

Assessment of Impact of National Home Grown School Feeding Programme on The Academic Performance Of Pupils In Selected Primary Schools, Orire Local Government, Oyo State.

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Abstract:

Background: Hunger during school may prevent children from benefiting from education. Although many countries have implemented school feeding programs, school-feeding programs are popular development assistance programs in both developed and developing countries, but have previously had few sound, empirical assessment and analyses of their effectiveness on academic performance in most developing countries like Nigeria. The study assessed the National Home Grown School Feeding Programme of primary school pupils in Oyo State, Nigeria. It was done with a view to determine its impacts on academic achievement of the pupils as well as the impact of the programme on the attendance of pupils and learning environment of the selected schools, the study also elicit the limitations of the programme in implementation.

Materials and Methods: The study is a descriptive research design and obtained data through a structured questionnaire and checklist administered in 30 randomly selected schools in Orire Local Government of Oyo state. The retrieved data were analyzed using a descriptive statistics, chi-square.

Results: The results showed that 10% out of the 88 students that were Poor academically before the pogramme 10.2% remained Poor, 9.1% moved to Below Average while 42% moved to Good in their academic also, out of the 30 pupils that were below average before the school feeding programme started 6.7% dropped to Poor, 13.3% remained in the level of Below Average, 30% moved to Average, 23.3% improved in their academic to Good and 16.7% excellent. Also ,in the result showing the effect of the programme on attendance, 508 pupils were regular before and 93.7% f the regular ones remained regular and out of the 242% that were irregular before the programme 88.8% of them became regular.

Conclusion: Generally, the research reveals that the school feeding programme has more impact on attendance than on academic achievement of pupils.

Key Word: School feeding programme, NHGSFP, academic acheivement and school feeding programme.

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I. Introduction

Access to universal primary education has been a key policy priority for many countries trying to meet the Millennium Development Goals (MDGs), the World Bank in 1999 affirmed that; when you give people a hand out or a tool, they live a little better. Despite the fact that access to education is steadily expanding across developing countries with enrollment in a higher education rising sharply, a number obstacles such as poverty and hunger still kept about 67million children of primary-school age out of school of whom 43% are in Africa (Esther , 2017). Many countries, both developing and developed, have invested large sums of money in school feeding programs to improve attendance, achievement levels, and nutritional status, and sometimes to provide extra income for poor families by reducing the amount of money they spend on food (Christine *et al.*, 1998).

School feeding programmes constitute critical interventions that have been introduced in many developed and developing countries of the world to address the issue of poverty, stimulate school enrolment and enhance pupils' performance. The introduction of the school feeding is traced to the Millennium Development Goals (MDGs) initiative and several conferences held thereafter by African leaders which aimed to tackle issues, such as peace, security, good economic, political and corporate governance and to make the continent an attractive destination for foreign investment (Adekunle *et al.*, 2016).

No fewer than nine million pupils in 29 states in Nigeria are currently getting free meals under the National Home Grown School Feeding programme with about 96,000 cooks engaged across the affected states says Mr Dotun Adebayo, the programme operational manager (Pulse.ng, 2019). Oyo state is one of the states where this programme was first flag off. This study is planned to assess the impact the NHGSF programme has

on the academic performance of the pupils in the selected schools in Oyo State and the impact on attendance will be evaluated.

II. Material And Methods

Study Design: Descriptive analysis research method on randomly selected schools

Study Location: The study area's are public primary schools in Orire local government of Oyo state. Orire is a local government in Oyo state created in 1989 is located at Latitude 8.374590, Longitude 4.156722 and has its administrative headquarters in the town of Ikoyi. It is bordered by Atiba local Government Area, Olorunsogo and Surulere LGAs; Orire Local Government Area counts as one of the largest LGA of the state both in area covers and in population, the Local Government covers an area of 2,116km² and has a total population of 150,628 from the 2006 census with postal code 210. Orire local government area which is found in Oyo North Geopolitical zone of Oyo State. Oyo state has a total of 1,481 public primary schools said to be benefitting from NHGSF programme with 81 schools in Orire Local government Area.

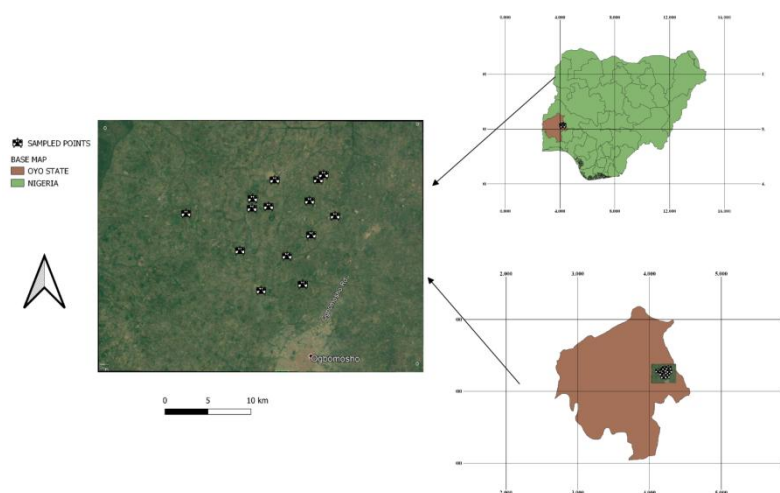


Figure 1: showing some of the sampled schools in Orire Local Governmnet of Oyo Sate, Nigeria

Study Duration: May, 2019 to December, 2019.

Sample size: 30 Schools.

Sample size calculation: In this study random sampling was adopted by the researcher who randomly selected 30 schools from the total of 81 schools we have in Orire local government. The sample size was determined using *Leslie Fisher's formula* for the calculation of sample size for single proportions

$$n = z^2 pq / d^2$$

Where:

Z is the standard normal deviate at 95% confidence interval which is 1.96

P is the proportion from previous studies relative to objectives of the study; 2% (Tiruneh, Biffu, Tumebo, & Kelkay, 2016);

q is 1-p; 1-0.02 = 0.98

d is the error margin which is 5% (0.05)

z=1.96, p=0.02, q=0.98, d=0.05

$n = 1.96^2 * 0.02 * 0.98 / 0.05^2$

$n_0 = 30$

Procedure methodology

The researcher made use of questionnaires and oral interview. The question was divided into three parts; A and B.

SECTION A: This section was framed to obtain information on the learning environment of the schools sampled.

SECTION B: This section was framed to compare the academic performance and attendance of pupils before and after the school feeding programme started.

Statistical analysis

Questionnaires were sorted out to check for errors and omission at the end of the data collection exercise. Thereafter, data were entered into the computer and analyzed using SPSS version 20.0.

1. Univariate analysis e.g by using charts and graphs for learning environment and sanitary condition
2. Bi-variate analysis e.g Chi-square table to compare academic performance and attendance rate.

III. Result

Table no 1: The Chi square table comparing the academic performance of pupils before and after NHGSF (

Variables	Sub-variables	Academic Performance of Pupils Before NHGSF					Statistical Indices
		Poor (%) n= 88	Below Average (%) n= 30	Average (%) n= 285	Good (%) n= 290	Excellent (%) n= 57	
Academic Performance of Pupils After NHGSF	Poor	9 (10.2)	5 (16.7)	8 (2.8)	3 (1.0)	0 (0.0)	$\chi^2 = 40.000$ $p < 0.001$
	Below Average	8 (9.1)	4 (13.3)	6 (2.1)	3 (1.0)	2 (3.5)	
	Average	33 (37.5)	9 (30.0)	102 (35.8)	93 (32.1)	13 (22.8)	
	Good	37 (42.0)	7 (23.3)	146 (51.2)	163 (56.2)	13 (22.8)	
	Excellent	1 (1.1)	5 (16.7)	23 (8.1)	28 (9.7)	29 (50.9)	

n=750)

* Statistically significant at $p < 0.05$ #- Pearson used because at least one cell has an unexpected value less than five.

Table no 2: showing the chi square table comparing the attendance of pupils before and after NHGSFP (n=750).

Variables	Sub-variables	Attendance of Pupils Before NHGSF		Statistical Indices
		Regular (%) n= 508	Not Regular (%) n= 242	
Attendance of Pupils After NHGSF	Regular	476 (93.7)	190 (88.8)	$\chi^2 = 38.020$ $p < 0.001$
	Not Regular	32 (6.3)	52 (21.5)	

Statistically significant at $p < 0.05$ #- Pearson used because at least one cell has an unexpected value less than five.

IV. Discussion

In table 1, the academic performance of pupils before and after the NHGSF were shown.

For all the 88 students that were academically poor before the NHGSF, 9 (10.2%) of them still remained poor after the program while 8 (9.1%) of them moved to below average, 33 (37.5%) were on average. Additionally, a significant proportion of them spur to good academically 37 (42%) while a small part of them became excellent 1(1.1%) at the end of the program. In the same vein, out of those 30 pupils that were below average before the program, few saw their performance reduced to poor 5(16.7%), 4 (13.3%) of the remained below average as they were, while 9(30%) are on average academically. A small proportion of them increased to good 7(23.3%) while 5(16.7%) became excellent academically, these positive upgrade in academic performance can in a way, be attributed to the feeding program. For the 285 pupils that were on average before the program commenced, 8 (2.8%) of them saw their performance reduced to poor, 6 (2.1%) of them became below average pupils while 102 (35.8%) of them remained average students at the end of the program. A larger percentage 146(51.2%) of the pupils moved from being average students to good and those that became excellent accounts for 23 (8.1%) only. Furthermore, in terms of 290 pupils that were good before the program started, a small part of them became poor and below average, 3(1.0%) respectively. That is not the case for those that became average with a relatively number of them, 93 (32.1%) at the end of the program. Those that remained good before and after the program accounts for 163 (56.2%) while those that saw their performance elevated from good to excellent amount to 28 (9.7%). Finally, statistic shows that out of the 57 pupils that were performing

excellently before the program started, none of them had poor (0%) at the end of the program. Only 2 (3.5%) had their performance dropped to below average, this caught the attention of the researcher who got to understand that they are werer been faced with some domestic issues which led to the drop in academic performances, while those that became average and good accounts for 13 (22.8%) respectively. Majority of them 29 (50.9%) still keep up with their excellent performance before and after the program.

In table 2, the attendance of pupils before and after the NHGSF were shown.

For those 508 pupils that were regular at school before the program started, a larger percentage of them are still regular 476(93.7%) while few of them became irregular 32 (6.3%). In the same vein, out of the 242 pupils that were not regular before the program started, majority of them became regular in school 190 (88.8%) and this can of course be attributed to the feeding program which positively spur the attendance of irregular students, this is in agreement with the research carried out by Esther (2017), on how the school feeding program influences the retention of pupils in public primary schools in some selected schools in Kenya, where it was realized that 50.7% of the respondents agreed that school feeding programme reduced dropout rates hence enhance the retention of pupils, in another study by Frederick (2014), also supported the researchers result when he was evaluating the influence of school feeding programme in some schools in South Africa, from the data collected, 89% of the teachers agreed that the pupils are motivated to come to school because of the free food they are served, also Elijah and Frederick (2014) in their research on the effect of national school feeding programme on pupils' enrollment in Ghana also noted that the implementation of the school feeding programme in the study area has actually resulted in a phenomenal increase in pupils' attendance in school where it was said that about 65.4% of the pupils attend school throughout the week. The result presented by this research on school feeding programme and pupils' attendance also agrees with a study conducted by Adekunle and Christiana (2016), on the effects of school feeding programme on enrollment and performance of public elementary pupils in Osun state Nigeria, it was gathered from their study that 78.4% of the repsomdents strongly agreed that school feeding programe encourages punctuality of pupils in schools and 58.6% indicated that the school feeding programme has encouraged regular pupils' attendance in schools. Only few of them are still not regular 52(21.5%), a circumstance which cannot be measure through the program.

V. Conclusion

The research work shows that the school feeding programme has an higher impact on the attendance of pupils than on academic performance. From the result of the analysis, the school feeding programme was able to increase the population of school attendance and regularity in school, comments from the educators also suggested that there are times that food will not be brought to a school for weeks and during the period the attendance in classes usually drop.

It is therefore concluded that the programme was able to achieve the first benefit of the programme stated in the address of the vice president of the Federal Republic of Nigeria during the launching of the NHGSF programme in 2016, the benefit which states that; "It will improve school enrolment and completion and curb the current dropout rates from primary school estimated at 30% and thereby also reduce child labour".

And does have a lesser significant impact on the last part of the second benefit stated in the address of the vice president which states that; "It will improve child nutrition and health. As a result of poverty many children have poor nutrition and worrying health status, which affects learning outcomes".

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