detail in this chapter.

Equity and inclusiveness

Good governance is characterised by equity and inclusiveness (Mahlala, 2019). "A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society" UNESCAP (2006). According to Mahlala (2019), public service needs to promote participation in all groups of society, particularly disadvantaged groups. Recruitment and selection of public servants need to promote equity rather than equality for good governance. Affirmative action policy is a driving tool in promoting equity in the recruitment and selection process (Employment Equity Act (EEA) 55, 1997). According to PSC (2016), every public organisation needs to have an affirmative action policy to promote equity.

Effectiveness and efficiency

UNESCAP (2006) asserts that there is good governance in the public service when the provision of public service is effective and efficient. Effectivity and efficiency in the context of public service mean that public service can produce results that meet the needs of society while making the best use of resources at their disposal (Gyong, 2014). This suggests that recruitment as an HRM practice in the public sector needs to be practised in a manner that serves its stakeholders while sustainably using resources for good governance.

Accountability

Gyong (2014), recognises accountability as the most key requirement for good governance. Accountability in public service is understood from two different perspectives (decision-makers being accountable to affected stakeholders and the ability to report to the higher authority). According to Graham, et al. (2003), decision-makers in the public service are summoned to be accountable to the public or affected stakeholders. UNESCAP (2006) asserts that decision-makers in the public service account for those who will be affected by the decision. In contrast, accountability in the public sector is the ability to report to the higher authority the results obtained with the performance of one or more specific functions (Mahlala, 2019). Mahlala (2019) views accountability as the duty to answer. Mahlala (2019), associates the concept of accountability with concepts such as responsibility, answerability, and blameworthiness.

Based on the above contention on accountability, the current study is of the view that those who are responsible for recruitment and selection in the public service are summoned to be accountable to the stakeholders of the NSNP. Accountability as a principle for good governance mandates hiring managers in the NSNP to take responsibility for the recruitment and selection practices. Lastly, it is the responsibility of hiring managers to account for and report to the highest authority. For example, submitting reports after every recruitment and selection process.

2.9 Conclusion

In this chapter, the relevant scholarship that formed a fundamental part of this research such as recruitment and selection was reviewed. This chapter commenced by reviewing relevant literature on public administration and management to locate the research question within the discipline of public administration and management. This chapter critically reviewed relevant academic literature on HRM and HRM activities such as recruitment and selection to pave the way towards assessing recruitment and selection practices in the NSNP. Due to recruitment and selection being regulated practices in South Africa, legislative and policy frameworks were also reviewed in this chapter to guide how employees should be recruited and selected in the South African public service. Lastly, this chapter appreciates the importance of good governance in HRM in the public sector. Therefore, this chapter discussed the concept of good governance and its

principles to locate them within the recruitment and selection practices in the South African public service, particularly in the NSNP. The following chapter provides an overview of NSNP with scrutiny of the NSNP in the GDE.

CHAPTER 3: CENTRAL THEORETICAL FRAMEWORK OF THE STUDY.

3.1 Introduction

The HRM literature was critically reviewed in the preceding chapter, with a focus on recruiting and selection procedures. To place the study issue within the context of the field of public administration and management, the chapter began with a survey of pertinent literature on the subject. Furthermore, the development of public administration paradigms from the politics-administration dichotomy to New Public Management (NPM) was demonstrated in the preceding chapter, which had an impact on the current investigation. Additionally, the chapter discussed NPM's impact on HRM research in public administration. The prior chapter carefully examined HRM characteristics in the public sector to give the researcher of the current study a grasp of HRM practices in the sector and how such practices are identified. Key practices and functions of HRM in the public service were also carefully discussed in the previous chapter to pave a way towards an assessment of recruitment and selection practices in the NSNP.

This chapter aims to persuade the reader that the current study is grounded in accepted theories of HRM, and empirical evidence gleaned from reliable sources, rather than the researcher's own intuition or educated guesses. Consequently, the hypotheses supporting the current investigation are covered in this chapter. The Harvard framework for HR and the Human Resource Value Chain Model will be covered in this chapter as the underlying theories of the current investigation. This chapter makes the case that Beer's Harvard framework for HR and Paauwe and Richardson's Human Resource Value Chain Model serve as the foundation for the current investigation. This chapter begins by defining the theoretical framework and outlining its significance for the current investigation.

3.2 Theoretical framework

As a "foundational review of existing theories that serves as a roadmap for developing the arguments you will use in your own work," a theoretical framework is described by Vinz (2015). According to Grant and Osanloo (2014), the theoretical framework "is the "blueprint" for the entire dissertation inquiry." A theoretical framework is a guiding tool that researchers use to develop and support their study, according to Grant & Osanloo (2014).

A theoretical framework "provides the structure to define how you will approach the dissertation as a whole, in terms of philosophy, epistemology, methodology, and analysis" (Grant & Osanloo, 2014).

According to Simon and Goes (2011), a theoretical framework serves as a roadmap for the researcher in a dissertation, directing them as they plan their course of investigation. A strong dissertation ought to include a theoretical framework that guides the entire investigation, claims Vinz (2015). Every step of the research process, from defining the topic and research objectives to summarising the findings, is guided by a theoretical framework (Grant & Osanloo, 2014). In addition to offering direction to the researcher, a theoretical framework also helps the reader comprehend the researcher's point of view.

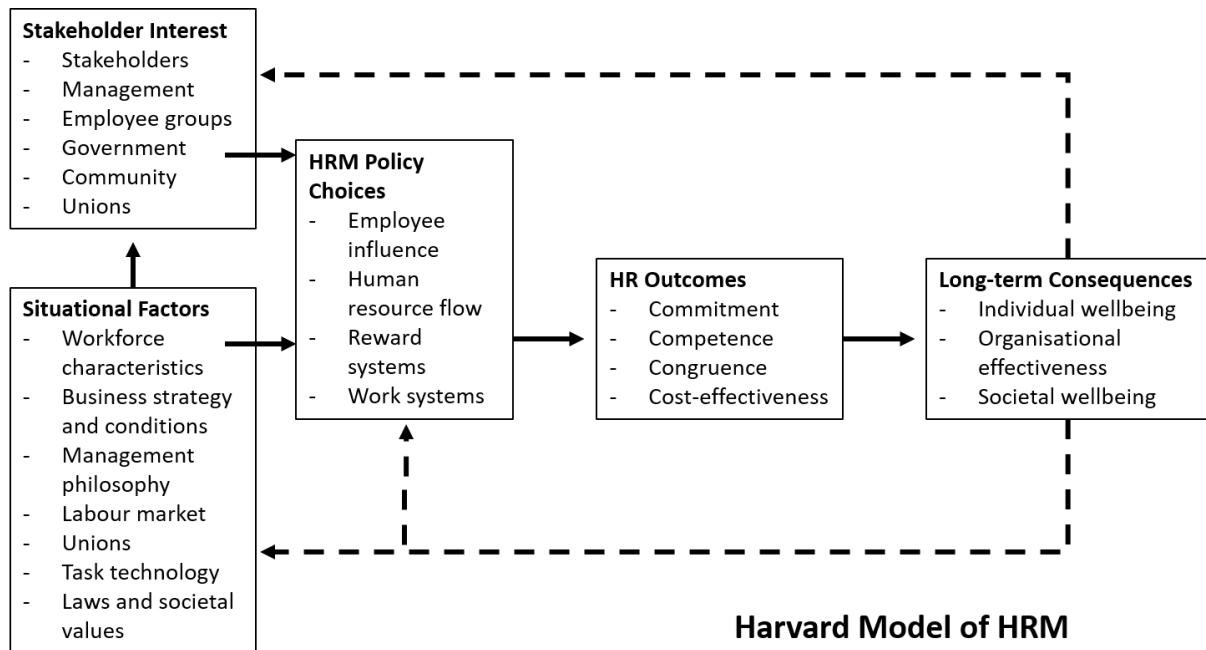
3.3 Theoretical framework of the current study

This section discusses the Harvard framework for HRM and the Human Resource Value Chain Model as the framework of the current study that serves as a roadmap for developing the argument throughout the study. As stated in the previous section, the theoretical framework is a review of existing theories that serves as a roadmap for developing the arguments in the study.

3.3.1 The Harvard Framework for HRM

Beer's work from 1984 was the first to identify the Harvard framework for HRM. According to Paauwe and Richardson (1997), the Harvard framework for HRM is a theory that takes a comprehensive approach to human resources. The Harvard framework for HRM, according to Brunetto, Farr-Wharton, and Shacklock (2011), is an HR paradigm that emphasises taking stakeholders' interests into account. The model includes components such as situational factors, strategic decisions, and stakeholder interests. Furthermore, according to this model, if organisations successfully use their stakeholders, they have a good chance of realising their objectives (Brunetto et al. 2011). Stakeholder interest, situational circumstances, HRM policies, HRM results, and long-term implications are the five components that make up this paradigm (Beer, 1984). However, for the purpose of this study, the first component is more relevant to the proposed study while other components highlight the influence stakeholders have in the recruitment practices. The diagram below summarises the Harvard Model of HRM.

Diagram 3.1: The Harvard Model of HRM



Source: (Personio, 2022)

Stakeholder interest- According to Bratton, Gold, Bratton and Steele (2021:34), Harvard framework for HRM recognises the importance of trade-offs between the employers, the employees, trade unions and stakeholders. Harvard framework for HRM recognises that organisations are made of numerous of stakeholder who happen to have different interests in the organisation. stakeholders can be the management, employee's groups such as unions and government (Brunetto et al. 2011).

Situational factors- the Harvard framework for HRM contest that, stakeholder's interests are not automatic (Brunetto et al.2011). They are influenced by the situational factors. Situational factors include working characteristics and other factors (ibid).

HRM policies- a combination of both stakeholder's interests and situational factors decide on the HRM policy. This include activities that are core to HR like recruitment, training and reward system to (Brunetto et al. 2011).

HRM outcomes- HRM policies can lead to a positive HRM outcome when it is properly implemented to (Brunetto et al. 2011). This model suggests that HRM policies should lead to positive outcomes.

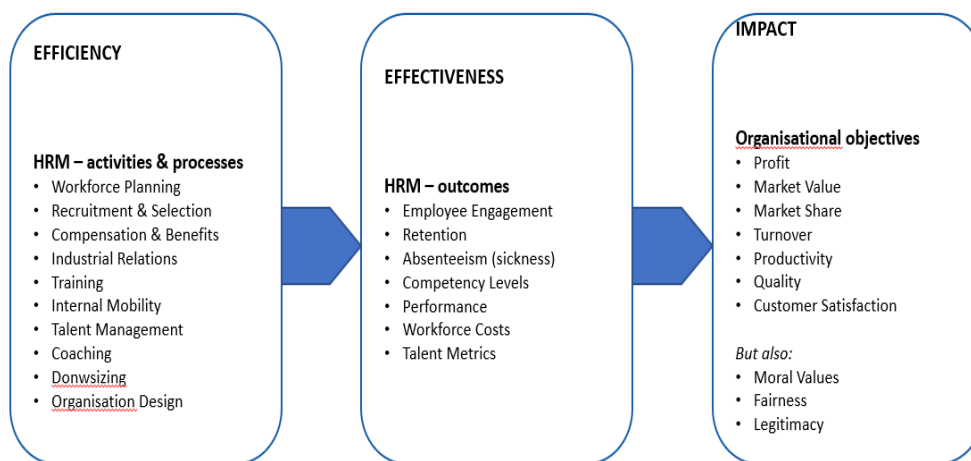
Long-term consequences- Either on the individual, organisational or societal, positive outcomes of HR lead to long-term consequences (Brunetto *et al.* 2011).

The Harvard Framework for HRM is pertinent to the study under consideration because it places a greater emphasis on stakeholder involvement and provides guidance to the researcher regarding the appropriate methods and reasons for stakeholder involvement in the recruitment process. This theory offers guidelines on how stakeholders should be involved in recruitment methods, given that NSNP has a variety of stakeholders. Furthermore, the theory clarifies why it is important to include the stakeholders in the hiring process. This theory will assist us in determining if NSNP stakeholders are appropriately involved in the food handler recruitment process while evaluating the NSNP's food handler recruitment procedures.

3.3.2 The Human Resource value chain Model

Paauwe and Richardson initially recognised the HR value chain model in 1997. According to Alnidawi and Omran (2016), this model is thought to be among the finest in HRM, particularly for determining the value that HR brings to a company. The HR value chain model lays out in detail how HRM operations must be managed to be both successful and efficient in order to meet the intended objectives. According to the HR value chain model, HRM practices can be categorised into two groups: HRM outcomes and HRM activities (Alnidawi & Omran, 2016). This implies that the actions and results of HRM should be considered in all HR-related practices. This covers tasks like hiring and the results that follow. For example, the recruitment process for food handlers in the NSNP should take the results into account. The recruitment of food handlers should constantly aim to achieve favourable results consistent with the objectives of the NSNP. The HR value chain model measures the efficacy, impact, and efficiency of HR operations in order to understand how they are used to meet organisational goals. The HR value chain model is summarised in the diagram below.

Diagram 3.2: The Human Resource value chain Model



Source: (Human Capital Hub, 2022)

Recruitment is one of the HRM operations that aims to accomplish certain objectives. According to this approach, each HRM activity's results should lead to the achievement of a specific objective (Alnidawi & Omran, 2016). The objectives that an organisation achieves through HRM operations are known as HRM outcomes. For instance, we hire people to accomplish particular goals. The existence of a workforce and other associated results are examples of the outcomes. We maximise the efficiency of HRM tasks like recruitment by measuring them. As a result, the HR value chain model recommends that HRM activities be measured (Alnidawi & Omran, 2016). The focus of this idea was on HRM results and activities. Putting more of an emphasis on these two areas can help with recruitment efforts.

Because this theory is pertinent to the current investigation, the researcher in this study confirms the assumptions established by this theory. The Haman Resource Value Chain Model is pertinent to our investigation since it provides the researcher with an understanding of the components of the hiring process. Furthermore, this theory is pertinent since it outlines the important factors influencing the research. Furthermore, the Haman Resource Value Chain Model emphasises the need to evaluate the NSNP's hiring procedures by outlining a precise protocol for HRM operations.

3.4 The Harvard Model of the HRM as a model for assessing recruitment of food handlers in the NSNP.

Stakeholder interest- the Harvard framework for HRM starts with the interests of the stakeholders. According to Brunetto et al (2011), stakeholders can be the management, employee's groups such as unions and government. In the context of NSNP, stakeholders include NSNP coordinators, SGB members, the school principal and SGB members representing learners, teachers, and parents of learners. Stakeholders' interests define the HR policy of their organisation. Therefore, recruitment practice of the NSNP should start with the interest of the stakeholders.

Situational factors- the Harvard framework for HRM contest that, stakeholder's interests are not automatic to (Brunetto *et al.* 2011). They are influenced by the situational factors. Situational factors include working characteristics and other factors (ibid). This model suggests that stakeholders Interests in the NSNP are not automatic and therefore they are influenced by situational factors. For example, the nature of work in the NSNP may influence how stakeholders of the NSNP take decisions on their recruitment practices.

HRM policies- a combination of both stakeholder's interests and situational factors decide on the HRM policy. This include activities that are core to HR like recruitment, training, and reward system to (Brunetto *et al.* 2011). According to this model, the combination of both stakeholder's interests and situational factors in the NSNP should decide on the HRM policy in terms of how they should undertake their HRM activities.

HRM outcomes- HRM policies can lead to a positive HRM outcome when it is properly implemented to (Brunetto *et al.* 2011). This model suggests that NSNP policies on HRM should lead to positive outcomes. This will enable NSNP to have an effective and efficient recruitment practice when recruiting food handlers into the programme.

Long-term consequences- Either on the individual, organisational or societal, positive outcomes of HR lead to long-term consequences (Brunetto *et al.* 2011).

3.5 The Human Resource value chain Model as a model for assessing the recruitment practices of food handlers in the NSNP.

We can evaluate the NSNP's food handler recruitment procedures in three steps thanks to the HR value chain model used in this study. The initial phase aims to comprehend the effectiveness of the NSNP's recruitment procedures for food handlers. In the second step, the efficacy of the NSNP's recruitment procedures for food handlers is investigated. Understanding how recruitment affects the NSNP objectives is the final phase.

Efficiency of recruitment process in the NSNP

By analysing the food handler recruitment process and the effectiveness of the NSNP's recruitment practices, the HR value chain model assists the researcher in evaluating the NSNP's food handler recruitment practices. The HR value chain model examines the cost of hiring food handlers and the time it takes to complete the hiring process in order to assess the effectiveness of the NSNP's recruitment procedures. If they can reduce the cost of employing food handlers while maintaining constant recruitment schedules, the HR value chain model assumes that recruitment in the NSNP is efficient.

Effectiveness of recruitment practices outcomes in the NSNP

In this step, the researcher uses the HR value chain model to observe the recruitment process's results in order to evaluate the food handlers' recruitment methods within the NSNP. This stage involves evaluating the hiring managers' and food handlers' quality of work after the hiring process is over in order to assess how effective the recruitment process was. This stage in the HR value chain model looks at hiring managers' performance in terms of hiring practices. It is assumed that even with the best recruitment processes, NSNP won't have successful hiring practices if hiring managers don't carry them out correctly.

The impact of recruitment on NSNP objectives

In this step, HR value chain model help the researcher to assess the recruitment practices of food handlers into the NSNP by interrogating whether recruitment outcomes in the NSNP helps to achieve the objectives of the NSNP which is to prepare meals for learners in their respective schools.

3.6 Conclusion

This chapter's brief examination of the value of theoretical frameworks in research served as inspiration for the discussion of the main theoretical framework for the current investigation. According to Grant and Osanloo (2014), this chapter makes the case that a theoretical framework is a crucial part of research since it acts as a foundation for researchers' investigations. This chapter covered two HRM theories that serve as the foundation for the current study in order to strengthen and support it. The Human Resource Value Chain Model and the Harvard Model of HRM were described in the chapter as the two main theories supporting the current study, which evaluates the NSNP's food handler recruitment procedures. In summary, the current study is based on accepted theories of HRM rather than the researcher's personal instincts or guesses. The following chapter discusses an overview of the NSNP.

CHAPTER 4: NATIONAL SCHOOLS NUTRITION PROGRAMME

4.1 Introduction

The chapter before this one, covered the theoretical foundation for the current investigation. The two HRM theories that served as the primary foundation for the current study were covered in this chapter: the Human Resource Value Chain Model and the Harvard Framework for HR. The prior chapter challenges the claim that the present study is based more on the researcher's gut feeling than on the work of Paauwe and Richardson (the Harvard framework for HR and the Human Resource value chain Model).

This chapter provides a detailed description of the NSNP. The chapter defines NSNP in great detail in the first section. Discuss the NSNP's history next in order to comprehend the program's origins and comprehend its current goals and manner of operation in South African schools. This chapter also offers the NSNP's global viewpoint, which helps readers comprehend how other nations run their school nutrition schemes. This chapter will also address the legal foundations and international conventions that support the NSNP's participation in South African schools. In this chapter, the NSNP's motivation in South African schools is also covered. As the chapter continues to give an overview of the NSNP, stakeholders as well as management are mentioned. Finally, this chapter also discusses the NSNP's achievements and challenges.

4.2 Defining NSNP of South Africa

The National School Nutrition Programme (NSNP) is a government initiative in South Africa that offers wholesome meals to all students in underprivileged elementary and secondary schools nationwide (Tshisikhawe, 2017: Netshipise, 2016). According to Netshipise (2016), the program's goals have been to alleviate and improve children's learning capacities and to assist underprivileged students in rural schools by providing wholesome meals since it was founded in 1994. The DBE (2013) states that NSNP provides nutrition, including protein, carbohydrates, and vitamins and minerals, for students. Only flavourings, oil, and salt are added to the food to enhance its flavour (DBE, 2013). Every day, NSNP should also include fresh fruit or vegetables (DBE, 2013). The food handlers who prepare and serve these nutrients are appointed by the SGB. In case there are leftovers, food is given to vulnerable learners to take them home.

4.3 Background and orientation of the NSNP

The (NSNP) was established in 1994 (Public Service Commission, 2008). The NSNP was founded in response to the high rate of hunger in South African schools. Berejena and associates, 2020). Section 28(1)c of the South African Constitution guarantees children the right to a minimum standard of nourishment. According to the 1996 South African Constitution, everyone has the right to a basic education (section 29(1)). However, it appears that the issues of poverty in South African communities have a negative impact on that right (PSC, 2008). In most South African schools, students' academic performance appears to be negatively impacted by hunger and malnutrition in the community. PSC (2008). Because of this, the democratic government decided it was essential to implement the Primary School Nutrition Programme (PSNP), which was subsequently renamed NSNP, in schools (Netshipise, 2016).

Before PSNP was moved to the DBE in 2004, it was overseen by the Department of Health (DoH) for ten years, according to Netshipise (2016). The program's objective was to address the disparities that the apartheid system had left South Africans with (Mawela & van den Berg, 2018). "To improve education outcomes among learners by enhancing active learning capacity, school attendance and punctuality by providing an early morning snack, improve health of the children in schools through micronutrient supplementation, to improve health through providing nutrition and health education on health, to intensify the development initiatives in the area of combating poverty and link the PSNP to other RDP programmes that will integrate the PSNP into a broader Integrated Nutrition Programme" were the goals stated when the PSNP was first established (PSC, 2008).

Following the intensive review of the PSNP by policy makers, the decision was taken in the year 2004 to rename the programme from PSNP to NSNP and immediately relocate it to the DBE (Netshipise, 2016). The main objective of the NSNP is to "improve the health and nutritional status of South African school children, to improve levels of school attendance and to improve the learning capacity of children" (PSC, 2008).

Between 1996 and 2003, policy officials observed and assessed the PSNP in order to examine its advantages and disadvantages and determine how best to broaden and enhance its reach (PSC, 2008). Following a thorough evaluation of the programme, issues like administration and beneficiary clarification were identified as critical to

programme improvement (Netshipise, 2016). Furthermore, it was found that because of administrative difficulties, school food programmes funded by the PSNP were costly and logistically difficult to administer (PSC, 2008). Last but not least, PSNP lacked manpower and skill sets, particularly in rural areas (Tshisikhawe, 2017).

4.4 International perspective on NSNP

Around the world, several nations have introduced similar programmes to NSNP. For instance. Numerous nations across the globe have initiated school nutrition initiatives (FAO, 2005). However, due to South Africa's membership in both the Southern Africa Development Community (SADC) and BRICS, this study has chosen to focus on two BRICS and two SADC countries in order to better comprehend the global perspective on NSNP. As a result, the NSNP has been adopted in several nations, including Malawi, Zambia, Brazil, India, and Zambia, which are examined in this section. PSC (2008) states that the goal of NSNP and the initiative in the aforementioned nations is to enhance the physical and nutritional well-being of students in educational settings. However, the motive behind the implementation of the school nutrition programmes is different from one country to another because the motive is mostly influenced by the material conditions of that country (PSC, 2008). For example, the programme in Zambia focuses only on children from the poor families as opposed to all learners in schools. While in Brazil it was established in respond to the aftereffects of the World War two.

4.4.1 NSNP in Brazil

FAO (2005) states that Brazil has an initiative for school nutrition called the School Nutrition and Food Security Programme (SNFSP). According to FAO (2005), the United Nations and the United States Agency for International Development, or USAID, supported the establishment of the SNFSP in Brazilian schools as a result of the Second World War in an effort to enhance the health and nutritional status of students throughout the country. FAO (2005) states that the SNFSP is managed in a decentralised manner, enabling the creation of Local Schools Meals Councils. According to FAO (2005), "the councils were consisting of civil society organisations, teachers, and representatives of the government." Councils oversee, among other things, how allotted money are used and how the plan is carried out, including meal delivery.

4.4.2 NSNP in India

India offers school nutrition programmes to students in their individual schools as well. India, like Brazil, uses a decentralised method to implement its projects because of its size. Brazil and India have encountered difficulties in their respective initiatives. There are still several issues with the South African NSNP. Some of the obstacles include that programme managers, including principals, teachers, and SGB members, lack managerial skills; there is also a lack of community input and participation; and there is inconsistent and low coverage of the number of feeding days.

4.4.3 NSNP in Zambia and Malawi.

As previously stated, school nutrition projects are undertaken in other SADC nations in addition to South Africa. Malawi and Zambia are two examples of those nations. Different countries undertake school nutrition schemes, and as they do, they take on different titles. For instance, Food for Education (FFE) is the name of NSNP. By providing meals and snacks, FFE in Malawi helps to decrease hunger in Malawian schools, which is a vital role it performs in the country. Additionally, FFE offers "take home rations," which are intended for orphans, female students, and elderly kids. Similar to the NSNP in South Africa, the primary goal of FFE is to increase school enrolment in impoverished communities in Malawi. Furthermore, FFE intent on improving attendance amongst learners. In contrast, NSNP in Zambia target only learners from the poor background. Authorities of the programme have placed a strict system to identify deserving learners and make sure such deserving learners are prioritised. However, because of poverty crisis in Zambia, schools struggle to manage the programme especially on selecting deserving learners since most of the learners in Zambian school comes from the poor families.

Zambian and Malawian school nutrition programmes are supported by the World Food Programme (WFP) and the United Nations (UN), in contrast to South Africa where the state government provides conditional funding annually for the NSNP. Along with financial support, the UN and WFP offer these nations technical assistance.

4.5 NSNP purpose in South African Schools

In South African schools, the NSNP was established to address the difficulties that both instructors and students encounter when engaging in teaching and learning activities. Both teachers and students encounter a multitude of difficulties such as hunger and concentration. Nonetheless, NSNP aims to address issues pertaining to the learners' nutrition and general well-being. In this section, the researcher provides evidence to support the rationale behind the NSNP's deployment in South African schools.

4.5.1 Well-being of learners

The academic performance of students and their well-being are positively correlated. Students' well-being is essential to the progress of their academic careers. According to Tshisikhawe (2017), "people with higher levels of education are seen as being in a better position to contribute to their emotional and physical health." The DBE (2011) states that schools have an obligation to ensure the health and welfare of students enrolled in their programmes. For instance, providing them with wholesome lunch fare. The NSNP was created to address student well-being in an effort to improve student attendance and performance in the classroom. Tshisikhawe (2017) asserts that the NSNP has shown to be a successful programme in addressing health and well-being concerns pertaining to students in educational institutions.

4.5.2 The nutrition of the learners

Since nutrition is crucial to students' health and wellbeing, it is a useful tool for them to use when participating in educational activities. According to Tshisikhawe (2017), nutrition is the consumption of food that makes up a balanced diet that provides the body with all the nutrients it needs at once. For instance, a meal combo that includes carbohydrates, protein, and vitamins and minerals. Numerous pieces of evidence from the body of research indicate that children's learning generally benefits from health and nutrition programmes like NSNP. Tshisikhawe (2017) asserts that inadequate nutrition has a detrimental impact on schooling and is a significant issue in developing nations. Nutrition and health status of learners have a great impact to their learning.

Students' academic performance is impacted by their diet and general health. For instance, students missing school because of infections or illnesses brought on by a diet

low in nutrition. According to Partnership for Child Development (1998:256), students' mental development is hindered by malnutrition. Because of this, students start to participate in learning activities less. This context led to the creation and implementation of NSNP in the majority of public schools. The major goal of NSNP's inception was to improve student performance by offering nutrients to students in public primary and secondary schools.

4.6 Management of the Nutrition Programme

The Department of Basic Education oversees NSNP, as was mentioned in the first section of this chapter. Mawela & van den Berg (2020) state that DBE is in charge of overseeing the NSNP's budget, financial distribution, human resource management, and procurement, purchasing, storage, and serving of food. Several DBE role actors, including NSNP supervisors, coordinators, SGB members, and school administrators, oversee NSNP. The task of overseeing the budget and distributing funding to schools falls on NSNP managers. The programme is run at the school level by principals. The procurement, purchase, storage, and serving of food in schools are under the purview of school principals. In addition, principals of schools oversee other HRM matters and are in charge of employing food handlers. Due to large amount of work in managing NSNP at the school level, principals appoint NSNP coordinators to assist them to manage the programme. The NSNP coordinators' job is to make sure that food handlers prepare food in accordance with the menu, serve food promptly, and keep food in a safe place. The SGB has been tasked with working with school principals to select contractors who would handle food delivery. It is clear from this section that school principals are the main stakeholders who are responsible for the management of NSNP. The following section of the chapter discuss in detail the stakeholders of the NSNP.

4.7 Stakeholders of the NSNP

Like the EPWP and many other government initiatives in South Africa, the NSNP engages a number of stakeholders. The Education and Recreation Select Committee recommended in 2007 that stakeholders participate actively in the NSNP. (2014) Qila and Tyilo. Since then, NSNP stakeholders have been actively involved in its implementation. This chapter discusses the NSNP's stakeholders and their roles in schools. Stakeholders in the NSNP include the School Governing Body (SGB), school principals, and NSNP

coordinators. To ensure the successful implementation of the NSNP, each of these parties has a specific function to play in its day-to-day activities.

4.7.1 School Governing Body (SGB)

The South African Schools Act's Section 16 provides for the creation of SGB as an educational governing body. SGB is the school's governing body, and it is composed of the principal, teachers, parents, and students, according to DBE (2015). The SGB oversees community schools and is tasked with ensuring that the interests of all parties involved are fully represented. The South African Schools Act requires SGB to collaborate in order to advance the school's efficacy and overall wellbeing, hence enhancing the calibre of instruction and learning in community schools. SGB at community schools are tasked with a variety of duties, the primary one being decision-making. The SGB is in charge of deciding on matters pertaining to school regulations, such as those pertaining to admissions and finances, which control day-to-day operations. Additionally, SGB is in charge of supporting educators and school principals in carrying out their everyday professional responsibilities. For instance, management and school overcrowding. Finally, it is the duty of SGB to motivate parents, teachers, and students to take part in school-sponsored extracurricular activities.

4.7.2 School Principals

According to the DBE, principals in the schools they oversee are viewed as supervisors. They are thought to be the most significant organisations involved in providing education. In addition to overseeing the daily operations of the NSNP, school principals are responsible for supervising all educational programmes inside their particular institutions. Principals of schools are responsible for many things. In addition to overseeing the school's human resources (HR), principals also have to ensure accountability, maintain open lines of communication with the community, and exercise leadership in the classroom and learning environment. Jamming handlers into the NSNP is one instance.

4.7.3 NSNP coordinators

According to Sanousi (2019), NSNP coordinators are teachers who have been appointed by principals to supervise NSNP activities at the school level. NSNP activities encompass employing food handlers, reporting on the program's daily operations, and daily meal

preparation, among other things. In summary, the duty of NSNP coordinators is to ensure the program's effectiveness and efficiency by constantly monitoring its execution (Sanousi, 2019). As the head of the SGB, the NSNP coordinator acts as a well-coordinated liaison between food handlers and the principal. Parents who are food handlers in schools are also regarded as stakeholders of the NSNP. However, unlike SGB members who are volunteers in the NSNP, the researcher in this study argues that food handlers are more of employees rather than voluntary stakeholders of the programme simply because they are subjected to employees' conditions in the NSNP. The following section discusses food handlers and their role in the NSNP.

4.8 Food handlers in the NSNP

As per PSC (2008), food handlers are parents of learners from the local community who are responsible for ensuring that NSNP runs successfully. They accomplish this by preparing, cooking, and serving food to learners. According to DBE (2015), food handlers at the NSNP are crucial to the organization's operations, especially the kitchen operations. As members of the kitchen crew, food handlers are expected to cook, clean, and disinfect the kitchen to improve cleanliness (Kwatubana & Makhalemele, 2015). A substantial amount of data indicates that food handling positions are filled by parents whose kids attend the same school. (2014) Qila and Tyilo. Food handlers in uniform are shown in the photo below taken during a data collection session at Bapedi Primary School in Diepkloof, Soweto.

Figure 4.1: Food handlers in their uniform.



Source: (Author: 2023)

The information that is currently available on NSNP food handlers suggests that the conditions under which they work are insufficient. Food handlers in the NSNP are employed under short-term contracts (Berejena, et al., 2020). DBE advises that food handler contracts be terminated after a year without providing a renewal through a rotating contract of employment, in accordance with the NSNP operational guideline. (DBE, 2015). The 2020 study by Berejena et al. claims that food handlers working for the NSNP are given one-year contracts that are not renewable. Berejena et al. (2020) refer to the aforementioned employment requirement as a rotating policy, which means that parents of learners will be hired as food handlers on a rotating basis.

Food handlers are essential to the NSNP because they are a link in the food chain that connects farmers to students in schools, according to the DBE (2015). But as Berejena & Kleynhans (2020) point out, food handlers' working circumstances appear to downplay

their significance in the NSNP. Berejena & Kleynhans (2020) claim that food handlers' enlistment in the NSNP has no financial effect on them. Food workers receive a monthly salary of R1,200, according to DBE (2015). According to Berejena et al. (2020), parents appear dissatisfied with this payment due to the quantity of labour and hours they are required to put in. Kwatubana and Makhalemele (2015), stated in their study that low remuneration of food handlers causes high emotions, bitterness, and sadness amongst food handlers.

Every food handler is required by one of the NSNP's operating standards to prepare and feed 200 learners each day (DBE, 2015). According to this recommendation, just four food handlers should be employed to prepare meals for students in a school with 800 students. According to Berejena et al. (2020), food handlers are overworked as a result of this particular rule, which places a tremendous workload on them and causes strain at work. Food handlers are consequently adversely affected. An overview of the distribution of food handlers in schools may be found in the table below.

Table 4.1: Food handlers' allocation in schools

The Number of learners	The number of food handlers
200	1
400	2
600	3
800	4
1000	5
1200	6

Source: (Authors calculations, 2023)

4.9 The Challenges of the Nutrition Programme

NSNP faces different challenges along its implementation in schools. Mafugu (2021), asserts that the implementation of the NSNP has not been satisfactory. There are challenges that have been identified in the study of Mafugu (2021) titled “*Challenges encountered in a South African school nutrition programme*” that disrupt the mandate of the NSNP. Challenges in this study include the lack of sufficient training of stakeholders, delays in feeding, Late payment of service providers and suppliers’ contract submission. This section seeks to discuss the above-mentioned challenges.

4.9.1 Lack of sufficient training of stakeholders

Mafugu (2021) points out that insufficient training of stakeholders, particularly with reference to food handlers, is one barrier to the adoption of NSNP in schools. Mafugu (2021) asserts that food handlers encounter a great deal of trouble when they fail to attend courses intended to improve their cooking abilities. As a result, food workers become inadequate in their food handling techniques. Due to their lack of business acumen, service providers' inadequate training presents a challenge to the NSNP's ability to operate smoothly (Berejena et al., 2018). According to Berejena et al. (2018), the main reason for food delivery delays is service providers' poor business acumen.

4.9.2 Delays in feeding

Food delivery from service providers is delayed. According to Mafugu's (2021) theory, food handlers become frustrated, and relationships become strained as a result of food delivery delays to schools. Food delivery delays cause problems for the NSNP's coordination in schools. In schools, feeding students on time has never been easy. Food must be served by precisely 10:00 every morning in every school where NSNP is implemented (DBE, 2021).

4.9.3 Late payment of service providers and suppliers’ contract submission

One of the most obvious problems with NSNP operations is service providers' late payments. The NSNP service providers are facing obstacles in delivering their services due to postponed payments from the DBE. As a consequence, the programme suffers in a way that causes food to be distributed to schools insufficiently or not at all. Additionally,

there are occasionally delays in the delivery of culinary supplies like gas to the kitchen. Food handlers consequently fail to provide food for students. Berejena et al. (2018) contend that bureaucratic procedures that must be followed before payments can be made may be the root of the problem of late payments.

4.10 Accomplishments of the NSNP

Most of the NSNP initiative's goals have been achieved in terms of school-age children's nutrition and overall health. According to Tshisikhawe (2017), NSNP currently provides annual food for over 8 million students in South African public schools. NSNP has been able to lower hunger in South African public schools by feeding kids every day. In the past, child malnutrition in the Republic of South Africa has led to poor academic performance. In order to enhance student performance, NSNP has been successful in tackling the issue of malnutrition in public schools. The temporary employment contracts for the parents of learners have been effectively provided by NSNP.

4.11 Legislative framework of the NSNP

There are various legislative frameworks, international treaties and conventions that made it possible for the NSNP to be implemented in South Africa's underprivileged schools. This section identifies and discusses relevant legislative frameworks, international treaties and conventions that encourages NSNP to be implemented in South Africa's underprivileged schools.

4.11.1 Constitution of the Republic of South Africa.

Section 28 (c) “gives every child a right to basic nutrition, shelter, basic health care services and social services”. Subsequent to section 28, section 29 of the constitution of the Republic of South Africa provides every citizen of the country with the right to education. Tshisikhawe (2017) posit that, the only way to uphold to section 29 of the constitution of South Africa is by ensuring that all children have access to quality education without any being distracted by external factors such as poverty. As mentioned in previous sections, NSNP was mainly established to address issues of nutrition and accessibility of adequate food for learners in schools.

4.11.2 Rome Declaration on World Food Security

Rome Declaration on World Food security was held in Rome in 1996, to deliberate on issues of food security. Various head of states and government representatives were convened by Food and Agriculture Organisation (FAO) to put strong emphasis on the right of everyone “to have access to safe and nutritious food, consistent with the right to adequate food and the fundamental right of everyone to be free from hunger” (FAO, 1996). In this world summit (Rome Declaration on World Food Security), head of states pledged for political will and national commitment towards issues of food security such as eradicating hunger in all countries. According to FAO (1996), Rome Declaration on World Food security views political, social, and economic environment as driving tools for successful food security programmes nationally. Therefore, it is important for political, social, and economic environment to be always stable. For example, NSNP programmes to be well implemented it need a stable, political, social, and economic environment.

4.11.3 International covenant on economic, social, and cultural rights

A reasonable level of living is stipulated as a right to all people in the International Covenant on Economic, Social, and Cultural Rights (1996). According to the International Covenant on Economic, Social, and Cultural Rights (1996), this includes the right to sufficient food, clothes, and housing. Participating states are required under the International Covenant on Economic, Social, and Cultural Rights to guarantee hunger-free nations by enhancing food production, distribution, and conservation practices.

4.11.4 United Nations convention on rights of the children.

Article 24 of the United Nations convention on rights of the children (1989) deliberate on the rights of children as far as health is concerned. According to article 24 of the United Nations convention on rights of the children “States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health”. Moreover, “States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care” (United Nations Human Rights (UNHR), 1989). Article 24 (2) mandate countries of the United Nations to implement programmes that will realise the right to the enjoyment of the highest attainable standard of health for children. In South Africa this include programmes

such as NSNP. Programmes such those proposed in this convention need take reasonable measures to prevent sickness and malnutrition through the provision of enough nutrient-dense foods (UNHR, 1989).

4.12 Conclusion

In order to give a general overview of the NSNP, this chapter reviewed the content that is already available. This chapter gave some background information and a brief description of the NSNP. The chapter also outlined the NSNP's global perspective. The legal foundations and international agreements that uphold the NSNP's presence in South African classrooms were also covered in this chapter. The chapter examined the rationale behind South African schools' implementation of the NSNP. The management of the NSNP and its stakeholders were highlighted in this chapter. The issues and achievements of the NSNP were covered in the last section of this chapter. Ultimately, the evaluation of the NSNP in this chapter has shown that it is an important government initiative in South Africa that is used to combat hunger, malnutrition, and food insecurity in South African public schools. The food security initiative is thriving in public schools, but this chapter made clear that it also faces a number of hurdles, primarily related to management and human resources. The research methods used for the study are covered in detail in the next chapter.

CHAPTER 5 RESEARCH METHOD AND DESIGN

5.1 Introduction

An outline of the National School Nutrition Programme was given in the previous chapter. The first section of the chapter provided a quick overview of NSNP and its purpose in South African schools. The background information and legal frameworks supporting the NSNP's implementation in South African schools were then covered. The preceding chapter listed the NSNP's stakeholders. Additionally, the preceding chapter covered the NSNP's opportunities and problems. The approach for evaluating the NSNP's food handler recruitment procedures is covered in this chapter. The current study employed the Gauteng Department of Education's Johannesburg North area as a case study. In order to paint a clear image of the issue and offer fresh insight into how food handlers enlist in the NSNP, the study employed a qualitative research technique. The research design, data gathering methods, and data analysis methods are covered in this chapter. The legitimacy of the tools used to get the data will be supported in this chapter. This chapter will conclude with a discussion of ethical concerns that the study must consider.

5.2 Research method

Research methodology is still one of the most important aspects of any scientific investigation. According to Tichapondwa (2013), research technique is a unique approach used to methodically address the study's research topic. The qualitative research method will be used in this study in an effort to address the research problem and provide a response to the research question. A "systematic inquiry that involves collecting and analysing non-numerical data to understand the social phenomena with their natural setting" is how the University of Texas defines the qualitative research approach.

According to Maree (2007), the nature of the qualitative research approach enables researchers to comprehend respondents' experiences and views of a given event. In light of the aforementioned information, the qualitative research technique approach is a useful tool for evaluating the NSNP's hiring procedures for food handlers. A scientific evaluation of the phenomena, according to the researcher, can only be achieved by comprehending

the hiring practitioners' (NSNP coordinators, school principals, and NSNP managers) perspectives and experiences about the hiring methods of employing food handlers.

5.3 Research Strategy

The current study used a case study, an interactive research methodology. Young (1975) is in favour of using case studies in qualitative investigations. As stated by Young (1975), "A case study enables the researcher to investigate and evaluate a social unit's life, with the possibility of extrapolating findings to other units with comparable backgrounds." This study used the GDE Johannesburg North District case as its example.

The use of a case study as a research strategy in this study is warranted by the nationwide nature of the NSNP initiative and its uniform background across the nation. The Department of Basic Education (DBE) (2014) states that all DBE public schools have NSNP. Given the study's timetable, it will therefore be nearly impossible to carry out the current investigation in every public school in the nation. Consequently, a case study is acknowledged as a suitable method of research. In order to give a researcher a basic grasp of the recruiting process for food handlers into the NSNP, the Johannesburg North area was selected as a case study in this study. This study used six primary and four secondary schools in Johannesburg's north district as case studies: Bopanang Primary, Bapedi Primary, Qoboshiana Primary, Khomanani Primary, Ikaneng Primary, Ipolokeng Primary, Diepdale Secondary, Naledi Secondary, Madibane Secondary, and Selelekela Secondary.

5.4 Study Population

Datta (2018), defines a study population as the collection of persons, objects, events, or objects which present the same characteristics that meet set of specifications where the study is focusing on. In addition, it is a focus group in which a researcher will learn from. In this study, our focus study population consists of the following:

	Study Population
1	Public Schools
2	Public School Principals
3	NSNP Stakeholders
4	NSNP Managers

5.5 Sampling Procedure

In order to obtain a comprehensive picture of the entire population from which they are picked, study participants are chosen through statistical techniques known as samples (Struwig & Stead, 2013). According to The Da Vinci Institute (2016), collecting data from a sample is a more practical and straightforward method than collecting the same data from the entire population. There weren't many resources available for the current study. As a result, the study was restricted to a portion of the GDE Johannesburg North region's schools. The research only looked at public elementary and secondary schools; private schools were not included in the study because they are not covered by the NSNP. Stratified sampling was used in the study to choose participating schools.

According to Tichapondwa (2013), stratified sampling is a sampling technique in which the population is separated into two or more strata, and then a simple random sample or a systematic sample is taken from each stratum. Schools were divided into two strata (primary and secondary schools) in the Johannesburg North District and randomly picked six schools (Bopanang primary, Bapedi primary, Qoboshiana primary, Khomanani primary, Ikaneng primary, Ipolokeng primary) from primary school stratum and four from (Diepdale Secondary, Naledi secondary, Madibane Secondary and Selelekela secondary) secondary school stratum. The present study employed the purposive selection approach, which is also referred to as the judgmental sampling method, to pick school principals, NSNP managers, and NSNP coordinators from both primary and high schools. People in a position to provide pertinent information for the study are included in the purposeful sampling approach (Tichapondwa, 2013). Purposive or judgmental sample methods, according to Struwig & Stead (2013), can only be used when selection is based

on information and the goal of the investigation. Additionally, it's employed in the process of choosing people whose particular data are required for the research. This sampling technique is typically used when data collection from experts like managers is required.

NSNP managers along with school principals and NSNP coordinators from Bopanang primary, Bapedi primary, Qoboshiana primary, Khomanani primary, Ikaneng primary, Ipolokeng primary, Diepdale Secondary, Namedi secondary, Madibane Secondary and Selelekela secondary were purposefully included as they are perceived in the NSNP literature to be the custodians of the recruitment and selection of food handlers into the NSNP in schools. Moreover, they are perceived to be having a reliable information about recruitment practices for food handlers in their schools.

5.6 Sampling Size

The proposed sample for the study is a total of 22 participants is described below:

	Sample	Sample Size
1.	NSNP Managers	2
2.	NSNP Coordinators	10
3.	Public Primary School Principals	6
4.	Public Secondary School Principals	4

5.7 Data Collection Methods

As to the findings of the Da Vinci Institute (2016), various techniques of data collecting are employed in research to obtain pertinent data. Given the qualitative nature of the research methodology and the study's subject, information for the data collection phase will come from both semi-structured interviews using pre-planned interview questions and documentary evidence, including published research papers, NSNP annual reports, legislative frameworks, and policy frameworks.

Semi-Structured Interview method

An interview method, according to Tichapondwa (2013), is a procedure in which a researcher speaks with participants to gather information. Data collection techniques used in qualitative research include interviews. There are three types of interviews: semi-structured, unstructured, and structured. Semi-structured interviews were used in this investigation. When employing this technique, interviews are usually conducted with people who are regarded as knowledgeable about the relevant data (Tichapondwa, 2013). Management of the NSNP was questioned regarding the organization's current state, recruitment practices, challenges, and whether or not food handlers are NSNP employees or volunteers, along with the rationale behind each, in order to obtain data for this study. Schools' principals and NSNP coordinators were interviewed to get their perspective about the recruitment practices of food handlers and challenges they face in their schools. Interviews were conducted with school principals to gain an overview of their different schools' food handler recruitment procedures. The total number of interviewees will be 22.

	Interviewees	Number of Interviewees
1.	NSNP Managers	2
2.	Public Primary Schools Principals	6
3.	Public Secondary Schools Principals	4
4.	NSNP coordinators	10

Documentary evidence

The data collection process for the study also made use of documentary proof. According to The Da Vinci Institute (2016), documented proof is an additional source of data. According to The Da Vinci Institute (2016), any official document may be included, including books, journal articles, reports, policies, meeting minutes, and other pertinent formal documents. The fact that documentary evidence provides useful background

information on the issue is one advantage of employing it as a data collection method. Only pertinent formal papers were examined in this investigation. In this study, we used the documentary evidence technique to ensure that our analysis of the literature was clear. In addition to other pertinent official documents like the constitution and white paper, data collecting was examined in the NSNP annual reports and the DBE's strategic plans.

Legislative and policy frameworks

This study reviewed and used legislative and policy frameworks to collect data that will help the study to assess the recruitment of food handlers into the NSNP. The Constitution of the Republic of South Africa, White paper on HRM, public service regulations of 2001, the EEA 55 of 1998 and the PSA of 1994 were reviewed to collect data that will help the study to identify loopholes within the recruitment practices of food handlers into the NSNP. International treaties and conventions were also reviewed in this study to justify the establishment of NSNP in South African schools. Rome Declaration on World Food Security, International covenant on economic, social, and cultural rights and United Nations convention on rights of the children are international treaties and conventions that were used in this study to justify the implementation of NSNP.

Literature review

In order to obtain high-quality data, researchers must evaluate the literature, according to Sape (2019). The researcher read pertinent literature on NSNP and food handler recruiting for this investigation. This study analysed a variety of journal papers from Google Scholar to gather pertinent data for our current investigation. In this study, books on public administration and PHRM were also reviewed.

Government reports

Collecting data from government reports, is crucial when conducting research in the field of public administration and management, especially when studying government departments. This study reviewed various reports from the DBE on NSNP and reports from Public Sector Commission (PSC) on recruitment in the public sector to collect secondary data about the recruitment of food handlers into the NSNP.

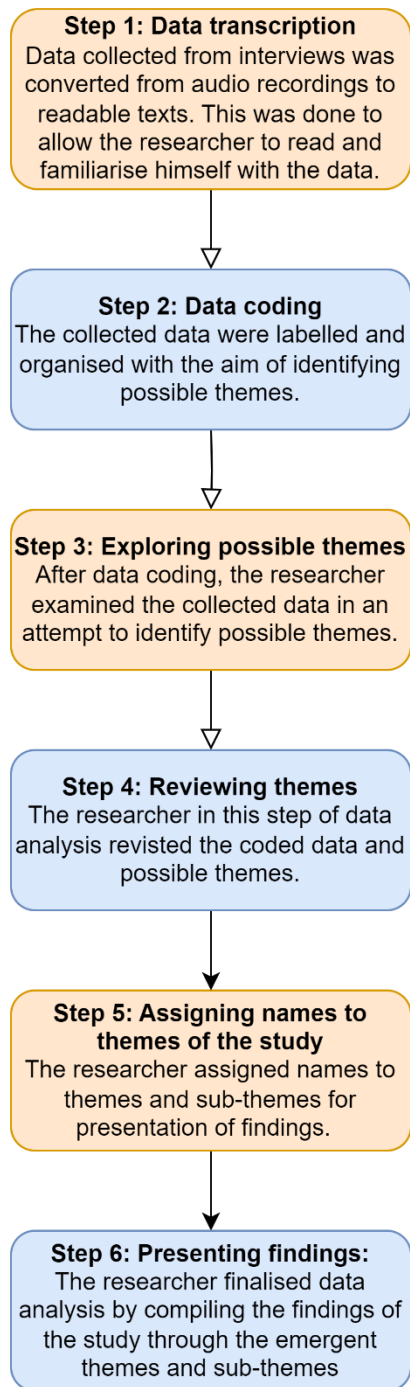
5.8 Data Analysis and Interpretation

According to Struwig & Stead (2013), data can only be considered comprehensive and useful when it has been examined and evaluated. Keeping the aforementioned in mind, it is critical that a researcher analyse and interpret raw data as soon as it is collected. Data analysis and interpretation is the act of collecting raw data and turning it into interpreted and meaningful data (Struwig & Stead, 2013). According to Struwig & Stead (2013), the problem statement and the study's objectives should serve as a guide for data interpretation and analysis. Meaningful and easily interpreted data is the primary goal of data analysis and interpretation. In a qualitative study, Tichapondwa (2013) states that data gathering and processing can occur simultaneously. In this study, a content analysis methodology will be used to analyse the data.

"A systematic and replicable technique of data analysis that involves compressing many words of text into fewer content categories based on explicit rules of coding," is how Stemler (2001) defines content analysis. In this study, content analysis is an appropriate method for assessing secondary data from departmental reports, journal publications, NSNP annual reports, and laws and policies pertaining to the NSNP's recruitment of food handlers. In this study, the primary objective of using content analysis is to systematically categorise certain terms in our secondary data collection into meaningful categories.

Semi-structured interviews were used in the study to gather information on the perceptions surrounding the recruitment of food handlers into the NSNP, as was mentioned in the previous section of this text. The study's semi-structured interview data collection required the researcher to use a thematic content analysis approach in order to make sense of the raw data. In order to conduct data analysis for this study, interviews with NSNP coordinators, NSNP managers, and school principals were transcribed. Following the transcription of interview data, data coding was carried out while the researcher read and comprehended the data. The researcher established clear themes after the coding process. An overview of the data analysis used in this study, which came from interview data, is given in the graphic below.

Diagram 5.1: Thematic data analysis process



Source: (Author: 2023)

5.9 Delimitation of the Study

This study's delimitation is that it has only concentrated on the NSNP in the province of Gauteng, not on any other provinces. Since private schools do not profit from the NSNP,

this analysis will not include them. The study did not cover all public schools in the GDE due to resource constraints. As a result, the GDE's focus was on a small number of schools in the Johannesburg North (JN) D10 district. The study evaluated the methods used to enlist food handlers in the NSNP. Food handlers won't be allowed, though. The researcher believes that those who handle food may not have educated opinions on how food handlers are hired.

5.10 The trustworthiness of the study

Loh (2013) argues that, for qualitative study to be relied on as honest or truthful, the researcher must demonstrate the trustworthiness of the findings of the study in terms of their validity and reliability. The trustworthiness of the study in qualitative research is measured by demonstrating that the findings of the study are confirmable, transferable, dependable, and credible. Below is how the researcher is ensuring the trustworthiness of the study.

5.10.1 Credibility

Assessing the truth value of research findings to determine the accuracy and correctness of the study's research findings is the process by which credibility in qualitative research is determined. In qualitative research, the study's research methodology and the researchers' personal credibility are more important factors in determining credibility (Ortlipp, 2008; Rolfe, 2006). Techniques like "prolonged engagement with data, persistent observation, negative case analysis, member checks, and referential adequacy increase the credibility of qualitative studies" are employed by researchers in qualitative research (Connelly, 2016).

In order to verify the consistency of the findings, the researcher in this study uses a variety of data gathering techniques, such as unstructured interviews and desktop data collection. This helps to illustrate the validity of the findings. In order to comprehend the study from several angles, the researcher used a variety of data sources, including studying pertinent literature and speaking with school principals, NSNP coordinators, and NSNSP managers. In addition, the research employed the Harvard framework for HRM and HR value chain model to direct all phases of the study, including the formulation of the problem statement, research objectives, and discussion of the study's conclusions.

5.10.2 Confirmability

Confirmability is the extent to which the research findings could be verified or confirmed by other researchers (Rolfe, 2006). Confirmability in qualitative research is precisely concerned with proving that data and interpretations of the findings are not based on the researcher's belief, but rather derived from the collected data. In this study, the researcher employed reflective journal technique to demonstrate the confirmability of the study. Ortlipp (2008) describes a reflexive journal as "reflexive documents and electronic records such as tape recordings and documentary materials that are kept by the researcher in order to reflect on, tentatively interpret, and plan data collection". To comply with the confirmability requirements of demonstrating the trustworthiness of the study, the researcher kept field notes, interview recordings and other documents such as consent forms from the participants.

5.10.3 Dependability

Dependability in qualitative research is concerned with establishing whether the research findings are reliability and consistent through inquiry audit or screening of parameters (Cope, 2014). In this study, the researcher employed an inquiry audit technique by submitting the research proposal with data collections materials other research materials to the Basic and Social Sciences Research Ethics Committee (BaSSREC) committee where the contextual information of the study, research methodology, data collection methods, data analysis methods and ethical matters of the study were scrutinized to determine the dependability of the study.

5.10.4 Transferability

According to Loh (2013), transferability refers to the degree to which the results of qualitative research are applicable within other contexts, circumstances, and settings. In other words, transferability has to do with measuring to what extent the study's results are applicable within other contexts, circumstances, and settings. In this study, the researcher ensured transferability by providing a broad description of the research topic and adequate description of the research methods, research population, participants and procedures used to collect data.

5.11 Ethical Consideration

"Ethical consideration is one of the important aspects in research," according to Struwig & Stead (2013). An application for ethical approval was made for this work to the Basic and Social Sciences Research Ethics Committee (BaSSREC) at North-West University (NWU). The application was submitted via the study supervisor, or study leader. Before beginning any research, scientists should carefully consider ethical concerns; this is especially important when human subjects are involved (Tichapondwa, 2013).

When it comes to ethical considerations, researchers have a need to safeguard the rights and identities of research participants. While NSNP managers were contacted through the Johannesburg North District using a recruitment poster, school principals and NSNP coordinators were located and asked for permission through their particular schools. An informed consent form was issued to each of the 22 participants in the study, school principals, food handlers, NSNP coordinators, and NSNP managers to obtain their assent to take part. The informed consent form emphasises that participation is completely optional and that no one will be forced to take part.

By enhancing data security, the study's participants' identities and private information are safeguarded. The involvement of participants in the study is anonymous. Audios of the interviews is without names or any form of identity. There is not any form of compensation for participants is associated with this study. Therefore, participants were not compensated to participate in this study. Moreover, risks associated with this study are outlined on the consent form. Information provided by the participants were to be treated as a confidential information. Therefore, their information was protected throughout the study. Those who agree were given papers to sign an agreement form. Anonymity of participants was assured during the study. To avoid deception in this study, participants were informed about the study in the language they can understand. Participants were given an option to withdraw or stop participating at any time without any consequences or penalty.

In this study, permission from the GDE was warranted . Therefore, to comply with the ethics of research, the researcher applied for a permission to the GDE gatekeepers, and it was granted. The researchers' position in this topic is that of a bystander whose intention is to generate new knowledge as far as the topic is concerned for scholarly

purposes. The study made it clear to the department and all participants that the study is for the academic purposes, and it will be done to fulfil the requirements for a master's degree in public management and governance. The NWU Humanities Faculty Board and BaSSREC will be given a summary of the study's findings. In addition, a copy of the dissertation will be sent to the Gauteng Department of Education (GDE) upon request. From there, the findings will be used as a tool to help identify obstacles to food handler recruitment in the NSNP and devise solutions. The study's copy will be made available on the university's website, in periodicals, and in the master's thesis part of the NWU library. In academia, plagiarism is a grave academic transgression. Consequently, it is crucial that researchers never copy another person's work. All the sources used in this study were acknowledged and referenced according to Harvard referencing style to avoid plagiarism.

5.12 Conclusion

The research methodology, research design, data collection strategies, and data analysis methodologies utilised to evaluate the food handlers' recruiting tactics into the NSNP in the GDE, Johannesburg north region were all thoroughly explained in this chapter. In this study, the study population was determined. In this chapter, the study's sampling methodology was also explained in detail. In addition, this chapter addressed the study's boundaries and ethical concerns. The researcher had to use qualitative research approach because of the study's intricacy and character. The information acquired from ten schools in the GDE, Johannesburg North district, is analysed, discussed, and presented in the upcoming chapter. Principals of the schools, food handlers, NSNP managers, and NSNP coordinators provided the information.

CHAPTER 6 DISCUSSION AND PRESENTATION OF FINDINGS

6.1 Introduction

The preceding chapter encompassed a case study of GDE, JNR and focused mostly on the research approaches, methodology, and data gathering strategies employed to assess the NSNP's food handler recruitment procedures. In this study, qualitative research methods were applied. The study employed a qualitative methodology to collect respondents' views and experiences on the NSNP recruitment process for food handlers. The ethical implications of the investigation were also covered in the chapter before. This chapter's primary subjects will be the discussion and presentation of the findings using a qualitative research methodology. The researcher presents and analyses the study's findings using a theme method. The presentation and discussion of the findings will be guided by the study's research objectives. In order to ensure that the discussion and presentation of findings take place within the context of the research objectives of this study, this chapter begins with listing the research objectives as they are shown in section 1.5 of the dissertation. The study's research goals are as follows:

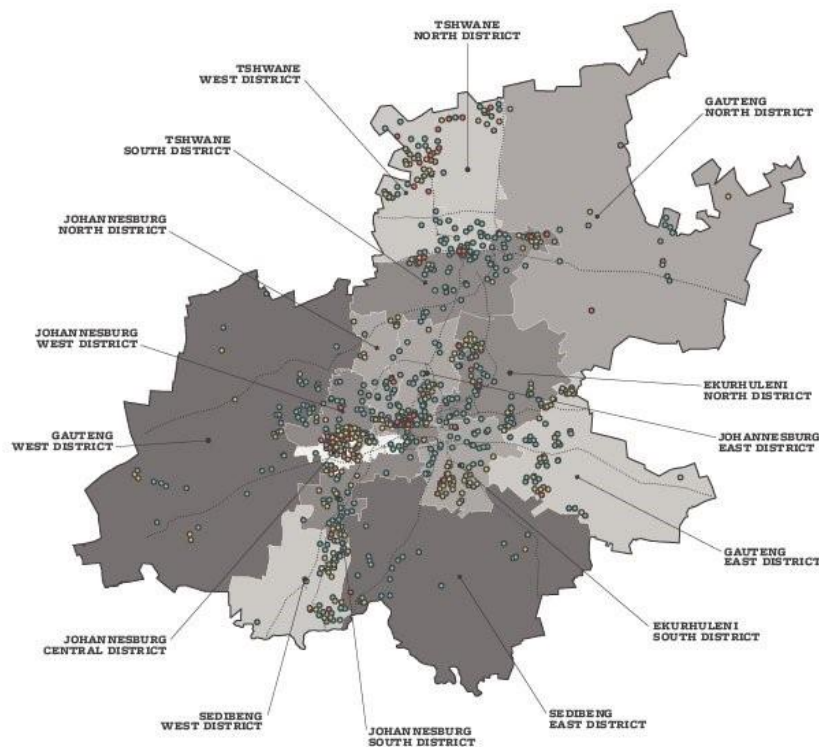
- i. To find out how food handlers are recruited into the NSNP.
- ii. To investigate in what way are the stakeholders of the NSNP involved in the recruitment process of food handlers.
- iii. To identify the challenges faced in the recruitment process of food handlers in the NSNP.

6.2 A brief description of Gauteng Department of Education, Johannesburg North District.

The Gauteng Department of Education (GDE), a provincial department with its main office in Johannesburg's city centre, has been granted the power by the Gauteng provincial government to oversee and manage the provision of basic education across the province. The GDE is made up of 15 districts that are spread out around the province to handle Gauteng's educational issues through instruction and other relevant projects. The map below shows the 15 districts that make up the GDE's territory, which includes Johannesburg North District.

Figure 6.1: GDE districts

Map 1



Source: (Gauteng City Region Observatory, 2016)

By ensuring that students in the Gauteng province have access to high-quality education, the GDE plays a crucial role in South Africa's educational system (Chidinma, 2021). GDE is tasked with ensuring that all schools in the Gauteng province are well-developed and that students receive the greatest and most pertinent education possible from the South African educational system in compliance with the South African Schools Act of 1996. Chidinma (2021) states that GDE is in charge of making sure students in Gauteng schools have the appropriate training, credentials, and knowledge. Additionally, GDE is in charge of handling social issues such as students' malnourishment in class, their general wellbeing, and other connected problems. Through its SGB they implement programmes such as NSNP to ensure that there is a conducive environment for learners to learn.

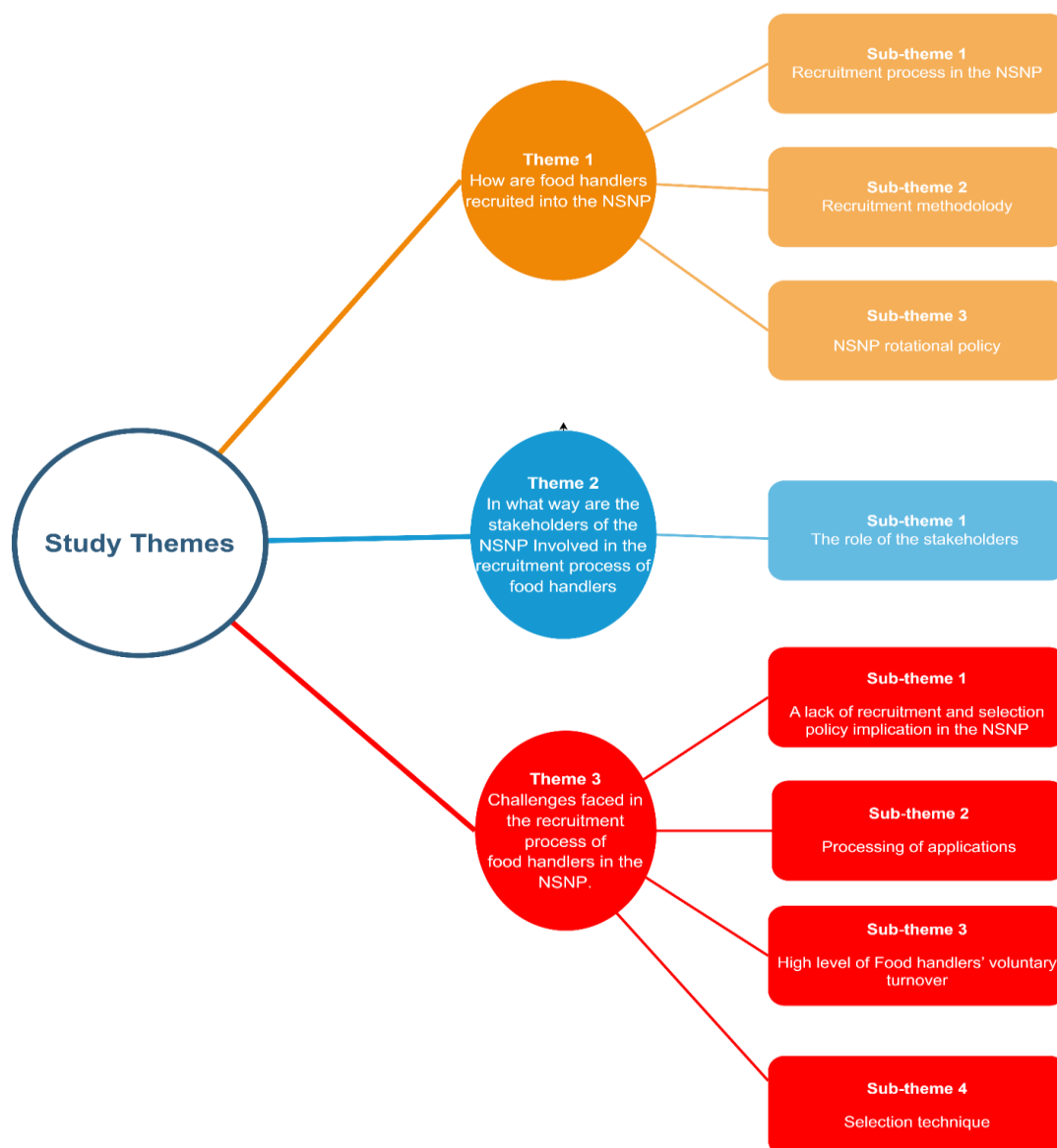
As per the GDE (2022), there were 3,177 schools in the GDE by 2022. Of these, 157 schools are located in Johannesburg North district, with 146 being regular public schools and 11 being special schools. In the Johannesburg North District, there were 3,103 students registered in special schools and 143,632 students enrolled in regular public

schools (GDE, 2022). By employing parents as food handlers, the GDE is implementing the NSNP in all 157 public schools in the Johannesburg North district.

6.3 Discussion of Findings of the study.

In an attempt to assess the recruitment practices of food handlers into the NSNP, the study in this section, discusses findings of the study using themes and sub-themes that are developed during the data analysis of the study. The diagram below depicts the themes and sub-themes of the study.

Diagram 6.1: Themes and sub-themes of the study.



Source: (Author, 2023)

6.3.1 Theme 1: How food handlers are recruited into the NSNP

The HR value chain model, one of the study's hypotheses, provides detailed instructions for handling HRM operations to maximise performance and provide desired outcomes. In order to identify qualified food handlers, the NSNP's food handler recruitment process is an HRM activity that must be carefully managed. The study's analysis and findings regarding the NSNP's hiring of food handlers are covered in this issue.

Sub-theme 1: Recruitment process in the NSNP

The recruitment process is made more efficient and effective by a smooth recruitment process, as covered in section 2.6.7 of this study. As a result, it's critical that HR professionals, line managers, and other recruitment-related parties consistently follow the recruitment process while hiring. Section 2.6.7 of the current study emphasises that differences are obvious when hiring occurs without a defined recruitment process. Thebe & Van der Walddt (2014) states that, a clear recruitment plan, recruitment strategy, finding the suitable candidate, screening/shortlisting, evaluation, and control are all essential components of an efficient and successful recruitment process. Furthermore, the actions included in the recruitment process are mentioned in section 2.6.8 of the current study's chapter 2. These activities are there to ensure a procedural and fair recruitment process. The activities include advertising, managing applications, screening of applications, shortlisting, selecting the most suitable candidates and record keeping.

The data collected in this study suggests that there is a specific recruitment process being adhered to by hiring managers herein school principals and NSNP coordinators when recruiting food handlers into the NSNP. In the interview conducted in this study, respondents were asked about the process of recruiting food handlers into the NSNP and respondent 2 who is the principal in one of the selected schools had this to say:

"The first thing that we do is that we call a meeting and sit down with the committee, coordinator and somebody from the SGB and someone from the government body so that all structures are represented. Then we come up with a management plan which will be in accordance with the management plan of the district because normally, they would tell us that by this date the process should be done. We draw a management plan and the first thing in the management plan will be to advertise the post then we would issue out letters to learners telling the parents that it is that time of the year and we are looking for food handlers, people who are interested in cooking for learners."

Based on the aforementioned interview excerpt, the study infers that individual schools are only permitted to publish an advertisement following the GDE's announcement of a

need for new food handlers. Additionally, the interview with the study reveals that there is a deadline for the food handler recruitment process, which all schools covered by the GDE must follow. Along with the number of open positions and other pertinent details like the application deadline and prerequisites for becoming a food handler. In relation to the recruitment activities involved in the recruitment of food handlers, data shows that there is advertising, management of applications, screening of applications and keeping of records. According to the data collected, available positions are advised by issuing letters to the parents to inform them to apply. The letters communicate the process of applying and the relevant information about the requirements and the number positions available. With respect to advertising, respondents 1 and 2 had this to say:

"We normally write letters to parents to encourage them to apply, and the parents must be those who have kids in the school, but only grade 8 to 11 parents can apply" respondent 1.

"We draw a management plan and the first thing in the management plan will be to advertise the post then we would issue out letters to learners telling the parents that it is that time of the year and we are looking for food handlers, people who are interested in cooking for learners" respondent 2.

The recruiting and selection rules provide clear instructions on application management and screening. The requirements state that applications must be opened within 14 days after the advertisement's release. It is intended that parents will apply to their respective schools, for the principal's attention, using the Z83 employment form. Hiring managers are instructed by the rules not to take late applications into consideration for any reason in order to improve application management. Guidelines require schools to set up a recruitment panel to review applications when it comes to screening them. The guidelines give the panel instructions to evaluate applications that meet the bare minimum. Consequently, only those applications that satisfy the minimal standards are called in for an interview. Thereafter, the selection committee expected to conduct interviews with candidates not exceeding 16. Candidates will be interviewed, and suitable candidates will be appointed. The respondents were asked about their perspective about the management of applications and respondent 5 had this to say:

"We set up a panel so that the process is owned, and it does not become the decision of the principal alone". "We request parents to bring their CVs, and on the management plan it will be stated that in such a date parents will be shortlisted and will be invited to the interview."

"In terms of the selection process and requirements, normally they should have a matric because there are deliveries that come through, so at least a person should be able to check the stock if the items are correct"

and all that, and sign. In terms of selection, the kinds of question you set in the interview will tell you everything you need to know about a person”.

From the information found in the recruitment guidelines and the above interview extracts from respondent 5 and 1, the study deduces that schools in the GDE have management and screening strategy in place to recruit food handlers into the NSNP. However, the study discovered from the interviews excerpt that principals can decide the selection criteria that satisfy the needs of their individual schools.

Sub-theme 2: Recruitment methodology

Recruitment is one of the complicated functions of HRM. As a result, HR practitioners employ different types of recruitment methods to effectively recruit talent. As identified in section 2.6.6, methods include “direct advertising, talent pool databases, employee referrals, boomerang employees, promotions and transfers, employment exchanges, recruitment agencies, professional organizations, internships and apprenticeships, recruitment events, word of mouth and Bulletin boards” (Smith, 2021).

Through data collected, the study discovered that hiring managers in the NSNP recruit food handlers using direct advertising where they advertise vacancies directly to parents through sending letters to parents. Moreover, the study found that word of mouth is also used to recruit to call for applications. The study agrees that recruitment methods used in the NSNP are suitable to recruit for positions such as food handling positions. However, the researcher is of the view that NSNP can utilise more methods in order to effectively attract more applications.

Sub-theme 3: Rotational policy

As discussed under section 4.8 of this dissertation, food handlers are recruited on a rotational basis herein rotational policy. Rotational policy explicit that food handlers be given one year employment contract without any provision for renewal (Berejena, et al., 2020). By rotational policy, DBE implies that food handlers are replaced every year with by new recruits (DBE, 2015). Existing literature shows that rotational policy has a negative impact on career prospects of food handlers. NSNP rotational policy provide little experience for food handlers due to short-term contracts provided by the programme. As a result, it becomes difficult for food handlers to acquire related employment after NSNP. Moreover, food handler’s low levels of education have a negative impact on food handlers career prospects. It is revealed in literature that low level of education tends to reduce the participation of individuals in the labour market.

The data collected suggest that food handlers are allowed to serve for a period not exceeding two years. The study supports the idea of rotational policy. However, without a clear strategy on how this rotation policy will be managed, conflicts are likely to arise amongst parents. According to the data collected, there is no strategy in place to coordinate the rotation of parents into food handling positions.

6.3.2 Theme 2: In what way are the stakeholders of the NSNP involved in the recruitment process of food handlers?

As discussed in chapter 3 of the current study, Harvard model for HRM provide a framework on how stakeholders involvement in the recruitment process of food handlers should be interrogated. The following sub-theme discusses findings around the role of stakeholders in the recruitment process of food handlers.

Sub-theme 1: the role of stakeholders in the recruitment process

As mentioned in Section 1.2.2 of the study, the involvement of stakeholders in the hiring process is important in HRM. The Harvard framework for HRM puts emphasis on the consideration of stakeholder interests when recruiting candidates. The involvement of stakeholders in the recruitment process is regarded as a practice of good governance because of its ability to promote transparency, accountability, responsiveness, and inclusiveness. The literature in the study of Kwatubana and Makhalemele (2015) suggests that the involvement of stakeholders in the implementation of the NSNP is limited. As a result, there is a lack of transparency in how stakeholders are involved in the implementation of the NSNP, particularly the recruitment of parents into the programme. In the same breath, it is revealed, in the same study, that the recruitment of parents is not clear, as there is no clear strategy on how to involve them.

The data collected for this study shows that the processes utilised to enrol food handlers in the NSNP engage NSNP stakeholders. NSNP stakeholders involved in the hiring of food handlers include the school administrator, NSNP coordinators, and SGB members who speak for the school's parents and pupils. Based on the facts acquired, SGB actively engages in decision-making when it comes to hiring. In response to the question of how involved stakeholders (SGBs) are in the hiring process for food handlers, respondent 8 stated:

“They are fully involved because they are the ultimate decision makers, so the principal can only advise, otherwise the SGB is highly involved in the decision making, also the SGB represent the parents. The principal is accountable and oversees everything in the school, but the SGB is the one that decide.”

6.3.3 Theme 3: Challenges faced in the recruitment process of food handlers in the NSNP.

As indicated in the first chapter of this dissertation, one of the objectives of the study is to identify challenges faced in the recruitment process of food handlers in the NSNP. In this regard, while processing and analysing data, this section of data presentation seeks to attain such aim. Challenges such as high level of Food handlers' voluntary turnover, late applications.

Sub-theme 1: A lack of recruitment and selection policy implication in the NSNP

As stated in section 2.6 of this study, recruitment remains one of the most challenging HRM jobs in the public sector. Therefore, in order to provide a framework for hiring, a recruiting and selection policy is necessary. The South African Department of Labor defines a recruiting and selection policy as a set of guidelines that outline the steps that must be taken in order to hire new employees. The data and procedures needed for an organization's hiring practices are included in recruiting policies. The purpose of the recruitment and selection policy is to guarantee that hiring is done in a way that is equitable, transparent, efficient, and successful. In that regard, those organisations with no policy implications in their recruitment practices are bound to have their chances of a fair, transparent, efficient, and effective recruitment process minimized.

In the context of the current study, the literature reviewed suggests that NSNP has no recruitment and selection policy framework to direct the hiring of food handlers. However, there is an advisory memorandum with guidelines on the recruitment of food handlers into the NSNP. In an interview, the respondents were asked what guides the recruitment of food handlers in the NSNP. Respondents 7 had this to say:

“There is a policy in that regard that talks about how recruitment process of food handlers works.”

“Normally, we receive a memo from the department of education, and we act in accordance with that memo. You would find part of the policy that guides you on how the process should be handled and then after the recruitment we receive the contracts and all that.”

Based on the gathered data, the study concludes that there is no policy implications to direct the NSNP's hiring of food handlers. However, based on the data gathered, the

study found that the Gauteng Department of Education distributes an advisory memorandum to schools at the start of each recruitment cycle for food handlers. The respondents to the study felt that this memo constituted a recruitment policy. The purpose of the memorandum is to provide schools with guidance on how to choose and recruit food handlers for the NSNP. The advising memo offers recommendations on the best ways to go about hiring food handlers. Lastly, the researcher understands from the data collected from the interviews that there is confusion amongst the respondents between the recruitment and selection policy and an advisory memorandum.

The study notes from the data collected that the memorandum offers schools the flexibility to consider their conditions when recruiting. The researcher is of the view that flexibility provided by the memorandum will potentially temper with the uniform implementation of the NSNP in Gauteng province.

Sub-theme 2: Processing of applications

Recruiting managers have administrative capacity challenges when processing parent applications for positions involving food handling. In Gauteng area schools, the Labour Research Services (LRC) (2021) conducted research to gain a better understanding of the role of food handlers and the NSNP recruitment process. In one of its investigations, the LRC (2021) found that mothers of jobless students vehemently disagree with the position of food handler. As a result, academic institutions with sizable student bodies receive a lot more applications than they can process in the given time. According to the LRC (2021), hiring managers in the NSNP receive over 600 applications for eight positions at a single large school.

When recruiting managers are trying to fill positions for food handlers, they have additional challenges due to the issue of late applications. NSNP coordinators mentioned in one of the study's interviews that the issue of late applications was causing delays in the hiring process. As a result, school-level extensions of the GDE's food handler appointment deadlines occasionally occur. Interviewees were questioned regarding the challenges they have in employing food handlers. An NSNP coordinator at a school was among the respondents who provided the following response:

“Sometimes you find that CVs are not coming in the way we are expecting them. For example, CVs coming after the closing date. You find that parents will tell you that they did not see or receive the newsletter or the message about the call for CVs.”

The research observes that, in communities where NSNP is implemented, people now see it as a means of addressing unemployment based on the data gathered. Schools receive so many applications that they are unable to process them all because parents of students now view food handling jobs as paid positions with financial potential rather than volunteer work. The report concedes that applications received after the deadline negatively impact application processing. According to the study, ineffective advertising may be a contributing factor in late submissions.

Sub-theme 3: High level of Food handlers’ voluntary turnover

The issue of food handlers quitting their jobs too soon, or voluntary turnover, might negatively impact the NSNP's hiring procedures. The NSNP's food handler recruiting cycle is altered by the voluntary turnover of food handlers. For instance, hiring food handlers in the NSNP outside of the official recruitment period. An employee's decision to leave their position is referred to as voluntary turnover (Charman & Bennet, 2021). Numerous variables contribute to employees leaving a business voluntarily. For example, Charman and Bennet (2021) hypothesise that economic discontent and work dissatisfaction are not the only factors that affect voluntary turnovers. In the context of the current study, the data gathered indicated that NSNP has challenge of its food handlers prematurely resigning from the programme few months after being recruited which later affect the recruitment cycle in the programme. During the interview proceedings, one of the respondents said:

“There are those parents coming in, you recruit them and after a month or two, maybe a person find work somewhere then they leave and now we must back to look for new food handlers, but normally what we do is that we go back to the CVs that we received and select a suitable candidate from those CVs. For instance, I think I have two people that exited in this recruitment cycle and having to find other people to replace them is a challenge.”

From the above interview transcript, the study concludes that food handlers’ voluntary turnovers have a negative impact on the recruitment process of recruiting food handlers.

From the reviewed literature, the study is of the view that food handlers' turnovers are associated with economic dissatisfaction.

Sub-theme 4: Selection technique

It can be difficult for hiring managers in the NSNP to find inexperienced food handlers who aren't chefs. selecting managers' methods for choosing the best candidates to fill positions can be traced back to the problem of selecting inappropriate employees, as this study's section 2.6.9 addresses. Section 2.6.9 states that hiring managers in a typical HRM system employ a variety of selection strategies to weed out unqualified candidates. Structured interviews, physical fitness tests, work sample tests, and personality tests are a few examples of these selecting methods. Azmy (2018) contends that the knowledge, abilities, and skills needed for the offered position should be taken into consideration while selecting one of these selection methods. The data collected through interviews divulges that hiring managers in the NSNP uses structured interviews only as a selection technique to shortlist best suitable candidates for food handling job. However, it is revealed that structured interviews alone are not efficient enough to recruit food handlers who are able to cook. Moreover, most hiring managers are of the view that structured interviews are easily manipulated by candidates with lies. During an interview proceeding, respondents were asked about the challenges they face when recruiting food handlers and one of the respondents who is the principal in one of the selected candidates had this to say:

“The challenge we have are lies, more especially people who knows who to speak English. They can talk and take us to a certain level and we end up thinking that these people are the best, only to find that they were the best when they were talking, when you suppose to see them doing things, you realise that no! no! something is happening here and it is not what I expected or what I have heard from the interviews. That’s why I am saying there is a room for improvement because is not always what we are expecting to see but on the interview you could all say yes! yes. For example, I have two ladies in the kitchen who confessed that they cannot cook, and I cannot ask that particular person that but you said in the interview that you can do everything in the kitchen hence you are here, now you are saying you cannot cook, or this pot is too big, that means you have lied to us. Then you must cook? Must I go and look for someone else who must come and cook for you? Because you are the one who is hired. That why I am saying they are not honest during the interviews.”

According to the following interview excerpt, hiring managers at the NSNP pick food handlers for a shortlist through structured interviews. Data, however, indicates that the

ideal candidate for food handling may not be chosen only through organised interviews. Hiring managers are not satisfied with structured interviews as the only method of selection used to create a shortlist of potential food handlers, according to the study's data collection. The interview process above makes it clear that hiring food handlers requires a more practical selection method. The structured interviews that are now in use will be enhanced by the practical selection method.

6.4 Conclusion

This chapter focused on using a qualitative research method to present and discuss findings. The researcher employed themes to explore and communicate the study's findings. The research findings discussed the hiring managers' recruitment strategies used by the NSNP to fill positions for food handlers. Additionally, the study's conclusions addressed the challenges that recruiting managers face. Based on the data presented in this chapter, the study found that the GDE has a comprehensive plan in the form of a memo on how they enlist food handlers into the NSNP. However, there is still room for improvement. The study's findings demonstrated that hiring and selecting food handlers lacks a clear procedure. However, a decree from the GDE governs the NSNP's recruiting practices. The poll also found that recruiting managers had challenges while attempting to recruit food handlers for the NSNP. The next chapter presents the study summary, recommendations, and findings.

CHAPTER 7 SUMMARY OF THE STUDY, RECOMMENDATIONS AND CONCLUSION

7.1 Introduction

In order to understand the processes for recruiting food handlers in the NSNP within Johannesburg region D, the previous section focused on discussing and presenting the findings of the investigation utilising a qualitative research approach. In order to define the demographics of food handlers in the NSNP, the chapter presented and discussed qualitative findings using themes and a descriptive statistics technique. This chapter covers the study's recommendations as well as a summary of the key ideas and findings from each study chapter.

7.2 The summary of the study

The first chapter described the background and purpose of the study. The study's objectives, questions, problem description, and justification were all discussed. This chapter's main argument was that Gauteng province, particularly the Johannesburg region, had a provincial responsibility for NSNP management. Among these management concerns are the food handler hiring practices of the NSNP. Furthermore, the research questions, objectives, and significance of the study were outlined in the first chapter, along with the organisation of the dissertation. Chapter 1 is essential for setting up the background against which the current investigation is being conducted.

The second chapter of this dissertation discussed relevant academic works that were crucial to the research. Chapter 1 began with a review of relevant literature to determine the study question's place within the field of public administration and management. To set the stage for assessing the NSNP's employment practices, chapter 2 also included a critical study of relevant academic literature on HRM and HRM-related themes, such as hiring and selection. Since hiring and selection are regulated practices in the South African public sector, legislative and regulatory frameworks were also examined in this chapter to provide guidance on how personnel should be chosen and recruited. Lastly, Chapter 2 appreciates the importance of good governance in HRM in the public sector. Therefore, Chapter 2 concluded by discussing the concept of good governance and its

principles with intentions to locate them within the recruitment and selection practices in the South African public service, particularly in the NSNP.

In chapter 3, the theoretical underpinning supporting this study was briefly covered. According to Grant and Osanloo (2014), this chapter makes the case that a theoretical framework is a crucial part of research since it acts as a foundation for researchers' investigations. This chapter covered two HRM theories that serve as the foundation for the current study in order to strengthen and support it. The Human Resource Value Chain Model and the Harvard Model of HRM were described in the chapter as the two main theories supporting the current study, which evaluates the NSNP's food handler recruitment procedures. In summary, the present study is based on accepted theories of HRM rather than the researcher's conjectures or gut feelings.

Chapter 4 examined the body of research on NSNP in an effort to give a general picture of the initiative. This chapter gave a good explanation of the NSNP while also, trying to give an outline of its background. In addition, the chapter included a thorough justification of the NSNP's global viewpoint. This chapter also covered the legal foundations and international conventions that support the NSNP's implementation in South African classrooms. The chapter covered the NSNP's goals in South African education. This chapter identified the NSNP's management and stakeholders. Finally, this chapter covered the NSNP's achievements and difficulties. In conclusion, the overview of the NSNP in this chapter revealed that NSNP is a crucial programme of the South African government used to deal with food insecurity, malnutrition, and hunger in South African poor schools. This chapter revealed that even though the programme is flourishing in public schools on dealing with issues of food security, it has its own challenges, particularly management challenges such as HR.

The research methodology, research design, data collection strategies, and data analysis methodologies utilised to evaluate the food handlers' recruiting processes into the NSNP in the GDE, Johannesburg North district, were all thoroughly explained in Chapter 5. In this study, the study population was determined. In this chapter, the study's sampling methodology was also explained in detail. In addition, this chapter addressed the study's boundaries and ethical concerns. The researcher had to use qualitative method research approach because of the study's intricacy and character. The information acquired from

ten schools in the GDE, Johannesburg North district, is analysed, discussed, and presented in the upcoming chapter. Principals of the schools, food handlers, NSNP managers, and NSNP coordinators provided the information.

The discussion and presentation of the results utilising a qualitative research approach was the main topic of Chapter 5. The researcher used themes to explore and convey the study's findings in this chapter. The research findings detailed the hiring managers' recruitment strategies used by the NSNP to fill positions for food handlers. Additionally, this study's conclusions about the difficulties recruiting managers encounter were covered. The study discovered that the GDE has a comprehensive plan in the form of a memo on how they enlist food handlers into the NSNP while debating the findings. Still, there's space for development. Additionally, the study's findings revealed that there isn't a specific policy in place for food handler recruitment and selection. However, there is a memorandum from the GDE that guide the recruitment practises in the NSNP. Lastly, the study found that there are challenges faced by hiring managers when recruiting food handlers into the NSNP.

7.3 Summary of findings of the study and their policy recommendations.

In this section, the researcher discusses the summary of findings according to their themes and sub-themes as presented in the previous chapter. Thereafter, recommendations will be provided to each finding.

7.3.1 Findings and recommendations on the recruitment process in the NSNP

Regarding the recruiting procedure, the study found that while hiring food handlers, hiring managers in the NSNP adhere to a particular recruitment procedure. An advising note is a good way to let schools know about this process. According to the report, recruitment procedures cannot begin until the GDE notifies schools of the recruitment criteria and a request for new food handlers. The advisory memo's management and applicant screening procedures are clearly stated, according to the study. According to the findings of the study, the GDE schools have management and screening strategy in place to recruit food handlers into the NSNP. However, the lack of HRM training researcher in the NSNP will likely sabotage what is communicated in the guidelines found in the advisory memorandum.

The study recommends the following for an efficient recruitment procedure in the NSNP:

- NSNP should use the Haman Resource value chain Model as a blueprint to clearly understand the purpose of recruitment and what it seeks to achieve. This will help to professionalise the recruitment practices in the NSNP.
- Hiring managers be provided with education and training on HRM functions particularly on recruitment. This will assist them in understanding what is expected of them in terms of hiring.

7.3.2 Findings and recommendations on the recruitment methodology

Regarding employment practices, the study found that hiring managers at the NSNP use direct advertising, which is sending letters to parents directly advertising job openings for food handlers. The survey also discovered that recruiting through word-of-mouth and application requests is another method. The study concurs that the NSNP's recruitment strategies are appropriate for filling jobs like those involving food handling. Nonetheless, the investigator believes that NSNP can employ other techniques to efficiently draw in more applicants. For example, schools can post job openings for food handling roles on their notice boards.

With respect to recruitment methods, the study recommends that:

- Schools should make use of their bulletin boards as one of their recruitment methods to attract applications. This will allow everyone who is visiting their school to be aware of a call for food handlers.
- Schools should consider using a talent pool database as one of their recruitment methods. This method will allow hiring managers in the NSNP to create a database of all unemployed parents and disseminate advertised vacancies to them.

7.3.3 Findings and recommendations on the rotational policy of the NSNP

With respect to the findings on the rotational policy of the NSNP, the study found that the appointment of food handlers rotates amongst parents of learners. It has been found that food handlers are only allowed to serve for a period not exceeding two years. The researcher supports the idea of rotational policy. However, without a clear strategy on how this rotation policy will be managed, conflicts are likely to arise amongst parents.

According to the data collected, there is no strategy in place to coordinate the rotation of parents into food handling positions.

For better management of the rotational policy, the study recommends that:

- Schools should develop a database with names, contact details and physical addresses of all unemployed parents. This database should be updated after every recruitment cycle and be arranged in such a way that it gives every parent an opportunity to serve as a food handler. For instance, those who were recently appointed should find themselves at the bottom of the database list.

7.3.4 Findings and recommendations on the role of the stakeholders

Regarding the results of the study regarding the involvement of stakeholders in the recruitment of food handlers, it was discovered that NSNP stakeholders, including the SGB, principals of schools, and NSNP coordinators, actively participate in the recruiting process and have a role to play. Stakeholder participation is not, the study discovered, used in accordance with the HRM principles covered by the Harvard Model of HRM. According to the study, a stakeholder's job is to oversee all NSNP recruitment procedures from start to finish by using a GDE guidance letter. As a result, stakeholders' interest in the hiring procedures for food handlers is suppressed. The researcher in this case argued that role of stakeholders in the recruitment process is only facilitative rather than influencing decisions. due to its lack of ability to consider Stakeholders interests.

For the recruitment practices in the NSNP to benefit from the involvement of stakeholders in the recruitment process. The study recommends that:

- NSNP should use the Harvard Model of HRM as a blueprint to effectively involve stakeholders in the recruitment process when recruiting food handlers. The study is of the view that Harvard model of HRM has the potential to assist the NSNP to involve stakeholders in such a way that stakeholder's interest will be considered recruiting food handlers while analysing situational factors, HRM outcomes and the long-term consequences.

7.3.5 Challenges faced in the recruitment process of food handlers in the NSNP.

As discovered in the preceding chapter, recruiting managers faces challenges in the recruitment process when recruiting food handlers. This section summarizes findings on the challenges faced by food handlers when recruiting food handlers and the recommendations for addressing such challenges.

A lack of recruitment and selection policy implication in the NSNP

The analysis discovered that, as a recruiting guide, NSNP uses an advice memo that the GDE distributes to schools at the start of each food handler recruitment cycle. Based on the data gathered, the study concluded that the NSNP does not have any policy implications that direct the recruitment of food handlers. An advice memorandum is viewed by hiring managers in the NSNP as a recruitment policy. The researcher believes a formal recruiting and selection process is necessary, even if the GDE's advising memorandum has been a useful tool in the recruitment of food handlers.

To professionalise the recruitment procedures in the NSNP, the study recommends that:

- GDE in consultation with GDE schools should develop a formal recruitment and selection policy that will guide the recruitment practices in the NSNP. This recruitment and selection policy should be developed in accordance with the employment legislation of South Africa. The policy will help the GDE to effectively recruit food handlers according to the requirement HRM in the public sector.

Processing of applications

Regarding application processing, the study discovered that recruiting managers encounter difficulties with administration capacity when managing parent applications for employment involving food handling. The study also discovered that hiring managers encounter the problem of late applications while trying to fill positions for food handlers. The research indicates that applications received after the deadline cause delays in the hiring process. Thus, the study recognises that late applications have a detrimental effect on application processing. According to the researcher, a lack of application processing management plan is the cause of issues with application processing and late applications.

To effectively process applications when recruiting food handlers, the study recommends that:

- GDE should invest on capacity building as far as recruitment is concerned in the NSNP. This include providing HRM education to hiring managers, increasing the number of panel members recruiting food handlers and providing necessary tools of trade that will help hiring managers to effectively processes all applications fairly.
- Schools should ensure that every parent is notified on time to allow them to apply before the deadline. Thereafter, they should disqualify all applications received after the deadline. This will allow them to effectively manage and process applications within a specified timeline.

High level of Food handlers' voluntary turnover

According to the study, NSNP faces a problem with its food handlers quitting the programme too soon after being hired, which forces recruiting managers to continue searching for new hires and ultimately affects the employment cycle. The study discovered that the recruitment process for food handlers is negatively impacted by the voluntary turnovers of food handlers. Finally, the study discovered a correlation between economic discontent and food handler turnover. Therefore, the researcher believes that enhancing food handlers' economic circumstances will reduce food handler turnover in the NSNP.

To improve the economic conditions of food handlers, the study recommends that:

- At least the stipend of food handlers should be increased to match the stipend of volunteers associated with the EPWP.
- NSNP should develop education and training programmes that will improve their food handling skills in order for them operate small food handling businesses outside their working hours.

Selection technique

Regarding the selection technique used for food handlers, the study discovered that hiring managers in the NSNP shortlist applicants for food handling positions through structured interviews. However, the study found that structured interviews alone are not efficient

enough to recruit food handlers who are able to cook. Lastly, most hiring managers in the NSNP are of the view that structured interviews are easily manipulated by candidates with deception. As a result, the study's researcher believes that interviews alone are not enough for food handling jobs. Therefore, a more practical selection technique that will complement the already utilised structured interviews is needed.

To improve selection of food handlers in the recruitment process, the study recommends that:

- The work sample test selection technique covered in section 2.6.9.6 of the current study's chapter 2 ought to be implemented by educational institutions. After conducting the interviews, schools should run work sample tests where prospective food handlers will demonstrate their cooking skills. This will help them to select food handlers with the skill of cooking.
- Schools should make use of physical fitness tests selection technique as discussed in 2.6.9.4 of the current study. Food handling job demands physical fitness from food handlers due their nature of work of using heavy tools of trade such as heavy pots. Physical fitness tests will help hiring managers who are physically fit to achieve their job description.
- Schools can use other selection techniques such as personality tests to determine whether a person is fit to work with learners during lunch time.

7.4 Contribution of the study

The professionalisation of public service is a topic of continuous discussion being driven by a number of academic and public organisations, including the National School of Governance, PSC, SAAPAM, ASSADPAM and others. Among the topics discussed in this discussion is how to make HRM practices in the public sector better. By evaluating the NSNP's recruitment procedures for food handlers, the current study adds to the body of knowledge in public administration by engaging in the continuing conversation about professionalising public service. The study's goal is to determine how successful, efficient, and reliable the NSNP's recruitment procedures are for food handlers. The study provided informed recommendations in the previous section on how best the GDE can professionalize the recruitment practices of food handlers in the NSNP by promoting best practices of PHRM in the South African.

7.5 Recommendations on future studies

The current study focused on assessing the recruitment practices for food handlers into the NSNP and based on the findings of the current study, the researcher proposes a further future research some of the following topical areas:

- Investigating the impact of food handlers' turnovers on the NSNP productivity.
- Professionalizing the provision of public service in government poverty alleviating programmes. A case of National School Nutrition Programme (NSNP).

7.6 Conclusion

This chapter included a synopsis of the study's findings, important recommendations, contributions, and ideas for additional research. The primary goal of this study was to assess the GDE's food handler hiring practices for the NSNP, with a focus on the Johannesburg North District. The study used a qualitative research approach, and documentary evidence and semi-structured interviews were used to collect data for the study's conclusions.

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