ASSESSMENT OF THE IMPLEMENTATION OF HOMEGROWN SCHOOL FEEDING PROGRAMME IN UBE SCHOOLS IN SOUTH-WEST NIGERIA

KEHINDE ADEWALE AYOTUNDE; YAKUBU, Sani; UWALEKE, GLADYS CHINELO Ph.D
Nasarawa State University, Keffi, Faculty of Education, Department of Educational Management

Abstract
The study assessed the implementation of Home Grown-School Feeding Programme in UBE Schools in South-West Nigeria. The study was guided by two research questions with corresponding two objectives and hypotheses. The research design used for this study was the cross-sectional survey research design. The population of the study consisted of 38,423 (154 Local Government Educational secretaries 2814 principals and 35455 teachers). The sample size of this study consisted of 379 using Krejcie and Morgan (1970) Table and simple random technique respectively. The researcher developed a questionnaire for data collection from the respondents. The questionnaire is tagged “Implementation of Home Grown School Feeding Programme in UBE Schools Questionnaire” (IHGSFPUBESQ). The instrument was duly validated and it yielded 0.80 as logical validity index. The coefficient of internal consistency of 0.75 was obtained after pilot testing the instrument. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson product moment correlation was employed to test all the hypotheses at 0.05 level of significance. The findings of the study indicated that there was a significant relationship between provision of funds and implementation of home-grown school feeding programme in South-Western Nigeria UBE schools and there was a significant relationship between recruitment of food vendors and implementation of home grown school feeding programme in South-Western Nigeria UBE schools. One of the recommendations of the study was that the various state governments in South-Western Nigeria should solicit for special intervention funds from
donor agencies like United Nations Educational Scientific and Cultural Organization (UNESCO), European Union (EU), African Union (AU) among others to facilitate the successful implementation of the home-grown-school feeding programme in the UBE schools.

**Keywords:** Assessment, Implementation, Feeding Programme, Supervisors and Food vendors.

**Introduction**

The home-grown school feeding programme has been introduced in many developed and developing countries of the world to provide food during school hours for the school children to address poverty, stimulate school enrolment and enhance the academic performance of learners in primary school. In developing countries, the majority of the children go to school hungry every day and about 40% of them are from Africa where Nigeria is part of. In Nigeria, an estimated 40% of all school children go to school hungry and more than 10 million children do not attend school at all. After an initial attempt to run a national school feeding programme in 2005, a redesigned programme was launched in 2016 to address the above problem. The new national home-grown school feeding programme is one of the Social Investment Programmes (SIPs) that have been launched in Nigeria to provide one meal per school day to all children at basic education level (Adelman, Gilligan & Lehrer, 2012).

Providing school meals is not just vital for nourishing the children and minimize malnutrition among them but also to keep them stronger and healthier as well as sustaining the desire for quality education. Essentially, the poorest children who suffer most from hunger would endeavour to attend school and learn without any form of distraction. The school feeding programme is a means of achieving the Sustainable Development Goal (SDG) of zero hunger and reduction of inequalities in the society (Uwameiye & Salami, 2013).

The basic objective of school feeding services is to reduce hunger among school children. The idea of the school feeding programme is to increase school enrolment, attendance, retention and completion rates particularly among pupils in rural communities and urban areas. It increases the
nutritional status of school children and enhances the understanding and learning abilities of pupils. The school feeding programme is an organized programme which alleviates hunger while supporting education, health and community development. The home-grown school feeding programme is the provision of meals and snacks to pupils at the basic education level to induce them to attend school regularly. It is a versatile safety net that is used as a platform to support children and their families in a variety of contexts (Alabi, 2015).

The objective of the home-grown school feeding programme is to improve the attention span and learning capacity of the pupils by reducing short term hunger, thus improving the cognitive academic achievement of the children. At the same time, it intends to significantly contribute to the nutrient intake of primary school children through the continuation of the school feeding programme. It can also reduce disparities in enrolment and attendance rate among the different region. It is usually intended to prevent dropouts, increase enrolment and stabilize attendance as well as retention in public primary schools. The Nigerian government came up with the Universal Basic Education Act in 2004 which provided the enabling legislative backing for the execution of the home-grown school feeding and health programme. Towards the realization of the objectives of the Universal Basic Education programme and the central role of nutrition, the Federal Ministry of Education launched the school feeding and health programme in 2005. The overall goal of the school feeding programme in Nigeria was to reduce hunger and malnutrition among school children and enhance the achievement of Universal Basic Education. (Toma, Gabriel & Emmanuel, 2014).

The attainment of the objectives of the school feeding programme requires careful implementation. Implementation of school feeding programme refers to the practical activities and concrete measures that are directed towards the fulfilment of providing meals to pupils at the basic education level (Uduku, 2011)). Implementation requires the practical expression through the use of clear guidelines to ensure that the school feeding programme does not remain at the policy stage, rather, the impact of the programme need to be felt by pupils through the provision of meals to them on daily basis (Awuor, 2016).
The major factors that could lead to a successful implementation of the home-grown school feeding programme include funding, recruitment of food vendors, procurement of local food, provision of utensils and supervisory logistics processes. Funding is meant to enhance the successful implementation of a programme. Funding of school feeding programme means releasing resources in the form of finance and other items to achieve a targeted goal. School feeding programmes are normally funded in a variety of ways. In Nigeria, school feeding is meant to be funded by the federal government and counterpart funds from the state government (Ahmed, 2014). In Nigeria, the design is for the federal government to fund the feeding of pupils in primary one to primary three while the state governments are expected to fund the feeding of pupils in primary four to primary six. However, it seems, the state governments have refused to provide their part of the funding for the implementation of school feeding programme (Yunusa, Gumel, Adegbusi & Adegbusi, 2012). Recruitment of food vendors is another logical step that could influence the implementation of the home-grown school feeding programme. Recruitment generally is the process of finding and hiring the best-qualified candidate (from within or outside an organization) for a job opening, in a timely and cost-effective manner (Akpani, 2014). Recruitment of food vendors refers to the process of selecting suitable candidates to prepare and serve meals to basic education students school hours. The recruitment process includes analyzing the requirements of a job, attracting employees to that job, screening and selecting applicants, hiring, and integrating the new employee to the organization (Osun State Ministry of Education, 2014). All the food vendors are expected to be recruited from immediate communities where schools are sited to ensure that the foods they will provide for pupils are home-grown indeed. Generally, the home-grown school feeding programme is driven through community participation where residents in the community are engaged as cooks to provide feeding services. Though the food vendors are very essential to the successful implementation of the programme, officials at the social investment units sometimes recruit cooks who are not within the school area. This has affected the timely delivery of the food to the pupils. Worst still, they fail to provide the food thereby standing as a hindrance to
the successful implementation of the school feeding programme (Uduku, 2011). This study aimed to assess the implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria.

**Statement of the Problem**

Many factors could be associated with effective implementation of home-grown school feeding programme in the South-Western States of Nigeria. One of these could be the provision of funds that supposed to be the major element in the implementation process. Most times, funds are either delayed or inadequate to cater for the needs of all the schools in the various states. Often, the social investment office involved in the recruitment of food vendors does not follow due process and procedures. They sometimes introduce ghost vendors in the system or employ vendors who are not within the location of the school to cook for the pupils. This could be the reason why some schools have not benefited fully from the school feeding programme in South-Western Nigeria. Besides, the recruitment of food vendors for the programme has been politicized as state coordinators of home-grown school feeding programmes are more concerned with vendors’ political and tribal affiliation than their competence. The problem of this study, therefore, put in a question form is: What is the extent of implementation of home-grown school feeding programme in UBE schools in South-Western states of Nigeria?

**Objectives of the Study**

The main objective of this study was to assess the level of implementation of home-grown school feeding programme in UBE schools in South-Western states of Nigeria, the specific objectives of the study include:

1. To determine the relationship between the provision of funds and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria.
2. To examine the relationship between the recruitment of food vendors and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria.

**Research Questions**

The study was guided by the following research questions:
1. What is the relationship between the provision of funds and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria?

2. What is the relationship between recruitment of food vendors and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria?

Research Hypotheses
The following null hypotheses were tested at 0.05 level of significance:

HO₁ There is no significant relationship between the provision of funds and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria.

HO₂ There is no significant relationship between the recruitment of food vendors and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria.

Methodology
The study assessed the implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria. The study was guided by a cross-sectional survey research design. The population of the study consisted of 38,423 staff obtained from all the public primary schools in South-Western Nigeria. The sample size of 379 respondents was selected using the Krejcie and Morgan (1970) Table. However, the simple random simple sampling technique was employed to select the actual respondents from the various primary schools. The instrument used for data collection was tagged ‘Implementation of Home-Grown School Feeding Programme in UBE Schools Questionnaire’ (IHGSFPUBESQ). The instrument which consisted of 12 items was designed based on modified 4-point Likert Scale given as: Strongly Agree (SA=4), Agree (A)=3, Disagree (D)=2, Strongly Disagree (SD)=1. The instrument was duly validated and it yielded 0.76 as a validity index while the reliability index of 0.75 was obtained after pilot testing the instrument. Three hundred and seventy-nine (379) copies of questionnaire were administered to the respondents but fifteen (15) of them were rendered invalid by the respondents, as such, the remaining valid 364 copies of the questionnaire
were used for the data analysis of this study. The research questions were answered using the descriptive statistics of mean and standard deviation, whereas, the hypotheses were tested at 0.05 level of significance using Pearson product moment correlation.

Descriptive Analysis of Research Questions

Research Question 1: What is the relationship between the provision of funds and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria?

Table 1: Mean and Standard Deviation Responses on the Level of Provision of Funds for Implementation of “Home Grown” School Feeding Programme in South-Western Nigeria UBE Schools

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There is adequate funding of the home-grown school feeding programme.</td>
<td>40</td>
<td>28</td>
<td>146</td>
<td>150</td>
<td>2.15</td>
<td>0.45</td>
<td>Disagreed</td>
</tr>
<tr>
<td>2.</td>
<td>School receives special monthly subvention for the school feeding programme.</td>
<td>30</td>
<td>35</td>
<td>120</td>
<td>179</td>
<td>2.28</td>
<td>0.36</td>
<td>Disagreed</td>
</tr>
<tr>
<td>3.</td>
<td>The state government provides regular counterpart funds for the school feeding programme.</td>
<td>49</td>
<td>50</td>
<td>100</td>
<td>165</td>
<td>2.25</td>
<td>0.50</td>
<td>Disagreed</td>
</tr>
<tr>
<td>4.</td>
<td>There are specific funds set aside yearly in the national budget for the school feeding programme.</td>
<td>180</td>
<td>95</td>
<td>50</td>
<td>39</td>
<td>2.53</td>
<td>0.58</td>
<td>Agreed</td>
</tr>
<tr>
<td>5.</td>
<td>The school feeding programme is properly financed to help the pupils function and develop physically and intellectually.</td>
<td>43</td>
<td>20</td>
<td>161</td>
<td>140</td>
<td>2.10</td>
<td>0.40</td>
<td>Disagreed</td>
</tr>
<tr>
<td>6.</td>
<td>There is an improvement in the health and nutrition of primary</td>
<td>253</td>
<td>117</td>
<td>104</td>
<td>76</td>
<td>2.30</td>
<td>0.55</td>
<td>Disagreed</td>
</tr>
</tbody>
</table>
school due to proper funding of the school feeding programme.

| Cluster Mean | 2.26 |

Scale Mean = 2.50

Table 1 indicated the relationship between the provision of funds and implementation of home-grown school feeding programme in South-Western Nigeria UBE Schools. The details of the table showed that item 1 had the mean value of 2.15 and standard deviation of 0.45, item 2 had the mean value of 2.28 and standard deviation of 0.36, item 3 had the mean value of 2.25 and standard deviation of 0.50, item 4 had the mean value of 2.10 and standard deviation of 0.40, item 5 had the mean value of 2.53 and standard deviation of 0.55 while item 6 had the mean value of 2.50 and standard deviation of 0.55. The analysis of research question one revealed that the cluster mean of 2.26 is below the scale mean of 2.50, this implies that there is low provision of funds for the implementation of home grown school feeding programme of UBE Schools in South-Western Nigeria.

Research Question 2: What is the relationship between recruitment of food vendors and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria?

Table 2: Mean and Standard Deviation Responses on the Level of Recruitment of Food Vendors in UBE Schools in South-Western Nigeria

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Qualified food vendors are employed for the implementation of the school feeding programme.</td>
<td>60</td>
<td>34</td>
<td>140</td>
<td>130</td>
<td>2.30</td>
<td>0.35</td>
<td>Agreed</td>
</tr>
<tr>
<td>8.</td>
<td>School feeding programme has created jobs for many catering vendors.</td>
<td>50</td>
<td>39</td>
<td>100</td>
<td>175</td>
<td>2.38</td>
<td>0.46</td>
<td>Agreed</td>
</tr>
<tr>
<td>9.</td>
<td>Food vendors strictly follow the laid down guidelines for ration composition</td>
<td>54</td>
<td>45</td>
<td>105</td>
<td>160</td>
<td>2.55</td>
<td>0.55</td>
<td>Agreed</td>
</tr>
<tr>
<td>10.</td>
<td>Food vendors possess the skills required for good cooking practices.</td>
<td>80</td>
<td>44</td>
<td>180</td>
<td>90</td>
<td>2.40</td>
<td>0.40</td>
<td>Disagreed</td>
</tr>
<tr>
<td>11.</td>
<td>Food vendors are properly trained to understand the objectives of the school feeding programme.</td>
<td>48</td>
<td>41</td>
<td>140</td>
<td>135</td>
<td>2.23</td>
<td>0.48</td>
<td>Agreed</td>
</tr>
</tbody>
</table>
There is poor feeding of pupils with meals that are not properly cooked to help in nourishing their bodies and improve their health status.

Table 2 indicated the recruitment of food vendors for the implementation of home-grown school feeding programme in South-Western Nigeria UBE Schools. The details of the table showed that item 7 had the mean value of 2.30 and standard deviation of 0.35, item 8 had the mean value of 2.38 and standard deviation of 0.46, item 9 had the mean value of 2.55 and standard deviation of 0.55, item 10 had the mean value of 2.40 and standard deviation of 0.40, item 11 had the mean value of 2.23 and standard deviation of 0.48 while item 12 had the mean value of 2.20 and standard deviation of 0.25. The analysis of research question two showed that the cluster mean of the value of 2.34 is below the scale mean of 2.50, as such, there is a low level of recruitment of food vendors for the implementation of home-grown school feeding programme UBE Schools in South-Western Nigeria.

Testing of Hypotheses

**Hypothesis 1:** There is no significant relationship between the provision of funds and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria.

Table 3: Correlation Coefficient Analysis Showing the Relationship between Provision of Funds and Implementation of Home-Grown School Feeding Programme in South-Western Nigeria UBE Schools

<table>
<thead>
<tr>
<th>S/N</th>
<th>Variable</th>
<th>Df</th>
<th>r-cal</th>
<th>r-tab</th>
<th>Level of Sig. Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provision of Funds</td>
<td>2.15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Implementation of School Feeding Programme</td>
<td>2.10</td>
<td>3838</td>
<td>0.45</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

Table 3 indicates the correlation coefficient of a significant relationship between the provision of funds and implementation of home-grown school feeding programme UBE Schools in South-Western Nigeria.
feeding programme in South-Western Nigeria UBE Schools. The analysis of hypothesis one revealed that the r-calculated value is 0.45 while the r-table value is 0.194 at the significant level of 0.05 and 3838 as the degree of freedom. Since the calculated value of 0.45 is above the table value of 0.194, the null hypothesis was rejected which means that there was a significant relationship between the provision of funds and implementation of home-grown school feeding programme in South-Western Nigeria UBE Schools.

**Hypothesis 2:** There is no significant relationship between the recruitment of food vendors and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria.

Table 4: Correlation Coefficient Analysis Showing the Relationship between Provision of Funds and Implementation of Home Grown School Feeding Programme in South-Western Nigeria UBE Schools

<table>
<thead>
<tr>
<th>S/N</th>
<th>Variable</th>
<th>Df</th>
<th>r-cal</th>
<th>r-tab</th>
<th>Level of Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recruitment of Food Vendors</td>
<td>2.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Implementation of School Feeding Programme</td>
<td>2.20</td>
<td>3838</td>
<td>0.40</td>
<td>0.194</td>
<td>0.05</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>0.194</td>
<td>0.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 indicates the correlation coefficient of the significant relationship between recruitment of food vendors and implementation of home-grown school feeding programme in South-Western Nigeria UBE Schools. The analysis of hypothesis two revealed that the r-calculated value is 0.40 while the r-table value is 0.194 at the significant level of 0.05 and 3838 as the degree of freedom. Since the calculated value of 0.45 is above the table value of 0.194, the null hypothesis was rejected which means that there is a significant relationship between recruitment of food vendors and implementation of home-grown school feeding programme in South-Western Nigeria UBE Schools.

**Summary of Findings**

The following were the summary of the findings based on the research questions and statement of hypotheses:

1. The analysis of research question 1 on Table 1 showed that there is a low provision of funds for the implementation of the home-grown
school feeding programme in South-Western Nigeria UBE schools. The findings of hypothesis 1 on Table 3 showed that there was a significant relationship between the provision of funds and implementation of home-grown school feeding programme in South-Western Nigeria UBE schools.

2. The analysis of research question 2 on Table 2 showed that there is a low level of recruitment of food vendors for the implementation of the home-grown school feeding programme in South-Western Nigeria UBE schools. The findings of hypothesis 2 on Table 4 showed that there was a significant relationship between the recruitment of food vendors and implementation of home-grown school feeding programme in South-Western Nigeria UBE schools.

Discussion of Findings
The findings of the study revealed that there was a significant relationship between the provision of funds and implementation of home-grown school feeding programme in South-Western Nigeria UBE Schools. The details of the analysis of hypothesis one showed that the r-calculated value is 0.45 while the r-table value is 0.194 at the significant level of 0.05 and 3838 as the degree of freedom. The findings of the study agreed with Machocho (2011) who found out that the biggest challenge facing the implementation of home-grown school feeding programme was the rising cost of food commodities since there are inadequate funds for the management of home-grown school feeding programme in Kathonzweni District. The findings of the study also confirmed the position of Onyubiko (2012) cited in Uwameiye & Salami (2013) who maintained that funds are inadequate for the implementation and goal attainment of the UBE scheme in South-East and South-South Geopolitical Zones. Funding plays an inevitable role in the implementation of the UBE scheme. Funding is the provision of financial resources to finance a need programme or project. The importance of funding educational programmes for the growth and smooth implementation of educational policies cannot be ignored. The situation is however different in South-Western UBE schools as the findings of this study indicated that school feeding programme is underfunded which hinder the successful implementation programme. This means that
without adequate funding, the goals of school feeding in UBE remained an exercise in futility. If the school feeding programme is adequately funded, the money could provide adequate meals for pupils and enhance their learning abilities. As revealed by the study, despite the federal government effort of providing free meals to all pupils in UBE schools, the situation in South-western Nigeria worrisome as many children in the area do not still have access to free meals which influence some children of school-going-age still found roaming the streets during school hours thereby countering the mandatory nature of UBE programme despite the Nigerian Child Right Act which states that “every child has the right to free, compulsory and Universal Basic Education at least up to junior secondary education. Adequate funding is a critical element in the implementation process of any programme. School feeding in Nigeria is expected to be funded by the federal and state governments, donor agencies, non-governmental organizations, corporate organizations and religious bodies. However, as revealed by the findings of this study, school feeding programme implementation is limited by inadequate funds for providing the necessary food items, kitches equipment and employment of qualified food vendors to ensure that the objectives of the programmes are achieved in South-western Nigeria.

The findings of the study on table 4 (hypothesis 2) further indicated that there was a significant relationship between the recruitment of food vendors and implementation of home-grown school feeding programme in UBE schools in South-Western Nigeria. The details of the analysis of hypothesis one showed that the r-calculated value is 0.40 while the r-table value is 0.194 at the significant level of 0.05 and 3838 as the degree of freedom. The findings of the study concurred with Akpani (2014) who concluded that there is a positive influence of recruitment of qualified food vendors on the implementation of school feeding programme and pupils participation in primary schools in Kenya. Recruitment of food vendors is a logical step that influences the implementation of the home-grown school feeding programme. Recruitment generally is the process of finding and hiring the best-qualified candidate (from within or outside an organization) for a job opening, in a timely and cost-effective manner. Recruitment of food vendors refers to the processes involved in choosing
or selecting suitable candidates to prepare and serve meals to the primary school pupils during school hours. The recruitment process includes analyzing the requirements of a job, attracting employees to that job, screening and selecting applicants, hiring, and integrating the new employee to the organization. Although the food vendors are very essential to the successful implementation of the programme, officials at the social investment units do not recruit cooks who are not within the school area. Such action is affecting the timely delivery of meals to the pupils.

**Conclusion**
The following conclusions were drawn based on the findings of the study:
The study concluded that there is poor implementation of home-grown school feeding programme in UBE schools in South-Western because of inadequate funding.
Qualified and experienced food vendors are not employed to enhance the successful implementation of the home-grown school feeding programme in UBE schools in South-Western Nigeria.

**Recommendations**
The following recommendations were made based on the findings of this study:

1. The various state governments in South-Western Nigeria should solicit for special intervention funds from donor agencies like United Nations Educational Scientific and Cultural Organization (UNESCO), European Union (EU), African Union (AU) among others to facilitate the successful implementation of the home-grown school feeding programme in the UBE schools.
2. As revealed by the findings of this study, the State Universal Basic Education Boards in South-Western Nigeria are not effective in conducting the recruitment exercise for engaging the services of food vendors, the study, therefore, recommended that the head of schools should be trained by the government through seminars, workshops and symposia to enable them to acquire the requisite knowledge and skills needed for proper recruitment of food vendors into the various UBE schools.
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