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DEPARTMENT OF BUSINESS ADMINISTRATION

**SCHOOL CHILD FEEDING PROGRAMMES
MANAGEMENT (SFP) WITHIN THE EPIDEMIC
COVID 19 IN NORTHWEST SYRIA**

MASTER'S THESIS

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ABSTRACT

SCHOOL CHILD FEEDING PROGRAMMES MANAGEMENT (SFP) WITHIN THE EPIDEMIC COVID 19 IN NORTHWEST SYRIA

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This study sought to identify how school feeding programs might effectively tackle the nutritional and educational needs of children in northwest Syria, with a view of exploring the feasibility of such programs and informing future implementation in the studied areas. The study explored the potential impacts of School Feeding Programmes (SFP) on nutrition, health, and education outcomes of school-aged children in northwest Syria. The study identified locally driven program planning as a key element to responding to these emergency-related implementation challenges. Here, implementing agency(s) should be able to clearly articulate and consider the specific comparative advantages of SFP, as well as manage all associated challenges/risks. Consequently, the SFP must be properly aligned with education sector support programs.

Keywords: School feeding program, Home-Grown School Feeding, Dietary diversity, Focusing Resources on Effective School Health

ÖZET

KOVİD 19 SALGININDA KUZEYBATI SURIYE'DEKİ OKUL ÇOCUK BESLEME PROGRAMLARI YÖNETİMİ (SFP)

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Bu çalışma, okul beslenme programlarının kuzeybatı Suriye'deki çocukların beslenme ve eğitim ihtiyaçlarını nasıl etkili bir şekilde karşılayabileceğini belirlemeye çalışmış, bu tür programların uygulanabilirliğini araştırmak ve incelenen bölgelerde gelecekteki uygulamalar hakkında bilgi vermek amacıyla yapılmıştır. Çalışma, Okul Besleme Programlarının (SFP) kuzeybatı Suriye'deki okul çağındaki çocukların beslenme, sağlık ve eğitim sonuçları üzerindeki potansiyel etkilerini araştırmıştır. Çalışma, yerel olarak yönlendirilen program planlamasını, acil durumla ilgili bu uygulama zorluklarına yanıt vermede kilit bir unsur olarak tanımlamıştır. Burada, uygulayıcı kurum(lar), SFP'nin spesifik karşılaştırmalı avantajlarını açıkça ifade edebilmeli ve dikkate alabilmeli, ayrıca ilgili tüm zorlukları/riskleri yönetebilmelidir. Sonuç olarak, SFP, eğitim sektörü destek programları ile uygun şekilde uyumlu hale getirilmelidir.

Anahtar Kelimeler: Okul beslenme programı, Evde Yetiştirilen Okul Beslenmesi, Diyet çeşitliliği, Kaynakların Etkili Okul Sağlığına Odaklanması

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LIST OF ABBREVIATIONS

COVID-19	: Coronavirus Disease 2019
ECD	: Early Childhood Development
FAO	: Food and Agriculture Organization
FRESH	: Focusing Resources on Effective School Health
GBV	: Gender-Based Violence
GCNF	: Global Child Nutrition Forum
HGSF	: Home-Grown School Feeding
HNP	: Health, Nutrition and Population
IFRC	: International Federation of Red Cross and Red Crescent
SFP	: School Feeding Program
WASH	: Water, Sanitation and Hygiene
WB	: World Bank
WBG	: World Bank Group
WFP	: World Food Programme

INTRODUCTION

After ten years of conflict, the humanitarian situation in Syria remains alarming as violence and displacement continue to have a devastating impact on millions of people's lives, and immense humanitarian needs persist, including but not limited to shelter, water, sanitation, and hygiene (WASH), food, health, nutrition, and protection. The Active conflict and shifting frontlines instigated mass and sudden displacement concentrated in the northwest of Syria, which led to 960,000 people fleeing Their homes and moving closer to the Turkey-Syria border and northern rural Aleppo.

Making sure children are healthy and well-nourished while in school is crucial to their ability to learn and thrive. School feeding as part of an integrated school health and nutrition package supports children to become better learners in school and to improve their overall wellbeing. Very simply: sick children cannot attend school, and hungry children cannot learn. School meals are an essential safety net which helps to ensure that every child has access to education, health and nutrition. In the fight against hunger, school meals are a sound investment in the next generation and a country's human capital - thus improving their future economic growth and development prospects (according to the World food program).

The methodology relied on field studies in six sub-districts of the Idleb governorate (Idleb, Ariha, Dana, Maaret Tamsrin, Jisr Ash-Shugur, and Harim). These studies conducted 250 household surveys. As a thematic assessment, its scope called for findings and conclusions at a governorate level.

The study revealed that SFP is feasible in all targeted areas, despite the variation of the level of readiness to such programs in different areas. Nearly all respondents from various stakeholders expressed a desire to implement SFP and offered recommendations for improvements. The assessment indicated that SFP are critically important to alleviate short-term hunger, improve nutrition, cognition, school

enrolment, and attendance of children. However, the positive impact of school feeding on the growth, cognition, and academic achievement of school-aged children is associated with a set of constraints that are specific to the settings in northwest Syria. The large-scale needs, security restrictions, and limited technical expertise, often combined with the lack of essential infrastructure, represent the main constraints for implementing SFP in northwest Syria.

The study highlights the significance of locally driven program planning in tackling implementation challenges related to emergencies. The implementing agency/ies must be able to articulate and evaluate the comparative merits of SFP while dealing with the risks and challenges that come with it. It is essential to align SFP with education sector support programs to ensure optimal results.

In the absence of reliable educational data in the targeted areas, the implementing agency(s) also has to develop other strategies to acquire the necessary understanding of the educational challenges and relevant objectives for support.

CHAPTER I

LITERATURE REVIEW

1.1. The Concept of School Feeding Program (SFP)

Food and nutrition security for children is defined as the right to guaranteed access to quality and adequate food without compromising access to basic needs. Despite the world economic development and established guidelines, more than 802 million people worldwide face food insecurity. Data show that among children, at least one in three children lack access to the food necessary for their health and physical and cognitive development (Cupertino, 2022: 1).

Historically, School Feeding Programs (SFPs) administered by the health sector have been called “School Health and Nutrition Programmes”, while programs that provide food in schools are “School Feeding Programmes”, often administered by sectors other than health, particularly education, social protection, and welfare. Today's school health and nutrition programs often include meal components, and school feeding programs often include health interventions. This study preferably uses the term school feeding because it is the most widely accepted terminology in this field (WFP, 2020: 37).

The term school feeding is simply the provision of food at school to reduce children's hunger throughout the school day (Taylor and Ogbogu, 2016: 40). World Bank defines school feeding as “targeted social safety nets that provides both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level”. While World Food Programme (WFP), in a more comprehensive definition, lists the following as school feeding:

- 1) school meals, which may include breakfast, mid-morning snacks, lunch or dinner;
- 2) take-home victuals to families as economic incentives in exchange for the child's regular attendance at school;
- 3) Food that is provided to adults or young people participating in literacy or vocational training (Ministry of Education of the Republic of Rwanda, 2019: 1-2).

School feeding programs (SFPs) are steadily gaining popularity in developing countries, mostly among those severely affected by childhood hunger and malnutrition. Currently, School feeding programs are available in 70 of 108 low- and lower-middle-income countries, most of which have been initiated and funded by the World Food Programme. While some of these School feeding programs have been developed and adopted at the national level, others still rely on varying degrees of assistance, funding, and/or expertise from the World Food Programme and development partners (Jomaa et al., 2011: 84).

School feeding programs are widely available in high-income countries, but often lack coverage in low- and middle-income countries (LMICs) where hunger and poverty are the most in need (Wang and Fawzi, 2020: 2). Due to the high level of poverty and food insecurity because of the ongoing war in Syria, it is imperative to expand the scope of school nutrition programs and improve the quality of existing programs in order to maximize their benefits for children.

1.2. Types of School Feeding Program (SFP)

Nowadays, schools offer students a variety of meal options and opportunities. In addition to the "National Breakfast Program" and "National School Lunch Program" implemented by the state in some countries, snack bars, à la carte programs, vending machines, and school stores where students can obtain food are alternatives that allow students to purchase food in schools (Kubik et al., 2003: 1168; Sormaz, 2013: 37-38).

The choice of school feeding method to be implemented should depend largely on the context, objectives, local habits and tastes, availability of local foods, and costs (Republic Of Rwanda, Ministry Of Education, 2019: 5). SFPS is generally undertaken in two forms: school meals (On-site meals) and take-home rations (Ratala et al., 2023: 56; Borkowski et al., 2021: 16):

On-site meals: These are usually distributed to children at school daily, either as breakfast, a snack, or lunch. These could include a bowl of porridge, high-energy biscuits, nutritionally fortified crackers, or any meal consisting of different food items.

Take-home rations: Take-home rations are more targeted at the whole household (Borkowski et al., 2021: 16) and they can take the form of a collection of basic items passed down to the family and are used when addressing specific issues in the learning environment; e.g. girl's enrolment, attendance and retention (Republic Of Rwanda, Ministry Of Education, 2019: 5).

SFPs also can be implemented in one of the following ways:

- A) SFPs can be provided in the form of freshly prepared meals or snacks. It mainly consists of staple food or fortified blended food products, pulses and a mixed food basket consisting of oil, sugar or salt.
- B) SFPs can also be provided as a ready-to-eat snack to be consumed at school like fortified biscuits.
- C) SFPs can also be provided as take-home rations (THR) as mentioned above, which provides an income transfer to the school child's household (Steinmeyer et al., 2007: 3).
- D) Finally, SFPs can be provided as home-grown school feeding (HGSF). This innovative approach combines school feeding programs with local small farmers to provide children with safe, diverse, nutritious and, above all, local food (WFP, 2020: 211). The benefits of this approach are clear and varied. Schools provide local farmers with a foreseeable outlet for their products, resulting in a stable income, greater investment, and higher productivity. Kids like healthy, diversified food and this makes them more likely to stay in school, perform better, and expand their adult job prospects (WFP, 2023).

On the other hand, WFP (2006) identified three 'models' of SFPs used in Ghana. These models are: School meals, take-home rations and lunch in the lean season for agricultural products (Fisher, 2007: 9). Additionally, WFP outlines take-home rations, unconditional cash transfers, and multimodal approaches as standard practices for SFPs (Borkowski et al., 2021: 16; Ratala et al., 2023: 56). However, due to school closures during the COVID-19 crisis, school meals were not possible. As a result, many countries and international organizations have adapted their SFPs.

UNICEF Education response data shows that 39% of the 110 responding countries included alternatives to SFPs in their responses. WFP data shows that take-home rations are the most common response so far (50 countries), alongside unconditional cash transfers (11 countries) and the multimodal approach (11 countries). Nine countries reported the suspension of programs, while data is not available for 134 countries (Borkowski et al., 2021: 16).

1.3. A Brief History of School Feeding Programmes (SFP)

Schools, which are the first social unit where children establish social relations and interact with each other after their families, constitute the most important element in the social structure (Ak et al., 2006: 84). School meals were first introduced in Denmark in 1902, in Sweden in 1903, and in America in the 1940s, and continued to become widespread in many countries of the world in the following years. Practices, which initially started with mostly milk or fruit service, were enriched over time by turning them into main meals in the form of breakfast and/or lunch. Moreover, based on the principles of healthy nutrition, the nutritional content of the meals has been increased and the meals have been made attractive for children. For example, it is reported that more than 25 million students participated in the lunch programs that were started in 1946 in the USA and are implemented at the national level today and that about seven million students participated in the morning breakfast programs that started in 1966 (Garipağaoğlu ve Özgüneş, 2008: 153).

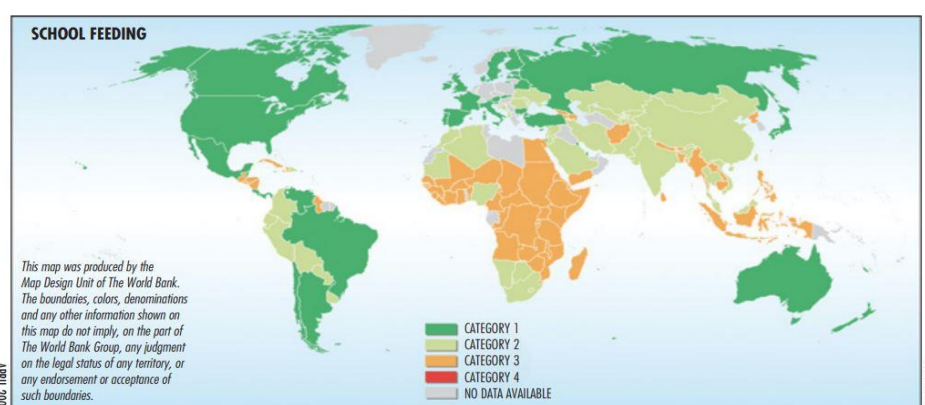
Another account points out that school feeding initiatives have existed since the late 1700s and emerged as projects of donors in Europe. The USA began the practice of introducing school feeding programs in Austria in the 1940s after the Second World War as an international relief action focused on combating severe malnutrition in children. Since then, school feeding programs have become an important part of food aid, emergency relief and development programs (Taylor and Ogbogu, 2016: 40).

In Turkey, school feeding programs for primary school children were first started by UNICEF in 1956-57, as a trial food aid application. CARE (Christian Action Research and Education) also participated in this program, which started with UNICEF, from 1959-60. In nineteen sixty-five, UNICEF's aid was shifted to the

technical field, and school feeding practices continued with CARE until 1975. In the third Five-Year Development Plan implemented between 1973-77, CARE aid was cut at the request of the government and Turkey used its own resources to provide students flour, margarine, rice and milk powder aid. However, since this practice could not be turned into a government program, it could not be sustained and was terminated over time. Nowadays, in some provinces in the Southeast, this program continues, albeit haltingly (Garipağaoğlu ve Özgüneş, 2008: 153).

School feeding programs are nutrition programs that are widely implemented in schools and attract attention in both developed and developing countries (Dalma et al., 2016: 268; Xu et al., 2021: 1; Ratala et al., 2023: 56). The number of schoolchildren receiving SF has increased globally since 2013, particularly in low-income countries (36+ %) and lower-middle-income countries (86+ %). According to WFP, it is estimated that 388,000,000 children worldwide receive school meals. Of these, the largest SFPs are in India (90 million children), China and Brazil (both 40 million), the USA (30 million) and Egypt (11 million). Almost half of schoolchildren receiving school meals worldwide live in one of the five BRICS countries (188 million). There are programs reaching more than 1,000,000 children in 52 countries. The region with the largest number of SFPs is South Asia (107 million), followed by the Caribbean and Latin America (78 million), the Pacific and East Asia (58 million), and Sub-Saharan Africa (53 million) (WFP, 2020: 45-48).

The SFPs worldwide in 2006-2008 are presented below:



Map 1.1: School Feeding: Country Programs, 2006–2008

Source: Bundy et al., 2009: 5

Note: Category 1: Countries where school feeding is available in most schools, sometimes or always;

Category 2: Countries where school feeding is available in some way and at some scale; Category 3: Countries where school feeding is available primarily in the most food-insecure regions;

Category 4: Countries where there is no school feeding.

1.4. The Importance of School Feeding Programs (SFP)

School feeding programs are one of several interventions that may address some of the health and nutritional problems of school-age kids. Experiences show that appropriately designed and effectively administered school feeding programs can address certain micronutrient deficiencies in school-age kids (Del Rosso, 1999 :6). Healthy nutrition during the school years is known to support children's growth and development, positively affect their school success, and reduce the risk of chronic diseases that occur in later years. It has been reported that inadequately and unbalancedly nourished students have impaired growth and development, shortened attention spans, decreased perceptions, and difficulties in learning. The social lives of children starting school change and, accordingly, their nutritional habits change. Because children, especially those who go to school full time in big cities, eat at least one or more meals a day at school instead of at home. Schools are environments where positive changes can be made and improved not only in education but also in nutrition and physical activity for a healthy life (Garipağaoğlu, 2008: 152).

Proper nutrition of school children ensures the desired growth and development by taking in the nutrients the child needs, reduces the risk of chronic diseases such as cardiovascular diseases, obesity, diabetes, and cancer that the child may encounter in the future with healthy eating habits acquired, and reduces school absenteeism while increasing academic performance (Sormaz, 2013: 36; Yabancı, 2011: 361). In a study conducted to investigate the relationship between eating habits and obesity of 661 students in Dubai; A relationship between wrong eating habits and obesity has been determined (Zaal et al., 2009: 439-440). In many parts of Africa, school feeding programs have been established to keep children alive and reduce malnutrition, and as a result of these programs, it has been observed that the rate of anemia and malnutrition in children has decreased (Neervoort et al., 2013: 165). In a study conducted; Approximately 1/3 of children attending public schools have been found to have low-calorie intakes and/or low micronutrient intakes, and these children have worse grades in school, more absenteeism, and more psychological problems

than children with more appropriate nutritional intakes (Kleinman et al., 2002: 24; Sormaz, 2013: 40).

Daily provided school feeding programs could be a powerful incentive to increase school enrollment and attendance, thereby reducing absenteeism and dropout rates. Daily provided school feeding programs allow children to focus more on their studies, thus improving their concentration, learning, cognitive functions, classroom behavior, and academic performance (Ministry of Education of the Republic of Rwanda, 2019 : 2). School feeding could serve as a pull factor for low-income families because it reduces household food expenses. Besides that, the quality of food served at school meets nutritional needs in many cases compared to food prepared by poor families. In conclusion, because of the immediate advantages of school feeding programs parents are encouraged to make their children enrolled (Saviour et al., 2023: 49; Mahama, 2018 : 47). Chachu (2011) and Alderman (2012) argue that school feeding programs are an important tool to enable hundreds of millions of poor children around the world to attend school in both developing and developed countries (Ampofo and Pac, 2020: 82). From a different point of view, providing meals at schools increases the time students spend in the classroom by increasing school enrollment and attendance and reducing dropout rates (Ahmed, 2004: 45; Saviour et al., 2023: 49-50). In addition, when school feeding programs successfully reduce absenteeism and lengthen the school day, educational outcomes such as performance, dropout, and retention, also improve (Saviour et al., 2023: 50).

Many studies in the literature indicate that school feeding programs make a significant contribution to school enrollment (Ahmed, 2004: 35; Gelli et al., 2007: 151-152; Dreze and Kingdon, 2001: 20; Boamah, 2020: 43; Konzabre, 2018: 69; Sitali et al., 2020: 178), attendance (Ahmed, 2004: 26; Greenhalgh, et al., 2007: 859; Sitali et al., 2020: 178), cognition (Adelman, Gilligan, and Lehrer, 2007: 1; Jukes, Drake, and Bundy, 2008; Daftari and Umeodum, 2022: 45), and educational achievement (Konzabre, 2018: 69; Saviour, Francis, and Asirifi, 2023: 45; Sitali et al., 2020: 178; Daftari and Umeodum, 2022: 45), especially if complementary actions such like deworming and micronutrient fortification or supplementation are supported (Bundy et al., 2012: 1013).

Sitali, Chakulimba, and Kasonde-Ng'andu (2020: 176), in their study on the benefits of SFP in Western Zambia, found that SFP has huge educational benefits such

as fair access to education, increased school enrollment rate, increased attendance, punctuality, and academic performance. In addition to other benefits like health and nutrition, parent involvement, social protection, and opportunities for local farmers. Husein (2014) stated that breakfast affects the cognitive development of children aged 9-10 (Saviour et al., 2023: 50). Ahmed (2004: 45) argues that empirical evidence of the benefits of SFP on educational results proves that the program by decreasing drop-out rates increases school attendance and enrollment. A study by Kremer and Miguel (2007) found that providing school meals decreases the net cost of sending children to school, especially in large families, thus increasing enrollment rates (Sitali et al., 2020: 177). Gelli, Meir, and Espejo (2007: 151-152), in their study on the effects of providing meals and take-home rations in schools on the enrollment of female students, found that SFPs may have a lasting positive impact on school enrollment of girl students. Daftari and Umeodum (2022: 42) in their study on the effectiveness of providing school meals in improving the academic performance of female students in community secondary schools in Morogoro Municipality, found that providing school meals encourages the learning of female students by decreasing their dropout rates and absenteeism and improving their involvement, cognition and academic performance.

Manea (2021: 1) in her study has concluded that school feeding programs have an impact on education insofar as they also intervene to relax binding food restrictions. A study conducted in India showed that the SFP actually increased the attendance of students in primary schools (Sitali et al., 2020: 177). Konzabre (2018: 69) in his study on the influence of the Ghana School Feeding Program on enrolment and retention in basic schools found that the presence of SFP in basic schools had a positive impact on students' enrolment, retention, and academic performance. Similarly, Saviour, Francis, and Asirifi, (2023: 56), in their study on the influence of the Ghana School Feeding Program on students' enrolment and academic performance in basic schools, found that the Ghana SFP was an important and significant factor in determining students' enrollment and academic performance in basic education in study schools.

According to Bergeron and Del Rosso's (2010) conceptual framework of SFPs, these programs supply food transfers to children in school, income transfers to their families, and resource transfers to schools that run these programs (Jomaa et al., 2011: 84). It is also stated that SFPs have a positive effect on time management at

school by increasing punctuality and regular attendance (Donald, 2005: 191). Additionally, there is important evidence that such programs go beyond traditional education outcomes by delivering a border range of short- and long-term economic and social consequences (Mahama, 2018: 47). The findings lead to the conclusion that school feeding can reduce the effects of economic downturns, vulnerability, and natural disasters by providing relief goods (food) to the most affected and vulnerable groups (students) (Saviour et al., 2023: 49).

School feeding programs can play an important role in reducing the education gap between female students and male students by encouraging parents to send their girls to school and make them attend regularly. For instance, the results of the program evaluation in Morocco, Cameroon, Pakistan, and Niger appear that although the primary motivation for sending girls to school was food, the parents of participating girls were interested in their daughters' education (Ahmed, 2004: 3).

Schools could offer some advantages when it depends on the community in organizing and implementing school feeding programs. Some of these advantages are increasing the communication between parents and teachers, officials, and others. This communication gives parents the opportunity to learn more about what is happening in schools and serves to increase the value of education/schooling for parents and the entire society. For instance, school canteens are seen as an important attribute of educational policy in Morocco. Since 1978, the Moroccan government and WFP have supported the school feeding. School feeding programs have strong community and government support and are seen as part of the package of inputs needed to improve education (Del Rosso, 1999: 8).

Finally, in the case of preparing school meals from locally produced food, the program contributes to the creation of food markets and the activation of systems around these markets by creating a structured and predictable demand for food products, thereby benefiting local farmers and supporting sustainable local economic development (Ministry of Education of the Republic of Rwanda, 2019: 2).

1.5. The Relevance of Nutritional Objectives in School Feeding Programmes (SFP)

It had been asserted SFP should focus on educational objectives (including relieving short-term hunger), in part because nutritional effectiveness cannot be

adequately quantified. However, targeting mechanisms take the nutritional needs of school children into consideration. In practice, this means that school feeding programs generally provide food commodities of high nutritional value to help supplement the nutritional needs of school-aged children. It is therefore the SFPs can clearly address combined the educational and nutritional needs of school-aged children.

Under the circumstances in NW Syria, there is a need to strongly consider the nutritional improvement of students as a first-level potential benefit that would enable students to attend school regularly without gaps in attendance due to either sickness or the need to find food; it would also help meet short-term hunger needs to enable students to focus on their lessons. However, setting specific nutritional objectives should not be taken lightly – it has significant implications for the design and implementation of SFP projects.

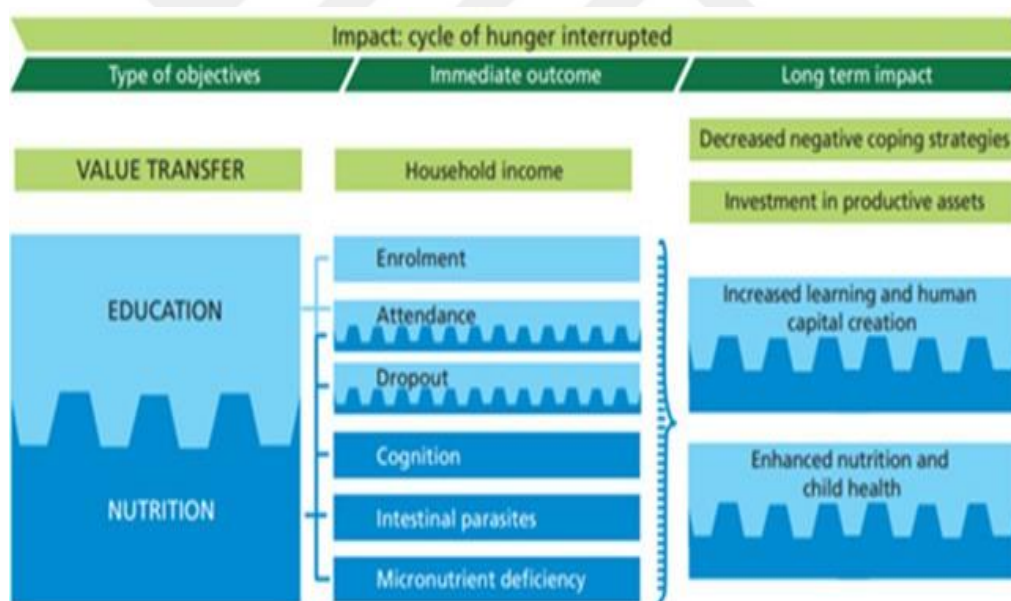


Figure 1. School feeding results (WFP, 2020)

1.6. Appropriateness and Potential Nutritional, Educational and Social Benefits of School Feeding Programmes (SFP)

It has been noted that school feeding can improve children's attendance and enrolment in school. School feeding by and large is also thought to help offset the effects of short-term hunger, particularly prevalent when children have no or

inadequate breakfast or have to walk long distances. As a result, school feeding holds potential for creating a positive effect on the learning achievements of children, through more regular school attendance, increased attention, and concentration.

The following aspects should be taken into account when considering the merits of school feeding:

- the enriching contribution to teaching-learning processes;
- the stimulation of community participation in education;
- the provision of a setting for community development activities such as creating employment opportunities; and
- the provision of an outlet for local food production.

In addition, feedback from community members was provided about the social benefit of SFP. it was noted that the meal at school gives children time to play and spend leisure time together. These are factors that contribute to the positive socialization of students in school and thus to the stabilization of the overall social environment in schools.

Table 1. Number of male students enrolled and dropping out of school

Sub-district	Enrolled	Dropped out
Idleb	25400	5000
Ariha	16566	1283
Dana	26566	986
Maaret Tamsrin	24400	1200
Jisr Ash-Shugur	6000	6400
Harim	25000	4000

Table 2. Number of female students enrolled and dropping out of school

Sub-district	Enrolled	Dropped out
Idleb	29000	5800
Ariha	16730	973
Dana	24907	845
Maaret Tamsrin	24900	1300
Jisr Ash-Shugur	17000	6300
Harim	35000	2500

Table 3. Number of schools

Sub-district	Number of schools (elementary, secondary and high school)
Idleb	146
Ariha	142
Dana	97
Maaret Tamsrin	160
Jisr Ash-Shugur	140
Harim	155

Table 4. Gender balance in schools

Sub-district	Males	Females
Idleb	49	51
Ariha	50	50
Dana	48	52
Maaret Tamsrin	49	51
Jisr Ash-Shugur	49	51
Harim	45	55

Table 5. Student–teacher ratio

Sub-district	Students for every teacher	Dropped out
Idleb	45	5000
Ariha	10	1283
Dana	27	986
Maaret Tamsrin	39	1200
Jisr Ash-Shugur	17	6400
Harim	25	4000

Table 6. Number of students in each classroom

Sub-district	Students for every teacher	Dropped out
Idleb	35	5000
Ariha	40-30	1283
Dana	35	986
Maaret Tamsrin	40-35	1200
Jisr Ash-Shugur	30	6400
Harim	80-70	4000



CHAPTER II

METHODOLOGY

2.1. Ethical Issue

Ethics committee approval required for the application of the survey prepared within the scope of the research was obtained from Gaziantep University Rectorate Social and Human Sciences Ethics Committee with the decision number 39 taken at its meeting number 13 dated 06.12.2022.

2.2. Research Model

Within the scope of this thesis research, data was collected from parents in Northern Syria and participants who could be reached by survey method, on a voluntary basis, and by convenience sampling method, about the Management of the School Children Nutrition Program in Northwest Syria during the Covid 19 Process. Using these collected data, a research model was developed to determine whether there are significant differences according to the socio-demographic (age, gender, parents of the students participating in the survey and which program is better during the Covid-19 process) characteristics of the participants in the survey regarding the nutrition program applied to school children in Northwest Syria.

Items (11 items)

- Frequency distribution of being aware of school child feeding program management as a parent during Covid 19 in Northwest Syria

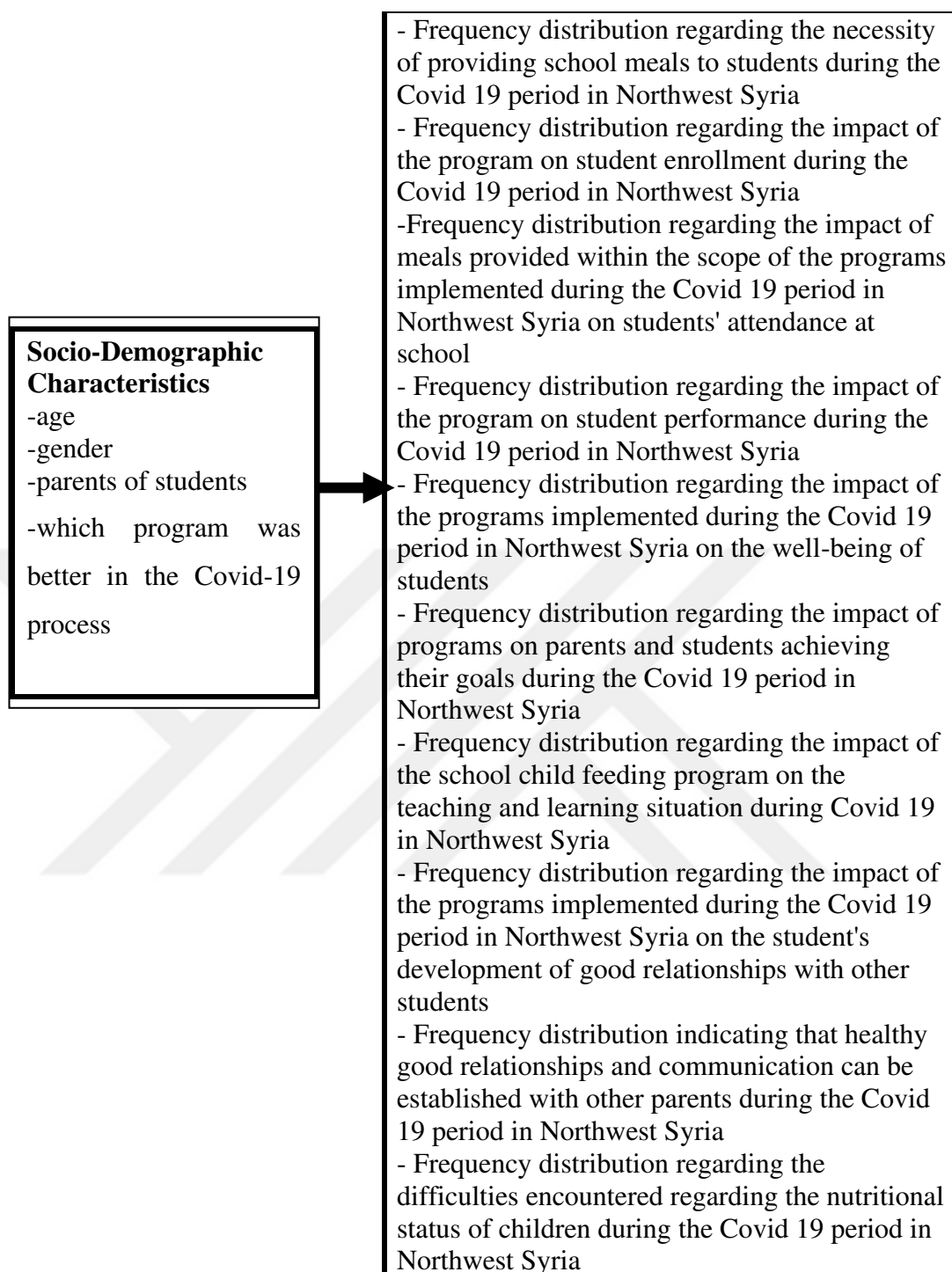


Figure 2. Research model

2.3. Study Group and Scale

This study conducted with the objective of exploring the feasibility of School Feeding Programmes (SFP) and the role of these programs in effectively addressing the needs of children -in NW Syria situations, by looking into the following:

- The relevance of objectives generally associated with SFP operations in Idleb governorate;
- The constraints on and opportunities for managing SFP operations in the targeted districts and how these influence the performance of these programs;
- The factors influencing the sustainability of SFP benefits in the NW Syria contexts.

In the research, parents were asked; In addition to socio-demographic questions regarding age, gender and which program is better for them during the Covid-19 process, a survey form consisting of 11 items was applied about the Management of School Children Nutrition Program in Northwest Syria during the Covid-19 Process. The surveys were conducted on a voluntary basis and by convenience sampling method, and data were collected from 250 accessible parents.

Consequently, the study attempted to provide evidence of the potential nutritional benefits of school feeding programs, and the needs of such programs in NW Syria, by examining the constraints and opportunities they might be faced in the management of SFP operations in the different scenarios. This assessment does not include a cost-benefit analysis of SFP operations to arrive at a quantitative estimate of their efficiency.

2.4. Research Hypotheses

Within the scope of this research, 4 main hypotheses were created by adhering to the research model within the scope of socio-demographic characteristics (age, gender, parents of students who participated in the survey and which program was better in the Covid-19 process) and the survey form consisting of 11 items. The hypotheses created to reveal significant differences between the variables that make up the research model are as follows:

H1: Within the scope of the research, there is a significant difference in the opinions of the parents who participated in the survey (for 11 items in the scale) about the Management of the School Children Nutrition Program in Northwest Syria during the Covid 19 Process, depending on their gender.

H2: Within the scope of the research, there is a significant difference in the opinions of the parents who participated in the survey (for 11 items in the scale) about the Management of the School Children Nutrition Program in Northwest Syria during the Covid 19 Process, depending on their age.

H3: Within the scope of the research, there is a significant difference in the opinions of the parents who participated in the survey (for 11 items in the scale) about the Management of the School Children Nutrition Program in Northwest Syria during the Covid 19 Process, depending on their degree of closeness to the students.

H4: According to the opinions of the parents who participated in the survey regarding which of the nutrition programs implemented during the Covid-19 process is better in the Syrian context, there is a significant difference in their opinions (for 11 items in the scale) about the Management of School Children Nutrition Program in Northwest Syria during the Covid-19 Process.

2.5. Analysis of Data

SPSS 25 statistical package program was used to perform statistical analysis of the data obtained through the survey technique. First, the data collected through the survey form was coded in accordance with the purpose of the study and processed into the SPSS 25 package program.

Different analyzes were carried out in accordance with the purpose of the study with the data processed in the SPSS 25 statistical package program. In this context, firstly, frequency and percentage distributions of the demographic variables of the participants were found, then factor analysis was applied to test the construct validity of the scales used in the research, and Cronbach's α coefficient was calculated to measure the reliability of the scales.

Within the scope of the research, t-test (Paired Sample t-test) was applied to determine significant differences according to socio-demographic characteristics (age, gender, parents of students who participated in the survey and which program was better in the Covid-19 process) and gender, adhering to the research model within the scope of the scale consisting of 11 items. (independent sample T test to learn the differences between the two groups). One-way analysis of variance (ANOVA) was conducted to determine significant differences according to the ages of the parents

participating in the survey, their degree of closeness to the students, and which of the nutrition programs implemented during the Covid-19 process is better in the Syrian context (for differences between more than two groups).



CHAPTER III

FINDINGS

3.1. Demographic Characteristics of Research Participants

This section of the research includes information about frequency and percentage distributions regarding the socio-demographic characteristics of the survey participants (age, gender, parents of students who participated in the survey and which program is better during the Covid-19 process).

Frequencies and percentages containing the socio-demographic characteristics of the participants are given in the Table below.

Table 7. Frequency distribution of parents participating in the survey by gender

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
female	207	82,8	82,8	82,8
male	43	17,2	17,2	100,0
Total	250	100,0	100,0	

Table 8. Frequency distribution of parents participating in the survey according to age

Old				
	Frequency	Percent	Valid Percent	Cumulative Percent
18-25 years old	90	36,0	36,0	36,0
26-33 years old	102	40,8	40,8	76,8
34-41 years old	58	23,2	23,2	100,0
Total	250	100,0	100,0	

Table 9. Frequency distribution of parents participating in the survey according to their degree of closeness to students

Frequency distribution of parents participating in the survey according to their degree of closeness to students				
	Frequency	Percent	Valid Percent	Cumulative Percent
mothere	136	54,4	54,4	54,4

father	21	8,4	8,4	62,8
step-parent	54	21,6	21,6	84,4
grandparent	11	4,4	4,4	88,8
other relative	28	11,2	11,2	100,0
Total	250	100,0	100,0	

Table 10. Frequency distribution reflecting the opinions of the parents participating in the survey regarding the feeding programs applied to students in Northern Syria during the Covid-19 period

Frequency distribution reflecting the opinions of the parents participating in the survey regarding the feeding programs				
	Frequency	Percent	Valid Percent	Cumulative Percent
prepared meals	31	12,4	12,4	12,4
take home ration	104	41,6	41,6	54,0
dry-feeding	105	42,0	42,0	96,0
home-grown school feeding	10	4,0	4,0	100,0
Total	250	100,0	100,0	

Table 11. Frequency distribution of being aware of school child feeding program management as a parent during Covid 19 in Northwest Syria

Frequency distribution of being aware of school child feeding program management as a parent				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	98	39,2	39,2	39,2
disagree	133	53,2	53,2	92,4
neutral	16	6,4	6,4	98,8
agree	3	1,2	1,2	100,0
Total	250	100,0	100,0	

Table 12. Frequency distribution regarding the necessity of providing school meals to students during the Covid 19 period in Northwest Syria

Frequency distribution regarding the necessity of providing school meals to students				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	111	44,4	44,4	44,4

disagree	114	45,6	45,6	90,0
neutral	21	8,4	8,4	98,4
agree	3	1,2	1,2	99,6
strongly agree	1	,4	,4	100,0
Total	250	100,0	100,0	

Table 13. Frequency distribution regarding the impact of the program on student enrollment during the Covid 19 period in Northwest Syria

Frequency distribution regarding the impact of the program on student enrollment				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	88	35,2	35,2	35,2
disagree	134	53,6	53,6	88,8
neutral	26	10,4	10,4	99,2
agree	2	,8	,8	100,0
Total	250	100,0	100,0	

Table 14. Frequency distribution regarding the impact of meals provided within the scope of the programs implemented during the Covid 19 period in Northwest Syria on students' attendance at school

Frequency distribution regarding the impact of meals provided within the scope of the programs implemented				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	66	26,4	26,4	26,4
disagree	155	62,0	62,0	88,4
neutral	28	11,2	11,2	99,6
agree	1	,4	,4	100,0
Total	250	100,0	100,0	

Table 15. Frequency distribution regarding the impact of the program on student performance during the Covid 19 period in Northwest Syria

Frequency distribution regarding the impact of the program on student performance				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	45	18,0	18,0	18,0

disagree	165	66,0	66,0	84,0
neutral	39	15,6	15,6	99,6
strongly agree	1	,4	,4	100,0
Total	250	100,0	100,0	

Table 16. Frequency distribution regarding the impact of the programs implemented during the Covid 19 period in Northwest Syria on the well-being of students

Frequency distribution regarding the impact of the programs implemented				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	51	20,4	20,4	20,4
disagree	156	62,4	62,4	82,8
neutral	42	16,8	16,8	99,6
agree	1	,4	,4	100,0
Total	250	100,0	100,0	

Table 17. Frequency distribution regarding the impact of programs on parents and students achieving their goals during the Covid 19 period in Northwest Syria

Frequency distribution regarding the impact of programs on parents and students achieving their goals				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	50	20,0	20,0	20,0
disagree	163	65,2	65,2	85,2
neutral	36	14,4	14,4	99,6
strongly agree	1	,4	,4	100,0
Total	250	100,0	100,0	

Table 18. Frequency distribution regarding the impact of the school child feeding program on the teaching and learning situation during Covid 19 in Northwest Syria

Frequency distribution regarding the impact of the school child feeding program on the teaching and learning situation				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	58	23,2	23,2	23,2

disagree	164	65,6	65,6	88,8
neutral	27	10,8	10,8	99,6
agree	1	,4	,4	100,0
Total	250	100,0	100,0	

Table 19. Frequency distribution regarding the impact of the programs implemented during the Covid 19 period in Northwest Syria on the student's development of good relationships with other students

Frequency distribution regarding the impact of the programs implemented				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	57	22,8	22,8	22,8
disagree	165	66,0	66,0	88,8
neutral	27	10,8	10,8	99,6
agree	1	,4	,4	100,0
Total	250	100,0	100,0	

Table 20. Frequency distribution indicating that healthy good relationships and communication can be established with other parents during the Covid 19 period in Northwest Syria

Frequency distribution indicating that healthy good relationships and communication can be established with other parents				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	77	30,8	30,8	30,8
disagree	146	58,4	58,4	89,2
neutral	26	10,4	10,4	99,6
agree	1	,4	,4	100,0
Total	250	100,0	100,0	

Table 21. Frequency distribution regarding the difficulties encountered regarding the nutritional status of children during the Covid 19 period in Northwest Syria

Frequency distribution regarding the difficulties encountered regarding the nutritional status of children				
	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	90	36,0	36,0	36,0
disagree	128	51,2	51,2	87,2

neutral	30	12,0	12,0	99,2
agree	1	,4	,4	99,6
strongly agree	1	,4	,4	100,0
Total	250	100,0	100,0	

3.2. Validity and Reliability Analyzes of Scales

The validity and reliability of the scales used in scientific research are important factors that enable these studies to reach healthy results (Sürü and Maslakçı, 2020: 2694). Validity is about whether a measurement tool measures what it was designed to measure (Field, 2009: 11).

Another feature that should be present in a scale is reliability (Ercan and Kan, 2004: 212). In order for a scale to be valid, it must first be reliable (Field, 2009: 12). Reliability refers to the stability and consistency of the measurement tool used over time. In other words, reliability is the ability to measure in a way that gives similar results when applied at different times (Sürücü and Maslakçı, 2020: 2707). Reliability analysis measures the internal consistency between items in a scale and provides information about the relationships between these items (Toker, 2007: 99). According to Kalaycı (2014), if the Cronbach α coefficient is between 0 and 0.4, the scale is not reliable; If it is between 0.4 and 0.6, the scale reliability is low; If it is between 0.6 and 0.8, the scale is quite reliable; If it is between 0.8 and 1.0, the scale is highly reliable (Akatay, Yücekaya and Kısacık, 2016: 493).

In line with the information explained above, the validity and reliability analyzes of the Scale used in the study's survey are evaluated below.

Factor analysis was used to evaluate the construct validity of the measurement made with the Scale used in the research.

Factor analysis was applied to test the construct validity of the scale used in the study. Analysis results are presented in Table 3.16.

When Table 22. is examined, it is seen that the Kaiser-Meyer-Olkin (KMO) coefficient is .857. Bartlett's test (Chi-Square (df=55) 568.983; $p < 0.000$) seems significant. KMO and Bartlett test results show that the data is suitable for factor analysis. As a result of the analysis, the factor loadings of the items belonging to the scale dimensions are shown in the table, respectively. Since the factor load values of

all items are above .40, it can be said that the items are compatible with the structure they are in.

Table 22. Factor analysis results

Items	Scale Dimensions	Variance Explanation Level
1-As a parent, are you aware of the school child feeding Management program within the epidemic covid19 in NW Syria crisis?	,711	20,242
2-Do you think that it is necessary to give food at school for students within the epidemic covid19 in NW Syria crisis?	,661	
3-Within the epidemic covid19 in NW Syria crisis. Do you think that the enrollment of students will increase within this program?	,635	
4-Within the epidemic covid19 in NW Syria crisis. Do you think that food would be a reason for student to attend school	,579	
5-Within the epidemic covid19 in NW Syria crisis. Do you think that the performance of the student will increase within this program?	,690	18,926
6-Within the epidemic covid19 in NW Syria crisis Do you think that the program will provide welfare for student	,649	
7-Within the epidemic covid19 in NW Syria crisis. Do you think that this program will reach the parent's & student goals	,600	
8-Within the epidemic covid19 in NW Syria crisis. Do you think that school child feeding program will improve teaching and learning status?	,525	

Table 22 (continue)

9-Within the epidemic covid19 in NW Syria crisis. Do you think that this program would help the student to develop good relationships with other student?	,800
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10-To what level do you agree that you are good at building a healthy relationship and communicating with other parents within the epidemic covid19 in NW Syria crisis?	,633	
11-Are you interested to share the challenges/ Recommendation for your child nutrition status within the epidemic covid19 in NW Syria crisis?	,565	14,322
Total Variance Explanation Level (%)		53,489
KMO Sample Mass Adequacy		,857
Bartlett Test	Ki-Kare (df=55)	568,983
	Sig. (p)	,000

* In applying the scale, a 5-point Likert System scale was used between Strongly agree and Strongly disagree.

Cronbach's α coefficients were calculated to test the reliability of the measurement made with the scale used in the research survey. Analysis results are presented in Table 23. and 24.

Within the scope of the research, the independent variables regarding the Nutrition Management Program of School Children within the Scope of the Covid 19 Pandemic in Northwest Syria, such as age, gender, survey respondents and which of the implemented programs are better, were collected to reflect their opinions on the 11-item dependent variable. The average of the 11 items is 0.803, which is The survey was found to be reliable since the value was well above 0.700, which is considered sufficient for the reliability of the research. In addition, the Cronbach's Alpha values of the 11 items are given separately in the table, and the lowest of these values was found to be 0.775 for each of them.

Table 23. Reliability Statistics (in General)

Reliability Statistics	
Cronbach's Alpha	N of Items

Table 24. Reliability Statistics (Item)

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
feeding	18,57 20	13,36 2	,560	,777
food	18,59 20	13,70 4	,415	,793
enrollement	18,50 00	13,89 8	,421	,791
reason	18,41 20	13,42 4	,583	,775
performance	18,28 00	14,01 8	,440	,789
provide	18,29 60	14,46 6	,327	,800
reach	18,31 20	13,81 4	,483	,785
improve	18,38 40	13,88 4	,498	,784
good	18,38 00	14,18 8	,427	,791
parents	18,46 40	13,86 4	,462	,787
status	18,48 80	13,46 4	,480	,785

3.3. Testing Hypotheses

Before using parametric tests, all data to be subjected to statistical analysis must have a distribution in accordance with the normal distribution assumption (Kamuk, 2020: 74). Various methods are used by researchers to test whether the data

has a normal distribution. Looking at kurtosis and skewness values is one of the most commonly used methods (Orcan, 2020: 257). If the skewness and kurtosis coefficients are within ± 3 , it can be interpreted as the data showing a normal distribution (Polat, 2018, 1210).

In line with this information, before conducting a T-test and Analysis of Variances (ANOV) between the demographic variables in the research model and the Minnesota Job Satisfaction Scale items, descriptive statistics (mean, standard deviation, skewness and kurtosis coefficient) was calculated.

3.3.1. T-Test Analysis

Looking at the t-test results in Table 25., the participants' question according to gender was "Do you think that students should be provided with meals at school during the Covid 19 period in Northwest Syria?" ($p=.001$); "During the Covid-19 period in Northwest Syria, do you think food within the scope of the program could be a reason for students to go to school?" ($p=.048$); "Do you think the program will increase student performance during the Covid 19 period in Northwest Syria?" ($p=.009$); "Do you think that the school child feeding program during Covid 19 in Northwest Syria will improve the teaching and learning situation? Improvement" ($p=.019$) and "Do you agree that good healthy relationships and communication can be established with other parents during the Covid 19 period in Northwest Syria?" It was observed that there was a significant difference with the variables ($p=.001$).

"Do you think that students should be provided with school meals during the Covid-19 period in Northwest Syria?" ($p=.247$); "Do you think the program will increase student enrollment during the Covid 19 period in Northwest Syria?" ($p=.207$); "Do you think that the program will provide welfare to students during the Covid 19 period in Northwest Syria?" ($p=.390$); "Do you think that the program will enable parents and students to achieve their goals during the Covid 19 period in Northwest Syria?" ($p=.184$); "Do you think this program will help the student develop good relationships with other students during the Covid 19 period in Northwest Syria?" ($p=.800$); and "Would you like to share the difficulties you encountered and your suggestions regarding your child's nutritional status during the Covid 19 period in

Northwest Syria?" ($p=.190$); It was determined that the scores of the variables did not show a significant difference according to gender.

H1: Within the scope of the research, there is a significant difference in the opinions of the parents who participated in the survey (for 11 items in the scale) about the Management of the School Children Nutrition Program in Northwest Syria during the Covid 19 Process, depending on their gender.

In terms of the 11 variables in the scale, the H1 hypothesis was accepted for some variables and rejected for some variables.

Table 25.Independent sample t-test results

Items	Gender	N	Mean	Std. Deviation	t	p
feeding	female	207	1,6329	,63893	-3,483	,001
	male	43	2,0000	,57735		
food	female	207	1,6522	,74702	-1,159	,247
	male	43	1,7907	,51446		
enrollement	female	207	1,7440	,69474	-1,265	,207
	male	43	1,8837	,44771		
reason	female	207	1,8213	,64003	-1,986	,048
	male	43	2,0233	,40757		
performance	female	207	1,9517	,63673	-2,657	,009
	male	43	2,1628	,43261		
provide	female	207	1,9565	,64841	-,861	,390
	male	43	2,0465	,48568		
reach	female	207	1,9324	,64256	-1,333	,184
	male	43	2,0698	,45750		
improve	female	207	1,8454	,58730	-2,399	,019
	male	43	2,0698	,55185		
good	female	207	1,8841	,59617	-,254	,800
	male	43	1,9070	,52617		
parents	female	207	1,7440	,62872	-3,400	,001
	male	43	2,0930	,52617		
status	female	207	1,7536	,72552	-1,315	,190
	male	43	1,9070	,52617		

3.3.2. ANAOVA Test Results

In Table 26., with the age variable, as a parent, are you aware of the management of the school child feeding program during the Covid 19 period in Northwest Syria? (**feeding**), Do you think students should be provided meals at school during the Covid 19 period in Northwest Syria? (**food**), Covid 19 in Northwest Syria Do you think that the program will increase student enrollment during the Covid 19 period in Northwest Syria? (**enrollement**), Do you think the meal within the scope of the program can be a reason for students to go to school during the Covid 19 period in Northwest Syria? (**reason**), Do you think the program will increase student performance during the Covid 19 period in Northwest Syria? (**performance**), Covid in Northwest Syria Do you think that the program will provide welfare to the student during the Covid-19 period? (**provide**), Do you think that the program will enable parents and students to achieve their goals during the Covid-19 period in Northwest Syria? (**reach**), Do you think that the school child feeding program during the Covid-19 period in Northwest Syria will improve the teaching and learning situation? (**improve**), Northwest Syria Do you think that this program will help the student develop good relationships with other students during the Covid 19 period in Northwestern Syria? (**good**), Do you agree that healthy, good relationships and communication can be established with other parents during the Covid 19 period in Northwest Syria? (**parents**), Would you like to share the difficulties you encountered and your suggestions regarding your child's nutritional status during the Covid 19 period in and Northwest Syria? (**status**). There was no significant difference ($p>0.05$) between the scores of the variables.

H2: Within the scope of the research, there is a significant difference in the opinions of the parents who participated in the survey (for 11 items in the scale) about the Management of the School Children Nutrition Program in Northwest Syria during the Covid 19 Process, depending on their age.

Regarding the 11 variables included in the scale, the H2 hypothesis was rejected for all variables.

Table 26. One-Way Variance (ANOVA) Analysis Results by Age

	Gruplar		N	Mak- Min	Mean	Std. Deviation	ANOVA Testi (F)	p
feeding	18-25	years	90	1-5	1,7222	,68741		
	old						,125	,883
	26-33	years	102	1-5	1,6863	,65974		
	old							
	34-41	years	58	1-5	1,6724	,54251		
	old							
	Total		250	1-5	1,6960	,64284		
food	18-25	years	90	1-5	1,6444	,70808		
	old						,338	,713
	26-33	years	102	1-5	1,6667	,76214		
	old							
	34-41	years	58	1-5	1,7414	,63689		
	old							
	Total		250	1-5	1,6760	,71348		
enrolle ment	18-25	years	90	1-5	1,7556	,65875		
	old						,312	,732
	26-33	years	102	1-5	1,7451	,65531		
	old							
	34-41	years	58	1-5	1,8276	,67896		
	old							
	Total		250	1-5	1,7680	,66024		
reason	18-25	years	90	1-5	1,7778	,59545		
	old						2,006	,137
	26-33	years	102	1-5	1,8529	,61976		
	old							
	34-41	years	58	1-5	1,9828	,60673		
	old							
	Total		250	1-5	1,8560	,61054		

Table 26(continue)

performance	18-25	years	90	1-5	1,9556	,59796		
	old						,606	,546
	26-33	years	102	1-5	2,0392	,67372		
	old							
	34-41	years	58	1-5	1,9483	,51033		
	old							
	Total		250	1-5	1,9880	,61102		
provide	18-25	years	90	1-5	1,9556	,57886		
	old						1,721	,181
	26-33	years	102	1-5	2,0490	,66567		
	old							
	34-41	years	58	1-5	1,8621	,60548		
	old							
	Total		250	1-5	1,9720	,62352		
reach	18-25	years	90	1-5	1,8444	,59796		
	old						2,681	,071
	26-33	years	102	1-5	2,0490	,66567		
	old							
	34-41	years	58	1-5	1,9655	,52867		
	old							
	Total		250	1-5	1,9560	,61610		
improve	18-25	years	90	1-5	1,8333	,58540		
	old						,692	,501
	26-33	years	102	1-5	1,8922	,59548		
	old							
	34-41	years	58	1-5	1,9483	,57499		
	old							
	Total		250	1-5	1,8840	,58645		

Table 26(continue)

good	18-25	years	90	1-5	1,8889	,52882		
	old						,491	,613
	26-33	years	102	1-5	1,8529	,66596		
	old							
	34-41	years	58	1-5	1,9483	,51033		
	old							
	Total		250	1-5	1,8880	,58380		
parents	18-25	years	90	1-5	1,7333	,64998		
	old						1,224	,296
	26-33	years	102	1-5	1,8137	,65598		
	old							
	34-41	years	58	1-5	1,8966	,51943		
	old							
	Total		250	1-5	1,8040	,62542		
status	18-25	years	90	1-5	1,7111	,70702		
	old						,859	,425
	26-33	years	102	1-5	1,8431	,72774		
	old							
	34-41	years	58	1-5	1,7759	,62248		
	old							
	Total		250	1-5	1,7800	,69681		

Would you like to share the difficulties you encountered and your suggestions regarding your child's nutritional status during the Covid 19 period in Northwest Syria, with the variable completing according to Table 27. (status), Do you think that this program will help the student develop good relationships with other students during the Covid 19 period in Northwest Syria? (product), do you think that the program will enable parents and students to achieve their goals during the Covid 19 period in Northwest Syria? (access) Do you think that students should be provided with meals at school during the Covid 19 period in Northwest Syria? There was no difference ($p>0.05$) between the scores of the (food) variables. Do you agree that good healthy relationships and communication can be established with other parents during the

Covid 19 period in Northwest Syria with the Completing variable? (parent) ($p=.009$); Do you think that the school child feeding program during Covid 19 in Northwest Syria will improve the teaching and learning situation? (improvement) ($p=.003$); Do you think that the program will provide welfare to students during the Covid 19 period in Northwest Syria? (providing) ($p=.037$); Do you think that the program will increase student performance during the Covid 19 period in Northwest Syria? (performance) ($p=.026$); Do you think that during the Covid 19 period in Northwest Syria, food within the scope of the program could be a reason for students to go to school? (interview) ($p=.025$); Do you think the program will increase student enrollment during the Covid 19 period in Northwest Syria? (record) ($p=.018$) and As a parent, are you aware of the school child feeding program management during Covid 19 in Northwest Syria? A significant difference was observed between the scores of the variables (nutrition) ($p=.001$). The Least Significant Difference Test was applied to find out which subgroups these differences belong to.

Table 27. One-Way Variance (ANOVA) Analysis Results by According to Parents' Closeness Degrees

	Groups	N	Mak- Min	Mean	Std. Deviation	ANOVA Testi (F)	P
feeding	mothere	136	1-5	1,7353	,58671	5,082	,001
	father	21	1-5	2,0000	,54772		
	step-parent	54	1-5	1,4259	,71643		
	grandparent	11	1-5	2,0909	,70065		
	other relative	28	1-5	1,6429	,62148		
	Total	250	1-5	1,6960	,64284		
food	mothere	136	1-5	1,6691	,73086	,269	,897
	father	21	1-5	1,8095	,51177		
	step-parent	54	1-5	1,6296	,85332		
	grandparent	11	1-5	1,6364	,67420		
	other relative	28	1-5	1,7143	,46004		
	Total	250	1-5	1,6760	,71348		

Table 27(continue)

enrollment	mothere	136	1-5	1,8529	,62692		
	father	21	1-5	1,8095	,51177		
	step-parent	54	1-5	1,5000	,77093	3,034	,018
	grandparent	11	1-5	1,9091	,30151		
	other relative	28	1-5	1,7857	,68622		
	Total	250	1-5	1,7680	,66024		
reason	mothere	136	1-5	1,9265	,59170		
	father	21	1-5	2,0476	,49761		
	step-parent	54	1-5	1,6481	,73092	2,849	,025
	grandparent	11	1-5	1,9091	,53936		
	other relative	28	1-5	1,7500	,44096		
	Total	250	1-5	1,8560	,61054		
performance	mothere	136	1-5	2,0147	,58354		
	father	21	1-5	2,2857	,46291		
	step-parent	54	1-5	1,7963	,76182	2,808	,026
	grandparent	11	1-5	1,9091	,30151		
	other relative	28	1-5	2,0357	,50787		
	Total	250	1-5	1,9880	,61102		
provide	mothere	136	1-5	2,0221	,60206		
	father	21	1-5	2,1429	,47809		
	step-parent	54	1-5	1,7593	,72516	2,595	,037
	grandparent	11	1-5	2,1818	,40452		
	other relative	28	1-5	1,9286	,60422		
	Total	250	1-5	1,9720	,62352		

Table 27(continue)

reach	mothere	136	1-5	2,0074	,53743		
	father	21	1-5	1,9524	,21822		
	step-parent	54	1-5	1,7778	,83929	1,758	,138
	grandparent	11	1-5	2,1818	,60302		
	other relative	28	1-5	1,9643	,63725		
	Total	250	1-5	1,9560	,61610		
improve	mothere	136	1-5	1,9559	,49989		
	father	21	1-5	2,0476	,58959		
	step-parent	54	1-5	1,6111	,68451	4,080	,003
	grandparent	11	1-5	1,9091	,53936		
	other relative	28	1-5	1,9286	,66269		
	Total	250	1-5	1,8840	,58645		
good	mothere	136	1-5	1,9559	,51450		
	father	21	1-5	1,9048	,62488		
	step-parent	54	1-5	1,8148	,72876	1,343	,255
	grandparent	11	1-5	1,8182	,60302		
	other relative	28	1-5	1,7143	,53452		
	Total	250	1-5	1,8880	,58380		
parents	mothere	136	1-5	1,8015	,55538		
	father	21	1-5	2,1905	,40237		
	step-parent	54	1-5	1,6296	,78419	3,463	,009
	grandparent	11	1-5	2,0000	,44721		
	other relative	28	1-5	1,7857	,68622		
	Total	250	1-5	1,8040	,62542		
status	mothere	136	1-5	1,8235	,67640		
	father	21	1-5	1,7619	,43644		
	step-parent	54	1-5	1,6481	,87216	,649	,628
	grandparent	11	1-5	1,8182	,40452		
	other relative	28	1-5	1,8214	,66964		
	Total	250	1-5	1,7800	,69681		

Looking at the scores of the completing groups in Table 28.;

- As a parent, are you aware of the management of the school child feeding program during Covid 19 in Northwest Syria? A significant difference was found between the step-parent group score and the father group scores in the (Feeding) variable ($p < 0.05$).

- As a parent, are you aware of the management of the school child feeding program during Covid 19 in Northwest Syria? A significant difference was found between the step-parent group score and the grandparent group scores in the (Feeding) variable ($p < 0.05$).

- Do you think that the program will increase student enrollment during the Covid 19 period in Northwest Syria? A significant difference was found between the score of the step-parent group and the score of the mother group in the (Enrollment) variable ($p < 0.05$).

- Do you think that during the Covid 19 period in Northwest Syria, food within the scope of the program could be a reason for students to go to school? A significant difference was found between the score of the step-parent group and the score of the mother group in the (Reason) variable ($p < 0.05$).

- Do you think that during the Covid 19 period in Northwest Syria, food within the scope of the program could be a reason for students to go to school? A significant difference was found between the step-parent group score and the father group scores in the (Reason) variable ($p < 0.05$).

- Do you think that the program will increase student performance during the Covid 19 period in Northwest Syria? A significant difference was found between the step-parent group score and the father group scores in the (Performance) variable ($p < 0.05$).

- Do you think that the school child feeding program during Covid 19 in Northwest Syria will improve the teaching and learning situation? A significant difference was found between the step-parent group score and the mother group score in the (Imrove) variable ($p < 0.05$).

- Do you agree that healthy, good relationships and communication can be established with other parents during the Covid 19 period in Northwest Syria? In the

(Parents) variable, a significant difference was found between the score of the step-parent group and the score of the father group ($p < 0.05$).

Table 28. Least Significant Difference

	completing (1)	completing (2)	Mean	Std. Deviation	p
feeding	step-parent	father	-,57407	,16015	,014
	step-parent	grandparent	-,66498	,20600	,036
enrollement	step-parent	mothere	-,35294	,10450	,024
	step-parent	mothere	-,278	,097	,004
reason	step-parent	father	-,399	,155	,010
performance	step-parent	father	-,48942	,15490	,043
improve	step-parent	mothere	-,34477	,09208	,008
parents	step-parent	father	-,56085	,15775	,015

H3: Within the scope of the research, there is a significant difference in the opinions of the parents who participated in the survey (for 11 items in the scale) about the Management of the School Children Nutrition Program in Northwest Syria during the Covid 19 Process, depending on their degree of closeness to the students.

In terms of the 11 variables in the scale, the H3 hypothesis was accepted for some variables and rejected for some variables.

With the program variable according to Table 29. As a parent, are you aware of the management of the school child feeding program during the Covid 19 period in Northwest Syria? (nutrition), Do you think that school meals should be provided to students in Northwest Syria during the Covid 19 period? (food), Do you think that the program will increase student enrollment during the Covid 19 period in Northwest Syria? (registration), Do you think that during the Covid 19 period in Northwest Syria, food within the scope of the program could be a reason for students to go to school? (interview), Do you think that the program will increase student performance during the Covid 19 period in Northwest Syria? (performance), Do you think that the program will provide welfare to the students during the Covid 19 period in Northwest Syria?

(providing), do you think that the program will enable parents and students to achieve their goals during the Covid 19 period in Northwest Syria? (access), Do you think that the school child feeding program during Covid 19 in Northwest Syria will improve the teaching and learning situation? (improvement), Do you think that this program will help the student develop good relationships with other students during the Covid 19 period in Northwest Syria? (product) and would you like to share your suggestions and the difficulties you encountered regarding your child's nutritional status during the Covid 19 period in Northwest Syria? There was no difference ($p>0.05$) between the scores of the (status) variables. Do you agree that good healthy relationships and communication can be established with other parents during the Covid 19 period in Northwest Syria with the program variable? A significant difference was observed between the scores of the variable (parent/parent) ($p=.014$). The Least Significant Difference Test was applied to find out which subgroups these differences belong to.

Table 29. One-Way Variance (ANOVA) Analysis Results by According to Nutrition Programs

	Groups	N	Mak- Min	Mean	Std. Deviation	ANOVA Testi (F)	P
feeding	prepared meals	31	1-5	1,8710	,67042	1,984	,117
	take home ration	104	1-5	1,7404	,60732		
	dry-feeding	105	1-5	1,5905	,67504		
	home-grown school feeding	10	1-5	1,8000	,42164		
	Total	250	1-5	1,6960	,64284		

Table 29(continue)

food	prepared meals	31	1-5	1,7097	,64258		
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	take home ration	104	1-5	1,6731	,74315		
						,033	,992
	dry-feeding	105	1-5	1,6667	,72942		
	home-grown school feeding	10	1-5	1,7000	,48305		
	Total	250	1-5	1,6760	,71348		
enrollement	prepared meals	31	1-5	1,7742	,56034		
	take home ration	104	1-5	1,7692	,69994		
						,460	,710
	dry-feeding	105	1-5	1,7429	,65087		
	home-grown school feeding	10	1-5	2,0000	,66667		
reason	Total	250	1-5	1,7680	,66024		
	prepared meals	31	1-5	1,7419	,51431		
	take home ration	104	1-5	1,9135	,62490		
						,753	,521
	dry-feeding	105	1-5	1,8286	,64237		
performance	home-grown school feeding	10	1-5	1,9000	,31623		
	Total	250	1-5	1,8560	,61054		
	prepared meals	31	1-5	2,0323	,54674		
	take home ration	104	1-5	1,9904	,63084		
						,572	,634
	dry-feeding	105	1-5	1,9524	,62605		
	home-grown school feeding	10	1-5	2,2000	,42164		
	Total	250	1-5	1,9880	,61102		

Table 29(continue)

provide	prepared meals	31	1-5	1,9032	,59749		
	take home ration	104	1-5	2,0385	,66716		
						,959	,413
	dry-feeding	105	1-5	1,9143	,57369		
	home-grown school feeding	10	1-5	2,1000	,73786		
	Total	250	1-5	1,9720	,62352		
reach	prepared meals	31	1-5	1,9677	,65746		
	take home ration	104	1-5	1,9808	,62288		
						,823	,482
	dry-feeding	105	1-5	1,9048	,59685		
	home-grown school feeding	10	1-5	2,2000	,63246		
	Total	250	1-5	1,9560	,61610		
improve	prepared meals	31	1-5	1,9355	,57361		
	take home ration	104	1-5	1,9135	,64025		
						,381	,767
	dry-feeding	105	1-5	1,8381	,55684		
	home-grown school feeding	10	1-5	1,9000	,31623		
	Total	250	1-5	1,8840	,58645		
good	prepared meals	31	1-5	2,0000	,51640		
	take home ration	104	1-5	1,9615	,60617		
						2,007	,114
	dry-feeding	105	1-5	1,7905	,54939		
	home-grown school feeding	10	1-5	1,8000	,78881		
	Total	250	1-5	1,8880	,58380		

Table 29(continue)

parents	prepared meals	31	1-5	2,0968	,53882		
	take home ration	104	1-5	1,8365	,64025		
						3,620	,014
	dry-feeding	105	1-5	1,6952	,62209		
	home-grown school feeding	10	1-5	1,7000	,48305		
	Total	250	1-5	1,8040	,62542		
status	prepared meals	31	1-5	1,8710	,61870		
	take home ration	104	1-5	1,8173	,72090		
						,780	,506
	dry-feeding	105	1-5	1,7048	,70607		
	home-grown school feeding	10	1-5	1,9000	,56765		
	Total	250	1-5	1,7800	,69681		

Looking at the scores of the program groups in Table 30.;

- Do you agree that healthy, good relationships and communication can be established with other parents during the Covid 19 period in Northwest Syria? A significant difference was found between the dry-feeding group score and the prepared meals group scores in the (Parents) variable ($p < 0.05$).

Table 30. Least Significant Difference

	program (1)	program (2)	Mean	Std. Deviation	p
parents	dry-feeding	prepared meals	-,40154	,12587	,019

H4: According to the opinions of the parents who participated in the survey regarding which of the nutrition programs implemented during the Covid-19 process is better in the Syrian context, there is a significant difference in their opinions (for 11

items in the scale) about the Management of School Children Nutrition Program in Northwest Syria during the Covid-19 Process.

In terms of the 11 variables in the scale, the H4 hypothesis was accepted for some variables and rejected for some variables.



CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

4.1. Conclusion

The COVID-19 pandemic, which started in China in 2019 and spread all over the world, has not only posed a significant threat to global public health systems, but also posed serious problems in areas such as economic, trade, tourism, entertainment and education all over the world. In order to overcome these problems, not only those working in the field of health, but also those working in other fields of science have carried out studies on covid-19. This study is one of them.

Within the scope of the thesis study, the following results were obtained as a result of the survey conducted with the parents of the students regarding the programmes implemented for the nutrition of school children during the covid19 epidemic in Northwest Syria.

1) Results obtained according to the gender of the surveyed parents:

-According to the gender of the surveyed parents, on the issue of the necessity of providing school meals for pupils during the covid-19 period,

-According to the gender of the parents surveyed, the provision of meals during the covid-19 period has a significant effect on students' attendance at school,

-According to the gender of the parents who participated in the survey, on the positive effect of the nutrition programmes implemented during the covid-19 period on performance,

-According to the gender of the parents who participated in the survey, that the nutrition programmes implemented during the covid-19 period will improve teaching and learning,

-According to the gender of the parents who participated in the survey, about the possibility of healthy good relationships and communication with other parents during the covid-19 period,

the parents who participated in the survey had different opinions;

-According to the gender of the parents surveyed, pupils should be provided with school meals during the covid-19 period,

-According to the gender of the parents surveyed, the programme implemented in the covid-19 period will increase student enrolment,

-According to the gender of the parents who participated in the survey, the programme implemented during the covid-19 period would provide welfare for the student,

-According to the gender of the parents who participated in the survey, the programme implemented in the covid-19 period will enable parents and students to achieve their goals,

-According to the gender of the parents surveyed, the programme implemented during the covid-19 period will help the student to develop good relationships with other students,

-According to the gender of the parents who participated in the survey, it was found that they did not think differently that the programme implemented in the covid-19 period would help the student to develop good relationships with other students.

2) Results obtained according to the age of the parents participating in the survey:

According to the age of the parents who participated in the questionnaire, it was found that they did not think differently about being aware of the programme implemented during the covid-19 period, that students should be provided with meals at school, that it would increase student enrolment, that providing meals would be a reason for the student to go to school, that the implemented programme would improve the student's performance, that the implemented programme would provide welfare for

the student, that the implemented programme would enable parents and students to achieve their goals, that the implemented programme would improve the teaching and learning situation, that the implemented programme would help the student to develop good relationships with other students.

3) Results obtained according to the degree of closeness of the parents who participated in the survey:

According to the degree of closeness of the parents who participated in the questionnaire, it was found that they had different opinions on the following topics: the parents were aware of the programme implemented in the covid-19 period, the students should be provided with meals at school, it will increase student enrolment, providing meals will be a reason for the student to go to school, the implemented programme will improve the performance of the student, the implemented programme will provide welfare to the student, the implemented programme will enable parents and students to achieve their goals, the implemented programme will improve the teaching and learning situation, the implemented programme will help the student to develop good relationships with other students.

4) The results obtained according to the perceptions of the parents participating in the survey regarding the nutrition programmes implemented:

According to the perceptions of the parents who participated in the questionnaire about the nutrition programmes implemented, it was determined that they were aware of the nutrition programme implemented in the covid-19 period, that students should be given food at school, that it would increase student enrolment, that giving food would be a reason for the student to go to school, that the implemented programme would increase the performance of the student, that the implemented programme would provide welfare to the student, that the implemented programme would enable parents and students to achieve their goals, that the implemented programme would improve the teaching and learning situation, that the implemented programme would help the student to develop good relationships with other students.

4.2. Recommendations

From the results obtained from the analyses; the following recommendations can be made for the academic community, business world, decision makers (policy makers, implementers), non-governmental organisations and society:

- This study conducted in Northwest Syria can be replicated by academics in other regions and countries in the same or different sectors.

- Global epidemics and natural disasters can create very serious problems regardless of the sector. The business world needs to produce strategies according to possible conditions by supporting their past experiences with projections for the future.

Decision-makers should take into account the studies carried out by scientists on global epidemics and natural disasters, make the necessary legal arrangements and be prepared for possible possibilities, which will contribute to the rapid solution of problems.

- As organisations operating to meet social needs free of charge, non-governmental organisations need to plan in consideration of possible contingencies and ensure that aid is effectively delivered to those in need by acting in coordination during crises.

- As a social structure formed by the accumulation of material and moral values passed from generation to generation, the society should take precautions for global and natural disasters by taking lessons from past experiences, comply with the necessary legal regulations, and act sensitively and benevolently.

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APPENDICES

Appendix 1. Ethics Committee Approval

Evrak Tarih ve Sayısı: 13.12.2022-271152



T.C.
GAZİANTEP ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal Bilimler Enstitüsü

Sayı : E-81948136-100-271152
Konu : Eğitim - Öğretim İşleri (Genel)

13.12.2022

İLGİLİ MAKAMA

Enstitümüz İşletme Anabilim Dalı Yüksek Lisans öğrencimiz Arij Shaaban NAGUIB'in "School Child Feeding Programmes Management (SFP) Within The Pandemic Covid 19 In Nortwest Syria" başlıklı yüksek lisans tez çalışması için Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurul toplantısının, 06.12.2022 tarih ve 13 nolu toplantısında alınan 39 nolu karar aşağıda belirtilmiştir.

Karar 39. Sosyal Bilimler Enstitüsü'nün 10.11.2022 tarih, 258121 sayılı ve "Etik Kurul Onayı (Arij Shaaban NAGUIB)" konulu yazısı incelenmiş olup Üniversitemiz İktisadi ve İdari Bilimler Fakültesi Öğretim Üyesi Prof. Dr. Hacı Mustafa PAKSOY'un Sosyal Bilimler Enstitüsü'nde danışmanlığını yürüttüğü İşletme Ana Bilim Dalı Tezli Yüksek Lisans Programı öğrencisi Arij Shaaban NAGUIB'in "School Child Feeding Programmes Management (SFP) Within The Pandemic Covid 19 In Nortwest Syria" başlıklı yüksek lisans tezi çalışmasının Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu'na değerlendirilmesi istenmektedir. Kurula yapılan başvuru; çalışmanın amacı, yöntemi, veri kaynakları ve veri toplama araçları açısından değerlendirilmiştir. Kurulumuza beyan edilen belgelere dayalı olarak yapılan incelemeler sonucunda başvuruya ilişkin etik aykırılık tespit edilmemiş olup adı geçen öğrencinin söz konusu yüksek lisans tezi çalışmasını yapabilmesinin uygun görülmesine; oy birliği ile karar verilmiştir.

Adı geçen öğrencinin çalışmalarını yürütebilmesi için gerekli izinlerin verilmesi hususunu bilgilerinize arz/rica ederim.

Prof.Dr. Mehmet SOĞUKÖMEROĞULLARI
Sosyal Bilimler Enstitüsü Müdürü

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BSPLEKDYK* Pin Kodu : 69113

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Unvanı : Bilgişayar İşletmeni



Appendix A. Interviews Questionnaire

HOUSEHOLD/PARENTS SURVEY
School Child Feeding Management Program Within
The Epidemic Covid19 in NW Syria Crisis Context

You have been picked in a sample to help in investigation of the above topic. Please note that this is purely an academic exercise, which will in no way harm anyone. Your responses will be treated as confidential as manner. By completing this survey, you will provide some important feedback to help our study for school child feeding within the epidemic covid19 in NW syria crisis. This survey should take approximately 5 minutes to complete. Please answer the questions based on your experiences. Please do not write your name or any other identity on this questionnaire. If you need any support for this questionnaire or additional information requested I would be happy to explain my email:

Arij NAGUIB (Student)

Prof. Dr. H. Mustafa PAKSOY (Advisor)

Gaziantep University Social Sciences Institute Gaziantep Uni. Faculty of Economics and Admin. Sciences

1-How old are you?.....

2- Gender? ()Female ()Male ()Prefer not to say

3-Please tell us a little about who is completing this survey.

()Mother ()Father ()Step-parent ()Grandparent ()Other relative

4-What program do you think better for Syria context within the epidemic covid19?

()Prepared meals ()Take Home Rations ()Dry- feeding ()Home-Grown School Feeding

5-What do you think about the following questions?

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1-As a parent, are you aware of the school child feeding Management program within the epidemic covid19 in NW Syria crisis?					
2-Do you think that it is necessary to give food at school for students within the epidemic covid19 in NW Syria crisis?					
3-Within the epidemic covid19 in NW Syria crisis. Do you think that the enrollment of students will increase within this program?					
4-Within the epidemic covid19 in NW Syria crisis. Do you think that food would be a reason for student to attend school					
5-Within the epidemic covid19 in NW Syria crisis. Do you think that the performance of the student will increase within this program?					
6-Within the epidemic covid19 in NW Syria crisis Do you think that the program will provide welfare for student					
7-Within the epidemic covid19 in NW Syria crisis. Do you think that this program will reach the parent's & student goals					
8-Within the epidemic covid19 in NW Syria crisis. Do you think that school child feeding program will improve teaching and learning status?					
9-Wwithin the epidemic covid19 in NW Syria crisis. Do you think that this program would help the student to develop good relationships with other student?					
10-To what level do you agree that you are good at building a healthy relationship and communicating with other parents within the epidemic covid19 in NW Syria crisis?					
11-Are you interested to share the challenges/ Recommendation for your child nutrition status within the epidemic covid19 in NW Syria crisis?					

Would you like to add/comment ?

.....

Thank you for cooperation