

## **Influence of Managing School Feeding Programme on Universal Basic Education in South-West Geo-Political Zone, Nigeria**

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### ***Abstract***

*The study examined the influence of managing school feeding program on Universal Basic Education in the South-West geopolitical zone of Nigeria. The study's objectives include, among others, assessing the influence of planning a school feeding program on Universal Basic Education in the south-West geopolitical zone of Nigeria. The study adopted a descriptive survey research design. The population comprised 8,242 head teachers, 63,200 Teachers, and 12,472 vendors and cooks in Basic Schools of South-West Zone, Nigeria, making a total of 83,917. A Multi-stage sampling procedure was employed to select the sample for the study. The study adopted the KENPRO (2013) sampling size table to select 384 respondents. A structured questionnaire comprising 60 statements on a five-point Likert rating scale validated by experts with reliability coefficients of 0.69 and 0.81 was administered to the respondents. The statistical tools used for data analysis include simple percentages, the mean, the standard deviation, and One-way Analysis of Variance (ANOVA). The findings of the study revealed that planning school feeding programs did not influence universal basic education in the south-west geo-political zone of Nigeria with a P value of 0.119, which is greater than the 0.05 level of significance, and Organizing school feeding programs have tremendously influenced universal basic education in the south-west geo-political zone of Nigeria with a P value of 0.005, which is less than the 0.05 level of significance, amongst others. The study concluded that managing school feeding programs has influence universal basic education in the south-west geo-political zone of Nigeria. The study recommended the effective coordination of School feeding programs should be a mechanism to encourage good behavior.*

### **Introduction**

Every day, countless children across the globe go to school on an empty stomach, and many simply do not go as their parents engage them with menial activities at home. For children, having food to eat at school every day cannot only

stimulate their interest in education but also assist the government in achieving the educational objectives at the universal basic level. Akanbi (2013) acknowledged that about 60 million children go to school on empty stomachs every day and about 40 percent of them are from Africa, with Nigeria taking the largest percentage, due to the country's population strength. In that light, the management of school feeding programs constitutes a critical intervention in many developing countries to address the issue of poverty, stimulate enrolment, and improve the discipline and health status of the learners for effective participation in both curricula and extracurricular activities and the achievement of the goals of universal basic education. The management of the school feeding program is therefore a vital motivational tool that encourages parents to send their wards to school and achieves the goals of universal basic education.

The management of the school feeding program is a laudable idea that can help achieve the UBE objectives. It will increase school enrollment and retention, facilitate improvements in the learners' performance, and enrich their welfare and nutritional status. The management of school feeding will thrive where teachers are well motivated, school activities are supervised and infrastructure and facilities are adequately provided (Shabani, 2018). The attainment of the maximum UBE goals in schools is a concern for both developed and developing Nations. To this end, the American government declared the "No Child Left Behind" Act of 2001 (Shabani, 2018). The African continent had not been left out in this pursuit, as the Nigerian government introduced some innovations and interventions to address the UBE challenges. In Nigeria, the government launched the school feeding program in response to the achievement of UBE objectives.

The Universal Basic Education (UBE) programme was introduced in 1999 by the Federal Government of Nigeria as a reform programme aimed at providing greater access to and ensuring quality of basic education throughout Nigeria. The UBE is a nine-year basic educational programme that aims at eradicating illiteracy, ignorance, and poverty as well as stimulating national development, political consciousness, and national integration. FRN (2013) stated that basic education covers 10 years of formal schooling which comprises one year of pre-primary, six years of primary, and three years of junior secondary education. The Universal Basic Education Commission (UBEC) was formally established on 7th October 2004 as an agency of the Federal Ministry of Education and the UBE Act provides for the UBEC to coordinate the implementation of the UBE programme at the states and local government through the state universal basic education board (SUBEB) of each state and the Local Government Education Authorities under the supervision of State Universal Basic Education Board (SUBEBs) at the federal level.

The management of the school feeding program is conceived as the planning, organizing, coordinating, controlling, directing, and leading of the government's education policy on the school feeding program, which is captured in line with the

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achievement of the goals of universal basic education in primary schools (Mubarakat, Henry, Mercy, & Adiama, 2020). The UBE Act stated that basic education should be free, compulsory, and available to all. The management of school feeding is for the attainment of the goals of universal basic education in primary schools. The design, effective implementation, and management of the school feeding program become more significant for the achievement of UBE objectives.

The planning aspect of the school feeding program entails a strategy to address children's hunger during the school day and to expand access to educational opportunities for disadvantaged children, particularly learners from educationally disadvantaged areas. The planning also involves the operationalization of the Federal Government initiative and partners such as the World Food Programme for technical support and to review the process of the school feeding operational guidelines.

The organizing of the school feeding program involves the implementation of the school feeding policy, where the Federal Government scaled up the School Feeding Program from pre-primary up to upper basic schools, equipped schools with kitchens and cooking stoves, and provided a subsidy for each student's meal. The Ministry of Education developed School Feeding Operational Guidelines to guide schools and other stakeholders involved in effectively implementing a high-quality and safe School Feeding Program by leveraging food produced by local farmers to improve the local economy.

The process of coordinating school feeding begins when the Ministry of Education hereby requests all public basic schools to make the best use of these guidelines that provide an overview of the Comprehensive National School Feeding Policy, guidance on school meals and costing, school meal procurement, food management, school meal preparation and serving, monitoring and reporting, and school feeding management at school levels.

The control of the school feeding program is being done by the stakeholders, such as the government, school heads, and other committees set up to monitor the quality of food given to the pupils. Each school will work with the stakeholders and the stakeholders independently to ensure efficiency, transparency, and accountability in procuring food and non-food items for schools.

The management of the school feeding program is a safety measure adopted by the government to respond to the economic challenges being faced by parents in providing food for their children before going to school. However, the objectives of the school feeding program vary depending on the context. The general objectives include: meeting the immediate food needs of children; alleviating short-term hunger and improving learning capacity; increasing access to education (i.e., enrolment, attendance, retention, and completion); reducing gender and social

inequalities; improving health and nutrition status; and increasing development opportunities (Espejo, et al., 2009). The program targets areas where enrollment ratios are low and parents have social and economic challenges. There are three major ways the program is expected to make an impact: it will boost access to education, especially among vulnerable groups such as girls; enhance enrolment, retention, and performance; and improve the health of the pupils. While most studies on home-grown school feeding programs have been centered on their effects on student enrollment, nutritional benefit, and academic performance, little or no study has been carried out on the influence of managing school feeding programs on universal basic education. This has created a researchable gap, which this study intends to fill.

### **Statement of the Problem**

The management of the school feeding program by the Federal Government of Nigeria is a demonstration of commitment to ensure the realization of every child's right to free, compulsory, and universal basic education in Nigeria. The food to be provided by the government is expected to be rich and hygienic for the pupils, but in reality, the quality and quantity of food appear to be a far cry from what they should be, although, expectedly, the parents are happy that their children are getting free meals, the food seems not to be achieving its aim of arousing the pupils' interest in learning (Adeoye, 2017). Poor nutrition and poor health conditions among children contribute to the inefficiency of the educational system. Nutrition is an important factor related to a child's learning, well-being, performance, and productivity. A child who is not properly fed or lacks certain nutrients in his or her diet may not have the same potential for learning, may have difficulty performing complex tasks, and may have critical health conditions that can delay his or her enrollment in school or cause irregular attendance in school. A nation with malnourished citizens suffers setbacks in the areas of human productivity and economic development.

Available literature has failed to show where the management of school feeding programs was generally examined in south-west Nigeria. It is against this background that the researcher wishes to examine the influence of managing the school feeding program on universal basic education in the south-west zone of Nigeria.

### **Objectives of the Study**

The study was set to determine:

1. The influence of planning school feeding programme on universal basic education in south-west geo-political zone, Nigeria;
2. The influence of organizing school feeding programme on universal basic education in south-west geo-political zone, Nigeria;
3. The influence of coordinating school feeding programme on universal basic education in south-west geo-political zone, Nigeria;

### **Research Questions**

The following research questions were used to guide the study:

1. Does planning of school feeding programme influence universal basic education in south-west geo-political zone, Nigeria?
2. What is the influence of organizing school feeding programme on universal basic education in south-west geo-political zone, Nigeria?
3. Does coordinating school feeding programme influence universal basic education in south-west geo-political zone, Nigeria?

### **Research Hypotheses**

Based on the objectives, the following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the opinions of head teachers, teachers, and food vendors on planning school feeding programme on universal basic education in south-west geo-political zone, Nigeria;
2. There is no significant difference in the opinions of head teachers, teachers and food vendors on organizing school feeding programme on universal basic education in south-west geo-political zone, Nigeria;
3. There is no significant difference in the opinions of head teachers, teachers and food vendors on coordinating school feeding programme on universal basic education in south-west geo-political zone, Nigeria;

### **Methodology**

The research design adopted in this study was the survey research method. The design was considered appropriate because the study selected a sample from the population from which generalization will be made. The areas of the study were Lagos, Osun, Ogun, Oyo, Ondo and Ekiti States in South-West Zone, Nigeria. The population of the study consisted of eight thousand, two hundred and forty-two (8,242) head teachers, sixty three thousand and two hundred (63,200) teachers and twelve thousand four hundred and seventy two (12,472) vendors/cooks making a total of eighty three thousand nine hundred and seventeen (83,917) respondents in 8,242 public basic schools in south-west zone, Nigeria. The subjects of the study were the head teachers, teachers, and food vendors/ cooks in south-west Zone, Nigeria. Therefore, the total population was eighty three thousand nine hundred and seventeen (83,917) respondents. The sample size for this study was determined using KENPRO (2013) sampling size table. In the table, population's size of 83,917, and a sample size of 384 sufficed at 95% degree of confidence and 5% margin of error. In this study 384 respondents from 54 public primaries participated as sample from the population. Also, a multi-stage sample technique was employed. The sample of the study consisted of fifty four (54) head teachers, two hundred and seventy (270) teachers and sixty (60) vendors/cooks making a total of three thousand hundred and eighty-four (54) respondents in fifty four public basic schools in south-west zone,

Nigeria. The research instrument for this study was the researcher-structured questionnaire titled: Managing School Feeding Programme on Universal Basic schools in south-westgeo-political zone, Nigeria. Responses to the items on the questionnaire were based on five (5) points Likert Scale of Strongly Agree (SA) 5, Agree (A) 4, Undecided (U)3, Disagree (D) 2, Strongly Disagree (SD).The reliability coefficients obtained were 0.69 and 0.81 respectively. The researcher and four trained field assistants who were in educational administration and planning were engaged in the administration of the instrument on respondents. The data was analyzed using relevant descriptive and inferential statistics.

## Results

### Analysis of Demographic Data

This section presents the demographic information of the respondents using frequency counts and percentages.

#### Table 1: Demographic Distribution on Status of Respondents

The table below presents the demographic distribution of respondents on status as principals, teachers, and vendors.

**Table 1: Status of Respondents**

Status of Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Head Teachers	54	14.1	14.1	14.1
Teachers	270	70.3	70.3	84.4
Vendors	60	15.6	15.6	100.0
<b>Total</b>	<b>384</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Source: Field Work (2021)**

Table 1 shows the status of the respondents. The details showed that 54 (14.1%) of the respondents were head teachers, 270 (70.3%) of the respondents were teachers, 60 (15.6 %) of the respondents were vendors. This result indicates that majority of the respondents were Teachers.

#### Table 2: Demographic Distribution of Respondents based on Gender

The table below presents the demographic distribution of respondents on gender.

**Table 2: Gender Distribution of Respondents**

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Not Responded	22	5.7	5.7	5.7
Male	118	30.7	30.7	36.5
Female	244	63.5	63.5	100.0
<b>Total</b>	<b>384</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Source: Field work (2021)**



Table 2 shows gender distribution of respondents. Details showed that 22(5.7%) of the respondents did indicate their gender, 118(30.7%) of the respondents were male, while 244(63.5%) of the respondents were female. This indicates that more females than male, participated in the study as Head Teachers, Teachers and vendors.

### Answer to Research Questions

The section presented analyses of research questions obtained on the opinions of respondents on managing school feeding programme on universal basic education in south-west geo-political zone, Nigeria.

**Research Question 1:** Does planning school feeding programme influence universal basic education in south-west geo-political zone, Nigeria?

**Table 3:** Opinions of Head Teachers, Teachers and Vendorson Planning School Feeding Programme on Universal Basic Education in South-West Geo-Political Zone, Nigeria.

S/N	STATEMENT	Respondents	SA	A	U	D	SD	Mean	Std.Dv
1	The programme has motivated parents to send their children to school at an early age which has positive impact on enrollment and retention	Head Teachers Teachers Vendors	36 160 42	18 102 18	- 8 -	- - -	- - -	4.67 4.53 4.70	0.476 0.654 0.462
2	Availability of school feeding programme has tremendously improved enrolment rate in primary schools	Head Teachers Teachers Vendors	33 151 39	21 115 21	- 4 -	- - -	- - -	4.61 4.53 4.65	0.492 0.582 0.481
3	SFP exclusively benefited poor children by creating incentives to enroll and attend schools as well as improve general attentiveness and capability to learn	Head Teachers Teachers Vendors	37 147 42	17 119 18	- 4 -	- - -	- - -	4.69 4.51 4.70	0.469 0.583 0.462
4	Home-Grown School Feeding programme stabilizes attendance due to high admissions of pupils school and regular school attendance	Head Teachers Teachers Vendors	34 136 38	24 130 22	- 4 -	- - -	- - -	4.63 4.47 4.63	0.487 0.583 0.486
5	SFP reduces the net cost of sending children to school especially in large families thereby increasing parents commitment in the enrollment of their children in schools	Head Teachers Teachers Vendors	34 156 39	20 110 21	- 4 -	- - -	- - -	4.63 4.55 4.65	0.487 0.581 0.481

6	The SFP has tremendously increased girl child enrolment and retention in public primary schools	Head	33	20	-	-	1	4.56	0.691
		Teachers	133	121	7	4	5	4.30	1.022
		Teachers	35	22	1	-	2	4.62	0.996
		Vendors							
7	school meals are effective in attracting children to school especially orphaned and vulnerable children	Head	34	19	1	-	-	4.61	0.529
		Teachers	137	124	2	7	-	4.45	0.647
		Teachers	37	21	1	1	-	4.57	0.621
		Vendors							
8	Sustainable feeding programme improves pupils attendance and transitional rate	Head	30	18	4	1	1	4.39	0.856
		Teachers	130	118	8	1	4	4.33	0.827
		Teachers	39	20	-	0	2	4.53	0.812
		Vendors							
9	SFP has tremendously bridged the enrolment gap between public primary schools in rural and urban schools	Head	3	2	14	2	13	2.26	1.186
		Teachers	20	4	80	2	56	2.36	1.045
		Teachers	4	1	13	1	15	2.20	1.054
		Vendors				1			
10	SFP was introduced to complement actions such as de-worming, immunization and micronutrient fortification or supplementary to increase enrolment and reduce gender ddisparity.					4			
						2			
						7			
		Head	6	-	15	2	13	2.37	1.186
		Teachers	22	-	60	0	60	2.24	1.059
		Teachers	2	-	16	1	17	2.08	0.926
		Vendors				2			
						8			
Weighted Means		Head						4.14	
		Teachers						4.03	
		Teachers						4.13	
		Vendors							

**Source: Field Work (2021)**  $5+4+3+2+1 = 15 = 3.000$  (Decision mean)

Detail of responses to item 1 revealed that out of 54 head teachers, 36 of the respondents strongly agreed that the feeding programme has motivated parents to send their children to school at an early age which has positive impact on enrollment and retention, 18 answered agree. The responses of principals which attracted mean score of 4.67 was accepted in line with the decision mean. Out of 270 teachers, 160 of the respondents strongly agreed, 102 answered agree, 8 of the respondents undecided. The responses of teachers which attracted mean score of 4.53 was accepted in line with the decision mean. Out of 60 vendors, 42 of the respondents selected strongly agree, 18 of the respondents agreed. The responses of vendors which attracted mean score of 4.70 was accepted in line with the decision mean.

Detail of responses to item 10 showed that out of 54 head teachers, 6 of the respondents strongly agreed that SFP was introduced to complement actions such as



de-worming, immunization and micronutrient fortification or supplementary to increase enrolment and reduce gender disparity, 15 undecided, 20 disagreed, while 13 strongly disagree. The responses of principals which attracted mean score of 2.37 was rejected in line with the decision mean. Out of 270 teachers, 22 of the respondents strongly agreed, 60 undecided, 128 disagreed and 13 selected strongly disagree. The responses of teachers which attracted mean score of 2.37 was accepted in line with the decision mean. Out of 60 vendors, 2 of the respondents strongly agreed, 16 undecided, 25 disagreed and 17 answered strongly disagree. The responses of vendors which attracted mean score of 2.08 was rejected in line with the decision mean.

The responses of head teachers which attracted weighted mean score of 4.14 was accepted in line with the decision mean. The responses of teachers which attracted weighted mean score of 4.03 was accepted in line with the decision mean. The responses of vendors which attracted mean score of 4.13 was accepted in line with the decision mean. It means that planning school feeding programme has influence on universal basic education in south-west geo-political zone, Nigeria?

**Research Question 2:** What is the influence of organizing school feeding programme on universal basic education in south-west geo-political zone, Nigeria?

**Table 4:** Opinions of Head Teachers, Teachers and Vendor on influence of organizing school feeding programme on universal basic education in south-west geo-political zone, Nigeria

S/N	STATEMENT	Respondents	SA	A	U	D	SD	Mean	Std.Dev
11	School feeding programme has a long -term impact on the cognitive and socio - emotional development of a child	Head Trs	41	9	1	2	1	4.61	0.856
		Teachers	185	66	6	4	9	4.53	0.886
		Vendors	42	14	1	2	1	4.57	0.813
12	Children who go to school without proper nourishment are at disadvantage and struggle to meet up with their peers who are well fed	Head Trs	30	16	1	4	3	4.61	0.856
		Teachers	161	87	6	11	5	4.44	0.872
		Vendors	30	26	1	1	2	4.35	0.880
13	School feeding programme consistently lower repeater rates and produces higher success rates in national exams	Head Trs	1	1	5	26	21	1.80	0.833
		Teachers	9	9	32	14	75	2.01	0.913
		Vendors	1	1	4	5	23	1.77	0.789
14	School feeding affects learners' time to complete a given task and other essential component of learning	Head Trs	8	2	3	26	15	2.30	1.327
		Teachers	31	6	22	13	72	2.20	1.198
		Vendors	6	2	2	9	19	2.08	1.183
15	Malnutrition and other feeding deficiencies render children restless, inattentive and uninterested in learning	Head Trs	32	6	2	8	6	3.93	1.503
		Teachers	105	74	4	63	23	3.66	1.413
		Vendors	40	10	2	5	3	4.32	1.186

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16	Poor performance on learners achievement was as a result of lack of feeding programme	Head Trs	10	4	-	22	16	2.37	1.470	
		Teachers	62	58	18	87	45	2.93	1.547	
		Vendors	12	9	-	19	20	2.57	1.566	
17	Hunger and malnutrition has a continuing negative impact on the cognitive and academic development of the children	Head Trs	33	15	-	4	2	4.35	1.067	
		Teachers	147	92	4	20	7	4.30	1.000	
		Vendors	38	19	-	-	3	4.48	0.930	
18	The children that lack adequate food in -take learn at a slower rate than their peers, and cause delay in their progress through the educational system	Head Trs	9	4	5	16	20	2.37	1.470	
		Teachers	64	74	54	38	40	3.31	1.366	
		Vendors	11	7	3	17	22	2.47	1.535	
19	Nutrition and health status are powerful influence on how well a child performs in school	Head Trs	31	20	-	2	1	4.44	0.839	
		Teachers	170	87	-	8	5	4.51	0.808	
		Vendors	33	24	-	1	2	4.42	0.869	
20	It is therefore conceivable that school meals could indirectly improve cognitive function by improving the nutritional status of undernourished children	Head Trs	18	24	2	6	4	3.85	1.219	
		Teachers	136	99	6	16	13	4.22	1.074	
		Vendors	17	33	3	4	3	3.95	1.032	
<b>Weighted Mean</b>		<b>Head Trs</b>							<b>3.46</b>	
		<b>Teachers</b>							<b>3.61</b>	
		<b>Vendors</b>							<b>3.50</b>	

Detail of responses to item 11 revealed that out of 54 head teachers, 41 of the respondents strongly agreed that the feeding programme has motivated parents to send their children to school at an early age which has positive impact on enrollment and retention, 9 answered agree, 1 undecided, 2 disagreed and 1 strongly disagreed. The responses of principals which attracted mean score of 4.61 was accepted in line with the decision mean. Out of 270 teachers, 185 of the respondents strongly agreed, 66 answered agree, 6 of the respondents undecided, 4 disagreed and 9 strongly disagreed. The responses of teachers which attracted mean score of 4.53 was accepted in line with the decision mean. Out of 60 vendors, 42 of the respondents selected strongly agree, 14 of the respondents agreed, 1 undecided, 2 disagreed and 1 strongly disagreed. The responses of vendors which attracted mean score of 4.57 was accepted in line with the decision mean.

Detail of responses to item 20 showed that out of 54 head teachers, 18 of the respondents strongly agreed that SFP was introduced to complement actions such as de-worming, immunization and micronutrient fortification or supplementation increasing enrolment and reducing gender disparities, 24 answered agree, 2

undecided, 6 disagreed, while 4 strongly disagree. The responses of principals which attracted mean score of 3.85 was accepted in line with the decision mean. Out of 270 teachers, 136 of the respondents strongly agreed, 99 agreed, 2 undecided, 6 disagreed and 4 selected strongly disagree. The responses of teachers which attracted mean score of 4.22 was accepted in line with the decision mean. Out of 60 vendors, 17 of the respondents strongly agreed, 33 agreed, 3 undecided, 4 disagreed and 3 answered strongly disagree. The responses of vendors which attracted mean score of 3.95 was accepted in line with the decision mean.

The responses of head teachers which attracted weighted mean score of 3.46 was accepted in line with the decision mean. The responses of teachers which attracted weighted mean score of 3.61 was accepted in line with the decision mean. The responses of vendors which attracted mean score of 3.50 was accepted in line with the decision mean. It means that organizing school feeding programme has influence on universal basic education in south-west geo-political zone, Nigeria?

**Research Question 3** Does coordinating school feeding programme influence universal basic education in south-west geo-political zone, Nigeria?

**Table 5:** Opinions of Head Teachers, Teachers and Vendors on influence of coordinating school feeding programme on universal basic education in south-west geo-political zone, Nigeria

S/N	STATEMENT	Respondents	SA	A	U	D	S D	Mean	Std.D v
21	School feeding programme are used to reform students with serious indiscipline problems such as drug addiction, alcoholism, teenage pregnancy sex, and theft	Head Trs	-	-	12	23	19	1.87	0.754
		Teachers	7	4	41	92	12	1.70	0.933
		Vendors	1	-	14	25	6	1.95	0.852
22	The school adopt feeding programme to continuously review disciplinary policy put in place by school management in order to create a conducive atmosphere for effective teaching and learning	Head Trs	2	-	14	18	20	2.00	0.991
		Teachers	7	-	40	110	11	1.81	0.875
		Vendors	2	-	17	18	3	2.00	0.991
23	School feeding programme is used by school management to enforce appropriate moral punishment on students' misbehavior in order to rebuke bad behavior in the learners	Head Trs	5	4	9	20	16	2.30	1.238
		Teachers	12	14	40	86	11	1.95	1.093
		Vendors	3	1	8	29	8	2.00	0.991

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24	The school management attach school feeding programme as reward to reinforce positive behavior among the teachers and students	Head Trs	31	17	1	5	-	4.37	0.917
		Teachers	11	13	1	17	7	4.02	0.933
		Vendors	5	0	1	5	1	4.28	0.976
			31	22					
25	The school management monitors the cleanliness of the food vendors and also take action on how to improve them	Head Trs	34	10	3	6	1	4.30	1.110
		Teachers	13	10	5	12	10	4.29	0.978
		Vendors	6	7	2	4	1	4.35	0.954
			34	19					
26	School feeding programme disciplinary approach has positively improved punctuality among teachers and learners	Head Trs	3	5	7	31	8	2.33	1.028
		Teachers	24	17	99	106	24	2.67	1.031
		Vendors	4	4	10	37	5	2.42	0.979
27	The school management employ feeding programme to ensure that students comply with standards for clothing and work ethics	Head Trs	2	-	8	26	18	1.93	0.908
		Teachers	4	4	52	130	80	1.93	0.850
		Vendors	1	7	28	23	1	1.75	0.816
28	There is decreased in pupils dropout rates in public primary schools as a result of introduction of school feeding Programme	Head Trs	3	2	7	24	18	2.04	1.063
		Teachers	12	16	54	90	98	2.04	1.117
		Vendors	1	3	6	24	26	1.77	0.945
29	School management advocates equal treatment pupils served with the food	Principals	28	10	3	7	6	3.87	1.454
		Teachers	77	60	31	67	35	3.24	1.488
		Vendors	25	14	2	10	9	3.55	1.599
30	School feeding programme has tremendously set the pace for effective disciplinary management in public schools	Head Trs	11	2	7	15	19	2.46	1.514
		Teachers	39	8	24	89	11	2.13	1.396
		Vendors	11	1	7	18	0	2.27	1.494
							23		
Overall Mean Total									
Weighted Mean		Head Trs							2.75
		Teachers							2.58
		Vendors							2.63

Source: Field Work (2021)

Detail of responses to item 21 revealed that out of 54 head teachers, 12 of the respondents were undecided that School feeding programme are used to reform students with serious indiscipline problems such as drug addiction, alcoholism, teenage pregnancy sex, and theft, 23 answered disagree and 19 strongly disagreed. The responses of principals which attracted mean score of 1.87 was rejected in line with the decision mean. Out of 270 teachers, 7 of the respondents strongly agreed, 4

answered agree, 41 of the respondents undecided, 92 disagreed and 126 strongly disagreed. The responses of teachers which attracted mean score of 1.70 was rejected in line with the decision mean. Out of 60 vendors, 1 of the respondents selected strongly agree, 14 undecided, 25 disagreed and 20 strongly disagreed. The responses of vendors which attracted mean score of 1.95 was rejected in line with the decision mean.

Detail of responses to item 30 showed that out of 54 head teachers, 11 of the respondents strongly agreed that School feeding programme has tremendously set the pace for effective disciplinary management in public schools, 2 answered agree, 7 undecided, 15 disagreed, while 19 strongly disagree. The responses of principals which attracted mean score of 2.46 was rejected in line with the decision mean. Out of 270 teachers, 39 of the respondents strongly agreed, 8 agreed, 24 undecided, 89 disagreed and 110 selected strongly disagree. The responses of teachers which attracted mean score of 2.13 was rejected in line with the decision mean. Out of 60 vendors, 11 of the respondents strongly agreed, 1 agreed, 7 undecided, 18 disagreed and 23 answered strongly disagree. The responses of vendors which attracted mean score of 2.27 was rejected in line with the decision mean.

Therefore, the responses of head teachers which attracted weighted mean score of 2.75 was rejected in line with the decision mean. The responses of teachers which attracted weighted mean score of 2.58 was rejected in line with the decision mean. The responses of vendors which attracted mean score of 2.63 was rejected in line with the decision mean. It means that coordinating school feeding programme has no influence on universal basic education in south-west geo-political zone, Nigeria?

### Hypotheses Testing

The results of the null hypotheses tested for the study were presented in this section. Altogether, six (6) null hypotheses were tested using one way Analysis of Variance (ANOVA). The summary of the hypotheses tested were presented below.

**H<sub>01</sub>:** There is no significant difference in the opinions of head teachers, teachers and food vendors on planning school feeding programme on universal basic education in south-west geo-political zone, Nigeria.

**Table 6:** Summary of Analysis of Variance (ANOVA) in the Opinions of Head Teachers, Teachers and Food Vendors on Planning School Feeding Programme on Universal Basic Education in South-West Geo-Political Zone, Nigeria

Status	Sum of Square	Df	Mean of Square	F	Prob.	F-critical	Decision
Between Groups	78.799	2	39.399	2.141	.119	3.00	Retained
Within Groups	7011.011	381	18.402				
Total	7089.810	383					

Source: Field Work 2021.

As shown in Table 6, if the Prob. value is less than the level of significance the hypothesis is rejected, but if otherwise it is retained. The calculated F-value (2.141) is less than F-critical 3.00, while the Prob. value (0.119) is greater than the significant value of 0.05 which indicated that there is no significance difference in the opinions of head teachers, teachers and vendors on planning school feeding programme on universal basic education in south-west geo-political zone, Nigeria. The Prob. value (0.119) is greater than the significant value of 0.05 which indicated that Null hypothesis 1 is hereby retained.

**Ho2:** There is no significant difference in the opinions of head teachers, teachers and food vendors on organizing school feeding programme on universal basic education in south-west geo-political zone, Nigeria.

**Table 7:** Summary of Analysis of Variance (ANOVA) in the Opinions of Head Teachers, Teachers and Vendors on organizing School Feeding Programme on Universal Basic Education in South-West Geo-Political Zone, Nigeria

Status	Sum of Square	Df	Mean of Square	F	Prob	F-critical	Decision
Between Groups	193.412	2	96.706				
Within Groups	6899.244	381	18.108	5.340	.005	3.00	Rejected
Total	7092.656	383					

**Source: Field Work 2021.**

As shown in Table 7, if the Prob value is less than the level of significance the hypothesis is rejected, but if otherwise it is retained. The calculated F-value (5.340) is greater than F-critical 3.00, while the Prob value (0.005) is less than the significant value of 0.05 which indicated that there is significance difference in the opinions of head teachers, teachers and vendors on Organizing School Feeding Programme on Universal Basic Education in South-West Geo-Political Zone, Nigeria. The Prob value (0.005) is less than the significant value of 0.05 which indicated that Null hypothesis 2 is hereby rejected.

**Table 8:** Summary of Scheffe's Multiple Comparison Test on Opinions of Head Teachers, Teachers and Vendors on Organizing School Feeding Programme on Universal Basic Education South-West Geo-Political Zone, Nigeria

Respondents	N	Mean
Teachers	270	40.2852
Vendor	60	41.1333
Principals	54	41.4074



As shown in Table 8, the mean score of Teachers was found to be closer to that Vendors and Principals, while the mean scores of Teachers, Vendors and Principals were closer to one another, as the differences among these respondents were not significant. However, the mean score of Teachers was found to be lower than that of Vendors and Principals. This implies that the Teachers differ significantly in their opinions on organizing school feeding programme on universal basic education in south-west geo-political zone, Nigeria.

**Ho3:** There is no significant difference in the opinions of head teachers, teachers and food vendors on coordinating school feeding programme on universal basic education in south-west geo-political zone, Nigeria.

**Table 9:** Summary of Analysis of Variance (ANOVA) in the Opinions of Head Teachers, Teachers and Vendors on Coordinating School Feeding Programme on Universal Basic Education in South-West Geo-Political Zone, Nigeria

Status	Sum of Square	Df	Mean of Square	F	Prob	F-critical	Decision
Between Groups	88.269	2	44.135				
Within Groups	5966.689	381	15.561	2.818	.061	3.00	Retained
Total	6054.958	383					

**Source: Field Work 2021.**

As shown in Table 17, if the Prob. value is less than the level of significance the hypothesis is rejected, but if otherwise it is retained. The calculated F-value (2.818) is less than F-critical 3.00, while the Prob. value (0.061) is greater than the significant value of 0.05 which indicates that there is no significant difference in the opinions of head teachers, teachers and food vendors on coordinating school feeding programme on universal basic education in south-west geo-political zone, Nigeria. The Prob. value (0.061) is greater than the significant value of 0.05 which indicates that Null hypothesis 3 is hereby retained.

### Discussions of the Findings

This study was carried out to examine the influence of the Managing School Feeding Program on Universal Basic Education in the South-West Geo-Political Zone, Nigeria. The discussions were presented based on the hypotheses tested. Three hypotheses were tested using Analysis of Variance (ANOVA) at the 0.05 level of significance. Three hypotheses were rejected and three were retained in line with the decision rule that if the P-value is less than the level of significance, the hypothesis is rejected, but if otherwise, it is retained.

The summary of the ANOVA in Table 6 indicated that the P-value (0.199) is greater than the 0.05 level of significance. This means that there was no significant difference in the opinions of head teachers, teachers, and vendors on the planning of the school feeding program for universal basic education in the south-West zone of Nigeria. Also, SFP has not been able to bridge the enrollment Gap between Public Primary Schools in Rural and Urban areas. This outcome necessitated the rejection of the null hypothesis, and this implies that SFP has not improved the Enrollment and Retention of Pupils in Public Primary schools, especially girls, orphans, and other vulnerable Children. Also, the pupils' Attendance has not improved, and parents were not motivated to send their wards to school. Enrollment and Retention were major challenges facing the education of Children (UNICEF, 2009). Although the government of Nigeria initiated the SFP and UBE in 1999, these policies have not been able to improve the Primary School Pupils' Enrollment as expected. Despite the free Universal Basic Education and Feeding Program, it was perceived that economic hardship and other factors had prevented Parents from enrolling their wards in schools. The inability of Parents to meet other children's needs, such as School uniforms, Learning materials, and food, has a negative influence on Pupils' enrollment. The Enrollment disparity in terms of Gender and Region in Nigeria has also adversely affected Girls' access to UBE. The provision of Basic Education is commonly regarded as the government's Responsibility. The Government has not lived up to expectations, as most of the Children from Poor Economic backgrounds and marginalized areas are still out of school Bundy (20017) further revealed that with the provision of SFP, School Enrollment may increase gradually or even decline due to other factors.

Table 8 shows that the computed P-value (0.05) is less than the 0.05 level of significance. This means that significant differences existed in the opinions of head teachers, teachers, and vendors on the influence of the organizing of the school feeding program on Universal Basic Education in the south-West geopolitical zone of Nigeria. Consequently, null hypothesis 2 was rejected. Given the above, the observed response mean on Table 9, Items 11–20, revealed that the school feeding program has a long-term impact on the Cognitive and Socio-Emotional Development of a Child. Nutrition and Health Status have a powerful influence on how well a Child performs in School. It is therefore conceivable that School Meals could indirectly improve Cognitive Function by improving the Nutritional Status of undernourished Children. A study conducted by Gbolagade (2020) showed that Pupils from food-insecure Homes not only entered School with lower grades but also learned less over the School Year. Hunger and Malnutrition thus depress both the starting point and the upward trajectory of a Child's Education from the moment he or she enters the Classroom. Also, Oyefade (2015) emphasized the inverse relationship between Food Supplementation and Cognitive delay and the dynamic effect of Nutrition on Cognitive Development in young Children. It is also possible that

better-nourished Children will attend school more often. Thus, Children who lack adequate Food intake learn at a slower rate than their peers as they progress through the Educational system. Studies have found that Elementary School Pupils from food insecure homes have significantly lower grades and are more likely to have repeated a grade than their peers from Food secured homes Rebecca (2017).

Table 9 shows that the computed P-value (0.061) is greater than 0.05 level of significance. This means that there is no significant difference in the opinions of head teachers, teachers and vendor on Coordinating School Feeding Programme on Universal Basic Education in South-West Geo-Political Zone, Nigeria. Consequently, the null hypothesis three was retained. Given the above, the observed response mean on Table 10, items 21 – 30 revealed that School Feeding Programme is not effective for the Maintenance of Discipline and Disciplinary Approach has not improved Punctuality among Teachers and Learners. Also, the School Management has not been able to enforce standards and work ethics on the Food Vendors and Staff. The introduction of SFP has not reduced Truancy and immoral Behaviors among the School Children. Indiscipline among School Age Children has reached alarming levels. The role of School Feeding Programme in maintaining Learners Discipline and exploring other possible innovative methods in tackling the emerging self-destructive behaviors have not yielded positive results. The level of discipline maintained in Primary Schools will largely depend on the willingness of the School Heads to enlist support from Parents in maintaining Discipline Mubarakat, Henry, Mercy & Adiamo (2020). Despite of existence of UBE monitoring team in Primary Schools in Nigeria, the high prevalence of Indiscipline cases among Pupils connotes a serious disconnect between Parents, Teachers and Learners. Kiumi, Bosire & Sang (2009) revealed that there exists worsening Learners' Indiscipline as Students in School Uniforms are often found roaming in Market Centers during School Hours. Class Attendance Registers showed a shocking Truancy trend among Students. There are cases of Rape, Malpractice, Bullying, Abscondment, Insubordination, Theft and Fighting, leaving school for some days, Disobedience, rejection of transfer and abuse of School Properties. However, Shabani (2018). noted that Disciplinary Agencies are school management Board (primary), Teachers Registration Council (TRC) Home, the School and the larger Society, Brown (2015) has it that Discipline is a system of arranging conditions for healthy living and learning conforming to established positive societal norms.

## Conclusions

Conclusions were made in view of the findings of this study that, however, the findings of the study revealed that:

- i. Planning school feeding programs did not influence universal basic education in the south-west geo-political zone of Nigeria ;
- ii. Organizing school feeding programs has tremendously influenced universal basic education in the south-west geo-political zone of Nigeria;

- iii. There is no effective influence of the coordinating school feeding program on universal basic education in the south-west geo-political zone of Nigeria;

### Recommendations

Given the findings and conclusions of this study, the researcher recommends that:

1. The planning of the provision of basic education facilities such as school uniforms, learning materials, and food to meet the needs of children from poor economic backgrounds and marginalized areas will have a positive influence on the enrolment and retention of pupils in public primary schools, and the adequate provision of safety net programs to cushion the effects of economic challenges on parents will further encourage them to send their wards to schools;
2. Organization of counterpart funds from participating states is paramount in enhancing the effectiveness of SFP and providing other supporting infrastructure that can further improve pupils' performance, such as learning facilities, water, sanitation, and incentives for food security and hygiene facilities for public primary schools;
3. The effective coordination of School feeding programs should be a mechanism to encourage good behavior in maintaining learners discipline and exploring other possible innovative methods in tackling the emerging self-destructive behaviors among primary school pupils;

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