THE EFFECT OF SCHOOL FEEDING PROGEAMME ON PRIMARY SCHOOL CHILDREN IN PUBLIC- PRIMARY SCHOOLS IN SELECTED LOCAL GOVERNMENT AREAS OF KANO STATE, NIGERIA (2014-2021)

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Abstract

In recent years, School Feeding Programme (SFP) has been one of the dominant social intervention scheme in the education sector. It is used particularly but not exclusively to mitigate food insecure but also educationally backward societies, to address the problem of hunger and child malnutrition among school children. Also, it increases the rate of primary school completion. In Kano State alone, Nigerian government spends N1.5bn every month in feeding 1,225,804 primary school 1-3 pupils across 5,200 schools. However, four years into the programme, Kano State still has the largest number of out-of-school children. The dominant explanation for this is the increase in hunger and child malnutrition occasioned by widespread poverty in the state. This study therefore, seeks to investigate the effect of SFP on pupils'completion of primary 1-3 in public primary schools in Kano State. Previous studies relied heavily on opinions of stakeholders and hence have been unable to objectively uncover the effect of SFP on primary school completion. The study solicited opinions and also obtain statistical data on primary 1-3 people completion of their schooling from the primary schools under study. The study found that the school meals, although deteriorating in quality and quantity due to inflation and diversion of the food meant for school peoples, considerably increased in the rate of primary 1-3 completion in Kano State. However, the paper found out that the time for distributing food often conflict with the time for lessons. The study recommended that the quantity and quality of the food should be improved to sustain the current increase in school completion rate. To do this, the N70 budget for feeding a child should be increased and officials diverting the food be punished strictly. The federal or state government should simplify the mode of sharing the food and make it time-specific so that it doesn't conflict with time for lesson. This can be done by extending the time for short break from 10 to 20 minutes and same for eating the food.

Key words: School Feeding Programme, Primary School Completion, Out-of-School Children

Introduction

Primary school education is the basic and most important foundation for the growth and development of every child. Primary schools are the avenues where leaders, innovators and philosophers are bred. It is the place where children are helped to learn economic, social, cultural, cognitive and physical skills. It is no over-statement therefore if the importance of primary schools is equated with that of the future of any society. However, acquiring primary school education is being bedevilled by poverty, hunger and child poor

health and nutrition status in many countries around the world. The World Food Programme's (WFP) live hunger map estimated that in 2021, there were 957 million people that were hungry across 93 countries in the word. Out of that figure 239 million people were in need of life-saving humanitarian action (WFP's food systems summit, 2021). Meanwhile, over 100 million children were affected by hunger in 2020.

In sub-Saharan Africa, 28 million children are facing stunted growth due to malnutrition in 2021 (Save the children, nd). Furthermore, the rate of poverty in Sub-Sahara Africa in 2018 was 41%, which has soured up as a result of Covid-19 Pandemic among other factors (Brooking, 2018). Poverty hunger and child malnutrition have devastating effect on child schooling: while poverty hinders parents' ability to send their children to school, hunger and malnutrition affect the child's physical and mental development to the extent that the child cannot start school at the right time if at all.

That may be why there were about 12,320,529 Out-of-School Children in Nigeria according to SBMorgan Intelligence (Edema, 2021). Although this figure was rejected by the countries and their ministry of education. The ministry puts the figure at 10,193,918, which was still the highest in Sub-Saharan African Region (Premium Time, 2021).

This indicates the needs for a concerted intervention to address the situation. One intervention that is certified as effective in addressing such problem is School Feeding Programme (SFP), SFP is a social safety net that has been utilized by government and non-governmental organization to expand children's opportunity to attain primary school education in different part of the world where substantial part of their population faces poverty, hunger and child malnutrition (Lawson, 2012). SFP is used as an intervention programme to tackle the problems of poverty, hunger and malnutrition and also increase school enrollment, attendance, academic performance and completion (Jumare, 2020). SFP is implemented by so many countries around the world, like in Ghana there is Ghana school feeding programme, in India there is Mid-day meal programme, in USA there is food for All Progamme and in Nigeria there is National Home-Grown School Feeding Programme.

In 2005, Nigeria joined eleven other African states including Ghana, Malawi and Mali who piloted the implementation of SFP, with the Assistance of the UNICEF and NEPAD (Falade, Otemuyiwa, Oluwasola, Oladip and Adewusi, 2012). Although the programme was discontinued by 11 out of 12 states in Nigeria shortly after its commencement, it is now reinstated at full force in almost all the states in the country. SFP in Nigeria has a multi-dimensional objective, addressing the problems of education, health, poverty and agriculture. The objectives of Nigeria SFP were stated as follows: improving school enrollment and completion and reducing dropout rate which was estimated at 30%; boosting child nutrition and health thereby improving their learning outcome, stimulating local agricultural production by creating viable markets for small holder farmers through buying their produce for school feeding and; creating jobs along the value chain. To achieve the aforementioned objectives, the programme provides a plate of hot meal or snack/biscuit and juice every school day to children of primary 1-3 who attend school. This, the programme does by buying locally produced food from small holder farmers. That means, the hallmark of implementing SFP is to increase school enrollment and seamless transition up to completion.

According to UNICEF, World Food programme and Nigeria National Bureau of Statistics poor enrollment retention and completion have been some of the major challenges

hindering the development of education in Africa and Nigeria in particular (Jumare, 2020). In Nigeria, about 10-12 million primary school aged children were out of school as at 2021 (Edema, 2021; Premium Times, 2021), and 35-40% of those that enrolled, dropout before completing the 9-year basic circle (UBEC, 2019). This means, completion rate was bout 60-65%. To address these problems, different policies and programmes were initiated and implemented by different Nigerian government at different times. They include: the introduction of Universal Primary Education (UPE) in 1975, the free, compulsory and universal Basic Education (UBE) by Section 18(3)(9) of 1999 constitution, the enactment of UBE Act in 2004, The enactment of children's Right Act, 2003 that also charges the federal government of Nigeria with providing free, compulsory and universal basic education as well as the introduction of SFP in 2005 (NHGSFP, 2016-2020). Although the implementation of the programme ceased immediately after its introduction in all the 12 pilot states except Osun state, it was relaunched in Kano State in December, 2017. The Programme provides a nutritionally balanced hot meal per day to every child of primary 1-3 that attended school. The principal objective of the programme is to increase enrollment and completion in schools and reduce dropout rate. To achieve this, Nigerian government spent over 1.5bn Naira in feeding primary 1-3 pupils in Kano State from December, 2017 to the end of 2020 academic session. Thereafter, the federal government expanded the coverage of the programme to almost all the states, where it spends N1.5bn monthly in feeding 1,225,804 pupils across 5,200 primary schools in Kano State. Whereas over 12,000 food vendors were contracted for the programme in the State (Lawal, 2021; Upke, 2021).

In spite of all the colossal amount of resources committed, Kano State has not witnessed any remarkable improvement in school completion rates in its primary schools. Evidence has shown that there are still 989,234 school aged children in the state whom were not in school as at 2021, the highest in Nigeria according to Akinpelu, (2021). Whereas Kano State Ministry of Education (KSMoE, 2014) shows that average dropout rate in the state as at 2014 was 8.4% for junior primary school. It rose to 13.7% in 2018 (Kano State Universal Basic Education Board, (KSUBEB), 2018) and then fell to an average of 9.3% according to KSUBEB, (2021). This calls for a systematic study to find out whether the SFP is making progress in increasing school completion rate in Kano State.

Although, literature abound about the effects of SFP on primary school completion in many countries in Africa and beyond, Nigeria's case, and particularly that of Kano State, has not been adequately investigated. The study seeks to focus on Kano State, Nigeria, in order to examine the effect of SFP on completion in public primary schools in the State from 2014-2021. Consequently, the study sought to answer the question: How has the School Feeding Programme affected pupils' completion in public primary schools in Kano State? Also, the study is to ascertain the effect of School Feeding Programme on primary school completion in public primary schools in Kano State. To achieve its objective, the study hypothesized that School Feeding Programme has no significant effect on completion of primary school education in selected public primary schools in Kano State.

Literature Review

The Concept of School Completion

OECD, (2012), school completion can be defined as a situation whereby school authorities, parents or any other stakeholder(s) ensures completion/academic success of students. This definition also has limitations as it is not elaborate enough as to be easily and fully understood by a layman. To clearly understand the concept of completion, the concept

should better be viewed as 'successful completion'. A successful completion then should be more than just completing the time period or examinations(s) specified for a particular school. Rather, it should mean fulfilling all the criteria for graduation. These criteria may involve passing a prescribed examination, meeting a minimum number of attendance or passing the last grade examination that enables the student to obtain certificate and proceed to the next level (Guadalupe & Louzano, 2003). In this study, completion means ability of a pupil to reach primary 3, pass all necessary examinations and meet other criteria (if any) and get promoted to primary 4. To achieve students' completion therefore, measures are taken to prevent untimely withdrawal of students from school.

The Concept of School Feeding Programme:

The World Food Programme (WFP), (2019) define SFP as the provision of meals or snacks in schools with the aim of reducing pupils' hunger during school period. Although this definition captures what the programme offers and what it sought to achieve, the definition is defective as SFP aims at achieving much more than just reducing school children's hunger. The definition is more relevant to developed countries such as USA and Britain, where the principal aim of SFP is often to reduce hunger and malnutrition among school children (Bartfield & Ahn, 2011; Brighton & Hove, 2020), as they do not have much problem with enrollment and completion. In another development, Kiamba, (2013) views SFP as an intervention strategy capable of improving not only children's quality of education, nutritional and health status but also stimulating economic growth by guaranteeing food security and increasing the income of local farmers, vendors and marketers of food stuff. This definition is most suitable to the Nigeria's SFP which combines education, health as well as economic objectives. However, in its educational objective, Kiamba's definition is limited to improving quality of education and children's nutritional status. Hence, it fails to cover the important issue of expanding the coverage of primary education. In this study, SFP is seen as a programme designed by Government to provide hot meal, biscuit or drinks for primary school pupils with the aim of expanding the attainment of primary education and improving its quality.

Various scholars have conducted empirical studies on SFP and its effect on pupils' completion of primary education. For instance, a study titled "comparison of pupils' completion rate before and during 2006/2007 school feeding programme in selected public primary schools in Rivers State, Nigeria", was conducted by Anero, (2020). The study compared pupils' completion rates based on gender and rural-urban divides. The study analysed school enrollment and completion records using simple percentages and revealed that: completion rates generally increased during implementation of SFP; there was no significant difference in completion rates between schools in rural and urban areas before and during SFP; there was a higher increase in males' completion rates compared to females' during SFP.

Although Anero's (2020) study was a good one as it used school records which can lead to objective findings. The study was limited by a number of factors: first, the use of simple percentages to determine differences in completion rates was inadequate, a t-test should have been used to determine whether the difference discovered was statistically significant or not. Second, the school records should have been complemented with opinions of stakeholders to determine if there were other factors contributing to the increase or otherwise in the completion rates, and to also obtain their suggestion on how to improve or address gray areas regarding the programme. This study would fill in that gap by using

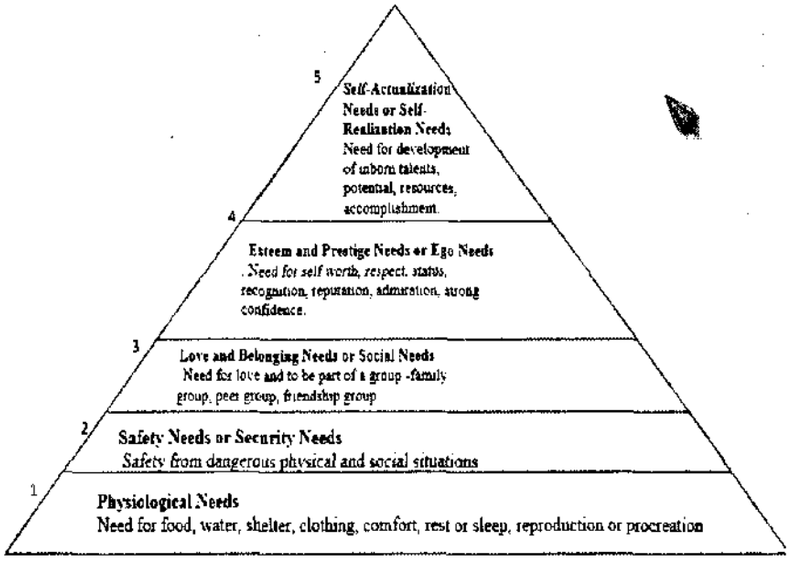
t-test to analyse the secondary data and opinions of stakeholders in order to have stronger findings.

Also, Ayuba, (2021) conducted a study on the effect of SFP on enrollment, retention and completion in public primary schools in Kaduna State, Nigeria. The study relied on questionnaire, interview and secondary sources of data. The data were analysed using descriptive statistics, thematic analysis and linear regression model. Findings of the study revealed a significant relationship between SFP and enrollment and retention but no increase was found in completion rate. The major limitation of Ayuba's (2021) study was its failure to obtain school records on the dependent variables, as opinions of stakeholders, which the study relied upon can be so subjective. School records relating to the Dependent Variables (D.Vs) for the periods before and during SFP should have been compared, that would have provided an objective basis for determining the effect of the I.V on the Independent Variables (D.Vs) of the study. This study would fill in that gap by using both opinion of stakeholders and school records to objectively determine the effect of SFP on primary education completion.

Theoretical Framework

The study was anchored on the Hierarchy of Needs Theory by Abraham Maslow 1943.The theory assumes that people want to maximize what they want to achieve in life and their needs are ranked according to importance, see figure 1. After considering basic Psychological, Biological, Social, and Physical needs of human beings, the author classifies and ranks the needs of an individual into five. Beginning with biological needs like food and water which he placed at the bottom and social needs like educational achievement at the top and argues that their attainment is in order of priority, and that to motivate an individual, that order of needs must be followed.

Fig. 1 Abraham Maslow's Hierarchy of Needs



Sources: Onah, F.A. (2015). Human Resource Management 4th Edition.

The theory suggests that for an individual to be motivated towards achieving higher-level needs like recognition in community, academic accomplishment, becoming successful in life, the individual's physiological needs like food and water must first be satisfied.

Therefore, without achieving basic nutritional needs, children cannot be expected to pursue academic success, or their parents to support them in same. The study therefore, adopted Maslow's theory of needs to explore the link between SFP and pupils' completion of primary school.

Methodology

The study adopted a concurrent mixed methods research design. Hence, it used questionnaire, interview and focus group discussion (FGD) as instruments for data collection. The secondary data was related to pupils' completion in the primary schools under study, which covered 4 years (2014-2017) with and another 4 years (2018-2021) without SFP was also used. 12 local government areas were selected for the study, 4 from each senatorial zone. Furthermore, two public primary schools were selected from each of the twelve (12) local governments. The choice of the schools was guided by rural-urban criteria. The population for the study was 25,406 which included teachers, parents and the pupils of the 24 schools under study, as well as Kano State SFP implementing officials.

A sample size of 217 from 503 teachers was drawn (using Krejcie and Morgan table) and used for quantitative aspect of the study. The remaining population of 24,903 were used for the qualitative aspect of the study: where 24 PTA chairman/Vice chairman, 6 headmasters and 3 SFP officials were interviewed. Also, eighteen (18) pupils were interviewed by FGD. The data from questionnaire administered was presented using descriptive statistics, while that of interview and FGD were used to complement the questionnaire responses during presentation and analysis. The secondary data was presented and analysed using t-test analysis. The study hypothesis was tested using linear regression analysis.

Presentation and Discussion of Results

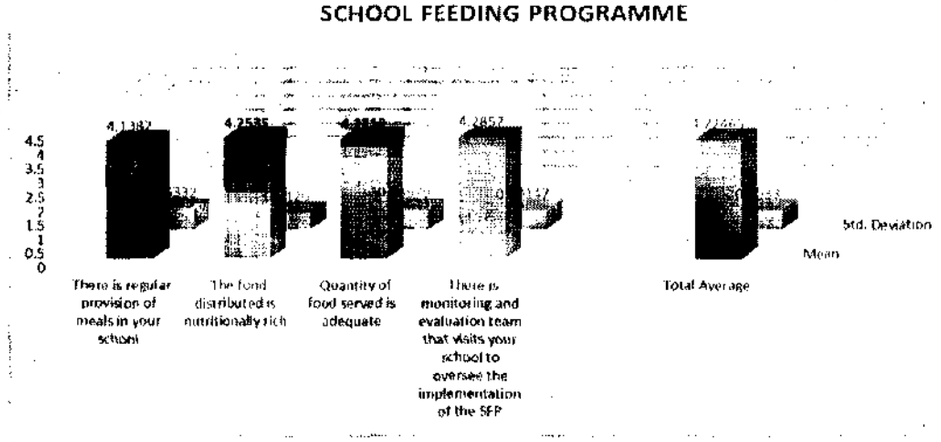
This section presents and analyses the data collected from both quantitative and qualitative aspect of the study.

Quantitative Data Analysis

For the purpose of this analysis, 3 points and above means a significant relationship, while below 3-points means existence of insignificant relationship. As follows: > 3.00 = agreed, 3.00= undecided and < 3.00= disagreed

Responses on SFP

Figure 2: Descriptive Statistics on SFP



Source: SPSS output

As shown in figure 2, the mean score and standard deviation of the four constructs were as follows: regular provision of food has a mean score of 4.1 and a corresponding standard deviation of 0.8, This implies teachers' satisfaction that primary 1-3 pupils of public primary schools in Kano state were regularly fed in school by SFP. Moreover, responses obtained through interview with the State focal person, as well as through FGD with the pupils also confirmed that the food provision was regular from Monday to Fridays. When the researcher asked them whether they were given food in school? They quickly answered "yes, yes . . . sometimes juice . . . on Fridays". The pupils however, added that the programme often skip days without providing the food. When this question was thrown to some headmasters, SFP coordinator and monitor, they revealed that "not only days, but sometimes weeks were also often skipped" especially at the beginning of terms.

Issues relating to nutritional content of the food, adequacy of the food and the programme monitoring and evaluation has a mean score of 4.2 each and a corresponding standard deviation of 0.6, 0.7 and 0.7 respectively. This implies the respondents' satisfaction with the quality and the quantity of the food provided as well as existence of monitoring and evaluation system.

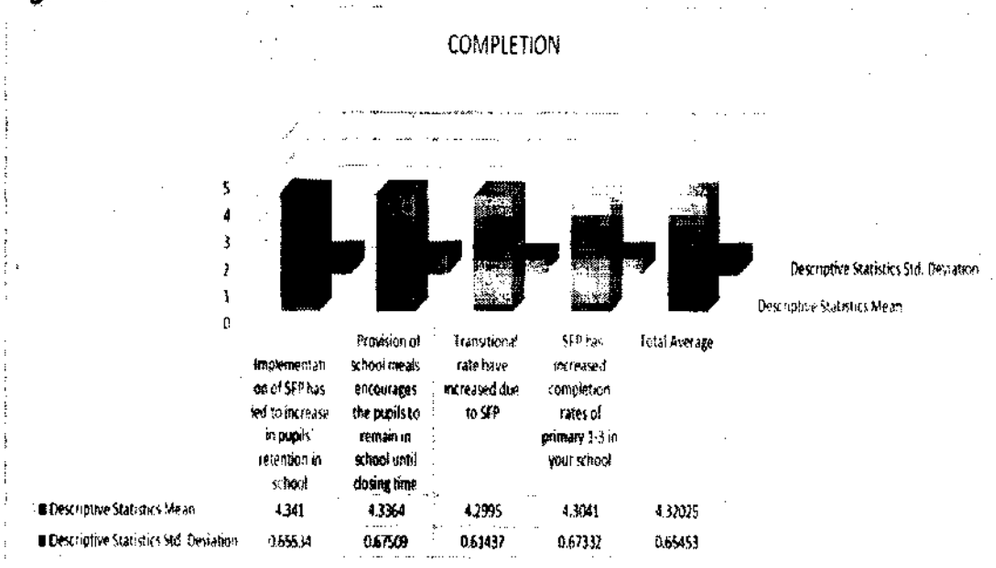
On the average, the four constructs have a mean value of 4.2 and a standard deviation of 0.7. The implication here was that the respondents showed high level of satisfaction with the way the ministry in charge of SFP designed and implemented the programme in terms of the four key constructs highlighted above. This came out more clearly when the average mean and Standard deviation are considered.

The wisdom behind providing a nutritionally balance food by the programme is to ensure that the target beneficiaries (i.e. pupils) are set free from malnutrition so they can be healthy enough to attend school regularly up to completion. However, in an interview with one of the coordinators over quantity and nutritional, richness of the food provided, he observed that although the government has tried in preparing a menu with varieties of food that can improve the nutritional base of the children, the effort was sabotaged by the activities of some of the implementers of the programme who diverted some part of the money and even the food for their personal use. Secondly, in many schools, the food was shared across all the six grades instead of primary 1-3, due to fear of dropping out or absenteeism at primary 4-6 who did not have school feeding. The respondent added that the diversion of the food by the state officials has reach an extent that they issued fresh instruction that each vendor should feed 120 pupils as against the 100 pupils mandated by the Federal Government, and without additional budgetary allocation.

Responses on Completion

Part of the cardinal objectives of SFP was to increase the rate of completion of primary school, particularly primary 1-3. Completion, therefore, is the dependent variable which the researcher sought to understand whether it has been affected by the independent variable (i.e. SFP). Responses from the research participants were presented as follows:

Figure 3



	Implementation of SFP has led to increase in pupils' retention in school	Provision of school meals encourages the pupils to remain in school until closing time	Transitional rate have increased due to SFP	SFP has increased completion rates of primary 1-3 in your school	Total Average
Descriptive Statistics Mean	4.341	4.3364	4.2995	4.3041	4.32025
Descriptive Statistics Std. Deviation	0.655534	0.67509	0.61437	0.67332	0.65453

Source: SPSS output

Figure 3 shows the mean and standard deviation of all the four constructs measuring school completion as well as their average. With regards to whether implementation of SFP has led to increase in pupils' retention in school? The mean score was 4.3 while the standard deviation was 0.7. With the mean score greater than 3 points. It means the respondents have agreed that SFP has resulted in increased retention of pupils in public primary schools in Kano state. Whereas the standard deviation of 0.7 indicates a high level of uniformity among the respondents regarding their opinions. It equally, means that the rate of dropout has reduced due to implementation of SFP.

It was further discovered during the interview with the headmasters, particularly of Dadind, Hagagwa, Jijitar, Barwa and Rano primary schools that "with the implementation of SFP, the rate of dropouts has drastically reduced". The implication of this statement is that retention has increased. Furthermore, the pupils also revealed during FGD that "with the school feeding in place now, hardly anyone drops out of school".

Moreover, the opinions of the two categories of respondents were complemented during interview with all the PTA chairmen. Most of them, especially the ones in rural areas revealed that the task they used to suffer before SFP, of battling with the parents of dropouts to return their children to school has drastically reduced. This implies an astonishing increase in retention.

The second construct asserts that provision of school meals encourages pupils to remain in school till closing time. The mean score for this assertion was 4.3. This indicates that there was high level of agreement with the assertion among the respondents. The standard deviation of 0.6 on the other hand shows homogeneity in their opinions. The implication here was that SFP has caused an increase in the number of pupils that remain in school and perform well enough to get promoted to the next grade.

The pupils further confirmed this during focus group interview that pupils have stopped running away from school before closing time because they wanted to collect their share of the school feeding, which was usually distributed late, in some cases at closing time.

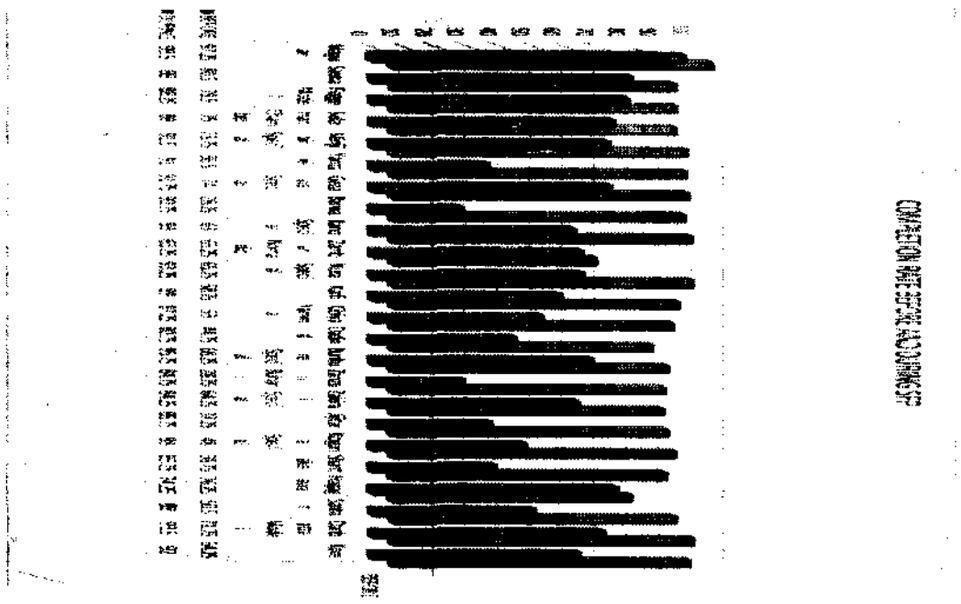
However, schools that give the food during beak or short break still faced the problem. Personal interview with the Headmasters, particularly of Dadind and Hagagawa primary schools also conformed the pupil's position.

The teachers were asked to give their opinions on whether SFP has increased pupils' retention in school. Retention in school is a foundation upon which successful completion rests. Children are often enrolled in schools, can be regular attendants in the beginning but end up dropping out as time goes on. Once a child drops out of school, the chances of completion becomes doubtful unless reinstatement is achieved. Hence, retention is a sine-qua-non for a successful completion in schools. The mean score of their responses was 4.3 while the standard deviation was 0.7. The implication was that the respondents agreed with the assertion with great majority. It was further confirmed during interview with headmasters that transitional rates have increased as a result of introduction of SFP.

The respondents were also asked of their opinions as to whether SFP increased the rate of completion at primary 1-3 levels. The mean score of their responses was 4.3 while the standard deviation was 0.7. The implication was that the respondents accepted the assertion with great majority. Similarly, during interview with the headmasters of Dadind and Hagagawa primary schools, they both noted that rate of completion of junior primary schools have tremendously increased during SFP.

It can also be discerned from the figure 3 that an average mean and standard deviation of all the constructs under completion were taken. The average mean was 4.3 which was greater than 3 points means that the respondents agreed that the implementation of SFP has increased the number of pupils that were retained in school, stay in school up to closing time every day and got promoted across grades up to completion of their primary 1-3. The standard deviation of 0.7 on the other hand implies that there is a high level of consistency in the opinions of the respondents. To verify this position further, secondary data were collected and presented in figure 4 below:

Figure 4



Source: Computed from the completion register of the 24 schools under study

Figure 4 presents a year-on-year average completion figures obtained from the 24 schools under study. The data was for four years before and four years during the SFP. From the figure, Magwan, Sauna, Fagge Model and Suleiman chamber primary schools recorded an average completion rate of 97.3, 80.5, 79.5 and 75 pupils respectively in the last four years before the introduction of SFP. However, during the implementation of SFP, the figures changed to 99.5, 88, 88.3 and 88 respectively. For Minjibir special, Yanzaki, Gazawa special and Barwa primary schools, they had an average completion figure of 73.8, 36.5, 74 and 28.3 respectively before SFP. However, during the programme, the schools recorded a completion rate of 91.5, 91, 91.8 and 90.8 respectively. The primary schools of Rano special, Zanbur Nomadic, Kura Special and Karfi had an average annual completion rate of 63, 65.2, 65.8 and 58.8 respectively before SFP. The figures however, changed during SFP to 93, 63.3, 93.3 and 89 respectively. Likewise, KibiyaYamma, Dadind, Bunkure special and Zangon Buhari primary schools recorded an average completion rate of 53, 44.8, 68.3 and 28.9 respectively in the four years before SFP, the figure increased to 87.25, 80.75, 85.75 and 84.75 respectively in the four years with SFP. Zakirai special, Jijitar, Koguna special and Shantake primary schools recorded an average completion rate of 64.3, 37.3, 48 and 38.8 pupils respectively before SFP. The figures became 84.3, 85.8, 88 and 85.3 pupils respectively during the implementation of the programme. Similarly, before SFP, the primary schools of Hagagawa, Santar, Dannbatta model and Kore primary schools recorded annual completion figures of 76.3, 50.5, 71.8 and 64.3 pupils respectively. During SFP however, 74.3, 88, 93.5 and 99.2 pupils completed primary 1-3 in the four schools respectively.

From the above interpretation, it can be deduced that except for Zambur Nomadic in Rano L.G.A and Hagawa special primary school in Bichi L.G.A, all the schools therein recorded an increase in its average rate of completion with the introduction of SFP. Holistically, it can be inferred that the implementation of SFP has increased the rate of completing

primary 1-3. For the sake of precision, a t-test analysis was run at 5% level of significance on the data to see whether the difference between rate of completion before and during the programme was statistically significant.

T-Test

Table 1: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BEFORE	60.14	24	17.933	3.661
	DURING	87.36	24	7.109	1.451

Source: SPSS output

Table 2: Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	DURING-BEFORE	27.229	18.266	3.728	34.942	19.516	7.303	23	.000

Source: SPSS output

A t-test statistical analysis was performed on the secondary data obtained from the 24 schools regarding their completion of primary 1-3 for the period of four years before and also four years during SFP. Table 1 presents a mean score of 60.1 and 87.4 for the periods before and during SFP respectively. While Table 2 shows the mean difference of 27.2. Moreover, the P-value (as indicated by table 2) stood at 0.000. That implies a high level of significance since the p-value was way below the level of significance of 0.5%. In other word, the p-value of 0.000 indicates that there is a significant difference between the rate of completion of primary 1-3 recorded by the schools under study before SFP and what they recorded during SFP.

Linear Regression analysis and test of Hypothesis

Hypothesis V

H01: SFP has no significant effect on pupils' completion rate in public primary schools in Kano State

Table 3: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.541[a]	.292	.289	.26238	.292	88.849	1	215	.000	2.060

a. Predictors: (Constant), School Feeding Programme

b. Dependent Variable: School Feeding on Pupils' completion

Source: SPSS output

The summary of the linear regression analysis contained in table 3 shows a strong correlation between SFP (the I.V) and primary school completion (the D.V) with the R-value at 0.541. The explanatory power of the I.V on the other hand, depicted by R^2 shows that the I.V (SFP) explained 29.2% of the increase witnessed in completion rate (the D.V). However, other variables not captured by the study explained 70.8%. The summary, further depicted an adjusted R-square value of 28.9% to show that even if the study had capture other variables, SFP would have still explained 28.9% of the total increase in completion rate.

Table 4: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.537	.296		5.190	.000
	implementation of SFP	.640	.068	.541	9.426	.000

a. Dependent Variable: School Feeding on Pupils' completion

Source: SPSS output

Table 4above depicts a significant positive relationship between independent variable and the dependent one (completion) as indicated by the coefficient of the independent variable which stood at 0.640. Meaning, improvement in the current state of the feeding programme would equally result in increase in the rate of pupils' completion of primary 1-3 in public primary schools in Kano state. However, the significance of the relationship is depicted by the t-statistic of the independent variable which stood at 9.426 and the p-value which was 0.000. With the p-value less than the level of significance of 0.05, it means that the relationship was significant at 95% confidence level. Therefore, the statistical analysis suggests that the study should reject the null hypothesis and accept the alternate. Thus, SFP has a significant effect on pupils' completion of primary 1-3 in public primary schools in Kano State.

Findings, Conclusion and Recommendations

Findings

From the discussion above, the following findings were arrived at:

I. There was a remarkable increase in the rates of retention and completion from primary 1-3 levels.
II. SFP remarkably reduced the incidence of dropout and also attracted pupils that hitherto dropped out.
III. The time for distributing the food often conflict with the time for lessons.
IV. Pupils were reported running away after collecting the food. This made some schools to give the food after closing, which also conflict with the objective of improving learning outcome through reducing short-term hunger in school.
V. Reports have it that some parents send their children only to collect food and not for learning purposes. There were also reported cases of pupils seen going to school carrying only bowl for collecting food, without any reading or learning materials.
VI. The quality and quantity of food given were also reported as deteriorating due to inflation and diversion of the food at different levels of implementation.
VII. Some schools distributed the food across primary 1-6 due to fear of massive dropout and absenteeism that occur at primary 4-6.
VIII. All the stakeholders benefit in one way or the other from the programme except teachers who instead, get additional burden: the headmasters receive the raw food

stuff and distribute to vendors. Also receive and inspect the quality of the cooked one, the teachers distributed to children and control them during same exercise.

The findings were in consonance with findings of the studies conducted by Anero, (2020) and Babangida (2020), which found an evidence that SFP made a significant positive impact on completion rates of primary school pupils in Rivers and Kaduna States, Nigeria respectively. Findings of the study were also in line with the assumptions of theoretical framework that satisfying the pupils' basic need (food) that can make them aspire to achieve higher- and higher-level needs up to self-actualization (completion).

Conclusion

The study explored the effect of School Feeding Programme on primary school completion in Kano State. What made it stand out among previous studies is that it compared the rate of completion of period with another period without SFP in order to clearly understand the effect of the I.V. on the D.V. The results indicate that completion rate in Kano State rose from an average of 60.2% in four years (2014-2017) before SFP to an average of 87.4% in four years (2018-2021) with SFP, showing an average increase of 27.2%.

Recommendations

Based on the findings of the study, the following policy measures are hereby recommended.

I. The federal or state government should simplify the mode of sharing the food and make it time-specific so it doesn't conflict with time for lesson. This can be done by extending the time for short break from 10 to 20 minutes and using same feeding the pupils. This means that the time for closing should be shifted from 1:30 to 1:40pm. More so, this adjustment should be reflected in the SFP policy document for the sake of nationwide uniform application.

II. There is need for serious measures to ensure that pupils are kept in school till closing time. Government can achieve this by setting up a certain reward system for pupils who attend school and remain therein till closing time for a predetermined number of days per month or per term or even per session. For instance, a benchmark of 90-95% full attendance can be set as criteria for eligibility for the reward, a kind of conditional cash transfer can be designed or the pupils can be rewarded with a 'take-home ration' of food stuff. This strategy worked well in different countries in improving attendance, such as South Sudan, Pakistan etc.

III. Kano state government should provide adequate furniture and other teaching and learning materials in order to have a meaningful completion. This can be done by launching an appeal fund to save the education system from chocking up. Parents should also be sensitized to buy learning materials that are not provided by government for their wards.

IV. The federal government should improve the quantity and quality of the food to a reasonable extent that it can satisfy the child and boost his nutrition. To achieve this, the N70 budgeted for feeding a child should be reviewed upward. Also, the activities of all the chain of officials that engaged in implementing the programme must be subjected to checks by an independent monitoring system. Secondly, laws relating to punishment of offenders should be included in the SFP policy document and be strictly applied.

V. The Federal government of Nigeria should extend the scope of the programme to cover all the 6 grades in order to really improve the attainment of primary education through the SFP. This can be done by compelling state and local government to take part in funding the programme. A law can perhaps be enacted by the National

Assembly to make funds for SFP among the first line charges, so that no state or local government can withdraw or refuse to join.

VI. The federal government should find a way of rewarding teachers for their role in the programme to keep their morale high. This can be done by paying them some monthly allowance, a take home ration of food or by permitting them to be part of the beneficiaries of the daily school meal.

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