Vol. 12, No. 1, 2026, pp. 107-116
DOI: https://doi.org/10.29210/1202626980

Contents lists available at Journal IICET

Jurnal EDUCATIO (Jurnal Pendidikan Indonesia)
ISSN: 2476-9886 (Print) ISSN: 2477-0302 (Electronic)

Journal homepage: https://jurnal.iicet.org/index.php/jppi

Governing school nutrition: principal leadership and policy implementation in indonesia's free meal program

Hamid Hamid, Nurul Astuty Yensy
Universitas Bengkulu

Article Info

Article history:

Received May 19th, 2026
Revised May 26th, 2026
Accepted Jun 02th, 2026

Keyword:

Educational administration;
Free nutritious meal program;
Policy implementation;
Principal's leadership

ABSTRACT

This study examines the governance dynamics of Indonesia's Free Nutritious Meal Program (MBG), a strategic policy aimed at improving student welfare, health, and learning readiness through school-based nutrition services. Focusing on the interplay between principal leadership and policy implementation, a qualitative case study was conducted at a public senior high school in Mukomuko Regency. Data were collected through semi-structured interviews, observations, and document analysis involving a principal, two vice principals, four teachers, two education staff, and four students, following the Miles and Huberman interactive model for analysis. The results reveal three main insights: MBG program governance involves five interconnected activities—planning, coordination, coordination, implementation, supervision, evaluation, and reporting; principal leadership plays a pivotal role in orchestrating these activities; and persistent challenges include coordination with external stakeholders, resource allocation, and monitoring consistency. The study concludes that effective principal leadership is central to successful MBG implementation, yet governance gaps remain. The novelty lies in empirically examining the underexplored leadership-governance nexus within Indonesia's MBG policy implementation at the secondary school level. Practically, the findings suggest that strengthening principal training in policy coordination and stakeholder management is essential. This study contributes to educational governance literature by demonstrating that policy success in school-based nutrition programs depends not only on resource provision but also on nuanced leadership strategies that navigate complex local governance arrangements.

© 2026 The Authors. Published by IICET.
This is an open access article under the CC BY-NC-SA license
(https://creativecommons.org/licenses/by-nc-sa/4.0

Corresponding Author:

Hamid Hamid,
Universitas Bengkulu
Email: hamidsip14@gmail.com

Introduction

Education quality is not only determined by academic achievement but also by students' physical well-being and learning readiness (Angilletta et al., 2025; Konstantinidis, 2024). In recent years, the Indonesian government has increasingly emphasized the importance of strengthening student welfare through school-based support programs. One of the strategic policies introduced is the Free Nutritious Meal Program (MBG), which aims to improve students' nutritional intake, health conditions, concentration, and participation in learning activities (Leuape et al., 2026). The implementation of this program reflects a broader educational paradigm that integrates health and welfare aspects into the educational process to support sustainable human resource development (Abduvahobov et al., 2024; Nakashwa & Mfidi, 2025).

The implementation of the MBG program in secondary education requires effective governance involving various stakeholders, including school principals, teachers, education staff, parents, health institutions, and government agencies. Educational governance refers to the processes of planning, organizing, implementing, monitoring, and evaluating educational programs to achieve institutional goals effectively and efficiently. In the context of the MBG program, governance becomes crucial because the program involves coordination related to food distribution, nutritional standards, administrative management, budgeting, and accountability systems. Weak governance practices may create inefficiency, poor coordination, and obstacles to program sustainability (Phungwayo et al., 2021).

One of the important factors influencing the effectiveness of educational governance is principal's leadership. School principals act not only as administrators but also as leaders who coordinate school resources, encourage collaboration, and ensure that educational policies are implemented effectively. Effective leadership enables principals to create communication among school members, strengthen organizational commitment, and solve technical problems that arise during policy implementation. Previous studies have shown that leadership has a significant role in improving school effectiveness, organizational performance, and educational management practices (Hsu et al., 2024; Irby & Lara-alecio, 2023; Kielblock & Lilla, 2025). Therefore, principal's leadership becomes an essential element in supporting the governance of the MBG program in schools. In addition to leadership, policy implementation also plays a significant role in determining the success of educational programs (Irawan et al., 2024; Stahnke & Prediger, 2026). Policy implementation refers to the process of translating government regulations into practical activities at the institutional level. In many cases, the implementation of educational policies often faces challenges related to resource limitations, administrative complexity, infrastructure readiness, and coordination among stakeholders. In the MBG program, schools are required to adapt national policy directions to local institutional conditions while maintaining accountability and program effectiveness. As a result, the success of the program depends not only on policy formulation but also on how the policy is implemented in the school environment.

Several previous studies have examined educational governance, principal's leadership, school-based nutrition programs, and policy implementation in educational institutions (Aldridge et al., 2024; Machado et al., 2022). However, most studies have focused separately on leadership effectiveness, nutritional outcomes, or educational policy evaluation. Limited research has specifically explored how principal's leadership and policy implementation interact in shaping the governance effectiveness of school-based nutrition programs, particularly in the context of secondary education in Indonesia. In addition, previous studies rarely emphasize collaborative governance involving multiple stakeholders in the implementation of the Free Nutritious Meal Program (MBG). Therefore, this study offers a novel contribution by examining the interconnected role of principal's leadership, policy implementation, and stakeholder collaboration in strengthening the governance effectiveness of the MBG program in secondary schools.

This study is important because the governance of the MBG program has broader implications for educational quality, student well-being, and sustainable school development. Effective governance may improve students' learning readiness, strengthen collaboration among stakeholders, and support the achievement of educational objectives. Furthermore, the findings of this study are expected to contribute both theoretically and practically to the field of educational administration and policy implementation.

Based on the background above, the research problems of this study are formulated as follows: 1) How is the governance of the Free Nutritious Meal Program implemented in secondary education?; 2) How does principal's leadership influence the implementation of the MBG program?; 3) How is policy implementation carried out in supporting the governance effectiveness of the MBG program?; 4) What supporting and inhibiting factors influence the implementation of the MBG program in schools? .

To provide a clearer understanding of the relationship between principal's leadership, policy implementation, and the governance effectiveness of the Free Nutritious Meal Program (MBG), this study develops a conceptual framework. The framework illustrates that principal's leadership functions as the main driving force in coordinating, supervising, and directing program implementation within the school environment. Meanwhile, policy implementation involves planning, execution, monitoring, evaluation, and reporting processes that support the achievement of program objectives. The interaction between these two variables influences the effectiveness of program governance, including stakeholder collaboration, accountability, resource management, and program sustainability. In addition, contextual factors such as government support, school resources, parental participation, infrastructure, and regulations also contribute to the success of program implementation. The conceptual framework of this study is presented in the following figure.

Method

This study employed a descriptive qualitative approach to examine the governance dynamics of the Free Nutritious Meal Program (MBG) through principal's leadership and policy implementation in secondary education (Brooks & Brooks, 2024; Chanimbe & Naa, 2025; Michaels & Barling, 2025). A qualitative approach was considered appropriate because this study aimed to explore deeply the experiences, perceptions, and governance practices occurring during the implementation of the MBG program in the school environment (Chambers et al., 2020). The study was conducted at a public senior high school in Mukomuko Regency, Indonesia, from January to March 2026.

The participants consisted of one principal, two vice principals, four teachers, two education staff members, and four students who were directly involved in the implementation of the MBG program. The student participants comprised two male and two female students, aged between 16 and 18 years, representing Grades 10, 11, and 12. Participants were selected using purposive sampling based on their active involvement, experience, and understanding of the implementation of the MBG program within the school. Specifically, the student participants were chosen based on their regular participation in the program, ability to provide relevant information regarding its implementation, and willingness to share their experiences and perspectives.

Data were collected through semi-structured interviews, non-participant observations, and documentation analysis. Semi-structured interviews were conducted to obtain information related to leadership practices, policy implementation, coordination mechanisms, and challenges encountered during the implementation of the MBG program. Each interview lasted approximately 30–45 minutes and was conducted in a flexible and interactive manner to encourage participants to share their experiences openly. Non-participant observations were carried out to directly examine the implementation process of the program, including food distribution activities, stakeholder coordination, and student participation (Setyaningtyas et al., 2022). Documentation analysis included school reports, program documents, meeting records, and policy-related administrative documents that supported the research findings.

The data were analyzed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion verification. The analysis process was conducted through several stages, including open coding, data categorization, theme identification, and interpretation of findings related to governance dynamics, principal's leadership, and policy implementation (Raza, 2026). Codes were generated from recurring statements, observations, and documentation findings to identify meaningful patterns within the data (Bingham, 2023). To enhance the credibility and trustworthiness of the study, source triangulation and method triangulation were employed by comparing data obtained from interviews, observations, and documentation. In addition, member checking was conducted with several participants to ensure the accuracy and consistency of the interpreted findings (Kullman & Chudyk, 2025). This study also applied research ethics throughout the research process. All participants were informed about the objectives of the study, and their participation was voluntary. Confidentiality and anonymity were maintained, and all data were used solely for academic purposes. The researchers' academic backgrounds in educational leadership and policy studies informed the focus of this research. Recognizing that these perspectives may shape data interpretation, the researchers employed reflexive practices, data triangulation, and member checking to enhance trustworthiness. The researchers had no formal role in the administration or implementation of Indonesia's Free Meal Program (MBG) at the study site and maintained an independent position throughout the research process.

Results and Discussions

Governance of the Free Nutritious Meal Program (MBG)

The findings revealed that the implementation of the Free Nutritious Meal Program (MBG) in secondary education involved integrated governance processes consisting of planning, coordination, implementation, supervision, evaluation, and reporting activities. The school established coordination mechanisms involving the principal, teachers, education staff, food providers, parents, and local government institutions to ensure that the program was implemented effectively (Paper, 2020). The Free Nutritious Meal (MBG) program is unique compared to other school programs because it integrates education, health, and social welfare goals in one policy. The program involves cross-sectoral governance that includes the government, schools, health workers, and food providers, so that school principals play the role not only as educational leaders but also as a liaison for public policy implementation. In addition to supporting the learning process, MBG focuses on improving the nutritional status of students as a long-term investment in human resource development, making it a school governance innovation that is different from conventional education programs.

The findings also revealed that effective coordination among stakeholders became an important factor in maintaining the sustainability of the MBG program. One participant explained:

"Coordination meetings are regularly conducted to discuss food distribution schedules, nutritional quality, and program evaluation. Through these meetings, we can identify problems early, coordinate solutions, and ensure that the program runs according to established guidelines." (Vice Principal).

"The involvement of teachers and staff helps ensure that the program was implemented in an organized and systematic manner. We work together to monitor food distribution, assist students when needed, and report any issues that may affect the quality of service." (Teacher).

"Every unit in the school has a role to play. Administrative staff help with documentation and reporting, while teachers supervise students during meal distribution. This collaboration makes the implementation process more efficient and accountable." (Education Staff).

These findings indicated that collaborative governance practices supported the effectiveness and continuity of the MBG program implementation in schools. Table 1 presents the governance activities implemented in the MBG program.

Table 1. Governance Activities of the MBG Program

Governance Aspect	Implementation Activities	Stakeholders Involved	Analytical Interpretation
Planning	Program scheduling, beneficiary identification, and meal preparation planning	Principal, teachers, administrative staff	Effective planning demonstrates the school's capacity to translate national MBG policies into operational actions. Early stakeholder involvement facilitates resource allocation and reduces implementation uncertainty.
Coordination	Communication and coordination with stakeholders	School management, parents, food providers, local authorities	Coordination functions as a governance mechanism that strengthens inter-organizational collaboration and ensures alignment between policy objectives and operational practices.
Implementation	Food distribution, supervision, and student participation management	Teachers, staff, food providers	The implementation phase reflects the school's ability to manage daily operations while ensuring food quality, timeliness, and compliance with nutritional standards.
Monitoring	Observation of program activities and service quality	Principal, teachers, stakeholders	Monitoring enhances transparency and accountability by identifying operational issues and ensuring adherence to program guidelines.
Evaluation	Review meetings, reporting, and feedback collection	School management and stakeholders	Evaluation supports organizational learning by providing evidence for decision-making and continuous program improvement.

The findings indicate that governance effectiveness depends on collaboration among school stakeholders and the consistency of program supervision (Mohapi & Chombo, 2021; Ramasimu, 2023). The school regularly conducted evaluations to identify implementation challenges and improve program quality.

Principal's leadership in MBG Program Implementation

The study found that principal's leadership played a central role in directing the implementation of the MBG program. The principal acted as a coordinator, supervisor, communicator, and decision-maker to ensure that program activities are conducted effectively and according to policy objectives.

Table 2. Principal's leadership Roles in MBG Governance Program

Implementation Challenges	Impact on Program	Principal's Response
Budget limitations	Restricted program expansion and flexibility in menu provision	Prioritized resource allocation, strengthened financial planning, and coordinated with relevant authorities for additional support.
Administrative complexity	Increased workload and delays in reporting processes	Simplified internal procedures and delegated administrative responsibilities among staff members.
Coordination among stakeholders	Communication gaps and inconsistencies in implementation	Conducted regular coordination meetings and established clear communication channels among stakeholders.
Food distribution logistics	Potential delays in meal delivery and service quality	Strengthened supervision mechanisms and coordinated closely with food providers to ensure timely delivery.
Infrastructure constraints	Limited storage and food service facilities	Optimized existing facilities and proposed infrastructure improvements to relevant authorities.

Teachers reported that participatory leadership practices strengthened communication and cooperation among school members (Heikonen, 2025; International et al., 2025; Nadeem, 2024). The principal also conducted routine meetings to discuss implementation progress and identify program obstacles.

The principal emphasized the importance of communication and supervision in supporting program implementation:

“As school leaders, we must ensure that all stakeholders understand their responsibilities and work together to support the program. The success of the MBG program depends not only on the school's management, but also on the commitment of teachers, administrative staff, students, parents, and external partners. Regular coordination and open communication are essential." (Principal)

Teachers also highlighted the role of participatory leadership:

"The principal always involves teachers in coordinating meetings and problem-solving discussions related to the MBG program. Whenever problems arise, such as food distribution schedules or student participation, teachers are invited to share their opinions and propose solutions. This approach makes." (Teacher)

These findings demonstrate that participatory leadership strengthened collaboration, communication, and stakeholder commitment during program implementation.

Policy Implementation and Program Effectiveness

The implementation of the MBG policy was carried out through planning, organizing, implementation, monitoring, evaluation, and reporting activities. Schools translated government policy into practical implementation adjusted to local school conditions. The program also contributed positively to students' learning readiness, discipline, and health awareness. Teachers observed that students became more focused and active during classroom learning activities after participating in the MBG program.

Students reported positive experiences regarding the implementation of the MBG program. One student stated:

“This eating program helps us feel more focused during the morning lessons because we don't study on an empty stomach. Prior to the program, some students often felt hungry during class, making it difficult to concentrate, especially in the first few hours of lessons. Now, we have more energy, can pay attention longer, and participate.” (Student)

Similarly, another participant explained:

"Students become more enthusiastic and active in classroom activities after the program is implemented regularly. We observed that they were more responsive during discussions, asked more questions, and showed better engagement in learning tasks. In addition, absenteeism due to minor health complaints appears to be declining, suggesting that the program does not only support." (Teacher)

These findings suggest that the MBG program contributed positively to students' learning readiness and classroom participation.

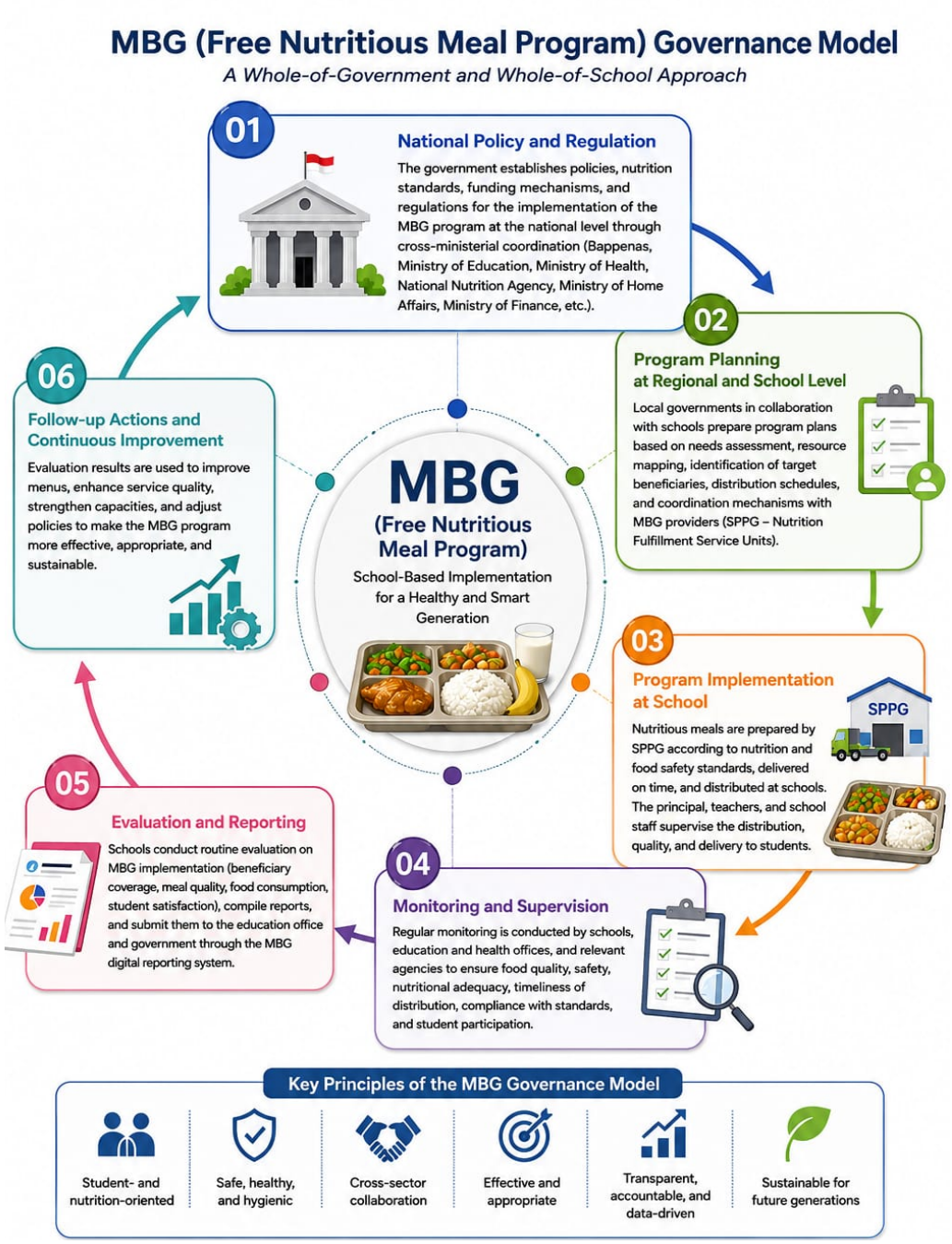

Figure 2. Stages of MBG Program Policy Implementation

The findings demonstrate that systematic policy implementation helped schools maintain program accountability and implementation consistency.

Supporting and Inhibiting Factors

The findings identified several supporting and inhibiting factors affecting the governance effectiveness of the MBG program. Despite the positive impacts, several challenges affected program implementation. One participant stated:

"Budget constraints sometimes affect the availability and variety of nutritious foods provided to students. While the program is ongoing, there are times when menu choices need to be adjusted to fit the available resources. This situation can make it difficult to consistently provide a wide variety of foods that meet nutritional standards while accommodating student preferences." (Education Staff)

Table 3. Supporting and Inhibiting Factors in MBG Governance Program

Factors	Description	Impact on MBG Governance
Principal's leadership commitment	Strong leadership in planning, coordination, and supervision	Facilitated stakeholder engagement, accelerated problem-solving, and strengthened accountability throughout implementation.
Collaboration among school members	Active participation of teachers and staff	Improved operational efficiency, communication, and collective responsibility for program success.
Parental participation	Support from parents and the school community	Increased program legitimacy, strengthened monitoring, and encouraged student participation.
Availability of facilities	Adequate infrastructure and supporting resources	Enhanced the efficiency and sustainability of food distribution and program operations.
Budget limitations	Insufficient financial resources	Reduced flexibility in program development, menu diversification, and service expansion.
Administrative complexity	Extensive reporting and bureaucratic procedures	Increased staff workload and slowed implementation processes.
Coordination challenges	Difficulty synchronizing multiple stakeholders	Reduced implementation efficiency and delayed decision-making processes.
Limited infrastructure	Inadequate storage, preparation, or distribution facilities	Constrained operational effectiveness and affected service quality.

Another participant highlighted coordination challenges:

"Communication between stakeholders sometimes becomes difficult when the implementation schedule changes suddenly. Adjustments to food delivery times, school activities, or administrative requirements sometimes require immediate coordination between teachers, staff, food providers, and local authorities. If information is not communicated quickly, it can affect the smooth implementation of the program." (Vice Principal)

These findings indicate that financial constraints and coordination issues remain important obstacles in maintaining program effectiveness and sustainability.

The findings indicate that supporting factors had a stronger influence on program sustainability than inhibiting factors. However, schools still faced challenges related to financial support, administration, and infrastructure availability.

Discussion

Summary of Key Findings

This study found that the governance effectiveness of the Free Nutritious Meal Program (MBG) was strongly influenced by principal's leadership and policy implementation practices in secondary education. The implementation process involved planning, coordination, supervision, evaluation, and reporting activities supported by collaboration among stakeholders. Principal's leadership played a significant role in directing communication, managing resources, strengthening participation, and ensuring policy implementation. The program also contributed positively to students' learning readiness, health awareness, and school participation. However, budget limitations, administrative complexity, and coordination challenges remain important obstacles in program implementation.

Comparison with Prior Literature

The findings of this study support previous studies emphasizing the importance of leadership in educational governance and policy implementation. Previous research has shown that principal's leadership contributes significantly to organizational effectiveness, communication quality, and collaborative school management practices. In this study, the principal functioned not only as an administrator but also as a transformational leader who coordinated stakeholders and encouraged participatory governance practices in the implementation of the MBG program. These findings are consistent with studies highlighting the strategic role of principals in strengthening school-based policy implementation and improving educational quality.

The findings also align with previous studies on school nutrition programs and educational policy implementation. Earlier research indicated that school-based nutrition programs may improve students' learning readiness, concentration, and participation in classroom activities. Similarly, this study found that students

demonstrated improved learning focus and health awareness after participating in the MBG program. However, this study also identified challenges related to budgeting, infrastructure, and coordination, supporting previous findings that educational policy implementation often faces resource and administrative constraints, particularly in public schools. These findings can also be interpreted through the perspective of transformational leadership theory, which emphasizes the role of leaders in motivating stakeholders, strengthening collaboration, and creating shared organizational goals. In the context of the MBG program, the principal's participatory leadership practices encouraged communication, stakeholder involvement, and collective responsibility in supporting program sustainability.

Contribution to Educational Governance Theory

This study contributes to educational governance and policy implementation theory by demonstrating the interaction between principal's leadership and policy implementation in shaping governance effectiveness in school-based nutrition programs (Brooks & Brooks, 2024; Rourke & Brien, 2026). The findings indicated that governance effectiveness is not solely determined by policy regulations but also by leadership capacity, stakeholder collaboration, communication practices, and adaptive management strategies. This study extends previous educational governance research by emphasizing the importance of participatory leadership and collaborative governance in supporting student welfare-based educational programs. The findings also support the concept of collaborative governance, which highlights the importance of multi-stakeholder involvement in achieving effective public program implementation (Bianchi et al., 2021). The interaction among school leaders, teachers, parents, education staff, and external stakeholders demonstrated that governance effectiveness was strengthened through cooperation, shared responsibility, and participatory decision-making processes.

Practical Implications for Secondary Schools

The findings provide practical implications for schools implementing student welfare-based programs such as the MBG initiative. Schools should strengthen principal's leadership capacity, improve coordination systems, and encourage participatory collaboration among teachers, staff members, parents, and external stakeholders. In addition, schools should develop transparent supervision and reporting systems to improve accountability and program sustainability. Government institutions are also encouraged to provide stronger financial support, infrastructure development, and policy guidance to ensure effective program implementation in schools. This suggests that the success of school-based nutrition programs is influenced not only by policy availability but also by schools' organizational capacity to translate policies into practical and sustainable implementation strategies (Fathi et al., 2024; Samnani et al., 2024).

Limitations

This study has several limitations. First, the study was conducted in a single secondary school, limiting the generalizability of the findings to other educational contexts. Second, the study employed a qualitative approach focusing on participants' perceptions and experiences, which may contain subjective interpretations. Third, the study primarily examined governance and leadership aspects without quantitatively measuring students' nutritional outcomes or academic performance improvements resulting from the MBG program.

Future Research Directions

Future research is recommended to examine the implementation of the MBG program across multiple schools and educational levels to obtain broader insights into governance effectiveness and policy implementation practices. Further studies may also employ mixed-method or quantitative approaches to analyze the relationship between program implementation, nutritional outcomes, and student academic performance. In addition, future research should investigate the role of digital administration systems, community participation, and inter-sector collaboration in strengthening the sustainability of school-based nutrition programs.

Conclusions

This qualitative case study examined governance dynamics of Indonesia's Free Nutritious Meal Program (MBG) through principal leadership and policy implementation at one public senior high school. Three conclusions emerge. First, MBG program governance involves five activities planning, coordination, implementation, supervision, evaluation, and reporting with coordination and supervision reported as most critical to success. Second, principal leadership functions across five roles (coordinator, supervisor, communicator, decision-maker, motivator), but coordination and supervision were more frequently cited than inspirational roles, suggesting that for routine nutrition programs, transactional leadership may be more consequential than transformational leadership. Third, supporting factors (leadership commitment, collaboration, parental participation, facilities) outweighed inhibiting factors (budget limits, administrative complexity, coordination challenges), but persistent resource constraints threaten long-term sustainability. This study refines educational governance theory by specifying which leadership functions matter most for school-based nutrition programs,

and by demonstrating how national policy translates into local implementation in the Indonesian secondary school context. Single-site design limits generalizability. Reliance on self-reported perceptions may introduce social desirability bias. The study did not measure objective nutritional or academic outcomes. Principals should prioritize coordination systems and supervision routines. Policymakers should provide sustainable financing mechanisms and reduce administrative complexity. Future research should compare multiple schools across regions and employ mixed methods linking leadership practices to measurable student health and learning outcomes.

Acknowledgments

We would like to express our sincere gratitude to all parties who contributed to the completion of this study. Special appreciation is extended to the supervisors and lecturers of the Doctoral Program in Education, Faculty of Teacher Training and Education, University of Bengkulu, Indonesia, for their valuable guidance, constructive suggestions, and continuous support throughout the research process. We also sincerely thank the principal, teachers, education staff, students, and all stakeholders involved in the implementation of the Free Nutritious Meal Program (MBG) at the public senior high school in Mukomuko Regency for their cooperation, participation, and willingness to provide important information and experiences during the study. Their contributions were essential to the successful completion of this research. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

References

Abduvahobov, P., Cameron, S. J., Ibraheem, A., Herat, J., & Castle, C. (2024). The Need For Stronger International Support To Integrate Health And Well-Being And Transform Education : A Perspective On Developing Countries. September, 1–6. Https://Doi.Org/10.3389/Fpubh.2024.1415992

Aldridge, J. M., Mclure, F. I., & Aldridge, J. M. (2024). Preparing Schools For Educational Change : Barriers And Supports – A Systematic Literature Review A Systematic Literature Review. Leadership And Policy In Schools, 23(3), 486–511. Https://Doi.Org/10.1080/15700763.2023.2171439

Angilletta, S., Iuliano, E., Kuvacic, G., Bragazzi, N. L., Alessandria, M., & Giorgio, A. De. (2025). Italian Middle And High School Teachers : A Cross - Sectional Study. 1–7. Https://Doi.Org/10.4103/Jehp.Jehp

Bianchi, C., Nasi, G., Rivenbark, W. C., & Bianchi, C. (2021). Implementing Collaborative Governance : Models , Experiences , And Challenges. Public Management Review, 23(11), 1581–1589. Https://Doi.Org/10.1080/14719037.2021.1878777

Bingham, A. J. (2023). From Data Management To Actionable Findings : A Five-Phase Process Of Qualitative Data Analysis. 22, 1–11. Https://Doi.Org/10.1177/16094069231183620

Brooks, J. S., & Brooks, M. C. (2024). Hot Leadership , Cool Leadership : How Education Policies Are Implemented (And Ignored) In Schools. Https://Doi.Org/10.1177/08959048241268309

Chambers, S., Boydell, N., Ford, A., & Eadie, D. (2020). Learning From The Implementation Of Universal Free School Meals In Scotland Using Normalisation Process Theory : Lessons For Policymakers To Engage Multiple Stakeholders. Food Policy, 95(April), 101936. Https://Doi.Org/10.1016/J.Foodpol.2020.101936

Chanimbe, T., & Naa, A. (2025). School Leaders ' Coping Mechanisms To Confront Reform Implementation Challenges : Evidence From Ghana ' S ' Free Shs ' Policy. January, 1–29. Https://Doi.Org/10.1002/Rev3.70041

Fathi, L. I., Walker, J. L., Robinson, M., Littlewood, R. A., & Truby, H. (2024). Exploring The Long-Term Sustainability Of School-Based Nutrition And Food Programs : What Works , Where And Why ? January, 1149–1157. Https://Doi.Org/10.1002/Hpja.847

Heikonen, L. (2025). Interrelations Between Teachers ' Perceptions Of School Leadership Group Practices And Collaborative School Development In Finland. 9(Siltavuorenpenger 5). Https://Doi.Org/10.1177/17411432241268987

Hsu, W., Silalahi, A. D. K., Eunike, I. J., & Thi, D. (2024). Fostering Creativity And Performance Through Authentic Leadership In Educational Institutions. Cogent Social Sciences, 10(1). Https://Doi.Org/10.1080/23311886.2024.2425774

International, A., Cunningham, E., & Cunningham, E. (2025). Pastoral Care In Education School Leaders ' Coordination And The Effect On Students ' Transition Into Secondary School : Insights From School Leaders In Aotearoa New Zealand In Aotearoa New Zealand. Pastoral Care In Education, 00(00), 1–18. Https://Doi.Org/10.1080/02643944.2025.2596090

Irawan, B., Veronika, M., & Sigit, B. (2024). The Influence Of Communication On Policy Implementation : The Mediating Role Of Disposition. 13, 19–28. Https://Doi.Org/10.5267/Dsl.2023.12.005

Irby, B. J., & Lara-Alecio, R. (2023). Building School Leaders ' Instructional Leadership Capacity Through Virtual Professional Leadership Learning Communities. April. Https://Doi.Org/10.3389/Feduc.2023.1168734

Kielblock, S., & Lilla, N. (2025). Rethinking Leadership In Extended Education : How Collaborative Development Drives Organizational Quality. March, 1–16. Https://Doi.Org/10.3389/Feduc.2025.1545842

Konstantinidis, A. (2024). International Journal Of Educational Research Open An Integrative Review Of The Literature On Factors Influencing Student Well-Being In The Learning Environment. International Journal Of Educational Research Open, 7(December 2023), 100384. Https://Doi.Org/10.1016/J.Ijedro.2024.100384

Kullman, S. M., & Chudyk, A. M. (2025). Participatory Member Checking : A Novel Approach For Engaging Participants In Co-Creating Qualitative Findings. 24, 1–14. Https://Doi.Org/10.1177/16094069251321211

Leuape, E. S., Meilawati, F. T., Adu, A. A., & Lumba, A. J. F. (2026). Open Access Dissemination Of The Free Nutritious Meal Program For Students : Case Study In Rote- Ndao Regency – Indonesia Communication Focuses On Making The Best Use Of Communication Resources . This Includes How Messages Are Created. 639–652. Https://Doi.Org/10.56338/Mppki.V9i4.9503

Machado, S. S., Brewster, A. L., Shapiro, V. B., Ritchie, L. D., Magee, K. S., & Madsen, K. A. (2022). Implementation Leadership In School Nutrition : A Qualitative Study. Journal Of Nutrition Education And Behavior, 54(1), 56–64. Https://Doi.Org/10.1016/J.Jneb.2021.08.011

Michaels, L., & Barling, D. (2025). School Meal Nutrition And Procurement Policies In England : Governance Variability And Innovation In Implementation Settings. December, 1–16. Https://Doi.Org/10.3389/Fsufs.2025.1643778

Mohapi, S. J., & Chombo, S. (2021). Governance Collaboration In Schools : The Perceptions Of Principals , Parents And Educators In Rural South Africa Governance Collaboration In Schools : The Perceptions Of Principals , Parents And Educators In Rural South Africa. Cogent Social Sciences, 7(1). Https://Doi.Org/10.1080/23311886.2021.1994723

Nadeem, M. (2024). Social Sciences & Humanities Open Distributed Leadership In Educational Contexts : A Catalyst For School Improvement. Social Sciences & Humanities Open, 9(February), 100835. Https://Doi.Org/10.1016/J.Ssaho.2024.100835

Nakashwa, N. K., & Mfidi, F. H. (2025). Exploring The Hurdles Of Implementing National School Health Policy In Namibian Schools : Insights From Stakeholders. Bmc Health Services Research. Https://Doi.Org/10.1186/S12913-024-12197-0

Paper, O. (2020). Managing Implementation Of A Parental Support Programme For Obesity Prevention In The School Context : The Importance Of Creating Commitment In An Overburdened Work Situation , A Qualitative Study. 191–209. Https://Doi.Org/10.1007/S10935-020-00584-2

Phungwayo, T., Kushitor, S. B., & Koornhof, L. (2021). Governance Of Food And Nutrition Security In Eswatini : An Analysis Of Government Policies And Reports. Agriculture & Food Security, 1–10. Https://Doi.Org/10.1186/S40066-021-00307-8

Raza, K. (2026). Context-Speci Fi C Leadership And The Governance Of Work- Integrated Learning In Alberta ' S Higher Education Policy. Https://Doi.Org/10.1177/17411432261446577

Rourke, M. O., & Brien, S. O. (2026). Implementing Distributed Leadership In Irish Voluntary Secondary Schools From The Principals ' Perspective Implementing Distributed Leadership In Irish Voluntary. Irish Educational Studies, 45(1), 121–142. Https://Doi.Org/10.1080/03323315.2024.2374304

Samnani, A. A., Karmaliani, R., & Nuruddin, R. (2024). Unveiling School Community Perceptions Of Nutrition-Friendly School Initiatives In Preschool Settings In Rural Sindh Province , Pakistan : An Exploratory Study. May, 1–13. Https://Doi.Org/10.3389/Fpubh.2024.1379229

Setyaningtyas, S. W., Arimbi, A. N., & Diana, R. (2022). Exploration Of School Meal Food Service Management : A Case Study Of A Full-Day School. 11(3). Https://Doi.Org/10.11591/Ijphs.V11i3.21331

Stahnke, R., & Prediger, S. (2026). Studies In Educational Evaluation Effectiveness Of Personnel And Material Implementation Strategies : The Case Of An Instructional Approach For Mathematical Word Problems. 89(January). Https://Doi.Org/10.1016/J.Stueduc.2026.101582.