EFFECT OF SCHOOL FEEDING PROGRAMME ON UNIVERSAL BASIC EDUCATION (U.B.E) IN ZARIA AND MAKARFI LOCAL GOVERNMRNT AREAS, OF KADUNA STATE

BY

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DECLARATION

I, declare that the work in this dissertation entitled “Effect of School Feeding Programme on Universal Basic Education (U.B.E) in Zaria and Makarfi Local Government of Kaduna State” has been carried out by me in the Department of Public Administration. The information derived from the literature has been duly acknowledged in the textand a list of references provided. No part of this dissertation has been previously presented for another degree or diploma at this or another institution.

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CERTIFICATION

This is to certify that this dissertation entitled: "EFFECT OF SCHOOL FEEDING ONUNIVERSAL BASIC EDUCATION (U.B.E) IN ZARIA AND MAKARFILOCAL GOVERNMENT AREA OF KADUNA STATE'' written by AminahOmowumiMUHAMMED to meets the regulations governing the award of Decree of Master of Science MS.c Degree (in Public Administration) of theAhmaduBello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to Almighty Allah, the Lord of the Universe for being mypillar of support and strength,and to my lovely parents Alhaji&HajiyaRajiand husband Mal. Mohammed AbdulKadirfor their inexhaustible care and prayers throughout the study.

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ABSTRACT

School Feeding Programme constitutes a critical intervention that has been introduced in many developed and developing countries in the World to address the issue of poverty, stimulate enrollment of pupils and enhance pupil performance. The study assessed the effect of School Feeding Programme on educational development in Zaria and MakarfiLocal Government Areas. This is done with a view to determine its effect on Enrollment, Retention and Academic performance of the pupils. The study adopted the survey research design and obtained its datafrom primary and secondary sources. The primary data was obtained through a structured questionnaire administered to Zaria and MakarfiLocal Government Areas of Kaduna State. The Questionnaire was complemented by an in-depth interview ofselected officers involved in the supervision and monitoring of the School Feeding Programme. The retrieved data were analyzed using descriptive statistics. The result shows thatpupils were fed daily through the School Feeding Programme which has resulted in the increase of pupils' enrollment, retention as well as enhanced their academic performance in class activity which is due to the effect of the programme. The major finding of the study shows that there is significant relationship between School Feeding Programme and enrollment, retention and academic performance of primary school pupils in Zaria and Makarfi Local Government Area of Kaduna State. The major constraint found wasthat the food supplied sometimes is not sufficient due to increase in population and some workers do take home part of the food for personal consumption. It was therefore, recommended among others that disciplinary action should be taken on workers who take food home and Government should endeavor to sustain School Feeding Programmein order to encourage pupils to enroll and remain in school as well as concentrate on their learning.The study therefore concludes that School Feeding Programmein Zaria and Makarfi Local Government Areas has positively affected the level of education and also contributed to a significant reduction in school drop-out rate considering the important role School Feeding Programme is playing in relation to enrollment, attendance and academic performance.

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LIST OF ABBREVIATIONS

ECE : Early Childhood Education

ECDE : Early Childhood Education and Development

ERC : Education Resource Center.

FPE : Free Primary Education.

FFE : Food for Education.

THR : Take Home Ratio

MGDs : Millennium Development Goals.

NHGSFP: National Home Grown School Feeding Programme.

NIT: National Institute of Technology

NPE : National Policy on Education.

NPEC : National Primary Education Commission.

NSNP : National School Nutritional Programme.

SFP : School Feeding Programme.

SUBEB: State Universal Basic Education Board.

UBE : Universal Basic Education.

UNESCO: United Nation Education Scientific and Cultural organization.

UNICEF: United Nation Children Education Funds.

UPE : Universal Primary Education.

WFP : World Food Programme.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the key to development and a powerful tool for lifting millions of the world's poor out of poverty. It is a proven contributor to reduce poverty and an instrument for change (Preece, 2006). Education is a major force in economic, intellectual, social and cultural development (Burtch, 2006), with added value of bringing about character and attitudinal changes, and its ability to reshape human potentials for desired development. Education is a crucial sector in any nation. Being a major investment in human capital development, it plays a critical role in long-term productivity and growth at both macro and micro levels. This therefore, explains why the state of education in Nigeria continues to be our national discourse at all levels. Education is also seen as a bridge to the future, an agent for human capital formation, a manpower industry that produces skills necessary for development. It has become a known creed that a nation's ability to develop the skills, knowledge, abilities and competencesof its members is crucial and fundamentally linked to education system-a social service with positives externalities that foster economic, social, political and technological change (Ogbodo and Nwaoku, 2007).

One of the pillars of building a nation is providing qualitative and adequate educational infrastructure to youths. It is through education that the lives of people are shaped to become future political leaders, scientists, economists, artists and free thinkers (Food and Agriculture organization and World Food Programme, 2013). Education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training and research. Generally,it occurs through any

experience that has a formative effect on the way one thinks, feels or acts. It isgenerally acknowledged, that investing in education is a key component for a country to use in development. An increase in quantity and quality of education is associated with government is move to achieve Millennium Development Goals in Universal Primary Education. This is evidence throughthe government's effortin introducing free universal primary education programmes. Currently, education is a fundamental right of every person due to its contribution to equity, diversity and lasting peace (World Education Forum, 2000). Education occupies a place in human rightand is essential and indispensable for the exercise of all other human right and for development. Article 26 of the United Nation Convection on the Right of the Child (UNCRC, 1989) set out the right to education to which every child is entitled. Article 29 of the Convention also attaches importance to the process by which the right to education is to be promoted. Without education, people can be subjected to abuses by the most powerful. Without education, people may be constrained to find menial jobs that do not fulfill them, without education, those who are marginalized or oppressed may not have the resources to denounce the injustice they suffer from and to claim their rights (Unterhalteras sighted inDeneulin and Shahani, 2009:201)

Access to universal Primary School Education has been a key policy priority for many countries trying to meet the Millennium Development Goals (MGDs). The World Bank (1999) affirmed that; when you give people a hand out or tool, they live a little better, when you give them education they can change the world. Currently, education is the fundamental right of every person due to its contribution, equity, diversity and lasting peace (World Education Forum, 2000). Education is viewed as a social good because it creates opportunities and provides people with choices. It is a truism that, education is an end in itself and a means

to an end because it helps activate economic personal development, and investment in it, is considered an essential precondition to economic growth. United State, Japan, Koreanetc are clear examples of what education can do. Japan and Demark had developed rapidly and economically owning to a high basic platform of education (Bishop, 1989).

Education is upheld as a fundamental human right globally, it is recognized as pivotal for the attainment of self-fulfillment and national development (UNESCO, 2010). Education is therefore, touted as the most important factor for achieving sustainable development and used as important means of changing attitude and behavior. As a result, governments have placed enormous resources both financial and human in enhancing education in their respective countries (UNESCO, 2010). Individual parents have also placed emphasis on the education of their children as the only legacy they can give their children. According to Dakar (2000), education occupies a central place in human rights and is essential and indispensable for the exercise of all other human right for development. United Nation Convention on the right of the child 1989 article 26 sets out the right to education to which every child is entitle. Despite the fact that access to education is steadily expanding across developing countries, with enrollment in higher education raising, a number of obstacles such as poverty and hunger still keep about 67 million children in primary school age out of school, of which 53% of them are girls and 43% of whom are in sub-SaharaAfrican (UNESCO, 2011, World Food Programme, 2013). Enrolment are slowing and being eroded by drop-outs, particularly in countries affected by armed conflicts where over 40% of out-of-school children live. Progress in reducing the number out of school children of primary school age has slowed down since 2005 and stagnated since 2008 to around 61 million (Food and Agriculture Organization,

2005, UNESCO and Education for all 2007). The estimated number of outof school children has risen in Sub-Sahara African from 29 million in 2008 to 31 million in 2010 (WFP, 2013)

In many developing countries/households hunger has been the barrier to school participation. A hunger-stricken child is not only unable to enroll in school at the right age but also cannot assimilate properly even if enrolled. Such children are likely to quit school because they have to deal with their immediate subsistence need before they get ready for schooling (Douben, 2006). Thus; low school enrollment, low class attendance and high student drop-outsare recurring problem in child education in poor households especially in area with high food insecurity. Due to this reason, the level of education attainment is also low in developing countries (Adelman, Gillian and Lehrer, 2009). There is no doubt that other manifestation of poverty than hunger also affects school participation.Jaulmes (2005) state that, more than 400 million school aged children around the world suffers from hunger. The majority of these children are from the rural communities, did not attend schools. Many Nigeria pupils suffer from undernourishment and may sometimes leave home without being fed.

To reduce the above problems, Provision of School Feeding Programme (SFPs) has been the major contributor to achieved ideal child development and improvement in academic performance, improve enrollment and concentration. Bavely (1987) states that, SFP enriches the child's diet, improve health and increase academic performance. School feeding have been said to advance education, health and nutrition outcomes of school going children. The National School Nutritional Programme (NSNP) has contributed to improving the learning capacity of children to promote self-sustaining school gardens and other production initiatives and to promote healthy life style among learners (Education Development, 2006). Over the years World Food Programme (WFP) has become the World foremost provider of the school

meal to poor children. In addition to providing free meals WFP provide pupils with take-home ratio for the family which encourages parents to send their children to school. School feeding initiative target the most food in secure areas with low school enrolment, irregular school attendance and high primary school drop-out rates.

Section 18 subsection (3a) of the constitution of the Federal Republic of Nigeria 1999 (as amended) provides for free compulsory and universal primary education as a goal for the government. Furthermore, section 15 of the child Right act 2003 makes it a duty for the Federal Government of Nigeria to provide free compulsory and Universal Basic Education in the country. On account of this Act, the compulsory free and Universal Basic Education Act was enacted in 2004. The introduction of SFPs by the Federal Government of Nigeria is a demonstration of commitment of the President MuhammaduBuhariled Administration to ensure the progressive realization of the right of every child in Nigeria through free, compulsory and Universal Basic Education. In Nigeria, according to Xinhua (2005) a Home-Grown School Feeding Programme aimed at improving the nutritional intakeof children of school age in African most populous country is lunched. A total of 2.5 million children or 10% of the population are expected to take-part in the programme aimed at providing one meal daily for every child in Nigeria schools. The programme did not only increase the school enrolment and completion rate, that of especially the children in rural communities and poor urban neighborhoods but also stimulate local food production and boost the income of farmers. Nigeria had also lunched the free Universal Basic Education in 1999 to ensure all children have not only the opportunity to be educated but also poverty such as hungry children have become part of the problem for the execution. The SFP is aimed at achieving access to free universal education for children who otherwise miss school due to poverty.

Education is an indispensable tool for socio-economic development of every country. In line with this assertion, government must take the issue of making education accessible to its citizen seriously. The MDGs task Force Report on achieving the education MDG cites SFP as one important approach to attract children to school and improve learning.

Education in Nigeria is no more a private enterprise only but also huge government venture. It has witnessed a progressive development, complete and dynamic intervention with active participation of all stakeholders geared towards a positive change in behavior, improvement in learning and in the entire school system. In view of government involvement, it strives to eliminate existing contradictions, ambiguities and lack of uniformity in the educational practices at the different level of education. This is exercised to ensure an even and orderly development of the system in general. School enrolment dropped in Nigeria primary school level from 10.5 million to 8.6million across the country according to the statistics released by the Federal Ministry of Education. This was a significant improvement considering the growing poverty in the country and resistance to education in some part of the North. The increase in enrolment at primary level coincides with the introduction of School Feeding Program by government in conjunction with some state government.

The Mission for Education in Kaduna State is the government commitment to achieve the Education for All (EFA) goal and to guide in its strategy. This will assist in delivering the state reform agenda for social development, poverty eradication and eventually achieve the millennium development goals through enhanced activities in the educational sector. The basic education is of great significance within Kaduna State and Nigeria at large. It subscribes to the education for all principles and process and aim to put into effect the six goals arising from the World Education Forum in Dakar, April 2000. The six Dakar goals are:

- Expanding and improving comprehensive early childhood careand education especially for the most valuable and disadvantage children;
- Ensuring that all children particularly girls, children in different circumstance and those belonging to ethnic minority have access to and complete free and compulsory primary education of good quality;
- Ensuring that the learning needs of all young people and adult are met through equitable access to appropriate learning and life skill programmes;
- Eliminating gender disparities in primary and secondary education and achieving gender equality in education with a focus on ensuring girls full and equal access to and achievement and basic education and good quality;
- Achieving 50% improvement in levels of adult literacy especially for women and equitable access to basic and continuing education for all adults; and
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

The Government and several Ministries dealing with educational development is committed to a sector-wide education development, in which every sub-sector and every area of focus within the education sector is considered, that is, a situation where all internal and external development partners are invited to actively participate. The mission of Kaduna State Government on Education is to reduce poverty and improve the wellbeing of its population.The main aim of government is to work in partnership with stakeholders to provide

skills to all citizens through the educational system which in turn supports both their personal betterment and their socio-economic development.

Kaduna State Government on 18 January, 2016 lunched School Feeding Programme for the 1.8million primary school pupils in the state (Daily-Post 4thApril 2016). The programme is aimed at reducing hunger in the pupils of public primary school. With the introduction of the programme in Kaduna State the rate of enrollment, retention and academic performance increase because there are lot of children that are willing and able to go to school but cannot due to hunger even the pupils that do go are not performing well due to huger.

It has been observed that quit a number of primary school age children are seen on the street begging or hawking for survival at the expenses of their primary education. The Kaduna State Government kicked off the School Feeding Programme in both urban and rural primary school with the aim of giving educational opportunity to all primary school age children in the state. To achieve the set objectives in the state, the Kaduna State Government in collaboration with the federal Government of Nigeria adopted the SFP on 18th January, 2016. The aim of the programme is to boost school enrollment, retention, academic performance and completion. The School Feeding Programme is aimed at achieving access to the free Universal Basic Education for children who would otherwise missed school due to hunger.It is in this light that this work is undertaken so as to determine the effect of the feeding programme on universal basic education in Zaria and Makarfi Local Governments Area of Kaduna State.

1.2 Statement of the Research Problem

Primary schools are considered to be providers of basic foundation of education; they provide skills in reading, writing and communication which are fundamental to education. For any

educational system to be efficient, there should be smooth transition of pupil from one level to another or 100% retention, completion and good educational performance rate (Psycharopolous, 1988). Retention and completion is low in developing countries and thus contributing to high illiteracy levels. The major problem that plagues most school going children in primary school especially in low income areas is poverty. Poverty is a deprivation of income which in turns leaves various homes with no sufficient money to afford meals. Children from these low-income areas rather than go to school they stay at home and help parent to supplement their incomes. Girls as young as 9 years oldare usually employed as nannies or house helps to supplement their families' income whose goal is to afford more food. Therefore, when food is a challenge in any home or country, going to school becomes a least priority for the children and parents. This causes absenteeism and complete drop-out of child from school and also makes them inactive in class activities. The girls end up in early marriage and having children at tender age thus creating a stricken poverty circle that is hard to break. Thus, retention of such pupil is difficult not to talk of completion.

Food for Education attracts children to school by providing nutritious meal in exchange for school participation. If children are nourished, the programme will boost learning and cognitive development by improving attention span and nutrition. The attraction of these programmes is their potentials to improve both school participation, learning and cognitive outcomes by increasing the consumption of nutritional food by undernourished children. Poor Nutrition and poor health condition among pupils contribute to the inefficiency of the educational system. Nutrition is an important factor related to the child learning, well-being, performance and Productivity. A child who is not properly fed or lacks certain nutrient in his/her diet may not have the same potential for learning having difficult to perform the same

task and may have critical health condition that can delay his/her enrollment in school or cause irregular attendance in school. A nation with malnourished citizen suffers setbacks in the area of human productivity and economic development. In Nigeria it is very glaring that one of the myriads of development challenge is poverty with the attendant problem, hunger and malnutrition, low school enrollment, attendant, retention, completion rate and low academic achievement in schools. The above challenges were resolve by putting in place School Feeding Programme in public primary schools**(**Adeola, 2014**)**.

In 2000, the United Nation met in Dakar to commit itself to the eradication of hunger and the attainment of universal primary education. School Feeding Programme is one of the main interventions used to address these challenges. This programme falls squarely within the ambit of the UN declaration and at least three (3) of the MGD namely MGD1 (to eradicate extreme poverty and hunger), MGD 2 (to achieve universal primary education) and MGD 3 (to promote gender equality and empower women). (Bennett, 2003)

The art of feeding is as old as creation itself, School feeding has been seen as critical in child's physical, emotional and cognitive development. Food has being acknowledged as life and a power in activating people's life as well as supporting various aspect of child development which depend on correct amount and quality (Onlango, 1990). This shows that, serving food at schools does not only eradicate short term hunger among children but also help to get them into schools and provide them with a better key to better future. In schools where school feeding are offered the enrollment, retention and attendance rate increase significantly. This is especially true among the local communities where poverty level is high, pupils' stay in school longer, their academic performance improved as well and pupil with fill stomach concentrate better (Levinger, 1999)

School feeding programs can thus be a powerful instrument for achieving many multi-sectoral benefits in education such as, gender equality, food security, poverty reduction, nutrition and health, and agricultural development. The recent food, fuel and financial crises have highlighted the importance of school feeding programs both as a social safety net for children living in poverty and food insecurity, and as a tool for stimulating local agricultural production and economic opportunities in rural communities and above all enhancing children enrollment, retention, attendance and academic performance.It is a glaring situation in Kaduna State

Enrolment in Zaria local Government,before the introduction of SFP was very poor, (from 123,027pupils' before SFP to 508,371during the SFP) while in MakarfiLocal Government Areas, rise from 92,950 to 316,763 after the introduction of School Feeding Programme. Moreover, retention and attendance of pupils' in school was also poor, as such, their concentration was low, which negatively affect their academic performance. On the side of the teachers it makes them unserious and weakens them to perform their responsibility. It is against this background, that this study examines the impact of School Feeding Programme on Universal Basic Education (U.B.E) in Zaria and Makarfi Local Government Areas of Kaduna State.

1.3 Research Questions

i. How does school feeding programmeaffect enrollment of pupils in selected primary schools in Zaria and Makarfi Local Government of Kaduna State?

ii. To what extent has the school feeding program affected the retention of pupils in selected primary schools in Zaria and Makarfi Local Government Area of Kaduna State?

iii. To what extent hasthe school feeding programme affectedpupil's academic performance in the selected primary schools in Zaria and MakarfiLocal Government Area of Kaduna State?

1.4 Objectives of the Study

The major objective of the study is toexamine the effect of school feeding programme on Universal Basic Education (U.B.E) in Zaria andMakarfi Local Government of Kaduna State. Its specific objectives are to;

i. Ascertain the effect of school feeding programme on the enrollment of pupils in the selected primary school in Zaria and Makarfi Local Government Area of Kaduna State.
ii. Examine the effect of school feeding programme on retention of pupils in the selected primary schools in Zaria and Makarfi Local Government Area of Kaduna State.
iii. Determine the effect of school feeding programme on pupil's academic performance in the selected primary schools in Zaria and MakarfiLocal Government Area of Kaduna State.

1.5 Statement of Hypotheses

In the course of this research, the following hypotheses were formulated;

Ho_1: School Feeding Programme has no significant effect on enrollment of pupils in the selected public primary schools in Zaria and Makarfi Local Government Area of Kaduna State.

Ho: School Feeding Programme has no significant effect on retention of pupils in the selected public primary school in Zaria and Makarfi Local Government Area of Kaduna State.

Ho_3: School Feeding Programme has no significant effect on pupil's academic performance in the selected public primary schools in Zaria and Makarfi Local Government Area of Kaduna State.

1.6 Significance of the Study

School Feeding Programme provides empirical evidence and information on the impact of the programme in areas under study. The study informs the programme implementers and other stakeholder in particular on programme operation especially to improve the structure of the school feeding programme. These programmes are frequently targeted towards populations that lack food security and in areas with high concentration of families from low socio-economic status or towards schools that are faced with poor attendance and enrollment of pupils.

There are many studies that reviewthe effectiveness and benefit of SFP. The review by Bundy et.al (2009) suggest that, approximately designed SFP increase access to education and learning and improve children health and nutrition, especially when integrated to comprehensive school health and nutrition programmes. The systematic review of SFP by Kristjansson et al (2007) based on 18 studies concludes that,school meals have some small benefit for disadvantaged children measured by indicators of physical growth and cognitive abilities. Similarly, a recent review by Jomaa et al (2011) reveals that relatively consistent positive effects of SFP on energy intake, micronutrient status, school enrollment and attendance of the children participating in SFP compared to non-participants. However, the

impact of SF on growth, cognition and academic achievement was less conclusive based on the review.

The study sought to generate useful information that may be of great value to education policy makers, health officials, ECDE teachers and parents at all levels. It is expected to contribute towards the enhancement and sustainability of feeding programmes for children. The research may also assist the Ministry of Education and Ministry of Health in improving the feeding programmes in primary schools.

The findings of the study provide a framework for similar studies especially in other states of the federation. This can also persuade other states to initiate free school feeding since the programme produce a positive impact on educational indicators and social skills for both children and adult members of the state. Moreover the study provides the study provides a sort of feedback to government and her investment in the programme.

1.7 Scope and Limitations of the Study

The study is limited to the assessment of the effects of School Feeding Programme on Universal Basic Education in Zaria and Makarfi Local Government Areas of Kaduna State. The period of study will be from 2015 to 2020 because the study wants to find out about pupils enrollment, retention and academic performance before and after the introduction of the programme. The justification for the choice of Zaria and Makarfi LGA is based on rural and urban justification. In this regard, Zaria is an urban area while Makarfi is a rural area. This is evident by their characteristics in terms of Markets institutions, Banking institutions, availability of infrastructural facilities among others. Therefore, comparatively analysis was conducted between the two study areas

The limitations encountered by the researcher include the following;

1. Refusal by some respondents to disclose the primary data vital to achieving effective analysis of the topic at hand. Some of them, especially the rural population are afraid the information will be used against them; and
2. Failure of some respondents to return the copies of questionnaires distributed to them.

1.8 Operational Definition of Concepts

The following concepts are operationallydefined in this study:

i. **School Feeding Programme:** It is an initiative of the President MuhammaduBuhari Led administration in providing food to public primary school pupils across the 36 states in Nigeria.

ii. **Primary Education:** Is the foundational education directed towards providing Basic knowledge to children within the primary school agein Zaria and Makarfi LGAs.

iii. **Public Primary School:**Theseare educational institutions that are owned, managed and controlled by the public resources in Zaria and Makarfi LGAs.

iv. **Pupil's Performance:** Outcome of pupil assessment within a given period of time, in respect to the attainment of knowledge and skills in comparison with others and usually evaluated through result of formal examination in Zaria and Makarfi LGAs.

v. **Pupil's Enrollment:** Number of pupil that are registered into public primary school in Zaria and Makarfi LGAs.

vi. **Pupil's Retention:**It is the Number of school children that remain in the school up to the graduation period in Zaria and Makarfi LGAs.

vii. **Pupil's Attendance:**It refers to the average number of times pupils in public primary schools attend school in a termin Zaria and Makarfi LGAs.

CHAPTER TWO

LITERATURE REVIEWS AND THEORETICAL FRAMEWORK

2.1 Introduction

This section is concerned with review of related literature on the current school feedingprogrammes and its effect on educational development. The review wasbased on concepts, literature, empirical and theoretical framework.

2.2 Conceptual Framework

2.2. 1. The Concept of School Feeding

School feeding programme is an organized programme that alleviate hunger while supporting education, health and community development (WFP, 2007). It can be provided as meal or snacks to be eaten during school hours or distributed as dry take home food ration to pupils at the end of each day, month or school term, if pupils attend school regularly. It is a versatile safety net that is used as platform to support children and their families in a variety of contexts. School feeding programs (SFP) are a visible social safety net used by political leaders around the world (Adelman et.al; 2009).

The primary objectives of school feeding programme is to provide meals or snacks to alleviate short-term hunger, thus enabling students to learn. School feeding programmes have proven effective in encouraging enrolment, increasing attention span and improving school attendance (UNICEF 2005). According to Aregawi (2012), the primary assumption of SFPs is that, education and learning depends on good nutrition. Communities that participatein these programmes can see the tangible benefits on their children, such as their children being fed regularly or families supplied with additional food and the visibility of such programmes

could be attributed back to the politicians who supported them. Food for education programme are typically targeted towards population that are food insecure, reside in areas with high concentration of low socio-economic status families, or that face poor attendance and enrollment (Adelman et.al; 2009).

School feeding programmes have been defined by the World Bank (2012) as "targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism, and improving food security at the household levels". They furtherexplain that, beyond improvements in access to food, school feeding programmes also have a positive impact on nutritional status, gender equity, and educational status, each of which contributes to improving overall levels of country and human development. School feeding programmes are designed to provide food to hungry children so as to improve their physical, mental and psychosocial health.

School feeding is simply refers to the provision of food to children through schools. According to Oyefade(2014), different countries have one or a combination of the two feeding modalities in place for various objectives. However, they can be grouped into two broad categories: in-school meals and take-home rations where families are given food if their children attend school. Similarly, Bundy et.al (2009) defines school feeding as, the provision of food to school children, in which the programme can be classified into two (2) main group i.e. in-school feeding where children are fed in school and a take home ration where families are given food if their children attend school. He further said that, the in-school-feeding can in turn be divided into two (2) common categories; programme that provide meal and programme that provide high-energy biscuits or snacks. In the same view,Jomaaet'al, (2011)

sees school feeding programme as the provision of cooked or raw food to school going children. There are two modalities of the school feeding programme. These are:

- On Site Meal or Snacks-: where children are given food to support their access to education and enhance learning by reducing short term hunger;
- Take Home Rations- foods are given to school children as a condition for school attendance. The arrangement can be made by given them (children) raw food at the end or beginning of the week or month which is based on only those who attend school regularly as they are required by the school regulations.

School feeding programme according to Primary School Programme (1994) is seen as an intervention that delivers meals or snacks to children in the school setting with the intent of improving attendance, enrollment, nutritional status and learning outcomes. In the same perspective the primary assumption of SFPs according to World Food Programme 2005 is that education and learning depends on good nutrition. A number of objectives may be formulated for SFPs which includes:

- Increase enrollment and attendance;
- Decreases gender disparity;
- Alleviate short term hunger, thereby increasing learning capacity;
- Improve nutritional status; and
- Improve micro-nutrient status etc.

Similarly, according to the School Feeding Programme (2017) school feeding is a programme that establishes a safety net for the poor and eradicates malnutrition in school age children while stimulating the national economy. With the mission of providing free meal a day to pupil in public primary schools in Nigeria the government in conjunction with stakeholders is

working to ensure a sustainable implementation of the programme. The objectives of the school feeding according to NHGSFP are;

- ✓ To improve the enrollment of primary school children in Nigeria and reduce the current dropout rate from primary school which is currently estimated at 30%;
- ✓ To improve the poor nutrition and health status of many children who have been affected as a result of poverty which in turn has affected the learning outcome of a child; and
- ✓ To create jobs along the value chain and provide a multiplier effect for economic growth and development.

Historically, in-school meals have been the most popular modality of school feeding interventions. The school feeding can be in turn grouped into two common categories: programme that provides meals and programme that provides high-energy biscuits or snacks to generate greater impacts on school enrolment, retention rates, and reduce gender or social gaps (Akanbi, 2013). Uduku, (2011) contends that, there are indications of a significant swing in thinking about school feeding and many elements of this new thinking are being promoted keenly under the rubric of "home grown school feeding".

Sustainable School Feeding across African World (2018) defines school feeding as, the availability and provision of adequate food in terms of quantity, quality, safety as well as social cultural acceptability for school children. It goes further to say that, school feeding refers to meal served on school premises; nevertheless, complementary modalities of feeding such as take-home ratio (THR) also exist. While the concept of in school meals implies provision of food to pupils in schools, take-home ration are provided to the children families usually conditional upon their children attending schools.

Due to the greater impact that school programmes may play and due to their high cost benefit ratio, it has been pointed out that SFP should be considered as educational intervention, so as to determine budgetary resources allocation for nutritional interventions (World Bank, 2006). According to Regenade (1993), feeding programmes contribute to children's good performance. She stated that, in most impoverished settings, short term effects are worthwhile (food as a human right). She also states that, there is an impact of education and the link between hunger and learning. She also found out that children who are hungry or chronically malnourished are less able to learn regardless of the setting.

School Feeding Programme (SFP) sometimes refer to as school meal programs are intervention that regularly provide nutritious food to children and adolescent attending school. According to Oyefade (2014) SFP is simply the provision of food to children through school.Since the School Feeding Programme has become a key part of food assistance, relief emergency and development programme. SFP is a social safety net for children and as part of National development goals. It provide an important opportunity to assist poor families and feed hungry children. It provide incentives for poor families to send their children to school and keep them there.

2.2.2 School Feeding and Enrollment of Pupil

School Enrollment refers to the number of pupils that register in school as substantive candidate. In most developing countries SFP is aim at increasing pupil's enrollment and encourage them to stay in school till closing hours. SFP have positive impact in educational attainment by increasing enrollment and attendance, reducing absenteeism and decreasing drop-out (Hutchinson, 2006)

SFP and other school based nutrition and health programme can motivate parents to enroll their children in school. SFP are one of the several interventions that can be addressing some of the nutrition and health problems of school-age children (WFP, 2010).The purpose of school feeding program includes encouraging pupil to enroll, retain and increasing level of students' participation in school activities. Food is therefore used as a "magnet" to attract schoolchildren to enroll and consistently stay in schools.

Research revealed that, in Ghana, malnourished children enter school at a later age and completed fewer years of school than nourished children (Glewee and Jacoby 1994; Afoakwa, 2011). Results are most compelling for school enrolment and attendance, particularly where initial rate of participation are low (Jacoby, Cueto and Pollitti, 1997; Ahmed, 2004; Alderman, Behem, Lavy and Menon 2001). For example, Ahmed and Carlo (2002) provide evidence of 8% increase in enrollment and a 12% increase in attendance in a programme targeted to poor households. The effect of school feeding programme on age at first schooling is also of interest, given prior work on the importance of timely school entry for future school and labor market success.

In West Bengal, a research team took up a study in Burbhum district in 2004, they did a comparative analysis that involve selection on a random basis; 15 primary school were the programme has been operative and another 15 primary school without the programme. They found a great positive increase in enrolment in the area where the programme was in operation (Rana and Partriachi Team, 2004).

A recent World Bank report on poverty in Bangladesh notes that Bangladesh and Sri Lanka are the only country in South Asia that has achieved high school enrolment (World Bank,

2009). The Bangladesh evidences shows that the SFPs are making positive impact on school enrolment. This, however, shows the significant effect of Take home Ratio (THR) on school feeding. Walingo and Muslimali (2008) also confirm that difference study have shown an increase in school enrolment and increase in school attendance.

Bultenheim, Alderman and Friedman, (2011) found the effect of school feeding on enrolment. They observe that children enter school at an earlier age, SFP should encourage timely school entry by changing parental perception about the cost and benefit of schooling for young children around the school entry age. The availability of school meal may shift parent preference towards sending a child perceived as too young or too small to school.

The United Nations and the governments in collaboration with the World Food Program (which is a United Nations Agency), assume that, provision of food in schools (school meals) in the developing countries encourage students' enrollments and help to address the problem of pupil' dropouts in primary schools (WFP, 2010).

2.2.3 School Feeding Programme and Pupils' Retention

Retention can be refers to the action of keeping something or someone close instead of losing or stopping it. School Feeding Programme has been found to influence the rate of pupils' dropout in school. In Bangladesh, feeding pupils in school is a recent phenomenon. In July 2002, inorder to diminish hunger in class room as well as promote school enrolment and retention, the Government of Bangladesh (GOB) and WFP lunched the school feeding programme in chronically food insecure area of Bangladesh. The Programme distributes nutrient fortified biscuit to all children in the intervention school. In addition, a small pilot project, which started in 2002, distribute 'tetrapack' milk and fortified biscuit to children in

project school in one of the 64 district in Bangladesh. The Bangladesh's School Feeding programme's evaluation shows the rate of dropping out rate by 7.5% (Ahmed, 2004). This finding corroborates Moore and Kunze (1994) study, which report that school feeding lower dropout rate in disadvantage provinces, especially among girls.

2.2.4 School Feeding Programme on Pupil's Attendance

School Feeding Programmes can have positive effect on rate of attendance. It motivate parent to enroll their children in school and see they attend regularly (Meyers, Sampson, Weizman, Rogers and Kayne, 1989: Moore and Kunze 1994). Evidence suggests that providing school meal improves attendance. A study in Napel showed that the possibility of attending school was 5% for malnutrition children, versus 27% for children of normal nutritional status (Moock and Leslie, 1986). A small pilot SFP in Malawi was evaluated for its effect on enrolment and attendance over a 3-month period, there was a 5% increase on enrolment and up to 36% improvement in attendance/ absenteeism compared to control schools over the same period (WFP, 1999)

In the traditional sense school-based food distribution has also been used successfully to improve attendance among school age children particularly girls, although this could not be classified as school feeding programme. For example in Bangladesh a programmed of school-based food distribution increased enrollment by 20% with 2% decline in non-anticipating schools (Ahmed and Billah, 1994). In the study of West Bengal, Rana et.al (2004) found 10.1% point of increase in the rate of attendance. The comparison of record of attendance of the school with or without the mid-day meal programme substantiates the difference; while the non-midday meal school had 60.6% in the month preceding the study.It was 71.9% in the case of school with the mid-day meal.

Ahmed (2004) used a mixed cross-sectional survey and a retrospective CBA to evaluate Bangladesh School Feeding Programme, which provide mid-morning snack of fortified wheat biscuit to one million children. School enrolment was boosted by 14.2%, attendance increased by about 1.3 days a month and the possibility of dropping out was reduced by 7.5%.

In Northern Rural Indian, school feeding assisted schools had attendance of girls 15% higher. This revealed 30% higher chances that girls complete primary education. However, it showed a positive effect on girls' grade attainment. The Pakistan programme of giving conditional Take Home Ratio has change the way the parents thinks and act. Before the programme started 48% of household did not send any of their daughters to school, but afterward all households send them to school (Bergeron and Del Rosso, 2001). An analysis of the WFP's FFE programme, which provided food for 21.7 million children in 74 countries in 2005 (WFP, 2006), found a 14% yearly increase in school enrolment for boys and girls in 4.175 WFP-assisted schools in 32 sub- Sahara African Countries(Gelli,2006). Jamison and Leslie (1990) note that school attendance is affected by hunger.

According to Feingold (1970), there is evidence strongly suggesting that school feeding programs can increase attendance rates especially for girls. One of the millennium development goals MDGs is to provide universal primary education by 2015. School feeding program or take away home ratios serve as incentives for enrolling children in school and encouraging daily attendance.

2.2.5 School Feeding Programmes and Pupil's Educational Outcomes

The purpose of school feeding programs is to improve learning and educational outcomes in children in relation to the quality and quantity of food given to them in enhancing their growth

and development. According to Bowlby (1988), food quantity and quality should be looked into. Children should be given right nutrients to enhance their growth, development and survival in the community. He also argued that the frequency of the meals should be noted. Food should be served regularly and the schools set good designs and programs to affect this. He also said that there should be a design or department to deal with this issue within the school.

Providing proper nutrition and promoting stimulation of a child's sense are vital components of children in the sense that they enhance the development and organization of the brain. According to Ann (1986), confirms that human body functions best when supplemented by the right kinds of food in the correct proportion. Food is a basic need and a right for survival for all humanity especially for children whose rights are to enjoy the highest attainable standard of health, nutrition and education, C.R.C (1989).

Food is a basic biological need, Maslow (1970) has emphasized that human beings have a hierarchy of needs ranging from lower level needs of food survival and safety to higher needs. Therefore, this should be provided before we can ask the children to be motivated to learn. Nutrients in food are like food that functions in a number of ways to keep the body healthy. The body should receive enough of each nutrient because foods also vary in their chemical composition (K.I.E 1998).

Yunusa (2012) noted that students in School Feeding Programmes have the potential for improving their performance because it enabled them attend school regularly and studied more effectively. He found that in a study carried out in Jamaica, children in Grade 2 scored higher in Arithmetic when they started being fed at school. However, the impact of School

Feeding Programme on the academic performance of pupils has been embraced with mixed feelings. It was observed that although SFPs motivate parents to enroll their children in school, its impact on academic performance is mixed and depends on various factors within the context in which the programme is set. Drawing from this, Uduku (2011) opined that SFPs would best improve the performance of pupils when coupled with adequate learning materials, physical facilities and teacher motivation.

2.2.6 School Feeding as a Social Safety Net

Another purpose served by the school-feeding is as a social safety net. World Bank (2006) defines social safety nets as programmes that are implemented by governments or NGOs in order to preventthe poor or vulnerable groups from shocks and poverty (IEG, 2011). According to the WorldBanks' definition, social safety nets can be in forms of conditional cash transfers, food-basedprogrammes, free school uniforms or school supplies, subsidies for transport, food, electricity, health and schooling costs (IEG, 2011). From that definition, school feeding programmes are therefore considered "as a social safety netwhen its aim is to provide social protection and educational goals" (Brandy, et.al.2009, p.13). It is considered a social safety net as it targets to the poor and the vulnerable like orphans, disabled children etc. In school feedingprogrammes, take home rations are considered the most effective social safety net as it makes even groups other than school children alone have access to food even while they are at home.The other advantage of the school feeding programmes as social safety net is its ability to reduce familydaily costs on food (IEG, 2011).

School meals as social safety nets (whether take home or in schools) are also assumed to beeffective ways of breaking the poverty cycles in the poor families by letting the child to

have motivation of going to school and which in future turns him/her into a literate and or educated parent.

2.2.7 School Feeding as a Social Protection

SFP are classified as social protection i.e. to provide assistance to the poor, food insecurepeople and predominately children. In emergencies and crises situations, the provision of food to address food insecurity might still be the main objectives of SFP particularly where national programmes are implemented with the objective of positively impacting various educations, health and nutrition related indicators to school children. In addition, SFP particularly HGSF aim is to achieve outcome and impact in the area of agriculture and local economic development by providing local farmers and producers access to the market for their commodities that SFP might constitute.

Hence, in social protection terms, SF can have multiple objectives and there with the potential to achieve multiple outcomes and impact on difference beneficiaries including school children, caterers and cooks, local producers and farmers among others through various pathways. School feeding acts as a mechanism for preventing hunger, malnutrition, destitution and moralities in the long-run.

Furthermore, school feeding also acts as a promotive, transformative measure by positively impacting education indicators to school children. Consequently, simply classifying SFP as a social safety nets might be too narrow, failing to acknowledge the preventive, promotive and even transformative impact that school feeding can have. Thus, school feeding asall-encompassing social protection intervention which can achieve preventive, protective,

promotive and transformative impact on multiples actors through various pathways (Sabates-Wheelers 2010).

2.3 The Concept of Education

Education like any other concept in the field of art and social science has different meanings to different scholars. It is a broad discipline given an insight into most aspect of human world from business, to technology, to environment and the social science. In English, the term 'Education' has been derived from two Latin words Educare (Educere) and Educatum. "Educare" means to train or mold. It again means to bring up or to lead out or to draw out, propulsion from inward to outward. The term "Educatum" denotes the act of teaching. It throws light on the principles and practice of teaching. The term Educare or Educere mainly indicates development of the latent faculties of the child, but child does not know these possibilities. It is the educator or the teacher who knows takes appropriate methods to develop those potentials.

The term Edu is derived from latin word "Educare" which means training somebody, leading him out of ignorance to knowledge, Etymologically, the word education is derived from "educare" meaning to 'bring up', 'to bring out', 'what is within', 'bring out potentials',' to lead'(NIT, 2007). Education in the real sense is supposed to take an incremental approach where necessary changes will be affected to match the demanding and changing nature of the society.

The term education has been defined differently by many authors throughout the world. However, the understanding of the meaning of education was regarded as any process of bringing up or rearing children in a given society. It was an important instrument for

transmitting the accumulated knowledge and culture from generation to generation for developing human traits that contribute to economic output, social stability and the production of new knowledge. Education has also been considered as vehicle of social change and a powerful tool for social, economic, political and technological development of any country. Education is also viewed as a life-long process which is not limited to formal schooling instruction but involved all life experiences. In essence, it is a process by which individuals within a particular community improve their well-being and that of their communities. According to Peters (1967) education is the all- round development of a person physically, intellectually, morally and spiritually. This implies that education encourages a wholesome development of the individual through participation in the activities of the social groups.

Education cannot be definite as it means different things to different people depending on their perception of what it is. There are cases where education is simply taken to be "knowledge", "enlightenment" or "wisdom". No wonder, one hears such expression as "you are not enlightened" to refers to as that person behaves differently from the norms of those who have been to school and so they are referred to as "the educated", "the enlightened" or "the wise ones". But is it adequate to describe a person that has not attended a formal school system as uneducated? The answer can be NO because there are other means to be educated in life (NIT, 2008). The definition of Education is the study of how natural systems function, remain diverse and produce everything it needs for ecology to remain in balance. It also acknowledges that, human civilization takes resources to sustain modern way of life. Therefore, what is "Education".

According to the Governor of Kaduna State Education is an aspiration asset and tool that enable every human to widen their horizon development and lift up themselves. Education is a

leveler; it gives the children of the poor a chance to raise above the condition of their birth.Adeyemo and Folanji (2009) define education as simply, the acquisition of not only knowledge but societal rules and regulation. NVS (2007) defines education as, a process of teaching, training and learning especially in school or colleges to improve knowledge and develop skills. Education is essentials for improving the living standard and enabling people to exercise greater voice in decision making starting from the family, community, place of work and public absolutely vital to the people's empowerment.

Education in a wider sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual or group. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and value from one generation to another.

Education in general terms, is the process of transmitting core values and desirable attitudes from one generation to another. Education seeks to socialize individuals so as to equip them with the desired mode ofbehavior that is in conformity with the way of life of the society in which they live. Education is the process ofteaching, training and learning in schools and colleges for development of knowledge and skills so as to prepare individuals to live happily with themselves and others in the society where they live (Adeyemo 2005).
Chanhan (1996) sees education as the process of shaping individual behaviour for adequate adjustment in the society.

Fanfuwa (1974) sees education as aggregate of all the process through which a child develops abilities and other forms ofbehavior which are of positive value to the society. Adelyele (1976) defines education as 'a desirable change in human behavior', while Leonard (1976)

saysto learn is to change. Education is therefore the process that changes the learner. This assertion is true becauseall educated people try to change from their old attitude to a new one.

Education in the wider sense is a life-long process. It begins with the birth of a child and ends with his death. It is a continuous process. Continuity is the law of life. Education is not limited to the classroom only; it is also not limited to a particular period of life. Education is a lifelong process and goes on from birth to death. Throughout life one goes on learning to adjust oneself to the changing patterns of life. Change is the fundamental law of human existence. Life is a continuous process of growth and development and so education is also a continuous process.

An individual learns through his experiences, which are acquired throughout his life. Education is not merely collection of some information; it is acquisition of experiences through life in the social and natural environment. It includes all the knowledge and experiences, acquired during infancy, childhood, boyhood, adolescence, youth, manhood or old age through any agency of education- the press, the travels, the club, the nature- formally and informally. Thus, education becomes the sum-total of all experiences that the child receives either in the school or outside. In this wider sense, life is education and education is life. Whatever broadens our horizon, deepens our insight, refines our reactions and stimulates thoughts and feelings, educates us." In other words, education is the process whereby a human being gradually adopts himself in various ways to his physical, social, and spiritual environments. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. Education, in the broader sense, is transmission of life by the living, to the living, through living and for living". Education is a

means for the development of balanced all- round harmonious development of personality. Personality includes not only body and mind but also spirit.

Education, in the narrower sense, is regarded as equivalent to instruction. It consists of the "specific influences" consciously designed in a school or in a college or in an institution to bring in the development and growth of the child. The word school includes the whole machinery of education from Kindergarten to the University. The education of the child begins with his admission in the school and ends with his departure from the University. The amount of education received by the child is measured in terms of degrees and diplomas awarded to him. The school represents formal education as it imparts education directly and systematically. There is deliberate effort on the part of the educator to inculcate certain habits, skills, attitudes or influences in the learner, which are considered to be essential and useful to him. According to Dewey ( ): "The school exists to provide a special environment for the formative period of human life. School is a consciously designed institution, the sole concern of which is to educate the child. This special environment is essential to explain our complex society and civilization".

Finally, Education is an engine of growth and a key to development of every society, based on its quality and quantity. In order to make significant contribution to economic growth and development, high quality of education is required. The 21st century paradigm is shifting towards the enhancement of knowledge as a priority. Education is an economic good because it is not easily obtainable and thus need to be apportioned. Economist regards education as both consumer and capital goods, because it offers utility (satisfaction) to consumer and also serves as an input to develop human resources necessary for economic and social transformation. It is therefore widely accepted that education creates improved citizen and

helps to upgrade the general standard of living in a society. The increased faith in education is an agent of change in many developing countries has led to heave investment in it.

2.3.1 The Concept of Primary Education

Education as an agent is valued by all nations of the world because it has brought total libration to man. It has transformed man from ignorance and misery to knowledge and happiness. It has made man useful to himself, his generation and beyond. To Umoh (2006), education helps the individual to develop physically, mentally, morally, spiritually and emotionally by providing suitable environment, teaching him new knowledge, attitude and skills that will enable him be useful to himself and his society. Education at this level strengthens the learner is feet to climb the education ladder to the zenith of academic attainment, if a good foundation is laid.

The National Policy on Education (2004), states that Primary Education refers to education given to children aged 6 to 11plus in primary school and that the primary level is the key to the success or failure of the whole system since the rest of the educational system is built upon it. This statement confirms the fact that primary level of education is the most crucial to the success of other levels, hence the need for the stake holders to do everything possible to lay a solid foundation for its sustainability. Lawali (2008) conceptually refers to it as the education an individual receives at his earliest years of life. Corroborating the view of Lawali, Odigie (2012) explains that it is the programme of studies providing opportunities for genuine learning to children between the ages of 0-5 years prior to their entering the primary school. The blanket definition as proposed by Lawali and Odigie may mean that it covers the child education from 0-5 years.

In view of this, one can be permitted to say that primary education is best understood to cover the education one receives before entering secondary school or reaching early adolescents. Answers to the immediate last question may have guided NPE in 2004 to articulate the goals of primary education to among other things include the following:

- Inculcate permanent literacy and numeracy, and ability to communicate effectively;
- Lay a sound basis for scientific and reflective thinking;
- Give citizenship education as a basis for effective participation in and contribution to the life of the society;
- Mold the character and develop sound attitude and morals in the child;
- Develop in the child the ability to adapt to the child's changing environment;
- Give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity; and
- Provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

For primary education to be the bedrock of education system,Umoh(2006), maintains that, it must bring to the learner elementary and general knowledge of science by teaching them to use and operate scientific objects and gadgets so that they maybe conversant with such foundational knowledge as they advance to other level in order to give primary education the focus. NPE (2004), enumerated the goals to this level as to;

a. Inculcate permanent literacy and numeracy and ability to communicate effectively;
b. Lay a sound basis for scientific and reflective thinking;
c. Give citizenship education as a basis for effective participation in and contribution to life of the society;

d. Mould the character and develop sound attitude and morals in the child;
e. Develop in the child to adapt to the child's changing environment;
f. Give the child the opportunities for developing manipulative skills that will enable the child to function effectively in the society within the limit of the child's capability; and
g. Provide the child with basic tools for further educational advancement including preparation for trades and craft of the locality.

The lunching of the Universal Basic Education (UBE) programme was the Federal Government effort to salvage the primary education system which is the foundation stone to other educational levels and in fact the corner stone to national development (Okpala,2007). This confirms the submission by the present authors that primary education is for qualitative higher education in Nigeria. This is because it is the primary education graduates that gained admission into secondary education and proceed to higher education. In this regard, the quality of output from primary education will definitely produce future professionals such as technologist, engineers, educationalists, lawyers etc. The term "Qualitative" is used to portray the expected better output from higher education based on the desired good foundation laid at the primary education level.

As pointed out by Ijemoa (2004), Adedeji (2004), Onyeagba (2006), Saodu (2008) &Sen (2010) Primary education is the foundation for a child's learning on which every other level of learning depends. Furthermore, Olaniyan&Obadara (2008) submit that apart from the home as the first agent of socialization, primary school is the first that introduced formal education or literacy to children. Armstrong (2008) affirms that, certainly primary and secondary educations are both important element of the sector not least because they feed directly the quality of higher level of education.

2.3.2 Primary Education as the Foundation of Education

A house that has a shaky foundation will eventually collapse sooner or later. This is why it is advisable to employ the services of experts when one is set to build a house. In laying an enduring foundation for the entire education sector to build on, the providers of primary education should:

a. Lay the foundation in quality of teacher;
b. Lay the foundation in quality of instructional materials/ facilities;
c. Lay foundation in proper funding; and
d. Lay foundation in quality output from primary schools. These are discussed below:

Lay the Foundation of the Quality of Teacher: The teacher is the facilitator of learning. Without whom most of the goals and aims of education cannot be achieved. The teacher holds the key to learner's educational attainment, if he can use the keys effectively, the needed foundation will be laid in the primary level hence the need for him to be properly trained. The (2004) recognize the fact and emphasizes that teacher education will continue to be given special emphasis since no education system rise above the quality of the teacher. Presently the training of teachers for this level of education is done at the colleges of education, National Teachers Institute, Institute of Education and Faculty of Education in the Universities and school of Education in University of Technology. This is because the government has phased out teachers with Grade Two Certificate (TCII) and pegged minimum qualification for teaching in the primary school at the Nigeria Certificate Education (NCE). These institutions are mandated to train teachers for better foundation learning to pupils

Nakpodia (2001) also points out that, teachers that are already serving should be retrained in order to make them functional in their jobs. This could be done through in-service education

programmes or courses which include workshops, seminars, conferences, induction or orientation program, part time or sandwich courses and effective supervision by the bodies concerned. Effective supervision can go a long way in helping the teachers in our primary schools to lay solid foundation for other level to build on. According to ChikeOkoli (2006) enumerate teacher improvement purpose to include;

i. Ensure that teachers do their assigned work effectively;
ii. Guiding teachers to sources for instructional materials;
iii. Providing professional information to teachers;
iv. Ensuring new teachers received training to enable them function effectively on the job;
v. Providing technical assistance to teachers, eg preparation and use of teaching aids;
vi. Providing an opportunity to discover teachers with special abilities and quality;
vii. Ensure that discipline is maintained in classroom; and
viii. Maintaining high morale among the teachers and suggesting ways of improving teacher's performance.

Any teacher that is so guided should be able to lay an enduring foundation for Nigeria Education System. In the foundation laying the teacher plays various roles. To this end,Okoli (2006) state that teachers must improve instruction and lay a solid foundation. To do this, they should:

i. Keeping accurate record of work and performance of the student, giving exercise, assignment, evaluating learning, checking their notebooks and encouraging them to do private reading and making good use of the library if available;
ii. Helping pupils to develop the desired skills, attitude and competence and supervising pupil performance;

iii. Employing all possible teaching resources, providing appropriate and suitable learning conditions;

iv. Accruing good understanding about his learner's intention and intellectual levels so that he can choose appropriate content and methodology for instruction;

v. Planning his lesson, developing sounds, teaching principles and technique; and

vi. Creating challenging activities for learner to think and providing various learning experiences to cater for individual among the learners.

Laying Foundation for Quality Instructional Materials: The instructional materials and facilities are of great importance in school system. Without them, no meaningful learning can take place. These teaching materials include; chalkboard, chalks, maps, text books, magazine, chairs, desks, musical instruments, cupboard, school diaries/registers, continuous assessments etc. Others include school facilities such as; pipe-born water, good electricity, television, video recorder, toilet facilities etc

Similarly, Umoh (2006) maintains that the learner should be familiar with scientific toys, instruments, machines and they must be allowed to use, touch, play, and feel them. This is to acquaint them with their structural competence because it is an important part of basic science in primary schools. For any teacher to perform the above function judiciously in the primary school, he/she must not only be a well-trained but must be adequately motivated for the job.

It therefore means that teachers are left out in the provision of instructional materials for effective foundation learning in primary schools. The school should provide the fund required for the improvisation of the relevant instructional materials for effective foundation laying in the primary school. Some of the improvised materials can be supplied by the learner through their parents, and the Parent Teachers Association (PTA). Since government alone may not

provide all the instructional materials needed for effective teaching and learning in primary schools where possible. It should be joint venture between the parents and the relevant arms of government concerned. The same approach may be necessary for the provision and maintenance of school structural facilities.

Laying Foundation for Proper Funding: The Universal Primary Education (UPE) was introduced in 1976 by the Federal Government of Nigeria which failed due to lack of proper planning and funding. Onwuene (2001) notes that, funding of education in Nigeria has been problematic over the years. He maintains that, funding of primary school education in particular should be handled by the three tiers of government. He reports that:

i. Federal government should be responsible for the provision of building and furniture, teacher salary, allowance and payment of teacher training programmed;
ii. State government should be responsible for provision of equipment and libraries;
iii. Local government should assume the responsibility for non-teaching staff salary, text-books and maintenance of building; and
iv. Parents should provide writing materials, uniforms for their children.

Furthermore, decree 31 of 1988 which establish the Primary Education Commission offered the formula for funding of primary education as follows: local government 50%, state government 30%;and Federal government 20%: while decree (3) of January 1999 made 100% funding of primary school the responsibility of local government council. According to Onwuene (2001), the recent revision of allocation formula whereby 41%, 36% and 23% were allocated to the Federal, State and Local government have not been received by all concerned.

Fafuwa (2001) believes that 70% of education budget should be allocated to the primary level of education because according to him a system that neglect primary education which is the

foundation of the entire education system will not have good secondary or university education and neither will its economy nor its people progress as a result poverty, ignorance and disease which will envelop the people. However, the funding of UBE programme in Nigeria has been enhanced in recent times as pointed out by Ekwere, Agunwena&Okodoko (2008) that, foreign and governmental bodies are also rendering some forms of financial assistance. These bodies are the World Bank, United Nation Educational Scientific Cultural Organization (UNESCO) and United Nations International Children Emergency Funding (UNICEF).

2.3.3 Relevance of Primary Education to the Overall Development of the Child

Considering that in the immediate previous section of this discussion, it has been concluded that primary education is a preparatory ground for the child to acquire basic life skills that would assist him/her throughout his/her life, one is forced to determine the ways it contributes towards the child's overall development. This can best be done by cross examining how the primary school system ideally is expected to actualize its goals or what the achievements of primary education are.

1.**It inculcates Permanent Literacy and Numeracy, and Ability to Communicate Effectively:** The child at the primary school levelis taught basic arithmetic and language skills. The skills acquired enable him to effectively communicate and transact in the society.

2. **Provide the Child with Basic Tools for Further Educational Advancement, Including Preparation for Trades and Crafts of the Locality:** Primary education is a preparatory period for the child to actively participate in the next level of education. Rudimentary skills which will enable the child to cope with basic education are presented to the child considering his physical, social and intellectual abilities. The primary school apart from teaching basic

subjects renders certain services that helps the child to develop the skills that would enable him/her cope with future studies. Some such services are the provision of school library, counseling, Fine arts, Music, Home Economics etc. In addition to these, special periods are created to teach the child some crafts that are locally prepared within the environment. Some such crafts are making of brooms, baskets, ropes and many more.

3. **Mould the Character and Develop Sound Attitude and Morals in the Child**: The primary school is known for imparting societal norms to the children. The extent to which the school and other social agents do this determines the quality of character or morals the child can exhibit in the larger society. One tool the primary school uses in achieving this is through story telling.

Commenting on the use of storytelling, Anero (2013) observes that Plato one of the earliest philosophers and who is accredited as the originator of the use of narratives in teaching children explained that teachers must start with fictitious stories hence children enjoy them more than stories that are non-fictitious in nature. Dwelling further on this, he noted that Plato stressed the need to use stories to teach natural events and that depicts honesty, patience, hard work, respect for elders and those in authority, faith in God and many more.

4. **Give Citizenship Education as a Basis for Effective Participation in and Contribution to the Life of the Society:** The development of good leadership and fellowship among people is inculcated in children during their primary schooldays. The primary school education achieves this by enabling the children develop ways of relating with others in a group by co-operatively sharing and carrying out responsibilities. This is achieved through group assignments and other group activities. Besides, certain rules are made in the classes which

sometimes are executed by the class monitor. By so doing, the child begins to learn that within a small community such as the class, there is the need to obey laws and respect a leader.

5. **Lay a Sound Basis for Scientific and Reflective Thinking:** Prime to all school activities is to enable children explore nature, immediate environment, music and art. Basic habits necessary for successful science activities are taught at the primary school level. Some such habits are hygienic practices such as washing of hands before and after meals, toilet habits as well as sleep and rest. Besides these, the primary school child is taught basic science principles through the teaching and learning of major features of living and non-living things. The childis often asked to carry out experiments to explore nature. For instance, seed germination process or determining the best soil for planting is easily carried out by primary school children. It is also worthy to note that, the use of play in teaching the primary school child is a means of exploring nature. The use of play in exploring nature gained pronounced attention after Maria Montessori utilized it in training mentally retarded children to cope with activities the normal ones can do.

6. **Develop in the Child the Ability to Adapt to the Child's Changing Environment:** Changes in weather conditions accounting for different seasons are taught at the primary school level. The primary school curriculum goes as far as explaining how the different environments predetermine the nature of economic activities that take place in different areas. By so doing,the child is informed in adapting to the different environments.

7. **Give the Child Opportunities for Developing Manipulative Skills that will enable the Child Function Effectively in the Society within the Limits of the Child's Capacity:** The primary school as an all-round development agent does not neglect the teaching of any aspect of the child's potentials. The school achieves it by exposing the child to several skills. Some

such rare skills are games/sports which may not be easily acquired in the home or any other socialization institution. The succinct presentation of the various ways primary education is beneficial to the overall development of the child may not have been discussed exhaustively. However, it is important to note that, the primary school period is an important period in the life of every man.

Corroborating this position, Odigie (2003) pointed out that, Bloom's taxonomy stated that the rate of intellectual development in people occurs in the following sequence: 0-4 years (50%), 4-8 years (30%) and 8-17 years (20%). If Bloom's assertion is true, it means that a child who receives a haphazard early child education has lost a huge chunk of his intellectual development.

2.3.4 Relevance of Primary Education to the Development of the Nigerian Society

No one can confidently explain what would have been the fate of the child in the modern Nigerian society if there is no childhood education. The Nigerian society is undergoing economic and family transformation. The economic and family transition has effect on many areas of our national life. One such area is the upbringing of the child. Observation has shown that close relatives in the past assist parents by sharing in the cost of rearing children most especially by rendering maternal supports. Recently, the rate of maternal supports received by nursing mothers is significantly low. A probe into the disengagement of family members is attributed to the emerging economic style of Nigerians. Currently, Nigerians are known to engage in different forms of economic activities that keep them away from homes for long hours. The new economic culture seems to leave parents with the option of sending their children to schools. Primary school education is indeed the hub of societal civilization since

members of the society wholly depend on its services for the training and upbringing of her future generations.

The discussion appears to be in general terms but a look at the issue at stake indicates that the Nigerian society derive gains from the services of the primary schools. The relevance of such schools to the Nigerian society can be understood and interpreted from many perspectives. These include:

1. **Economic Values:** The extent to which primary education is of economic significance can be shown through the proliferation and patronage of privately and publicly owned primary schools in Nigeria. The act of enterprising with primary school education generates income for the government, proprietors and teachers as well as other category of staff. On the side of parents, it avails them a safe place where to keep their children thereby allowing them to pursue or engage in their businesses. This view that it allows parents to engage in their businesses warrant Duruamaku-Dim and Anero (2011) to say that, parents and guardians who pay do not regret for doing so because the services derived justify the money they pay. The proprietors who run the schools cannot also regret their involvement because of the financial rewards they derive. The government on her part is comfortable because the schools impart skills that would make citizens survive better.

2. **Political Values:** The Nigerian political antecedents reveal that, one sector where various political eras shows interest in is primary education. In 1950's and 1960's, the various political regions demonstrated their political will through the declaration of Universal Primary Education (UPE) programmes in their zones. The post independent era revealed that the 1976 UPE programme was a show of interest on how the government value matters related to primary education in Nigeria. The front sliding and backsliding of government promises

through the promulgation and abrogation of National Primary Education Commission (NPEC) decrees speak volumes on the premium attached to primary education by governments. Although government may not be described to have improved primary education through the NPEC policies but it was a show of interest. It may not also be out of place to say that the on-going Universal Basic Education (UBE) programme is indeed a show of how Nigerian government values primary education.This statement is made to buttress the fact that the government may indeed be unwilling to fail on matters related to education but may not properly execute the policies and programmes targeted at improving education.

3. **Intellectual or Academic Values:** The modern Nigerian society is known for the adopt on a formal approach towards the education of the child. The primary education is the major strategy. Primary schools target at achieving academic excellence through the teaching of several subjects and the provision of many educational services. This is why one of the goals of primary education as contained in the National Policy on Education of the Federal Republic of Nigeria (2004) is to inculcate permanent literacy and numeracy, and ability to communicate effectively. In the bid to attain the goal, it developed well-articulated curriculum. This is contrary to the mission schools or African traditional system of education who in the past did not adopt any given standard in carrying their activities. Lack of prescribed standards in handling the day-to-day running of the early mission schools prompted Fafunwa (1974:88) to say that "there was no common curriculum among the missions, each mission and indeed each school within certain missions followed its own devices, based solely on the teacher in charge". The submission as put forward by Fafunwa does not warrant anyone to assume that it was not a veritable tool for the overall human development in the society. One can say that it served the purpose of the colonial needs which was the prime focus of the early education in

Nigeria. If the Nigerian child must favorably compete with children from other parts of the world; ruled by knowledge explosion, science and technological advancement the curriculum must be as broad as possible. Primary education has sufficient evidence to show for the intellectual development of the child. It is observable that a good number of them engage in reflective thinking and thought provoking activities when compared with the Nigerian, child of yesteryears or the ones that ignored primary education.

4. **Social Values:** The schools are generally known as the custodian of societal values. The foundation laid by the primary schools plays crucial roles in achieving the inculcation of acceptable norms and values of the society. The various rules and regulations introduced in the school enhance the inculcation of acceptable societal norms and values to the Nigerian child. The values instilled in children in such early age hardly depart from them just as the Holy Bible advices that parents should train up their children so that when they grow they will not depart from it. In compliance, the primary schools expose the child to rights and wrongs. They sometimes use some reinforcement measures in the form of rewards and punishments to shape the behavior of the child to reflect acceptable societal values such as honesty, hard work, patience, respect, faithfulness in God and many more.

5. **Philosophical Values:** Childhood education possess some elements of philosophical values. The way a society organizes the education of its young ones tells the world about the worth of the child to the society. In the traditional Nigerian society, the way the child is treated or trained is due to some reasons. The rationalization of such reasons is as presented in subsection 5a-d.

a. The child is understood as the biological continuation of the family whether physically strong or weak. This is contrary to the philosophical belief of the ancient Athens society

where any child understood not to be thrown into the forest and not cared for. The contradictory view of the ancient Anthens to that of the traditional Nigerian society towards the child is based on the philosophical view that every child in Anthens is a potential soldier. Therefore, if the child is weak or sick he cannot serve the purpose and may not be considered very useful to the society.

b. In the typical Nigerian society, the child contributes to the economic and social prosperity of the community. This view justifies why parents easily transfer their vocation, skill or talent to their children.

c. The nature of attention given to the child by the society is based on the belief that the child marks the continuous existence of the society Kisanji (as cited in Grol, 2000). This reason gives credence to the common saying in most Nigerian communities that the child is not owned by only one person. Therefore, all members of the family and by extension the society contribute their quarters in the upbringing of the child in all ramifications.

d. In all, the modern Nigerian society believes that both the weak and strong should be given equal educational opportunities. This philosophy is as reflected in section I subsection 5c of National Policy on Education of the Federal Republic of Nigeria (2004:7) which said "every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability". This philosophy may justify the move to introduce inclusive education in the school system. Inclusive education is a system where those with different kinds of challenges are taught in the same class with normal children.

2.3.5 Challenges Facing the Contributions of Primary Education in Nigeria

From the forgoing no one can argue that primary education is not relevant to the overall development of the child and the society. The accounts rendered so far indicate that, primary education greatly contributes to national development. Ideally, one expects that since it is a viable tool for societal growth and development it would have faced minimal problems. Unfortunately, the problems appear to be many thereby obstructing its chances to fully contribute to the betterment of the society. The problems emerge from many sources. The route of such problems can be traced to the teachers, school managers, families, governments among others.

Considering these sources, the government and the family seem to be responsible for almost all the problems that devastate the primary school system. On this note therefore, this section is dedicated to determine the ways government and the family contribute towards the problems of primary education in Nigeria.

1. The Family: The acquisition of primary education by the child is dependent on the family. It is the family that presents the child for primary education. Perhaps it is this view that made Ezekiel–Hart and Adiele (2008:7) to say that "no matter how highly qualified the teachers are, and no matter how sophisticated the infrastructure, the quality of preparation given to students (inputs) the family plays significant roles in determining the end products of the school system. Until the family is able and willing to perform its roles effectively, not much would be expected from the school in the overall attainment of quality education".

Contrary to the view expressed by Ezekiel-Hart et.al the family use the child as an economic tool thereby denying them primary education. Commenting on this, Anero (2010) explains that it may be strange to most people that the child is considered as a tool of economic

viability by some parents or families in Nigeria. Indeed, some children are so much engaged in economic activities to the extent that they are denied the acquisition of any form of education. In support to this view, Thomas, Abolade and Junaid (2004) explained that most parents know why they keep their children out of school. They explained that they are unwilling to surrender their exploitative strangle hold on children whom they use for making money here and now.

Outside the perception that children are used as economic machineries, some families do not also seem to ensure that the children they bring to school are provided with the demands of the educational needs of the 21st century. This is so because some parents have demonstrated unwillingness to provide their children with educational materials needed by their children and wards. Some of the ways the families shabbily attend to the educational needs of their children are:

a. most families refuse to send children to school at the appropriate age;
b. some refuse to provide children's educational needs such as books, feeding, school uniforms, transport etc.;
c. good number of families are unable to follow up children to find out what are their academic challenges in terms of the child's areas of strengths and weaknesses; and
d. many are guilty of not providing good learning environments through the provision of libraries or reading corners.

2. The Government: The government may be accused of being responsible for the challenges obstructing primary education from being as relevant as possible to the child and the society at large. This view may not be completely correct. However, government can be held responsible for lack of adequate planning. The reckless manner government handles issues

related to primary education justifies the statement made by Anero (2011) who describes government as being political, only a policy maker, a powerless supervisor and squander of meaningful programmes targeted at improving the services rendered by the primary school subsector. The view that government is not meaningfully committed to demonstrate sagacity and doggedness in implementing policies and programmes to improve primary education has much proof. Some such proof is the inability of the colonial government to promptly redeem their pledge by failing to issue grants-in-aids to the missionary schools within 1842-1872. The failure of the regional Universal Primary Education (UPE) programmes in the 1950's -1960's due to poor funding. The problems created as a result of the failure of the 1950's/1960's Universal Primary Education lingers in the minds of most educators as a monumental set back towards the development of primary education in Nigeria because the problems still hunt the success of primary education in Nigeria. Some such problems are overcrowded classrooms, quality of teachers, instructional materials, funding and many more. The 1976 national UPE programme did not escape the experiences of the regional UPE programmes in terms of funding and provision of facilities. The inconsistency and disagreements among the different tiers of government as to who funds and manages primary education within the late 1980's to the 1990's injected some degree of deficiency in the system. In all, the government is known for its epileptic financial support to primary education and none implementation of treaties targeted at improving primary education even when they participate in signing such agreements. Examples of such treaties as reported by Federal Government of Nigeria (2000) are the Jomtiem Declaration and Framework for Africa on Education for All (1990), New Delhi (1991) Declaration on E-countries, the Dakar (2000) Education for All (EAF) Forum among others.

2.4 Review of Related Empirical Studies

Empirical studies are reviewed according to the variables as:

- School Feeding Programme and Enrollment
- School Feeding Programme and Retention
- School Feeding Programme and Academic Performance
- School Feeding Programme and others

School Feeding Programme and Enrollment

Taylor and Ogbogu (2016), in their study Effect of School feeding programme on Enrolment and Performance of Public Elementary Schools in Osun State, Nigeria. The major objectives and purpose of the study is to assess school feeding programme as it is being implemented in public elementary schools in Oshogbo Osun State. It adopted the survey research design and obtained data from both Primary and secondary sources. Questionnaire was administered to 116 respondents in 10 public schools using random sampling techniques. Data was analyzed using simple descriptive statistics in form of percentage and reported using the triangulator process. The study finds out among others that, school feeding has improved the enrollment and performance of elementary school pupils in Osogbo Local Government Area of Osun State. Therefore, the study concluded that the State Government should double its effort to address gaps identified in the programme implementation in order to sustain its impressive pupils enrolment and performance. The study is related to the current study as its assess the effect of school feeding programme in Nigeria public schools, but differs in its dimension. The current study seeks to assess the effect of school feeding on Educational development of pupils.

Kidane.(2012) conducted astudy on The Impact of School feeding Program on Students Enrollment and Dropout in Jigjiga Zone, Somali National Regional State, Ethiopia. The objective of the study is to improve access, stabilize attendance, increase enrollment, reduce drop out and alleviate short term hunger for better learning. The study made use of survey research. Data were obtained through primary and secondary sources through questionnaires and structured interview. The study also employed both quantitative and qualitative method of data analysis and data were analyzed using descriptive statistics such as average mean. The study found out among others that, SFP brought positive and significant result with regards to student enrollment and therefore concluded that effort to improve student enrollment and reduce drop out needs to be based on an in-depth understanding of the specific barriers to education that reduces access to education. This study is related to the current study as it study SF in relation to enrollment but differs its scope and area of coverage.

Evarist Michael Chaula (2015) in his study An Assessment of Influence of School Feeding programme on Pupil's enrollment, Attendance and Academic Performance in Primary Schools in Njombe District, Tanzania. The purpose of the study is to investigate the contribution of school feeding programme in improving the pupil enrolment, attendance and academic performance in primary schools in Njombe district of Tanzania. It adopted mixed research approach (i.e. qualitative and quantitative approach) and uses descriptive design. Its obtain data from both primary and secondary data through documentary review, questionnaire and interview. Questionnaires were administered to 10 respondents selected through probability and purposive sampling. Data was analyzed using descriptive analysis through tables and percentages. The study found that school feeding programme is very essential for pupil enrollment but will also depend on other factors to be effective. These factors include

conducive teaching and learning environment like good school infrastructure, adequate number of teachers and availability of teachers and learning materials. Therefore, the study concluded that the Government support is needed to make the school feeding programme sustainable to all primary schools in the country and the education success depends on conducive and attractive pupil learning and teaching environment. The study is related to this current study as its asset the impact of school feeding programme but fails to assert the its effect on education which this work will look into.

School Feeding Programme and Retention

Lawal (2011) conducted a study Assessment of Universal Basic Education School Lunch Programme; Its Nutritional Value and Retention of Pupils in Federal Capital Territory Abuja, Nigeria. The major purpose of the study is to assess the Universal Basic Education School Lunch Programme; its nutritional value and retention of pupils in Federal Capital Territory Abuja. The study made use of Survey research and 30 schools were pilot tested. Data were obtained from primary source through a structured questionnaire. Questionnaires were administered 20 respondents, the data obtained were used to compute correlation co-efficient to estimate consistency. Data were analyzed using descriptive statistics such as percentage, mean and standard deviation. The study finds out that pilot phase of the school lunch programme significantly improved pupils enrolment, increased attendance rate and greatly promote retention rate of pupil in school. Therefore, the study concluded that the school lunch programme provided educational benefit and give satisfaction to pupils hunger but has low nutritional needs of the pupils since attention was not given to the various food groups in preparation of the lunch. The work recommends that heads of schools should ensure that any nutrition related staff are used to monitor and supervise the cooking of the school lunch and

that the lunch programme should be introduced to all public primary schools in FCT Abuja, Nigeria. The study is related to the current study as it assert the nutritional value as it is related to school feeding and its educational benefit but differs in it did not make use of interview as this present study have.

Galaa and Saaka (2012) studied Running an Effective and Sustainable School Feeding Programme. The major objectives of the paper is to generate the theme factor that are critical in school feeding programme for better result, it adopted the qualitative and quantitative method of research and obtained data from primary source. Systematic Random Sampling was used in selecting participating schools and focus group was employed as a method of data collection on community leaders, school food management Committee and school pupil. The study find out that school feeding have the potential to stimulate enrollment and retention of children and improve the academic outcomes of children. It therefore concludes that, the school feeding programme constituted high investment that cannot be sustained forever and therefore conscious effort have to be made to pull out mechanism with local communities, district and partners to supplement resources towards making the programme sustainable. This work is related to the current study as it studies the school feeding but failed to relate it with its influence on educational development and also make use of primary source of data only

School Feeding Programme and Academic Performance

Daniel Otieno (2014) studied Influence of School Feeding Programme on Academics Performance of Pre-School Children in Kayole Zone, Nairobi County. The major objective of the study is to investigate the effect of school feeding programme on children in pre-school in Kayole Zone. The study adopted descriptive survey design and purposive sampling was used in identifying private and public schools. The major tools of data collection were

questionnaire, observation and interview; questionnaires are designed for head teachers and children, observation was used to collect data and interview was schedule for parents to give an in-sight information that questionnaire may not cover. The data were analyzed using frequency and percentage. The summary of the findings indicate that school feeding plays a significant role in the pre-academics performance in children and lack of school feeding contribute to poor performance in the preschool pupils. Thus, the study recommends that the community should be sensitized on the significant of the school feeding programmes among the pre-school pupil and the need for them to ensure they support the programme. This study relates to the current study, it studies school feeding in relation to academic performance but also differs in its area of coverage; it uses pre-school while the current study uses primary school pupils.

Mwavula(2014) studied the Influence of School Feeding Programme on Pupils Participation in Public Primary Schools in Flood Prone Areas of Garsen Division, Tana Delta District, Kenya. The major objective of the study is to investigate the influence of school feeding programme on pupils‟ participation in public primary schools in flood prone areas of Garsen Division, Tana Delta District. The study made used of descriptive survey design and also used stratified simple random sampling methods, questionnaires were administered to 348 respondents and data was analyzed by using of descriptive statistics such as frequency distribution, percentage tables, pie-charts and graphs were used to present the data. The study finds out among others that, the flooding influenced the enrolment of the pupils in schools in Garsen Division. However, due to the school feeding programme, more pupils enrolled in the schools. From the findings of the study, it concludes that school feeding programme influenced the enrolment of pupils in primary school in Garsen Division. This study is related

to the work under study as its study school feeding but it differs in the area of not making use of primary data.

Barnabas (2014) studied the School Feeding Programme And its Influence on the Pre-School Children Academic Performance in Kaplong Zone Bomet County of Nairobi. The purpose of the study was to find out the types of meals, the amount of meals and how frequent they are served to the pre-school children and to establish the performance of pre-schools children provided with balanced diet in the school feeding programme and those without it in the same zone. It also sought to evaluate, compare and contrast its impacts on the pre-school academic performances. The study employed survey research design whereby both qualitative and quantitative approaches were applied. The targeted population of the study were all the pre-school children and teachers in pre-school in Kaplong zone that offers school feeding programme. The study applied simple random sampling in selecting participants 10 pre-schools providing school feeding programme were randomly selected to take part in the research.10 teachers were randomly selected to fill questionnaires. Observation schedule was conducted among the children, the study employed observation, questionnaire and documentary research instruments. The study also employed both close and open-ended questionnaires on 10 randomly sampled teachers in randomly 10 selected schools. The study made use of primary source of data; Data were analyzed using descriptive statistics, which include percentages and tables. The study found out among others that, there are some pre-schools that provide the pre-school children with unbalanced diet, this impact negatively on the academic performance of the pre-school children; the researcher found out among others that some pre-schools that provide the pre-school children with unbalanced diet, this impact negatively on the academic performance of the pre-school children and this was due to

insufficient knowledge among untrained teachers on the significance of the school feeding programme on the usefulness of balanced diet among the pre-school children. Therefore, the study concluded that unbalanced diet provided in the school feeding programme was found to affect children's academic performance. The nutrients essential for development and general well-being should be provided in order to promote the general well-being of the children. The study is related to is related to the current study as it studies school feeding but differs in it area.

School Feeding Programme and others

Falade, Otemuyiwa, Oluwasola, Oladipo and Adewusi (2012) in their study titled ''School Feeding Programme in Nigeria; The Nutritional Status of Pupil in a Public Primary School in Ile-Ife Osun State, Nigeria'' The purpose of the study was to carry out the anthropometric measurement of the pupil, predict the nutritional status of school children, carryout the nutrient analysis of the school meal, calculate the nutrient intake and then compared it with recommended Dietary Allowance (RDA) for children. The study used mean, standard deviation and one-way analysis of variance. The major finding of the study revealed that food combination in the school meal tends towards providing adequate nutrient for the pupil and thus could provide balanced diet. The study recommended among others that the programme of school feeding should be recommended in all state in Nigeria. The study is related to this study as its study the nutritional status of pupil in relation to school feeding but differs in the area of study as the study examine the educational benefits of the programme in the North.

Suleimana, Nagh and Rafee (2013) studied The Challenges and Prospects of School Feeding Programme in Northern Ghana. The main purpose of the study is to access the implementation of the programme in the Tamale Metropolitan Assembly. The study undertook qualitative

research based on interview, questionnaire, observation and focus group discussion. It made use of random sampling, it main tools of data collection was open-ended interview and semi-structured questionnaire, 120 respondents were interviewed (teachers, head of schools, pupils, officers of SFP and cooks). In addition, three focus group sessions were organized with farmers in the community. The study found out among others that, the irregular release of funds is one of the major problems that hampered the smooth implementation of the programme. The study therefore concludes that funds should be disbursed on time to enable the matron and kitchen staff to acquire foodstuff before the resumption of schools. This study relate to the current study as it studies school feeding and its smooth implementation but also differs from it because it did not look at the educational development.

Oganga (2013) studied Feeding Student? Examining views of Parents and Teachers on the World Food Program's School Feeding Initiative in Chamwino District of Tanzania. The major purpose of the study is to investigate parents, teachers and children with a view to establish on the effectiveness of school feeding programme particularly on its effect to increase students, enrollment and on the maintenance of student retention as well as the programme sustainability. The study made use of focus group discussion, formal interviews and questionnaires to unveil the parents, teachers and students perception towards the SFPs.

The data collected were quantitative and qualitative which were tabulated, transcribed and analyzed using SPSS. The study found out among others that, school feeding is an effective tool to make student enroll in primary school and prevent dropout. The study therefore recommends that, there is the need for policy studies that will come up with cost effective models that may enable effective implementation of SFP without depending on donors. This

study is related to the current study as it studies school feeding in relation to how to sustain it but fails to acknowledge its effect on the education which this work will look at.

2.5 Theoretical Review

School feeding has being said to be one of the factors that influence pupil's participation in school. This has been proven by both empirical and theoretical studies. Victor Vroom in his expectancy theory explain the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual. Tolman (1932) attributed the results of reinforcement to learning but not regarding reinforcement as a necessary condition for learning to take place. The pupils who mainly faced hunger and starvation due to floods will be motivated to continue with the learning process with the hope of receiving hunger pangs. However, in Vroom's theory, valence is the emotional orientations toward particular outcomes (rewards) or is the value the person attaches to the outcome. Therefore, it is the attractiveness or performance for a particular outcome of an individual. The school feeding programme is an incentive to attract children to school and enable them to learn. Expectancy is a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome (the belief that better efforts will result to better performance). Then instrumentality that good performance will lead to valid outcome. To the pupils, expectancy is the (internal) beliefs that going to school (regularly) will enable them acquire quality education and the education empowers them to be free from the pains of hunger and flood in future. Therefore, school feeding programme facilitates pupils to learn by solving short-term hunger and making them healthy to cope with class work.

Barnabas (2014) in his study made use of Maslow's Hierarchy of Needsaccording to him;Maslow, proposed the idea that all human beings had a hierarchy of needs, hierarchy of human needs (HHN). Maslow believed that every human being had several layers of needs, beginning with the base each layer need must be met and before someone can meet the needs of the next layer. The top need is the layer known as self-actualization. Maslow (1954) explained that his hierarchy was a five stage model and he said "the basic needs arrange themselves in a fairly definite hierarchy on the basis of the principle of relative potency." Therefore, each stage is based on the way in which we as human beings develop. In Maslow hierarchy of needs, the physiological needs must be met .That children need food in the right quality and quantity. Food is necessary because it builds, protects and repairs the body. Poorly fed children are more exposed to disease infections and emotional frustrations as compared to well fed children.

Maslow's theory is applicable in an educational context and more specifically to children. All children have a set of needs that if met with the help of parents, friends and teachers can help mould a child and build a good foundation,if there is a deficiency in the needs or any of the need are neglected, it can result in hindering a child's performance and behavior in school. If we break the hierarchy down into its five stages, we can evaluate the impact they have in the lives of children and their learning. The first stage is physiological needs, which includes breathing, excretion, food, water and sleep. Once the physiological needs of a child are met they can move on to the second stage which concerns "safety. Moving on to the third stage of the hierarchy "belonging", this is the point where children want to feel loved and accepted in several areas of their lives. The fourth stage children seek to meet their needs for self-esteem. The final stage of the hierarchy of needs is "self-actualization" according to Sprenger (2008)

self-actualization suggests that someone has achieved “what they were born to do. Maslow (1943), a child set goals for themselves and in some cases children aspire to achieve something later on in their life from a very young age.

2.6 Theoretical Framework

The theory that was chosen to underpin this study is Human Capital Theory (HCT) by Smith (1776). The theory was popularized by Becker (1975), Mincer (1958) and Schultz (1961). HCT examines the relationship between education, growth and social well-being, it posits that expenditure on education, training of pupil, health value are capital investment thatwill yield economic and social return at individual and societal level. Education and training are assumed to yield greater productivity which is ultimately translated into economic return such as higher wages and increased GDP.

Human Capital Theory is being use in the work of Heckman (2000) Early Childhood Education to demonstrate that children who receive early childhood education enters circle of reinforcing effect of human capital, in that skills produced at an early stage raises the productivity of investment in a later stage. Heckman concludes that United State under invest in the very young and over invest in mature adult with low skills. Evidence also suggest that early childhood education have meaningful impacts on children’s early language/literacy and mathematical development. Furthermore; it also has board and long lasting effect including educational attainment, special education as well as reduction in crime and also economically allows disadvantage children reap the strongest long term benefit.

In another work by Patrions (2008): Girls Education, he concludes that the overall returns to female education are on average, higher than those of male education. Overall better educated

women are healthier are more productive, earn higher income and participate more in public life. In terms of wages, Psacharopoulos and Patrions (2004) demonstrated that providing girls with an extra year of schooling increases their wages on average by 9.8% compared to 8.7% for boys although result vary by country. A more recent review estimated a similar return of 10% additional year of schooling: the rate of return for male was 9.6% whereas female's rate was much higher at 11.7%. (Montenegro and Patrions 2014)

Human Capital Theory (HTC) can also be used to answer question about the optimal levels of individual/social investment in education (e,g quality) of investment are best made. It is also useful for answering questions about cost and benefits for individual investment in education and the types of policy intervention that reduce individual cost associated with educational investment.

2.6.1 Element of Human Capital Theory (HTC)

Education is a key element of human capital theory because it is viewed as the primary means of developing knowledge and skills and as a way of quantifying the quality of labor. Most research around human capital and education is based on Mincer's human capital earning function which predicts that earning is a function of educational attainment and work experience. The evidence that Human Capital Theory has a strong influence on educational policy is found in the goal and mission statement of many educational achievements as the outcome.

The elements of Human Capital Theory (HTC) are:

- Skills
- Qualification

- Education and
- Health

According to Becker (1993), element of Human Capital Theory explains that formal education is highly instrumental and necessary in improving the human capacity of the workforce. This is because the knowledge and education acquired increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human being. HCT is an intangible asset that can be classified as the economic value that includes skills, education, intelligence and health.

2.6.2. Limitation of Human Capital Theory

However the theory has not been without criticism it was attack primarily because it legitimize bourgeois individualism, which was seen as a selfish and exploitive. The bourgeois class of people includes those of the middle class who were believed to exploit those of the working class. The Human Capital theory was also believed to blame people for any defects that happened in the system and making capitalist out of workers.

It also assumes that upper level application of HCT (e.g. at national and state levels) treats education as a relatively homogenous input. This application assumes that higher level of educational attainment and quality will yield greater productivity and wages across the board. Such treatment of education is problematic because the process of human capital formation varies for a ‘quality’ education in one context may prove ineffective in another. The investments required to achieve a desired outcome in urban schools are necessarily different from those in the sub-urban districts because of the unique characteristics of their pupil’s

populations. It is thus incumbent upon policy marker to consider the context dependency of human capital investment to ensure efficient allocation of resources and effective policy interventions at the national and state level.

2.6.2 Application of the theory to this Study

Application of HCT focused primarily on the relationship between amount of education, economy and social return but recent development suggests that the quality of education and when education investment are made critical in the process of human capital formation. Human capital itself is a composite of an individual knowledge, skills and life experience and higher level of human capital are expected to yield increased GDP benefitting individuals and society as a whole.Babalola (2003) asserts that the contribution of education to economic growth and development occurs through its ability to increase the productivity of an existing labor force in various ways. Therefore, economic appraisal of educational investment projects should take into account certain criteria.

The major strength of HCT is that, it helps policymakers evaluate the relationship between education and training as inputs, economic and social benefits as outputs. HCT framework suggests that, increased amount of schooling is associated with higher individual wages, GDP growth, higher rate of civic participation, lower crime rate and better health outcomes. It also offers policy makers a lens for evaluating the relevant efficiency of public investment in programme that encourage more schooling, it also contributes to more effective policy development by helping policy makers to understand the amount and characteristics of education and training that matter most for achieving desired outcomes such as economic growth and increased level of civic participation. Another strength of HCT is that it provides a

useful lens for understanding how policy can be developed to incentivize individual investment in their own education.

2.7 Conceptual Framework

According to Rachel and Ramey (1987) and by Korobo and Tromp (2006), conceptual framework is a set of broad ideas and principles taken from relevant field of inquiry and used to structure subsequent preventions. This Conceptual framework is basedon the idea that school feeding program plays a crucial role on school children outcome.

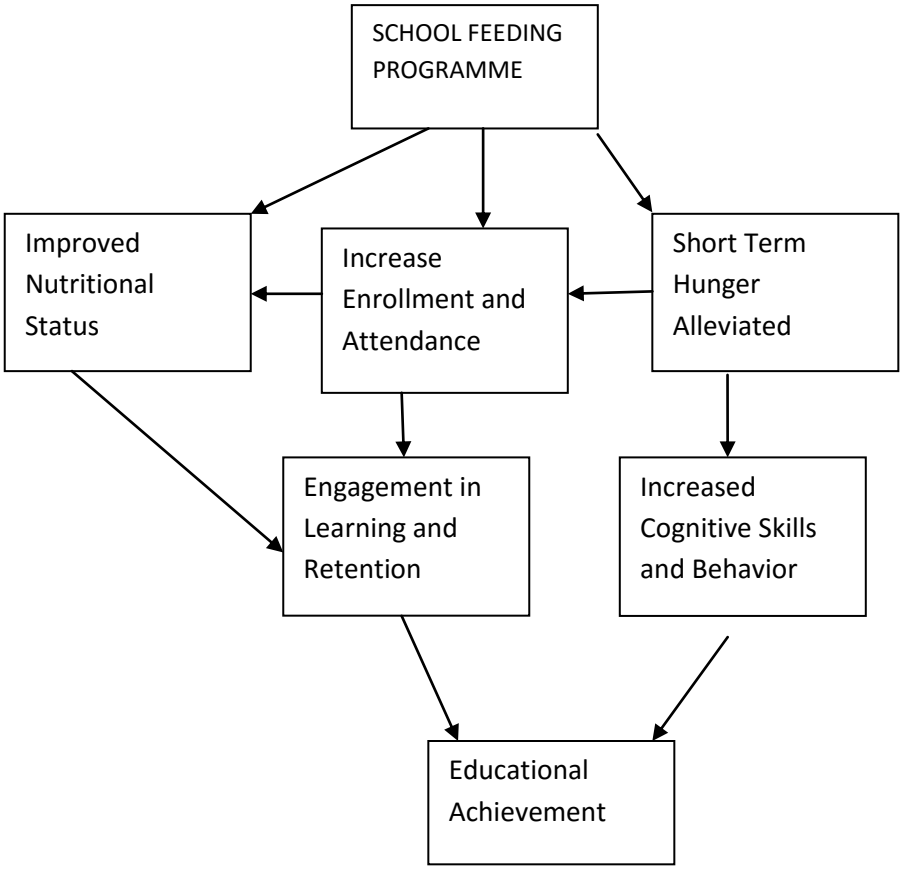


Figure 2.1: Conceptual Framework of SFP

Source: Author's Computation (2019)

From the diagram above, which indicate that school meal ie school feeding programmeimportance can never be over emphasis to its pupils as it improves their Nutritional

status there by making them healthier, it increases their enrollment and attendance which increase the rate of participation in class activity. It also alleviates their short-term hunger on the other hand making the pupils concentrate to class activities. School Meal or School Feeding also leads to engagement in learning and Retention which ensures the completion of their primary education, there is also the presence of increased in Cognitive Skills and Behaviors i.e the 3 domain in education which are Cognitive, Affective and Psychomotor. All of the above leads to the pupil's educational achievement.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research methodology adopted in this study. It discusses research design, sources of data which include primary and secondary sources, population of the study, sample and sampling method, sample size, method of data analysis, It will also give an insight into the statistical instrument used for testing hypotheses as well as the decision rule.

3.2 Research Design.

The study adopted survey research design method. This is to allow the researcher systematically collect data from a sample of population through questionnaire administration, interview and observation. This is in order to collect data on the perception of the target respondent on the effect of SFP on UBE in Zaria and Markarfi Local Government Area of Kaduna State.

3.3 Population and Sample Size of the Study

The population of this study covers the total population of teachers in the selected primary schools,Local Government Education Authority and Members of Parent Teachers Association in Zaria and Makarfi Local Government Areas of Kaduna State. However the study did not include the population of primary school pupils purposely as the researcher want to identify the population that have an insight on SFP and the activities of UBE so as to generate vital information that will enable a valid conclusion in the subject matter.

Table 3.1: Population Distribution of the Study

Category of Population	**Zaria LGA**	**Makarfi LGA**	**Total**
Teachers/Head Teachers	1,669	1,263	2,932
LGEA Staff	33	30	63
PTA	1,160	1,270	2,430
Total	2,862	2,563	5,425

Source: Field Survey 2018

Table 3.1 shows the population for the study. It indicated that there were 1,669 teachers/head teachers in Zaria, and 1,263 teachers/head teachers from Makarfi Local Government Area. Furthermore, there was 33 staff from Zaria Local Government Area, while 30 were representing Makarfi LGEA. Moreover, there were 1,160 PTA members from Zaria and 1,270 from Makarfi LGA. The PTA members arrived at multiplying 10 by the total number of schools in Zaria and Makarfi LGA.

Therefore, from the above three population, the grant total stood at 5,425. Therefore, using Krejcie and Morgan Table for determining sample size, the researcher arrive at 357 as it representative sample size. See Appendix 2

3.4 Sampling Method

Purposive sampling technique was employed in choosing the sample from the population, this is in order to select the respondent with a minimum experience to answer the research questions. The sample size of thepopulation of the study was distributed using proportional sampling as shown in 3.2

Table 3.2: Questionnaire Distribution for the Study

Organization	**Zaria LGA**	**Makarfi LGA**	**Total**
Teachers/Head Teachers	160	150	310
LGEA	25	22	47
Total	185	172	357

Source: Field Survey, 2018

Table 3.3: Respondent Interview for the study

Organization	**Zaria**	**Makarfi**	**Total**
Head Teachers	20	16	36
LGEA	15	10	25
SUBEB Officials	7	5	12
Total	42	31	73

Source: Field Survey, 2018.

A total of 36 respondents were interviewed by the researcher in Zaria and Makarfi Local Government Areas of Kaduna State. A total of 20 respondents from Zaria, and 16 respondents from Makarfi LGA.

3.5 Source of Data Collection

The study generated data from two major sources; primary and secondary sources.

3.5.1 Primary Source of Data

The primary sources for data collection include questionnaires, interviews and observation. The questionnaire was divided into sections: the first consisted of questions on the Respondents demographic characteristics; and in the other subsequent sections, questions relating to the objectives of the study were stated. The questionnaire was designed on a Four Point Likert scale. The scale was arranged on a 4 to 1 where strongly agree (SA) = 4, Agree (A) = 3 Disagree (D) = 2 and Strongly Disagree (SD) =1. And this is because the study wants to avoid allocating the point for being Undecided included in the 5-point of Likert scale

A structured interview was conducted for some staffof Zaria and Makarfi LGAs respectively,some parent, headmasters of the selected schools were also interviewed so as

toillicit free responses that clarifysome specific information necessary torevel the effect of SFP on Academic Development of Pupils' in Selected Public Primary Schools in Zaria and Makarfi LGA

In order to verify the policy statement on SFP, the researcher carried out an observation to ascertain the quality and quantity of the food and the way and manner the food is been shared.

3.5.2 Secondary Source of Data

The secondary source of data are data obtained through related relevance text books, magazine, internet sources, journals, documented files, publish and unpublished works and newspaper among others from this research are generated

3.6 Administration of Instruments

The instrument for data collection were administered to the targeted respondents with the aid of research assistance that were personally trained by the researcher so as to collect reasonable and valid data on the Effect of School Feeding Programme on Universal Basic Education in Zaria and Makarfi Local Government Area of Kaduna State.

Concurrent mix method was utilize in this study so as to report the interview responses conducted by the researcher so as to compliment the responses from the personnel

3.7 Methods of Data Analysis

Data collected were subjected to simple descriptive analysis using simple frequencies and percentage for the demographic variables of the respondents. Simple linear regression analysis was employed to test the hypotheses onthe effect of SFP on Universal Basic Education in Selected Public Primary Schools in Zaria and Makarfi

CHAPTER FOUR
AN OVERVIEW OF SCHOOL FEEDING PROGRAMME IN KADUNA STATE

4.0 Introduction

This chapter outlines the overview of School Feeding Programme, its mission and vision of the school feeding programme, its funding structure and sustainability planning, its objectives and an overview of Kaduna State Education Sector with its objectives.

4.1 Overview of School Feeding Programme

The National School Lunch Programme (NSLP) Act, in America signed by President Truma in 1946 officially to authorize the NSLP, although funds has previously been appropriated for over decades without specific legislative authority. The 1966 Child Act expanded the program and added school breakfast programme (SBP) on a pilot basis. The 1975 legislation made the SBP permanent and 1998 legislation expanded the NSLP to include reimbursement for snacks served to students in after school educational and enrichment programme (Schurm and Kirkendall, 2010).

India also is said to have a long tradition of School Feeding Programme (some since the 1920s) largely by the state governments with some external assistance (Akanbi and Alayande, 2011). Indian Supreme Court directed the state government to introduce School Feeding Programme in all government and government assisted primary schools. This was the result of a petition from the People's Union for Liberties, a large coalition of organizations and individuals that led to the Right to Food Campaign (Akanbi and Alayande 2011). In Brazil, the school feeding programme is in the country's National constitution and is part of the government's Zero Hunger Programme, covering nearly 37 million children each year, the

programme is among the largest in the world. Its implementation are managed by an independent institution, the National Fund for Development of Education (NFDE) created in 1977, to be responsible for the disbursement of the financial resources for school meals in each municipality (Akanbi and Alayande, 2011).

In the realization of the central role of nutrition to education, the Federal Government of Nigeria in collaboration with New Partnership for African Development (NEPAD), World Food Program (WFP), United Nations International Children's Fund (UNICEF) and other International Development Partners (IDPs), developed the Home-Grown School Feeding and Health Programme (HGSFHP). The programme was launched on Monday 26 September 2005 (Akanbi and Alayande 2011). The Home Grown SchoolFeeding and Health Programme is therefore a new project that will support government action to deliver cost effective school feeding programme in Sub-Saharan Africa. The project will promote local agriculture and benefit rural farmers by using locally sourced food, providing regular orders and reliable income for local farmers, the majority of whom are women while improving the education, health and nutrition of children (UNICEF 2006).

The overall goal of the programme in Nigeria is to reduce hunger and malnutrition among school children and enhance the achievement of Universal Basic Education. The primary objectives of the programme are to:

i. Reduce hunger among Nigeria school children;
ii. Improve Nutritional Health Status of school children;
iii. Increase school enrollment, attendance, retention and completion particularly of children in rural communities and poor urban neighborhoods; and

iv. Enhance comprehension of learning achievement of pupils.

All the above objectives are driven towards achieving the Millennium Development Goal (MDGs).

To improve Nutritional Status of school children, the Federal Government lunched the Home-Grown School Feeding and Health Programme in September 2005 under the coordination of the Federal Ministry of Education. The programme aimed to provide a nutritionally adequate meal during the school day (UNICEF, 2006). The pilot phase (September 2005 –July 2006) has involve twelve (12) states in the six geopolitical zone; Bauchi, Edo, Enugu, Federal Capital Territory (FCT), Imo, Kano, Nasarawa, Niger, Ogun, Yobe and Osun.

According to the Federal Government directives; the Federal, State and Local Government were to fund the program with state and local government providing the bulk. Up toFebruary 2010, a sum total of 2,881,271,987:00 naira has been spent on feeding, deworming equipment and material out of which the government has released only 88,788,460 naira (HGSFHP, 2010). The focus of the programme in the state is;

i. To get pupils fed with a quantitatively and qualitatively adequate food each school day;
ii. To ensure provision of healthy and inviting school environment; and
iii. Provision of healthy facilities to take care of pupils' health need and problem.

The programme is also aimed at boosting food production and farmers' income since all food must be purchased from locality where schools are based.

Upon the assumption into office of his Excellency, PresidentMuhammeduBuhari on the 29th of May 2016. His Excellency has shown commitment to key campaign promises. One of these programme is the school feeding programme which is a component of the National Social Investment Programme.

The programme is chaired by the vice-president, the vice-president which has been tasked, with the responsibility to run the programme. A collaboration with partnership for Child Development (PCD) was consummated with an MOU to offer technical assistance. PCD is internationally known for its success in various countries of child nutrition and School Feeding.

To rollout the programme based on a strategic structure, a core team was put together to drive the coordination of the programme in collaboration with PCD and various key stakeholders, ministries. The strategic make-up of the core team are; Programme Manager, Operation Manager, Fund Manager and a Monitoring and Evaluation Manager. These quickly evolved to a National Team which comprises of officers from the Ministry of Education, Ministry of Health, Ministry of Agriculture, Ministry of Budget and Planning. The HGSF programme is part of a 500 billion Naira funded Social Investment Programmed announced by the Buharis Administration to tackle poverty and improve health, education of children and other valuable groups. When fully realized, the School Feeding component of this programme aimed to support states to collectively feed over 24 million school children which will make it the largest School Feeding Programme of its kind in Africa.

The Home-Grown School Feeding Programme, which aimed at providing free school meals with food procured from local small holders farmers seek to strengthen communities across the country by;

i. Increase school enrollment and completion;
ii. Improve child Nutrition and health;
iii. Strengthen the local agricultural economies by providing School Feeding market in which farmers can sell their produce; and
iv. Create employment opportunities with job in catering processing farming.

To support and direct this programme, a national HGSF strategic plan which map out how Federal, State and Local Governments are to work together to deliver the programme over the next 4 years was formulated. To formulate the implementation of the plan Federal Government is working with key partners to capitalize upon global experience and evidence of good practice.

4.2.1 Vision of School Feeding Programme

A sustainable School Feeding Programme that will establish a safety net for the poor and eradicate malnutrition in school age children while stimulating the national economy.

4.2.2 Mission of School Feeding Programme

The provision of free meals a day to pupils in public primary schools in Nigeria by working constructively with stakeholders to ensure sustainable implementation of the programme.

4.3 Objectives of the Home-Grown School Meal Programme (HSML)

1. **Encourage Enrollment:** The programme is aim to improve the enrollment of primary school children in Nigeria and reduce the current drop-out rate from primary school which is estimated at 30%.
2. **Improves Health Status:** The programme aims is to address the poor nutrition and health status of many children who have been affected as a result of poverty this has affected the learning outcome of the children.
3. **Stimulate Local Agricultural Production:** Linking the programme to local agricultural production has direct economy objectives of National Home-Grown School Meal Programme(NHSML) benefit and can potentially benefit the entire community as well as the children. The program aimed to stimulate local agricultural produce and boost the income of farmers by creating a viable and ready market via School Feeding Programme.
4. **To Create, Improve Family and State:** The programme aimed to create jobs along the value chain and provide a multiplier effect for economy growth and development.

4.4 Funding Structure and Sustainability Planning

It is estimated that school meal's sourced mainly through domestic small holder farming will cost average of 50 to 70 naira. The Federal Government's budgeting a meal per child at 70 naira and as proposed a counterpart funding between federal and states. The Federal Government has budgeted to take up the feeding of pupils in primary 1 to 3 while state takes up primary 4 to 6.

Table 4.1: Weekly Menu in Kaduna State School Feeding Programme

DAYS	FOOD TYPE
Monday	Beans cake (Moi-Moi)
Tuesday	Rice and Beans
Wednesday	Jollof Rice
Thursday	Beans
Friday	Fortified Biscuit and Yoghurt

Source: Author's Computation, 2019. Field Survey

4.5 An Overview of Kaduna State Education Sector

1. Responsibility for the provision of Education Service: The state ministry of Education (SOME) has the overall responsibility for education sector policy, planning and monitoring. SOME is joined in this task by ministries for finance, science, technology and economic planning. Various aspects of educational delivery and implementation are devolved to governmental agencies. Of these, SUBEB plays a key role in implementing the UBE and EFA programme. The Education Resources Center (ERC) together with the quality Assurance Board aims at assuring the quality of education through performance, monitoring and evaluation and the agency for mass literacy has special responsibility for literacy and learning among adults and hard-to-reach youth populations in the state. The teacher service not-for-profit organization also provides a range of educational services at all levels.

4.5.1 Objectives of the Education Strategic Plan

The main policy objectives of the ESP are to:

i. To provide free and compulsory basic education of good quality to all school age children in Kaduna State;

ii. To expand basic education coverage to make it inclusive for disadvantage group, including the poor girls and women, pastoralist people in remote and difficult location; and

iii. Provide appropriate opportunities for out-of-school youth and adult population to acquire education.

iv. Improve and maintain the quality of basic secondary and higher education.

v. Strengthen institutional capacities at all levels to plan, implement and monitor the delivery of efficient and effective educational service.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS OF DATA

5.1 Introduction

In this chapter, data collected from both primary and secondary sources were subjected to in depth qualitative and quantitative analyses. To be more specific, data collected using the instrument of interviews and secondary sources were analyzed qualitatively while those collected using questionnaire were analyzed using frequency distribution tables and simple percentages while hypotheses were tested using the simple regression statistical tools which are basically quantitative methods.

5.2 Characteristics of Respondents

For Zaria LGA

Table 5.1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	83	44.9	44.9	44.9
	Female	102	55.1	55.1	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.1 examine the gender of the respondent so as to give an insight on the category on the gender characteristics of what the teacher, head teacher, PTA and LGEA staffs so as to understand Kaduna State Government is gender sensitive in recruiting and placement of teachers and head teachers in public primary schools, as well as its implication on the effectiveness and efficient school management. As such the table shows that 185, 83 (44.9%) were males, and 102 (55.1%) were females. This shows that in Zaria LGA, the majority of the respondents were females. However the table shows that majority of the respondents are

female, which is a justification that in Zaria LGA women enroll and complete their education up to NCE andB.ED

Table 5.2: Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	38	20.5	20.5	20.5
	30-39	47	25.4	25.4	45.9
	40-49	57	30.8	30.8	76.8
	50 and above	43	23.2	23.2	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019.

Table 5.2 review respondent of age status so as to understand their level of experience or lent of service and the amount of contribution to be made on the relationship between SFP and UBE. The table indicated that 38 (20.5%) of the respondents were between the age of 20-29, 47 (25.4%) were within the age of 30-39 years of age. Furthermore, 57 (30.8%) were between the age of 40-49 years, and 57 (30.8%) were on the age brackets of 40-49 years. Also, 43 (23.2%) fall within the age of 50 and above.

Table 5.3: Category of Staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching staff	160	86.5	86.5	86.5
	Non-teaching staff	25	13.5	13.5	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.3 examine the category of staff in management and administration of UBE in Zaria and Makarfi LGA so as to know which information to get from who. For example the level of

enrolment can be gotten from the non-teaching staff in the Local Government. The table shows the category of the respondents. It indicates that 160 (86.5%) were teaching staff, and 25 (13.5%) were non-teaching staff. This implies that majority of the respondents were teaching staff.

Table 5.4: Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	90	48.6	48.6	48.6
	B.Ed	36	19.5	19.5	68.1
	B.Sc	46	24.9	24.9	93.0
	Masters	13	7.0	7.0	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.4 review educational qualifications of teachers so as to verify weather Kaduna State Government adhere to the minimum teaching requirement policy. The table shows that 90 (48.6%) were NCE holders, 36 (19.5%) were holders of B.Ed. Furthermore, 46 (24.9%) were B.Sc holders and only 13 (7.0%) were Master holders. Therefore, from the table, it is evident that NCE holders constituted the majority. This is because NCE is the minimum teaching qualification particularly at the level of basic education in the state.

Characteristics of Respondents

For Makarfi LGA

Table 5.5: Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	107	62.2	62.2	62.2
	Female	65	37.8	37.8	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.5 indicates that the Gender distribution of Makarfi LGA. It reveals that 107 (62.2%) of the respondents were males, and 65 (37.8%) were females. Therefore, from the table, it shows that the majority of the respondents were males. Unlike Zaria, where the majority of the respondents were females, in Makarfi LGA, Males respondents constituted the majority.

Table 5.6: Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	78	45.3	45.3	45.3
	30-39	50	29.1	29.1	74.4
	40-49	21	12.2	12.2	86.6
	50 and above	23	13.4	13.4	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.6 shows the age group of the respondents. The table indicated that 78 (45.3%) of the respondents were between the age of 20-29, 50 (29.1%) were within the age of 30-39 years of age. Furthermore, 21 (12.2%) were between the age of 40-49 years, and 23 (13.4%) were on the age brackets of 50 years and above.

Table 5.7: Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	70	40.7	40.7	40.7
	B.Ed	30	17.4	17.4	58.1
	B.Sc	51	29.7	29.7	87.8
	Masters	21	12.2	12.2	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.7 indicates the Educational Qualification of the respondents. It shows that 70 (40.7%) were NCE holders, 30 (17.4%) were holders of B.Ed. Furthermore, 51 (29.7%) were B.Sc holders and only 21 (12.2%) were Master holders. Similarly, from the table, it is evident that NCE holders constituted the majority, this is because NCE is the minimum teaching qualification particularly at the level of basic education in the state.

Table 5.8: Category of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching staff	150	87.2	87.2	87.2
	Non-teaching staff	22	12.8	12.8	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.8 shows the category of the respondents. It indicates that 150 (87.2%) were teaching staff, and 22 (12.8%) were non-teaching staff. This implies that majority of the respondents were teaching staff.

5.3 Analysis of Data Based on Research Hypothesis

Relationship Between School Feeding Programme and Student Academic Performance in Zaria LGA

5.3.1 Hypothesis One

H_{O1}: School feeding programmehas no significant on pupil'sperformance in the selected primary schools.

Table 5.9: There is Sufficiency of the Food

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	19	10.3	10.3	10.3
	Disagree	36	19.5	19.5	29.7
	Agree	30	16.2	16.2	45.9
	Strongly agree	100	54.1	54.1	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.9 shows responses of the respondents on the statement that there is sufficiency of food in the selected primary school in Zaria LGA. The table indicates that 100 (54.1%) of the respondents strongly agreed with the statements, 30 (16.2%) indicated agreed. Furthermore, 36 (19.5%) of the respondents disagreed with the statement, and 19 (10.3%) of the respondents strongly disagreed that food provided in the selected was sufficient. Therefore, the majority of the respondents as indicated in the table unanimously agreed and strongly agreed that there is sufficiency of food provided for in the selected schools.

Table 5.10: The Dietary Content and Quantity of the Food is Encouraging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	9.7	9.7	9.7
	Disagree	47	25.4	25.4	35.1
	Agree	40	21.6	21.6	56.8
	Strongly agree	80	43.2	43.2	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.10 indicates that 80 (43.2%) of the respondents strongly agreed to the statements that the dietary contents of the food is encouraging, 40 (21.6%) agreed with the claim. Furthermore, 47 (25.4%) of the respondents disagreed with the statement, and 18 (9.7%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed that the dietary content of the food is encouraging.

Table 5.11: Pupil Average Performance has Improved Since the Introduction of SFP.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	26	14.1	14.1	14.1
	Disagree	34	18.4	18.4	32.4
	Agree	55	29.7	29.7	62.2
	Strongly agree	70	37.8	37.8	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.11 indicates that 70 (37.8%) of the respondents strongly agreed to the statements that Pupil's average performance has improved since the introduction of SFP, 55 (29.7%) agreed with the claim. Furthermore, 34 (18.4%) of the respondents disagreed with the statement, and 26 (14.1%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed that Pupil's average performance has improved since the introduction of SFP.

Table 5.12: As a Result of School Feeding Pupil now Pay Attention and Concentrate During LessonWhich Led to Good Performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	41	22.2	22.2	22.2
	Disagree	15	8.1	8.1	30.3
	Agree	34	18.4	18.4	48.6
	Strongly agree	95	51.4	51.4	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.12 indicates that 95 (51.4%) of the respondents strongly agreed with the statements that as a result of SFP pupil's now pay attention and concentrate during lessons which led to good performance,34 (18.4%) agreed with the statement. Also, 15 (8.1%) of the respondents disagreed with the statement, and 41 (22.2%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table, agreed and strongly agreed that as a result of SFPpupil's now pay attention and concentrate during lesson which led to good performance.

Table 5.13: The Rate of Understanding of What is Being Thought has Increased as a Result of School Feeding.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	59	31.9	31.9	31.9
	Disagree	6	3.2	3.2	35.1
	Agree	55	29.7	29.7	64.9
	Strongly agree	65	35.1	35.1	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.13 indicates that 65 (35.1%) of the respondents strongly agreed with the statements that the rate of understanding of what is being thought has increase as aresult of SFP, 55

(29.7%) agreed with the statement. Also, 6 (3.2%) of the respondents disagreed with the statement, and 59 (31.9%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table, agreed and strongly agreed that the rate of understanding of what is being thought has increase as aresult of SFP.

Furthermore, 16 respondents out of the total of 20 respondents interviewed under Zaria LGA, indicated that there is an improvement with regards to the level of students understanding in school, and attributed this development on the School Feeding Programme introduced by the government. However, 4respondents, were undecided that the understanding of the pupils is related to the School Feeding Programme. Therefore, the majority of the responses indicated that understanding of Pupils significantly increased due to SFP.

Table 5.14: Pupil Are More Energized and Participate Significantly in class Activity Since the Introduction of School Feeding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	13.5	13.5	13.5
	Disagree	30	16.2	16.2	29.7
	Agree	21	11.4	11.4	41.1
	Strongly agree	109	58.9	58.9	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019.

Table 5.14 indicates responses on the statement that Pupil are more energized and participate significantly in class activity sincethe introduction of SFP.109 (58.9%) of the respondents strongly agreed to the statements.21 (11.4%) agreed to the statement. Also, 30 (16.2%) of the respondents disagreed to the statement, and 25 (13.5%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table, agreed and

strongly agreed that Pupils are more energized and participate significantly in class activitysincetheintroduction of SFP.

Table 5.15: SFP Improves Pupil's Attentiveness in Classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	30	16.2	16.2	16.2
	Disagree	33	17.8	17.8	34.1
	Agree	55	29.7	29.7	63.8
	Strongly agree	67	36.2	36.2	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.15 indicates responses on the statement thatSFP improves pupil's attentiveness in classes**.**67 (36.2%) of the respondents strongly agreed with the statements.55 (29.7%) agreed with the statement. Also, 33 (17.8%) of the respondents disagreed with the statement, and 30 (16.2%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table, agreed and strongly agreed that SFP improves pupil's attentiveness in classes**.**

Table 5.16: Pupil Average Performance Has Improved Since The Introduction of School Feeding Programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	7.6	7.6	7.6
	Disagree	3	1.7	1.7	9.3
	Agree	20	11.6	11.6	20.9
	Strongly agree	136	79.1	79.1	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019.

Table 5.16 indicates responses on the statement that Pupil are more energized and participate significantly in class activity sincethe introduction of SFP.136 (79.1%) of the respondents strongly agreed with the statements.20 (11.6%) agreed to the statement. Also, 3 (1.7%) of the respondents disagreed with the statement, and 13 (7.6%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table, agreed and strongly agreed that Pupil are more energized and participate significantly in class activity sincethe introduction of SFP.

Similarly,

Testing of Hypothesis One

Ho_1: There is no significant relationship between school feeding program and pupil's performance in the selected primary schools in Zaria LGA.

Table 5.17: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.976[a]	.953	.953	1.65763

a. Predictors: (Constant), Pupil average performance has improved since the introduction of SFP.

b. Dependent Variable: pupil'sacademicperformance

Table 5.18: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10170.106	1	10170.106	3701.276	.000[b]
	Residual	502.835	183	2.748		
	Total	10672.941	184			

a. Dependent Variable: pupil'sacademicperformance

b. Predictors: (Constant), Pupil average performance has improved since the introduction of SFP.

Table 5.19: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.284	.357		.793	.429
	Pupil average performance has improved since the introduction of SFP.	7.016	.115	.976	60.838	.000

a. Dependent Variable: pupil'sacademicperformance

Table 5.19 shows a model summary; it indicates an adjusted R- Square of 0.95, which implies that there is significant and positive relationship between School Feeding Programme and pupil's academic performance in selected schools under Zaria LGA. This implies that as school feeding programme increases, pupil's academic performance also increases to a tune of 0.95%. Furthermore, the Anova table shows an F-Statistics of 3701.2 with a P- Value of 0.00, which is less than 5% level of significance. Thus, the study rejected the null hypothesis which states thatthere is no significant relationship between school feeding programme and pupil's performance in the selected primary schools, and accepted the alternate hypothesis. Similarly, this finding is in-line with that of Barnabas. (2014), which concluded that unbalanced diet provided in the school feeding programme was found to affect children's academic performance.

Hypothesis One

Relationship between School Feeding Programme and Student Academic Performance in Makarfi LGA

Table 5.20: The Food shared among the pupils is sufficient in Makarfi LG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	5.8	5.8	5.8
	Disagree	6	3.5	3.5	9.3
	Agree	30	17.4	17.4	26.7
	Strongly agree	126	73.3	73.3	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.20 indicates that 126 (73.3%) of the respondents strongly agreed to the statements that the dietary contents of the food is encouraging, 30 (17.4%) agreed to the claim. Furthermore, 6 (3.5%) of the respondents disagreed to the statement, and 10 (5.8%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that the dietary contents of the food are encouraging.

Table 5.21: The Dietary Content and Quantity of the Food is Encouraging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	3.5	3.5	3.5
	Disagree	10	5.8	5.8	9.3
	Agree	50	29.1	29.1	38.4
	Strongly agree	106	61.6	61.6	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.21 indicates that 106 (61.6%) of the respondents strongly agreed with the statements that the dietary contents of the food is encouraging, 50 (29.1%) agreed with the claim.

Furthermore, 10 (5.8%) of the respondents disagreed with the statement, and 6 (3.5%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that the dietary contents of the food are encouraging.

Table 5.22: As a Result of SF Pupil Now Pay Attention And Concentrate During Lesson Which Led To Good Performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1.7	1.7	1.7
	Disagree	15	8.7	8.7	10.5
	Agree	98	57.0	57.0	67.4
	Strongly agree	56	32.6	32.6	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.22 indicates that 56 (32.6%) of the respondents strongly agreed with the statements that as a result of SFP pupils now pay attention and concentrate during lesson which led to good performance, 98 (57.0%) agreed with the statement. Furthermore, 15 (8.7%) of the respondents disagreed to the statement, and 3 (1.7%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table, agreed and strongly agreed that as a result of SFP pupil's now pay attention and concentrate during lesson which led to good performance.

Table 5.23: The Rate of Understanding of What is Being Thought Has Increased as a Result of School Feeding.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	6.4	6.4	6.4
	Disagree	11	6.4	6.4	12.8
	Agree	110	64.0	64.0	76.7
	Strongly agree	40	23.3	23.3	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.23 indicates that 40 (23.3%) of the respondents strongly agreed with the statements that the rate of understanding of what is being thought has increase as aresult of SFP, 110 (64.0%) agreed with the statement. Also, 11 (6.4%) of the respondents disagreed with the statement, and 11 (6.4%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that the rate of understanding of what is being taught has increased as aresult of SFP.

Moreover, 11 respondents out of the total of 16 respondents interviewed under Makarfi LGA, indicated that there is an improvement with regards to the level of students understanding in school, and attributed this development on the School Feeding Programme introduced by the government. However, 4respondentsdisputed that the understanding of the pupils is unrelated to the School Feeding Programme. Therefore, the majority of the responses indicated that understanding of Pupils had significantly improved.

Table 5.24: Pupil Are More Energized And Participate Significantly In Class Activity Since The Introduction of Scholl Feeding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	5.8	5.8	5.8
	Disagree	12	7.0	7.0	12.8
	Agree	20	11.6	11.6	24.4
	Strongly agree	130	75.6	75.6	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.24 indicates responses on the statement that Pupil are more energized and participated significantly in class activity sincethe introduction of SFP.130 (75.6%) of the respondents strongly agreed with the statements.20 (11.6%) agreed with the statement. Moreover, 12 (7.0%) of the respondents disagreed with the statement, and 10 (5.8%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table, agreed and strongly agreed that Pupils are more energized and participated significantly in class activity since the introduction of SFP.

Table 5.25: SFP Improves Pupil's Attentiveness in Classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	3.5	3.5	3.5
	Disagree	16	9.3	9.3	12.8
	Agree	102	59.3	59.3	72.1
	Strongly agree	48	27.9	27.9	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.25 indicates responses on the statement thatSFP improves pupils' attentiveness in classes**.**48 (27.9%) of the respondents strongly agreed with the statements.102 (59.3%)

agreed with the statement. Also, 16 (9.3%) of the respondents disagreed with the statement, and 6 (3.5%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that SFP improved pupil's attentiveness in classes.

Hypothesis One Testing

H_{O1}: There is no significant relationship between school feeding programme and pupil's performance in the selected primary schools in Makarfi LGA

Makarfi LGA

Table 5.26: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.936[a]	.876	.876	1.76202

a. Predictors: (Constant), Pupil average performance has improved since the introduction of SFP.

b. Dependent Variable: pupil'sacademicperformance

Table 5.27: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3742.637	1	3742.637	1205.475	.000[b]
	Residual	527.799	170	3.105		
	Total	4270.436	171			

a. Dependent Variable: pupil'sacademicperformance

b. Predictors: (Constant), Pupil average performance has improved since the introduction of SFP.

Table 5.28: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.758	.588		6.394	.000
	Pupil average performance has improved since the introduction of SFP.	5.484	.158	.936	34.720	.000

a. Dependent Variable: pupil'sacademicperformance

Table 5.26 shows a model summary; it indicates an adjusted R- Square of 0.87, which implies that there is significant and positive relationship between School Feeding Programme and pupil's academic performance in selected schools under Makarfi LGA? This implies that as school feeding programme increases, pupil's academic performance also increases to a tune of 0.87%. Furthermore, the Anova table shows an F-Statistics of1205.4 with a P- Value of 0.00, which is less than 5% level of significance. Thus, the study rejected the null hypothesis which states that there is no significant relationship between school feeding program and pupil's performance in the selected primary schools in Makarfi, and accepted the alternative hypothesis. Also, this finding is in-line with that of Barnabas (2014), which concluded that, unbalanced diet provided in the school feeding programme was found to affect children's academic performance.

Comparatively, the results from both Zaria and Makarfi LGA show that SPF has significant and positive contribution on Pupils Academic Performance. However, the contribution from Zaria LGA is higher with 0.95, with an F-Statistics of 3701.2 against that of Makarfi LGA with an adjusted R-Square of 0.87 with an F-Statistics of 1205.4

5.3.2 Hypothesis Two

Relationship between School Feeding Programme and Student Enrolment in Zaria LGA

Table 5.29: Enrollment Increased Significantly Since the Introduction of SFP

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	45	24.3	24.3	24.3
Disagree	10	3.4	5.4	29.7
Valid Agree	55	29.7	29.7	59.5
Strongly Agree	75	40.5	40.5	100.0
Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.29 indicates responses on the statement that Enrolment increased significantly since the introduction of SFP.The table shows that 75 (40.5%) of the respondents strongly agreed with the statements.55 (29.7%) agreed with the statement. Moreover, 10 (5.4%) of the respondents disagreed with the statement, and 45 (24.3%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table, agreed and strongly agreed that Pupil are more energized and participated significantly in class activitysince theintroduction of SFP.

Table 5.30: The SFP Helps To Stabilize Attendance In Schools Under Study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	21	11.4	11.4	11.4
	Disagree	34	18.4	18.4	29.7
	Agree	95	51.4	51.4	81.1
	Strongly agree	35	18.9	18.9	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.30 indicates SFP has helps to stabilize attendance in schools under study in Zaria LGA. 35 (18.9%) of the respondents strongly agreed with the statements, 95 (51.4%) agreed with the claim. Furthermore, 34 (18.4%) of the respondents disagreed with the statement, and 21 (11.4%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that SFP has helped to stabilize attendance in schools under study in Zaria LGA.

Table 5.31: SFP Has Assisted in Reducing The Rate of Drop-out of Pupil

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	49	26.5	26.5	26.5
	Disagree	6	3.2	3.2	29.7
	Agree	41	22.2	22.2	51.9
	Strongly agree	89	48.1	48.1	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.31 indicates responses on the statement thatSFPhas assisted in reducing the rate of drop-out of pupil's.The table shows that 89 (48.1%) of the respondents strongly agreed with the statements.41 (22.2%) agreed with the statement. Moreover, 6 (3.2%) of the respondents disagreed with the statement, and 49 (26.5%) of the respondents strongly disagreed. This signifies, the majority of the respondents as indicated in the table, agreed and strongly agreed thatSFP has assisted in reducing the rate of drop-out of pupil's in schools under study in Zaria LGA.

Table 5.32: Pupils Are Regular And Punctual To School Since The Introduction of School Feeding Programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	51	27.6	27.6	27.6
	Disagree	4	2.2	2.2	29.7
	Agree	91	49.2	49.2	78.9
	Strongly agree	39	21.1	21.1	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019.

Table 5.32 indicates responses on Pupils are regular and punctual to school since the introduction of SFP in Zaria LGA. 39 (21.1%) of the respondents strongly agreed with the statements, 91 (49.2%) agreed with the claim. Furthermore, 4 (2.2%) of the respondents

disagreed with the statement, and 51 (27.6%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that Pupils are regular and punctual to school since the introduction of SFP in Zaria LGA.

Table 5.33: SFP Is An Effective Way Of Encouraging Pupils To Attend Class Regularly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	13.5	13.5	13.5
	Disagree	40	21.6	21.6	35.1
	Agree	10	5.4	5.4	40.5
	Strongly agree	110	59.5	59.5	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.33 indicates thatSFP is an effective way of encouraging pupils to attend class regularly.110 (59.5%) of the respondents strongly agreed with the statements, 10 (5.4%) agreed with the statement. Furthermore, 40 (21.6%) of the respondents disagreed with the statement, and 25 (13.5%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that SFP is an effective way of encouraging pupils to attend class regularly.

Table 5.34: SFP Has Led To Decrease In Pupil Absenteeism In Schools Under Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	51	27.6	27.6	27.6
	Disagree	11	5.9	5.9	33.5
	agree	30	16.2	16.2	49.7
	Strongly agree	93	50.3	50.3	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.34 indicates that SFP has led to decrease in pupil absenteeism in schools under studyin Zaria LGA, 93 (50.3%) of the respondents strongly agreed with the statements, 30 (16.2%) agreed with the statement. Furthermore, 11 (5.9%) of the respondents disagreed with the statement, and 51 (27.6%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that SFP has led to decrease in pupils' absenteeism in schools under studyin Zaria LGA.

Table 5.35: Transitional Rate Have Increased Due To SFP.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	46	24.9	24.9	24.9
	Disagree	16	8.6	8.6	33.5
	Agree	23	12.4	12.4	45.9
	Strongly agree	100	54.1	54.1	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.35 indicates thatTransitional rate have increased due to SFP. The table shows that 100 (54.1%) of the respondents strongly agreed with the statements, 23 (12.4%) agreed with the statement. Furthermore, 16 (8.6%) of the respondents disagreed with the claim, and 46 (24.9%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that Transitional rate has increased due to SFP in schools under study in Zaria LGA.

Table 5.36: Continuous SFP Has Reduced The Level of Hunger As It Encourages All Pupil To Remain In School Till Closing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	45	24.3	24.3	24.3
	Disagree	10	5.4	5.4	29.7
	agree	92	49.7	49.7	79.5
	Strongly agree	38	20.5	20.5	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.36 indicates thatContinuous SFP has reduced the level of hunger as it encouraged allpupils to remaining school till closing. It shows that 38 (20.5%) of the respondents strongly agreed with the statements, 92 (49.7%) agreed with the statement. Furthermore, 10 (5.4%) of the respondents disagreed with the statement, and 45 (24.3%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that Continuous SFP has reduced the level of hunger as it encouraged allthe pupils to remainin school till closing in schools in Zaria LGA.

Furthermore, 19 respondents out of the total of 20 respondents interviewed under Zaria LGA, revealed that, continuous School Feeding Programme had triggered tremendous increase with regards to Student enrolment in public schools. However, 1 respondents, wasindifferent, and attributed the increase in school enrolment to other factors other than School Feeding Programme. Therefore, the majority of the responses agreed that increased enrolment is due to School Feeding Programme in Zaria LGA.

Hypothesis Two Testing

Ho_2: There is no significant relationship between school feeding programme and enrolment of pupils in the selected public primary schools in Zaria.

Table 5.37: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.977[a]	.954	.954	1.15901

a. Predictors: (Constant), Enrolment increased significantly since the introduction of SFP

b. Dependent Variable: schoolenrolment

Table 5.38: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5087.614	1	5087.614	3787.407	.000[b]
	Residual	245.823	183	1.343		
	Total	5333.438	184			

a. Dependent Variable: schoolenrolment

b. Predictors: (Constant), Enrolment increased significantly since the introduction of SFP

Table: 5.39: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.675	.222		7.534	.000
	Enrolment increased significantly since the introduction of SFP	4.410	.072	.977	61.542	.000

a. Dependent Variable: schoolenrolment

Table 5.37 shows a model summary for Zaria LGA, it indicates an adjusted R- Square of 0.95, which implies that there is significant and positive relationship between School Feeding Programme and pupil's Enrolment in selected schools under Zaria LGA. This implies that as school feeding programme increases, pupil's Enrolments also increases to a tune of 0.95%. Moreover, the Anova table shows an F-Statistics of 3787.4 with a P- Value of 0.00, which is less than 5% level of significance. Thus, the study rejected the null hypothesis which state that there is no significant relationship between school feeding programme and pupil's Enrolment

in thePublic primary schools, and accepted the alternate hypothesis. The findings of the study is related to the findings of Kidane, (2012) whofound out that SFP brought positive and significant effect with regards to student enrolment and therefore concluded that effort to improve student enrolment and reduce drop out needs to be based on an in-depth understanding of the specific barriers to education that reduces access to education

Hypothesis Two

Relationship Between School Feeding Programme and Student Enrolment in Makarfi LGA

Table 5.39: Enrolment increased significantly since the introduction of SFP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	8.1	8.1	8.1
	Disagree	2	1.2	1.2	9.3
	Agree	64	37.2	37.2	46.5
	Strongly agree	92	53.5	53.5	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.40 indicates responses on the statement that Enrolment increased significantly since the introduction of SFP.The table shows that 92 (53.5%) of the respondents strongly agreed with the statements.64 (37.2%) agreed with the statement. Furthermore, 2 (1.2%) of the respondents disagreed with the statement, and 14 (8.1%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that Pupils' are more energized and participated significantly in class activitysince theintroduction of SFP.

Table 5.41: The SFP Helps To Stabilize Attendance In Schools Under Study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	15	8.7	8.7	8.7
	Disagree	1	.6	.6	9.3
	Agree	116	67.4	67.4	76.7
	Strongly agree	40	23.3	23.3	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.41 indicatesthat SFP has helped to stabilize attendance in schools under study in Makarfi LGA. 40 (23.3%) of the respondents strongly agreed with the statements, 116 (67.4%) agreed with the claim. Furthermore, 1 (0.6%) of the respondents disagreed with the statement, and 15 (8.7%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that SFP has helps to stabilize attendance in schools under study in Makarfi LGA

Table 5.42: SFP Has Assisted In Reducing The Rate of Drop-Out of Pupil

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	7.0	7.0	7.0
	Disagree	5	2.9	2.9	9.9
	Agree	99	57.6	57.6	67.4
	Strongly agree	56	32.6	32.6	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.42 indicates that responses on the statement thatSFP has assisted in reducing the rate of drop-out of pupil's.The table shows that 56 (32.6%) of the respondents strongly agreed with the statements.99 (57.6%) agreed with the statement. Moreover, 5 (2.9%) of the respondents disagreed to the statement, and 12 (7.0%) of the respondents strongly disagreed.

Therefore, the majority of the respondents as indicated in the tables agreed and strongly agreed that SFP has assisted in reducing the rate of drop-out of pupils in schools under study in Makarfi LGA.

Table 5.43: Pupils Are Regular And Punctual To School Since The Introduction of SFP.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	6.4	6.4	6.4
	Disagree	6	3.5	3.5	9.9
	Agree	49	28.5	28.5	38.4
	Strongly agree	106	61.6	61.6	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.43 indicates responses on Pupils are regular and punctual to school since the introduction of SFP in Makarfi LGA. 106 (61.6%) of the respondents strongly agreed with the statements, 49 (28.5%) agreed with the claim. Furthermore, 6 (3.5%) of the respondents disagreed with the statement, and 11 (6.4%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that Pupils are regular and punctual to school since the introduction of SFP in Makarfi LGA

Table 5.44: SFP Is An Effective Way Of Encouraging Pupils To Attend Class Regularly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.6	.6	.6
	Disagree	15	8.7	8.7	9.3
	Agree	110	64.0	64.0	73.3
	Strongly agree	46	26.7	26.7	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.44 indicates that SFP is an effective way of encouraging pupils to attend class regularly.46 (26.7%) of the respondents strongly agreed with the statements, 110 (64.0%) agreed with the statement. Furthermore, 15 (8.7%) of the respondents disagreed with the statement, and as (0.6%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that SFP is an effective way of encouraging pupils to attend class regularly in Makarfi LGA.

Table 5.45: SFP Has Led To Decrease in Pupil Absenteeism in Schools Under Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	17	9.9	9.9	9.9
	Agree	35	20.3	20.3	30.2
	Strongly agree	120	69.8	69.8	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.45 indicates that SFP has led to decrease in pupil absenteeism in schools underin Makarfi LGA, 120 (69.8%) of the respondents strongly agreed with the statements, 35 (20.3%) agreed with the statement. Furthermore, 17 (9.9%) of the respondents disagreed with the statement, and none of the respondents indicated strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that SFP has led to decrease in pupils' absenteeism in schools under studyin Makarfi LGA.

Also, 13 respondents out of the 16 respondents interviewed under Makarfi LGA, showed that the level of enrolment is higher as compared to the period before the introduction of School Feeding Programme. On the contrary,however, 3 respondents revealed that as soon as the students collect the food, they run away from the school till another day. Therefore, the

majority of the responses agreed that increased enrolment is due to School Feeding Programme in MakarfiLGA.

Hypothesis Two Testing

Ho_2: There is no significant relationship between school feeding programme and enrollment of pupils in the selected public primary schools in Makarfi LGA.

Table 5.46: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.954[a]	.910	.910	1.26305

a. Predictors: (Constant), Enrolment increased significantly since the introduction of SFP

b. Dependent Variable: pupil'senrolment

Table 5.47: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2745.267	1	2745.267	1720.862	.000[b]
	Residual	271.199	170	1.595		
	Total	3016.465	171			

a. Dependent Variable: pupil'senrolment

b. Predictors: (Constant), Enrolment increased significantly since the introduction of SFP

Table 5.48: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.207	.388		10.847	.000
	Enrollment increased significantly since the introduction of SFP	4.637	.112	.954	41.483	.000

a. Dependent Variable: pupil'senrolment

Table 5.46 shows a model summary for Makarfi LGA, it indicates that an adjusted R- Square of 0.91, which implies that there is significant and positive relationship between School

Feeding Programme and pupil's Enrolment in selected schools under Makarfi LGA. This implies that, as school feeding programme increases, pupil's Enrolments also increases to a tune of 0.91%. Moreover, the Anova table shows an F-Statistics of 2745.2 with a P- Value of 0.00, which is less than 5% level of significance. Thus, the study rejected the null hypothesis which states that there is no significant relationship between school feeding programme and pupil's Enrolment in the selected Public primary schools, and accepted the alternate hypothesis. This also in line with, Kidane, (2012) whofound out that SFP brought positive and significant effect with regards to student enrolment and therefore concluded that effort to improve student enrolment and reduce drop out needs to be based on an in-depth understanding of the specific barriers to education that reduced access to education

From the results, SFP impacted positively and significantly in both Zaria and Makarfi LGAs. However, the impact SFP had on Pupil's Enrolment in Zaria LGA, is slightly above with 0.94, as against that of Makarfi LGA with 0.91%.

5.3.3 Hypothesis Three

Relationship between School Feeding Programme and Student Retention in Zaria LGA

Table 5.49: There Is Increase Retention of Pupil As a Result of SFP.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	53	28.6	28.6	28.6
	Disagree	2	1.1	1.1	29.7
	Agree	80	43.2	43.2	73.0
	Strongly agree	50	27.0	27.0	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.49 indicatesthat there is an increase in retention of pupil as a result of SFP. The table shows that 50 (27.0%) of the respondents strongly agreed with the statements, 80 (43.2%) agreed with the statement. Moreover, 2 (1.1%) of the respondents disagreed to the claim, and 53 (28.6%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed thatthere is an increase in retention of pupils as a result of SFP in schools in Zaria LGA.

Table 5.50: Continuous SFP Has Reduced The Level Of Hunger As It Encourages All Pupils To Remain In School Till Closing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	45	24.3	24.3	24.3
	Disagree	10	5.4	5.4	29.7
	Agree	92	49.7	49.7	79.5
	Strongly agree	38	20.5	20.5	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.50 indicates thatcontinuous SFP has reduced the level of hunger as it encourages allpupils to remainin school till closing. It shows that 38 (20.5%) of the respondents strongly agreed with the statements, 92 (49.7%) agreed with the statement. Furthermore, 10 (5.4%) of the respondents disagreed with the statement. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that Continuous SFP has reduced the level of hunger as it encouraged allpupils to remainin school till closingin schools in Zaria LGA.

Table 5.51: The Food Supply In School Is The Major Attraction To Pupil Retention In The School.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	46	24.9	24.9	24.9
	Disagree	16	8.6	8.6	33.5
	agree	100	54.1	54.1	87.6
	Strongly agree	23	12.4	12.4	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.51 indicates responses of the respondents on the statement that the food supply in school is the major attraction to pupils' retention in theschools**.**The table shows that 23 (12.4%) of the respondents strongly agreed with the statements, 100 (54.1%) agreed with the statement. Moreover, 16 (8.6%) of the respondents disagreed to the statement, and 46 (24.9%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that the food supply in school is the major attraction to pupil retention in theschool under study in Zaria LGA.

Table 5.52: Transitional Rate Have Increased Due To SFP.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	46	24.9	24.9	24.9
	Disagree	16	8.6	8.6	33.5
	Agree	23	12.4	12.4	45.9
	Strongly agree	100	54.1	54.1	100.0
	Total	185	100.0	100.0	

Source: Field Survey, 2019

Table 5.52 indicates thattransitional rate have increased due to SFP. The table shows that 100 (54.1%) of the respondents strongly agreed with the statements, 23 (12.4%) agreed with the

statement. Moreover, 16 (8.6%) of the respondents disagreed with the claim, and 46 (24.9%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that Transitional rate have increased due to SFP in schools in Zaria LGA.

Furthermore, 15 respondents out of the total of 20 respondents interviewed under Zaria LGA, revealed that, continuous School Feeding Programme had significantly improved the level of school retention. However, 5respondents were of the view that improvement on pupil's retention can be attributed to student interestin learning. Therefore, the majority of the responses agreed that increased retention is due to School Feeding Programme in Zaria LGA.

Hypothesis Three Testing

Ho_3: There is no significant relationship between school feeding and retention of pupils in public primary schools in Zaria.

Table 5.53: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.970[a]	.941	.940	1.37502

a. Predictors: (Constant), There is increase retention of pupil as a result of SFP.

b. Dependent Variable: schoolretention

Table 5.54: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5473.54s9	1	5473.549	2894.996	.000[b]
	Residual	345.997	183	1.891		
	Total	5819.546	184			

a. Dependent Variable: school retention

b. Predictors: (Constant), There is increase retention of pupil as a result of SFP.

Table 5.55: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.064	.256		4.149	.000
	There is increase retention of pupil as a result of SFP.	4.719	.088	.970	53.805	.000

a. Dependent Variable: schoolretention

Table 5.53 shows a model summary for Zaria LGA, it indicates an adjusted R- Square of 0.94, which implies that there is significant and positive relationship between School Feeding Programme and pupil's Retention in schools under Zaria LGA. This implies that as school feeding programme increases, pupil's Retention also increases to a tune of 0.94%. Furthermore, the Anova table shows an F-Statistics of 2894.9 with a P- Value of 0.00, which is less than 5% level of significance. Thus, the study rejected the null hypothesis which state that there is no significant relationship between school feeding program and pupil's Retention in the selected Public primary schools, and accepted the alternate hypothesis. Therefore, this finding is in line with that ofTaylor and Ogbogu, (2016)where they finds out among others, that school feeding has improved the enrollment and performance of elementary school pupil in Osogbo Local Government Area of Osun State

Hypothesis Three

Relationship between School Feeding Programme and Student Retention in Makarfi LGA

Table 5.56: There Is Increase Retention Of Pupil As A Result Of SFP.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.2	1.2	1.2
	Disagree	15	8.7	8.7	9.9
	Agree	45	26.2	26.2	36.0
	Strongly agree	110	64.0	64.0	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.56 indicates that there is increase in retention of pupils as a result of SFP. The table shows that, 110 (64.0%) of the respondents strongly agreed with the statements, 45 (26.2%) agreed with the statement. Furthermore, 15 (8.7%) of the respondents disagreed with the statement, and 2 (1.2%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that there is an increase in retention of pupil as a result of SFP in schools under study in Makarfi LGA.

Table 5.57: Transitional Rate Have Increased Due To SFP.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	8.1	8.1	8.1
	Disagree	2	1.2	1.2	9.3
	Agree	54	31.4	31.4	40.7
	Strongly agree	102	59.3	59.3	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.57 indicates thattransitional rate have increased due to SFP. The table shows that 102 (59.3%) of the respondents strongly agreed with the statements, 54 (31.4%) agreed with the statement. Moreover, 2 (1.2%) of the respondents disagreed with the claim, and 14 (8.1%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that Transitional rate has increased due to SFP in schools under study in Makarfi LGA.

Table 5.58: Continuous SFP Has Reduced The Level Of Hunger As It Encourages All Pupil To Remain In School Till Closing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	16	9.3	9.3	9.3
	agree	50	29.1	29.1	38.4
	Strongly agree	106	61.6	61.6	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.58 indicates thatcontinuous SFP has reduced the level of hunger as it encourages allpupils to remainin school till closing. It shows that 106 (61.6%) of the respondents strongly agreed with the statements, 50 (29.1%) agreed with the statement. Furthermore, 16 (9.3%) of the respondents disagreed with the statement. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that Continuous SFP has reduced the level of hunger as it encourages allpupils to remainin school till closing in schools under study in Makarfi LGA.

Table 5.59: The Food Supply In School Is The Major Attraction To Pupil Retention In The School.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.6	.6	.6
	Disagree	20	11.6	11.6	12.2
	agree	105	61.0	61.0	73.3
	Strongly agree	46	26.7	26.7	100.0
	Total	172	100.0	100.0	

Source: Field Survey, 2019

Table 5.59 indicates responses of the respondents on the statement that the food supply in school is the major attraction to pupils' retention in theschool**.** The table shows that 46 (26.7%) of the respondents strongly agreed with the statements, 105 (61.0%) agreed with the statement. Moreover, 20 (11.6%) of the respondents disagreed with the statement, and 1 (0.6%) of the respondents strongly disagreed. Therefore, the majority of the respondents as indicated in the table agreed and strongly agreed that the food supply in school is the major attraction to pupils' retention in theschool in Makarfi LGA.

Hypothesis Three Testing

Table 5.60: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.967[a]	.935	.934	.69046

a. Predictors: (Constant), There is increase retention of pupil as a result of SFP.

b. Dependent Variable: pupil'sretention

Table 5.61: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1157.856	1	1157.856	2428.706	.000[b]
	Residual	81.045	170	.477		
	Total	1238.901	171			

a. Dependent Variable: pupil'sretention

b. Predictors: (Constant), There is increase retention of pupil as a result of SFP.

Table 5.62: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.574	.270		2.129	.035
	There is increase retention of pupil as a result of SFP.	3.694	.075	.967	49.282	.000

a. Dependent Variable: pupil'sretention

Table 5.60 shows a model summary for MakarfiLGA; it indicates an adjusted R- Square of 0.93, which implies that there is significant and positive relationship between School Feeding Programme and pupils' retention in schools under Makarfi LGA. This implies that as school feeding programme increases, pupils' retention also increases to a tune of 0.93%. Furthermore, the Anova table shows an F-Statistics of 2428.7 with a P- Value of 0.00, which is less than 5% level of significance. Thus, the study rejected the null hypothesis which states that there is no significant relationship between school feeding programme and pupils' retention in the selected Public primary schools, and accepted the alternate hypothesis. The finding is in line with that of Taylor and Ogbogu, (2016) where they found out that among others, that school feeding has improved the enrollment and performance of elementary school pupils in Osogbo Local Government Area of Osun State.

From the results, it is evident that SFP have impacted positively and significantly in both Zaria and Makarfi LGA. However, the impact SFP had on Pupil's Retention in Zaria LGA, is slightly above with 0.94, as against that of Makarfi LGA with 0.93% which is not statistically significant.

Furthermore, 12 respondents out of the total of 16 respondents interviewed under Makarfi LGA, revealed that continuous School Feeding Programme had significantly improved the level of school retention. However, 4 respondents were of the view that improvement on pupil's retention can be attributed to role of the parents towards ensuring that the student remained in school up to completion level in Makarfi LGA.

5.4 Discussion of the Research Findings

5.4.1: Relationship between SFP and Pupil's Academic Performance in Public Primary School in Zaria and Makarfi LGA

The findings from table 5.18 show Beta Value of 0.976 and P- Value of 0.000. This implies that, there is a positive and significant linear relationship between School Feeding Programme and Academic Performance of Pupil's in selected public primary schools in Zaria LGA. Furthermore, this suggests that with an increase in school feeding programme, pupil's academic performance also increases to a tune of 0.976. Moreover, table 5.28 for Makarfi LGA, indicates a Beta Value of 0.936 and a P-Value of 0.000, which is less than 5% level of significance. Therefore, this result, signifies that there is a positive and significant linear relationship between School Feeding Programme and Pupil's Academic Performance in public primary schools in Makarfi LGA of Kaduna State. It also, indicates that any improvement in School Feeding Programme, enhances pupils' academic performance in the selected public primary school in Makarfi LGA of Kaduna State.

The foregoing implies that as government continue to sustained it School Feeding Programme, pupil's academic performance in selected public primary school continue to improve in both Zaria and Makarfi LGA. In line with Barnabas (2014) concludes that SFP was found to have positive effect on pupil's academic performance. The interview conducted also concluded that SFP have significantly increase the pupil's academic performance.

In comparison however, the Beta Value from Zaria LGA is slightly above with 0.976 than that of Makarfi LGA with 0.936, therefore, by implication, it implies that School Feeding Programme in Zaria LGA is able to influence pupil's academic performance more than that of Makarfi LGA.

5.4.2: Relationship between SFP and Pupil's Enrolment in Public Primary School in Zaria and Makarfi LGA

The finding from table 5.38 shows Beta Value of 0.977 and P- Value of 0.000. This implies that, there is a positive and significant linear relationship between School Feeding Programme and Enrolment of Pupil's in public primary schools in Zaria LGA. Furthermore, this implies that any increase in school feeding programme, enrolment of pupil's also increases with 0.977. Similarly, table 5.47 for Makarfi LGA, indicated a Beta Value of 0.954 and a P-Value of 0.000, which is less than 5% level of significance. Therefore, this result, signifies that there is a positive and significant linear relationship between School Feeding Programme and enrolment of Pupil's in selected public primary schools in Makarfi LGA of Kaduna State. It also, indicates that improvement in School Feeding Programme, pupil's enrolment in the public primary schools in Makarfi LGA of Kaduna State increase.

From the foregoing, it shows that as government continue to improve onitsSchool Feeding Programme, pupils' enrolment in selected public primary school continue to increases in both Zaria and Makarfi LGAs. Taylor and Ogbogu (2016) conclude that state government should double its effort in order to sustain pupil's enrollment.

Comparing the Beta Value from Zaria and MakarfiLGA, it is evident that School Feeding Programme influences School Enrolment higher (0.977) in Zaria LGA, than Makarfi LGA with (0.954).

5.4.3: Relationship between SFP and Pupil's Retention in Public Primary School in Zaria and Makarfi LGA

Table 5.54 indicates that in Zaria LGA, the Beta Value is 0.970 and P- Value of 0.000. This implies that, there is a positive and significant linear relationships between School Feeding Programme and Pupils' retention in selected public primary schools in Zaria LGA. Furthermore, this implies that with increase in school feeding programme, pupils' retention also increases to a tune of 0.970. Moreover, table 5.61 for Makarfi LGA, indicates a Beta Value of 0.967 and a P-Value of 0.000, which is less than 5% level of significance. Therefore, this result suggests that there is a positive and significant linear relationship between School Feeding Programme and Pupils' Retention in selected public primary schools in Makarfi LGA of Kaduna State. It also, indicated that any improvement in School Feeding Programme, enhances Pupil's Retention in the selected public primary school in Makarfi LGA of Kaduna State. Also Gaala and Saaka (2012) conclude that SFP constitute high investment and therefore continuous effort should be made to sustain the programme because of its positive impact on pupil's retention.

The above scenario implies that, as government continues to promote School Feeding Programme, Pupils 'Retentionin selected public primary school continue to improve in both Zaria and Makarfi LGAs.

In comparison however, the Beta Value from Zaria LGA is slightly above with 0.970 than that of Makarfi LGA with 0.967. This therefore implies that School Feeding Programme in Zaria LGA is able to influence Pupil's Retention more than that of Makarfi LGA.

5.5 Qualitative Data Analysis

School Feeding Programme and Enrolment

From the interview conducted, it was discovered that school feeding programme boosted enrollment in Makarfi and Zaria Local Government as an Informant put it:-

> Due to the school feeding it led to the increase of enrolment of pupils in Makarfi because it complement family feeding, some of the pupils prefers coming to the school with empty stomach because they believe that food will be share to them especially on Monday and Thursday(P1).

Similarly, another informant reiterated that

School Feeding Programme and Retention

From the interview conducted it was discovered that school feeding programme boosted retention in Zaria and Makarfi Local Government as an Informant put it:-

"As a result of SFP, there was lower rate of dropout and increase in attendant. This is because pupils now prefer to stay in school till closinghours to learn and also attend school regularly. There by making pupils to finish their primary education till primary six, this is the bed rock of education "(P2).

Similarly another informant view that:-

“SFP is a social safety net for the pupils, as it provides an important opportunity to assist poor families and feed hungry children. It also provides incentives for poor families to send their children to school and keep them there, thereby encouraging completion of their primary education”. (P3)

School Feeding Programme and Academic Performance

From the interview conducted, it was discovered that SFP boosted academic performance in Zaria and Makarfi Local Government Area as an informant put it:-

“It was confirmed by Ann (2016) that human body function best when supplemented by the right kind of food in correct proportion. Food is a basic need and right for survival for all humanity especially for children whose right is to enjoy the highest attainable standard of health, nutrition and education”(P4)

Similarly, another informant reiterated that

“SFP focus on the growth and intellectual of children. It also helps to improve the nutritional status of the pupils as they learn better compared to the time they were hungry. Those that were provided with good meals improves their growth and school performance and prevent anemia and other nutritional deficiencies” (P5)

Furthermore another Informant view that

“SFP have potentials for improving their performances because it enable the pupils attend school regularly and studied more effectively and also motivate parents to enroll their kids. Uduku(2011) opined that SFP would best improve the performance of pupils when couple with adequate learning materials, physical facilities and teachers motivation”.(P6)

5.6 Summary of Major Findings

The following are summary of the major findings;

1. There is significant relationship between SFP and Pupils' Academic Performance in the schools in Zaria and Makarfi LGA;
2. There is significant relationship between SFP and Pupil's Enrolment in the selected school of Zaria and Makarfi LGA; and
3. There is significant relationship between SFP and Pupil's Retention in the selected school of Zaria and Makarfi LGA.

CHAPTER SIX

SUMMARY CONCLUSION AND RECOMMENDATIONS

6.1 Summary

This research examined the impact of School Feeding Programme on Pupils'Academic Performance in public primary schools in Zaria and Makarfi LGAs of Kaduna State. In order to achieve this goal, three specific objectives were raised which are to; examined the relationship between SFP and Pupils' Academic Performance in Zaria and Makarfi LGA; ascertain the relationships between SFP and Pupils' Enrolment in selected public schools under Zaria and Makarfi LGAs and; find out the relationships between SFP and Pupils' Retention in public primary schools in Zaria and Makarfi LGAs. Related literatures were reviewed and theoretical framework was also taking into consideration. With the aid of Krejcie and Morgan (1970) Table of specification, 357 copies of questionnaires were administered to Teachers/ Head Teachers in Zaria and Makarfi LGAs of Kaduna State.

The hypotheses of the study were tested using simple linear regression analysis with the aid of SPSS version 20. The study found that there is linear relationship between School Feeding Programme and Pupil's Academic Performance in public primary schools in Zaria and Makarfi LGAs; furthermore, findings of the study indicates a significant and positive relationship between School Feeding Programme and Pupil's Enrolment in public schools under Zaria and Makarfi LGAs; and also, there is positive relationships between School Feeding Programme and Pupil's Retention in public schools in Zaria and Makarfi LGA of Kaduna State.

The results, indicated that the impact of SFP on Pupil's Academic Performance, Enrolment and Retention in public schools in Zaria LGAis higher than that of Makarfi LGA, as evident by their individual coefficient and Adjusted R- Square.

6.2 Conclusion

The study concludes that SFP promotes Pupil's Academic Performance in selected public primary school in Zaria and Makarfi LGA of Kaduna State. Moreover, the study also, concluded that SFP has impacted on Pupil's Enrolment in selected public primary school in Zaria and Makarfi LGA of Kaduna State; and . In addition, SFP has impacted on Pupil's Retention in selected public primary school in Zaria and Makarfi LGA of Kaduna State.

6.3 Recommendation

In line with the findings of the study, the following recommendations were made:

1. That government should endeavor to sustain the SFP, in order to encourage pupils to concentrate on their studies, so as to enhance Pupil's Academic Performance in selected public primary school in Zaria and Makarfi LGA of Kaduna State;
2. In order to encourage school enrolment, the state government should continue with the School Feeding Programme across the 23 Local Government Areas in the State; and
3. That the government should extend the School Feeding Programme to cover up to Primary Six, so as to encouraged the pupils to remain in school up to graduation

6.4 Suggestion for Further Studies

The statement that every research work must in one way or the other be limited is not an exception in this work. Therefore, this work is limited from the scope, which only sampled four Primary schools in Zaria and Makarfi Local Government Areas Kaduna State. The situation and result may be different in some other local governments in Kaduna State. So, we

cannot generalize the findings as what is obtainable in Kaduna State. Secondly, our substance in this research were just pupil's performance, retention and enrollment, there are other variables which can also be used to proxy educational development than the ones used here. Lastly, the SFP came into action in 2016 by the present administration which is just three years now. This led to paucity of data for more concrete inferences. Based on the limitation of the study, we suggest further studies in our observed limitations.

6.5 Contribution to Knowledge

This research work has undoubtedly contributed immensely to knowledge. First, it has been able to establish the level of relationship that exist between SFP and educational development in Zaria and Makarfi Local Government Area of Kaduna State. And proved it to be positively strong related. This will inescapably win the acceptance of other local and state government that has not fully embraced SFP as a panacea for educational development. Secondly, the theory used in this study has also added value towards revealing the need to embrace SFP for educational development.

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APPENDIX I

STRUCURED QUESTIONNAIRE FORMAT FOR COLLECTION OF DATA

SECTION A: INTRODUCTION

Department of Public Administration,
Faculty of Administration,
Ahmadu Bello University,
Zaria.

Dear Respondent,

I am a post graduate student, currently carrying a research entitled; ***"Effect of School Feeding on Educational Development of Primary School Pupils in Zaria and MakarfiLocal Government of Kaduna State***". I humbly request that you partake in this research by answering the questions below most appropriately. Please be informed that all information obtained through this questionnaire is to solve practical problems and also to expand the frontier of knowledge and thus response will be kept confidential.

Thanks for your anticipated co-operation.

Yours Faithfully,

MuhammedAminahOmowumi.

SECTION B: BIODATA OF RESPONDENT

Bio-Data

Please tick the appropriate box provided for the option and fill in the blank spaces necessary

1. Gender
a. Male. [ ]
b. Female [ ]
2. Age Bracket:
   a. 20-29 [ ]
   b. 30-39 [ ]
   c. 40-49 [ ]
   d. 50 And above [ ]

3. Educational Qualification:
   a. NCE [ ] b. B.Ed [ ] c.B.Sc [ ]
   d. Masters [ ]

Section B: Research Questions related to the hypothesis of the study

Keys to options: Strongly Agree (SA), Agree(A), Strongly Disagree(SD), Disagree(D)

S/N	Pupil Academic Performance in Selected Schools	SA	A	SD	D
1	There is sufficiency of the food				
2	The dietary content and quantity of the food is encouraging				
3.	Pupil average performance has improved since the introduction of SFP.				
4.	As a result of SFP pupils now pay attention and concentrate during lesson which led to good performance.				
5.	The rate of understanding of what is being taught has increased as a result of SFP.				
6.	Pupil are more energized and participated significantly in class activities since the introduction of SFP				
7.	SFP improves pupil's attentiveness in classes.				
S/N	**Pupil's Enrollment in Schools Under Study.**	**SA**	**A**	**SD**	**D**
1.	Enrollment increased significantly since the introduction of SFP				
2	The dietary content and quantity of the food is encouraging				
3	The SFP helps to stabilize attendance in schools in the two LGAS				

4	Food shared among the pupils is sufficient				
5	SFP assisted in reducing the rate of drop-out of pupils				
6	Pupils are regular and punctual to school since the introduction of SFP.				
7	SFP is an effective way of encouraging pupils to attend classesregularly.				
S/N	**Pupil's Retention in School Under Study**	**SA**	**A**	**SD**	**D**
1.	SFP has led to decrease in pupil absenteeism in schools in the LGAs				
2.	Transitional rate have increased due to SFP.				
3.	Continuous SFP has reduced the level of hunger as it encourages all pupil to remain in school till closing.				
4.	There is increase retention of pupil as a result of SFP.				
5.	The food supply in school is the major attraction to pupil retention in the school.				

APPENDIX II

STRUCTURED ORAL INTERVIEW

Interview Schedule for the Study

1. Sir, how do you rate the understanding of the pupils after the introduction of SFP?
2. Does SFP improves pupils academic Performance?
3. How do you rate the enrolment of pupils after the introduction of SFP?
4. Do you think that higher enrolment is the functions of SFP?
5. Do you have cases of pupils drop-out?
6. How do you relate the lower drop-out rate with SFP?

Figure 1.1

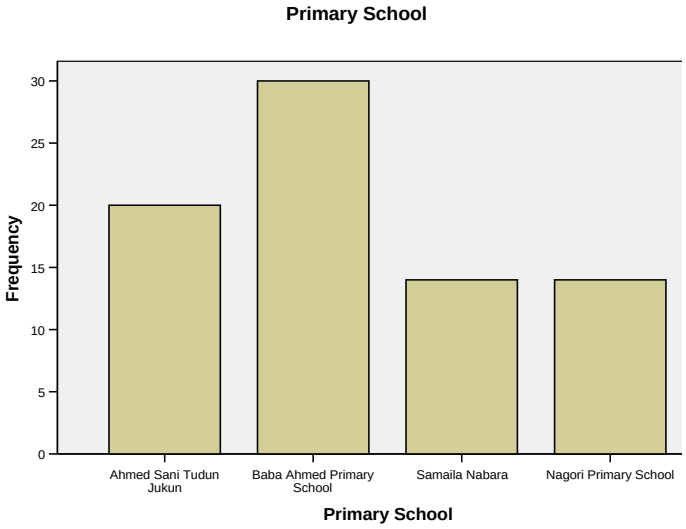


Figure 1.2

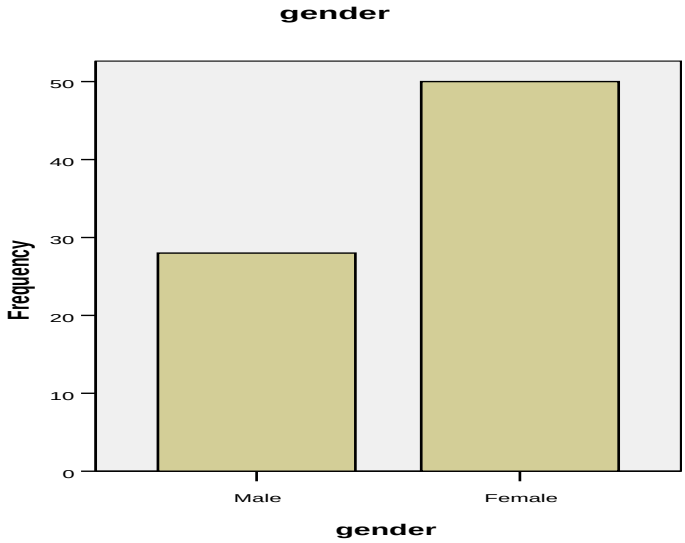


Figure 1.3

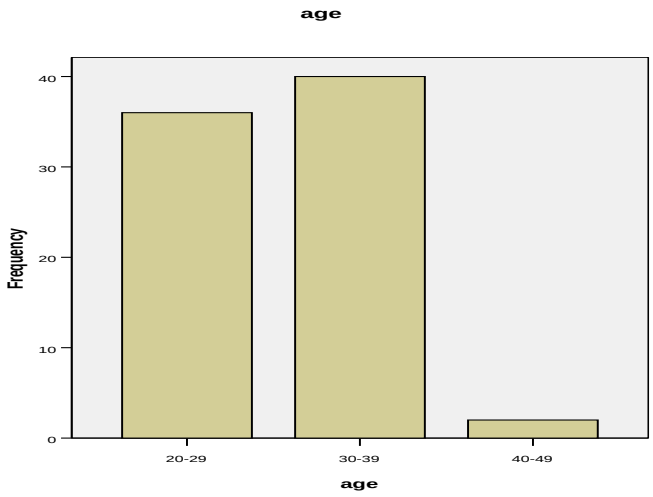
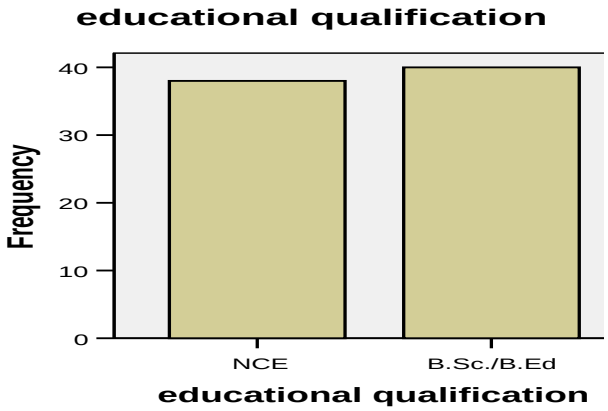


Figure 1.4



EFFECT OF SCHOOL FEEDING PROGRAMME ON UNIVERSAL BASIC EDUCATION (U.B.E) IN ZARIA AND MAKARFI LOCAL GOVERNMRNT AREAS, OF KADUNA STATE

BY

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APRIL, 2021