

**INFLUENCE OF SCHOOL FEEDING PROGRAMME ON ENROLMENT,
RETENTION AND ACADEMIC PERFORMANCE OF PRIMARY SCHOOL
PUPILS IN KADUNA STATE, NIGERIA**

BY

IBRAHIM ABDULLAHI DOGARA

P15EDPC8013

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING,
AHMADU BELLO UNIVERSITY,
ZARIA**

AUGUST, 2019

**INFLUENCE OF SCHOOL FEEDING PROGRAMME ON ENROLMENT,
RETENTION AND ACADEMIC PERFORMANCE OF PRIMARY SCHOOL
PUPILS IN KADUNA STATE, NIGERIA**

BY

IBRAHIM, Abdullahi Dogara

B. ED SOCIAL STUDIES (A.B.U, ZARIA)

M.ED P15EDPC8013

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES, AHMADU BELLO UNIVERSITY ZARIA, NIGERIA, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF
MASTER IN EDUCATIONAL PSYCHOLOGY**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,
AHMADU BELLO UNIVERSITY,
ZARIA-NIGERIA**

AUGUST, 2019

DECLARATION

I Ibrahim Abdullahi Dogara P15EDPC8013 declare that this dissertation title Influence of School Feeding Programme on Enrolment, Retention and Academic Performance of Primary School Pupils in Kaduna State, Nigeria, has been conducted by me in the Department of Educational Psychology and Counseling, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of reference provided. No part of this Dissertation was previously presented for another degree or diploma at this or any other institution or university.

IBRAHIM, Abdullahi Dogara
P15EDPC8013

Date

CERTIFICATION

This Dissertation titled Influence of School Feeding Programme on Enrolment, Retention and Academic Performance of Primary School Pupils in Kaduna State, Nigeria, meets the regulation governing the award of Master's Degree of Educational Psychology of Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

Prof K. Mahmoud
(Chairperson, Supervisory Committee)

Date

DR. H. A. Tukur
(Member, Supervisory Committee)

Date

Prof. A. I. Muhammed
(Head Department of Educational
Psychology and Counseling)

Date

Prof. S. Abdullahi
(Dean, School of Postgraduate Studies)

Date

DEDICATION

This Dissertation is dedicated to my late father Ibrahim Abdu and my mother Hauwa'u Yusuf whose tireless efforts made it possible for me to obtain this level of education.

ACKNOWLEDGEMENT

All praise is to Almighty Allah who gave me the health, ability, courage and opportunity to pursue this level of education.

The researcher's limitless appreciation goes to his first supervisor Prof. K. Mahmoud for her tireless effort and guidance right from the beginning to the end and my second supervisor Dr. H. A. Tukur. I appreciate all her effort and guidance throughout the work. The hard work and adherence principles of the two supervisors have made the research possible and made me proud of them because their principles of supervision broaden my horizon and frontier of understanding. They are mothers worthy of emulation. May God Almighty bless them abundantly.

The researcher's special regard goes to the Head of Department of Educational Psychology and Counseling Prof. A. I. Muhammad, Prof. M. Balarabe and Dr. Y. Umaru for their contribution to the success of the work.

The researcher will like to show his gratitude to his internal and external examiners Prof. S. A. Bichi, Prof. M. I. Abdullahi and Prof S. Mamman and his lecturers and entire academic staff of the department such as Prof. E. F. Adeniyi, Prof. R. M. Bello, Prof. S. Sambo, Prof. M. I. Abdullahi Prof. D. Oliagba, Dr. L. K. Maude. Dr. G. L. Likko, H. Muhammad and H. Umar Your academic and moral training has shape my attitude toward my studies. May God Almighty bless you all and the entire non-academic staff of the Department.

Special thanks go to my mother H. Yusuf and my younger brother I. A. Ibrahim for their prayers and support. May God almighty reward you abundantly.

Likewise, a special thanks and appreciation goes to my wives and children F. Muhammad and B. M. Tukur and my children Anas, Khalid, Amina, Hauwa'u and Bilkisu for your patience encouragement and support. May God Almighty Allah bless and reward you abundantly.

The researcher's acknowledgment will not end without showing appreciation to Mr. Ojo who helps me seriously during the data analysis and his friends, such as: I. Hassan, A. Ibrahim, A. Idris, I. Mansir, M. Jibril, A. S. Aliyu, M. I. Muhammad, A. Umar, K. Abdullahi, G. Yau, A. Isah, A. A. Musa, A. Muhammad and M. Mustapha. Finally, my appreciation goes Kaduna State Ministry of Education Science and Technology, Kaduna State Universal Primary Basic Education Board and Education Secretaries of the Zaria, Sabon Gari, Giwa and Kudan Local Government for given me access to data and permission to carry out the study, May God Almighty Allah bless you abundantly.

TABLE OF CONTENTS

Content	page
Title Page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Table of Contents	viii
List of Tables	xi
List of Appendices	xiii
Operational Definition of Terms	xiv
Abstract	xv

CHAPTER ONE: INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the Problem	6
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	8
1.6 Basic Assumptions	8
1.7 Significance of the study	8
1.8 Scope and Delimitation of the Study	10

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction	11
2.2 The Concept of School Feeding Programme	11
2.2.1 History of School Feeding Programme	12
2.2.2 Kaduna State School Feeding Package	16
2.2.3 Modalities of School Feeding Programme	27
2.3 Concept of Enrolment	28
2.3.1 School Feeding Programme and Enrollment	28
2.4 Concept of Retention	32
2.4.1 School Feeding Programme and Retention	32
2.5 The Concept of Academic Performance	35
2.5.1 School Feeding Programme and Academic Performance	35
2.6 Critiques of School Feeding Programmes	37
2.7 Theoretical Framework	38
2.7.1 The Abraham Maslow's Theory of Motivation	38
2.7.2 Rowley Enrolment System Theory	41
2.7.3 John Bean's Explanatory Theory of Student Retention (1980)	42
2.7.4 B. F Skinners Operant Conditioning Theory	43

2.8 Review of Empirical Studies	44
2.9 Summary of Literature Review	49

CHAPTER THREE: METHODOLOGY

3.1 Introduction	51
3.2 Research Design	51
3.3 population of the Study	52
3.4 Sample and Sampling Techniques	53
3.5 Instrumentation	54
3.5.1 Validity of the Instrument	54
3.5.2 Reliability of the Instrument	54
3.6 Data Collection Procedures	54
3.7 Procedures for Data Analysis	55

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction	56
4.2 Research Questions Answers	56
4.3 Hypotheses Testing	59
4.4 Summary of Findings	61

4.5 Discussion of Findings	62
----------------------------	----

CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATIONS

5.0 Introduction	64
------------------	----

5.1 Summary	64
-------------	----

5.2 Contribution to Knowledge	66
-------------------------------	----

5.3 Conclusion	66
----------------	----

5.4 Recommendations	66
---------------------	----

5.2 Suggestions for Further Studies	67
-------------------------------------	----

References	68
------------	----

Appendices	73
------------	----

LIST OF TABLES

	Page
Table 1:Expected Impact of HGSFHP on the MDG	15
Table 2: Proposed Menu for School Feeding programme in Kaduna State	18
Table 3: Enrolment Trend in Osun State 2002-2010 (KG. – Primary I & II)	30
Table 4: The table below shows the population of the study	52
Table 5: The school selected for the study.	54
Table 6: Cross tabulation chi-square statistic on the influence of school feeding programme on enrolment of primary school pupils in Kaduna state, Nigeria.	57
Table 7: Cross tabulation chi-square statistic on the influence of school feeding programme on retention of primary school pupils in Kaduna state, Nigeria.	58
	59
Table 8: Cross tabulation chi-square statistic on difference in the academic performance of primary school pupils three years before and after the introduction of the school feeding programme in Kaduna State, Nigeria.	
Table 9: Chi square statistic on the influence of school feeding programme on the enrolment of pupils in primary schools in Kaduna State, Nigeria.	60
Table 10: Chi square statistics on the influence of school feeding programme on retention of primary school pupils in Kaduna State, Nigeria.	61
Table 11: Chi square Statistic on difference in the academic performance of primary school pupils three years before and after the introduction of the programme in Kaduna State, Nigeria.	62

LIST OF APPENDICES

Appendix	Page
I: Research Advisors (2006)	73
II: Chi-Square Analysis	74
III: Chi-Square Table	78
IV: Kaduna State School Feeding Package	79
V: Introduction Letters	85

OPERATIONAL DEFINITION OF TERMS

The following are the important terms of the study with their definitions:

.

School Feeding Programme: Refers to the free meals given to pupils in school as incentives to boost enrolment, retention and academic performance among primary school pupils.

School Enrollment: Refers to the demographic data of pupils who officially registered in school.

School Retention: Refers to the act of keeping pupils' in school throughout the school hours every day and to the end of an academic session.

Academic Performance: Refers to the extent in which students have achieved their short or long-term educational goals.

ABSTRACT

The study investigated the influence of school feeding programme on enrolment, retention and academic performance of primary school pupils in Kaduna state, Nigeria. Ex post facto design was employed in the study. The study had three objectives with three formulated and tested hypotheses. The population of the study was 592,060 of which 430,688 were primary pupils and 161,372 were primary six pupils within the 23 Local Governments Areas of Kaduna State. The study has 384 samples of which simple purposive sampling technique was employed in the selection of four local governments for the study, where four schools were purposively selected from each Local Government Area which the total of 16 schools for the study. An existing data on enrolment, retention and academic performance of the pupils was used in relation with the school feeding programme for the study. Chi-square statistical tool was used to test the three hypotheses of the study at 0.05 alpha level of significance. Findings of the study revealed that there is significance influence of school feeding programme on enrolment of primary school pupils in Kaduna State, Nigeria because the calculated p value of 0.002 is lower than the 0.05 alphas level of significance. The second finding revealed that there is significant influence of school feeding programme on retention of primary school pupils in Kaduna State, Nigeria because the calculated p value of 0.000 is lower than 0.05 alpha level of significance. While the third finding of the study proved that the compared common entrance exams of three years before and three years after the introduction of school feeding programme in Kaduna State, Nigeria has marked a significant improvement in the academic performance of primary school pupils. This is because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance. The study recommended that School Feeding Programme should be sustainable in all public primary schools because it has positive influence on pupils' enrolment, retention and academic performance in Kaduna State, Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Federal Government of Nigeria in collaboration with the States and Local Governments have made many policies and programmes with the aim of giving educational right to all citizens across the country. Some of the policies and programmes include; Universal Primary Education (UPE), Universal Basic Education (UBE) which makes the public primary schools education free and compulsory across the country with the aim of giving the citizens an opportunity and right to at least have primary education.

But with all these programmes and policies in the country, great numbers of vulnerable and low-income earners were not able to send their children to school. This is because, majority of them are not capable of satisfying their basic needs. The children are not after schooling but rather battling with their basic needs, such as foods, good drinking water and many others. As a result of that many vulnerable children in the country, hunger had become a barrier to their educational right which in turn affected the school enrolment and retention. A hunger-stricken child is not only unable to enroll in school at the right age but also cannot attend school properly even if enrolled. Besides, such children are also likely to quit school because they have to deal with their immediate subsistence needs before they get ready for schooling (Douben, 2006).

The Federal Government of Nigeria in collaboration with New Partnership for African Development (NEPAD), World Food Programme (WFP), United Nations International Children's Education Fund (UNICEF), and other International Development Partners

(IDPs), developed the Home Grown School Feeding and Health Programme (HGSFHP) for the first time in Nigeria under the leadership of President Obasanjo with the aim of improving the primary schools' enrolment and regular attendance. The programme was officially launched on Monday 26th September, 2005 where twelve (12) states were selected by the Federal Government as pilot states for the programme. The states selected were, Osun, Bauchi, Edo, Enugu, FCT, Imo, Kano, Kogi, Nassarawa, Niger, Ogun and Yobe. One among these states succeeded and continues with the programme while the rest stopped it for the reasons base known to them. One of the States that succeeded and continue with the programme is Osun.

The Present Government in collaboration with the States Government re-introduced the programme as a social safety package for primary school education. The plan to re-introduce the programme was first announced by the vice president Osibanjo at the 45th Annual Accountants conference of the institute of chartered Accountants of Nigeria (ICAN) in Abuja (Okoroafor, 2016).

School feeding programme according to World Bank is a targeted school safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism and improving food security at the household level (world food programme, 2008). While Adelakun (2009) defined School feeding programme as the provision of at least one meal such as breakfast or lunch for pupils every day in the school.

Seoketsa (2007) Mentions that, the aims of the Primary School Feeding Programme was to develop the learning ability of school-going children alleviate poverty and also create

women empowerment. Branca and Ferrari (2002) in confirming the objectives of the school feeding programme said that, it aims at promoting quality education by ensuring that children become active when learning, reduce if not eradicate short term hunger, provide food as a means of an incentive for children to attend school regularly and, finally, ensure that the problem of malnutrition is addressed.

School Feeding Programme and Students' Enrollment: hunger became one of the major problems in child education which led to low school enrollment, low school attendance low retention and high student drop-outs (Ahmed, 2004). As a result of these reasons the level of education in most developing countries has become very low although both private and social returns to education are recognized to be high in the educational sector (Adelman, Gilligan & Lehrer, 2008). School feeding program has been proved useful in improving school enrollment and attendance among school-age children, particularly girls in some countries like Niger, Kenya and Ethiopia.

Academic performance of every child at any level of learning stand as the measure that shows the capability of an educational setting in modeling the character and behavior of a child. Since students are at the core of learning process, motivation is a fundamental recipe for academic success. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to job role, subject, or to make an effort to attain a goal. School feeding programme as an extrinsic motivation can serve as a factor that can help to boost the academic performance of pupils in primary schools. SFP is essential in any country whether it was developed or developing. The primary assumption of SFP is that education and learning depend on good nutrition (Briggs, 2008). School health and nutrition also determined factors that kept children out of school and reduced their

ability to learn effectively (Save the children USA, 2007).SFP was mainly implemented with the purpose of achieving the following results; Increase enrolment and retention, alleviate short term-hunger, improve nutritional status and improve micronutrient status and increase learner's academic performance (WFP, 2004).Although the importance of education had been internationally acknowledged, it was estimated that in developing countries as many as 26% of boys and 30% girls of primary school age are not attending school (UNDP, 2003). According to United Nations' World Food Program (WFP, 2010), in developing countries, almost 60 million children go to school hungry everyday about 40% of them in Africa. Among the poor, there is often not enough food at home, and most schools in developing countries lack canteens or cafeterias. School meals are a good way to channel vital nourishment to poor children. Having a full stomach also helps them to concentrate better on their lessons (WFP, 2010). In countries where school attendance is low, the promise of at least one nutritious meal each day boosts enrolment and promotes regular attendance. Parents are motivated to send their children to school instead of keeping them at home to work or care for siblings (WFP, 2010). The WFP also believes that in the poorest parts of the world, a school meal program can double primary school enrolments in one year.

School feeding programme and pupil's retention is another important issue that affects the education standard of primary school pupils. Hagedorn (2005) has stated that retention is an institution's key performance indicator, which can also be used to assess the relative success or failure of an institution. Finding out whether free school meal at primary education can enhances educational opportunity among primary school pupils toward improving their

retention level in schools. According to Akresh (2008) enrolling and retaining a child in school involves decision making after considering many variables which include parental believed and expectations on the value of education. Mba (2001) admits that education and learning may be frustrating for students' from poor socio-economic status which may lead to drop-out poor enrollment and low retention of pupils in school. When most of the children who were not able to coup up with the school situation go back to school as a result of the free school meal, a number of school drop-out may eventually decrease and students retaining may likely improve.

Kaduna State is one of the states located at the North Western part of Nigeria and is the third most populated state in the country. The state was seen as one of the major center of learning in the country with high concentration of institutions of learning. Such as: Ahmadu Bello University (A.B.U), Nigerian Defense Academy (NDA), Federal College of education, Zaria, Nigerian College of Aviation Technology, National Institute of Transport Technology (NITT) and many others. But great number of children in the state were not benefiting from this great opportunities. This is because a large number of the low-income earners and vulnerable parents in the state are not after the education of their children but rather they are struggling for the basic immediate needs of their family which always take away their mind from the second most important role of parenthood to their children. It was as a result of this, Kaduna State Government under the leadership of El-Rufai kicked off the school feeding programme in both urban and rural primary schools across the state with the aim of giving educational opportunity to all children in the state.

To achieve the set objectives of the programme in the state, Kaduna State Government in collaboration with the Federal Government of Nigeria adopted the School Feeding Program in 2016. The programme was in line with the agreement between the states government and the federal government. Where the Federal Government will fund the feeding of primary one to three (1-3) pupils and the states are expected to fund the feeding of primary Four to Six (4-6) in their various states. It was in line with this agreement Kaduna State Government kicked off the programme on 18th January, 2016. The government aim at using the programme to boost school enrolment and retention, improve health status of the children and women empowerment. It was in line with this, the researcher investigated the influence of school feeding programme on enrollment, retention and academic performance of primary school pupils in Kaduna State, Nigeria.

1.2 Statement of the Problem

Students' enrolment, retention and academic performance are some of the existing problems that affect primary schools education in Kaduna State, Nigeria. This is because most of the children who attend to public primary schools in both urban and rural areas in the state come from the vulnerable and low-income families, where hunger serves as a barrier to their basic education. The present government comes up with a social intervention in the educational sector of the state with the aim of uplifting the standard of education.

School Feeding Programme as a social safety net in both educational and health development programme, the initiators of the programme stated that the programme has significant value at the level of child educational and health development. Likewise, it plays

a significant role in building the child's physical, emotional and cognitive ability which in turn can give him/her the potentials of learning.

Kaduna State Government in collaboration with the Federal Government introduced School Feeding Programme in the state with the aim of improving students' enrolment, retention and academic performance of primary school pupils. Although there are other reasons why the government introduced the programme but these three issues are the major concern of this study. It was in line with this the researcher investigated the influence of school feeding programme on enrollment, retention and academic performance of primary school pupils in Kaduna State, Nigeria.

1.3 Objectives of the Study

The study has the following objectives:

1. To determine the influence of school feeding programme on enrolment of primary school pupils in Kaduna State, Nigeria.
2. To assess the influence of school feeding programme on retention of primary school pupils in Kaduna State, Nigeria.
3. To find out the influence of school feeding programme on academic performance of primary school pupils three years before and three years after the introduction of the programme in Kaduna State, Nigeria.

1.4 Research Questions

The following are the research questions for the study:

1. Does the school feeding programme have any influence on the enrolment of primary school pupils in Kaduna State, Nigeria?

2. Does the school feeding programme have any influence on the retention of primary school pupils in Kaduna State, Nigeria?
3. Is there any difference between the academic performance of primary school pupils three years before and three years after the introduction of school feeding programme in Kaduna State, Nigeria?

1.5 Research Hypotheses

The following are the research hypotheses for the study:

1. There is no significant influence of school feeding programme on enrolment of primary school pupils in Kaduna State, Nigeria.
2. There is no significant influence of school feeding programme on retention of primary school pupils in Kaduna State, Nigeria
3. There is no significant difference between the academic performance of primary school pupils three years before and three years after the introduction of school feeding programme in Kaduna State, Nigeria

1.6 Basic Assumptions:

The study assumes that:

1. Enrollment of primary school pupils has been influenced by school feeding programme in Kaduna State, Nigeria.
2. Retention of primary school pupils has been influenced by school feeding programme in Kaduna State, Nigeria
3. Academic performance of primary school pupils has been influenced by school feeding programme before and after its introduction in Kaduna State, Nigeria.

1.7 Significance of the Study:

The study aim at generating useful information's that will serve as a great value to the government officials, education policy makers, parents, teachers and school managers. The study find out useful information on the influence of school feeding programme on enrolment, retention and academic performance of primary school pupils in Kaduna State, Nigeria. The above mentioned stake holders will benefit with this research information's in the following ways.

The findings of the study is useful to government officials because of the role played by the free school meal on the students' enrolment, retention and academic performance of primary school pupils. They will get to know the effects of the programme on primary school pupils' enrollment, retention and academic performance in the educational sector through publications, seminars, conferences and media charts. It will help them to know how the beneficiaries of the programme value the scheme.

The finding of this study is also useful to policy makers because the information generated in this study is beneficial for their education policy making. The role played by the free school meals on primary school pupils' enrollment, retention and academic performance will help them in designing their policies. They will get to know the findings of this research through publications, seminars, conferences and media charts.

Likewise, parents get to know the relevance and irrelevance of this programme to their children education. The findings of the study proved the reasons why the government initiated the scheme at the primary education level. They will get to know this through seminars, conferences and media charts on the findings of this study.

Teachers as the major stake holders to child education in school, information generated on this study is valuable to them. The findings of the study have proved the relevance and irrelevance of the programme to the educational development of their students and the reasons why the government initiated the programme. They will all get to know this through publications, seminars, conferences and media charts on the findings of this research.

1.8 Scope and Delimitation of the Study

The study covered the 23 Local Governments Areas of Kaduna State, with delimitation in scope of the study. Four Local Governments were considered for the study out of the 23 which consists of Giwa, Kudan, Sabon Gari and Zaria. The study delimited private primary school pupils and considered only public primary school pupils for the study. The study also delimited other levels of education and considered only primary one (1) pupils enrolment and retention with academic performance of primary six (6) pupils. Enrolment data was generated from Kaduna State Ministry of Education Science and Technology while school registers were used to find out the retention rate of the pupils and common entrance result of primary six pupils was generated from the schools. Common entrance results of three (3) years before and three years after the introduction of the school feeding programme in Kaduna State, Nigeria was considered for the analysis of academic performance of primary six pupils. The study find out the influence of school feeding programme on enrolment, retention and academic performance of primary school pupils in Kaduna State, Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, related literature with regard to the conceptual framework, theoretical framework, empirical studies and summary on school feeding programme and pupils' enrolment, retention and academic performance are presented under the following headings:

2.2 The Concept of School Feeding Programme

School feeding programme according to World Bank is a targeted school safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rate, reducing absenteeism and improving food security at the household level (WFP, 2008).

While, Adelakun (2009) defined School feeding programme as the provision of at least one meal such as breakfast or lunch for pupils every day in the school. Seoketsa (2007) mentions that, the aims of the Primary School feeding Programme was to develop the learning ability of school-going children, alleviate poverty and also create women empowerment. While United Nations Education Scientific and Cultural Organization (UNESCO) (2008) reported that school feeding programme is a safety net that has proved effective in protecting vulnerable school children while providing nutrition, health, education and gender equality benefits, along with a wide range of socio-economic gains.

Branca and Ferrari (2002) in confirming the objectives of the school feeding programme said that, it aim at promoting the quality of education by ensuring that children become active when learning, reduce if not eradicate short term hunger, provide food as a means of

an incentive for children to attend school regularly and, finally, ensure that the problem of malnutrition is addressed.

2.2.1 History of School Feeding Programme

In 1930s, the United States and the United Kingdom utilized food for education (FFE) to improve children's health (Gokah, 2008). These early programs took the form of school feeding program (SFP), when participants were fed meals at school. In Brazil after the Second World War in 1945, School Nutrition and Food Security Program (SNFSP) in schools was introduced (Swartz, 2009). In the implementation of this program, Brazil adopted a decentralization approach as a strategy to manage the program. Brazil also introduced the local school meals councils, which involved representatives from the government, teachers, parents and civil society organizations (WFP, 2009). South Africa also introduced free supply of milk as school feeding program in the early 1940's for schools of whites and colored. The program provided fortified biscuits, nutrient supplementation or full meals (Tomlinson, 2007). The SFP was also introduced in Malawi and it was called Food for Education (FFE). It served school meals and/or snacks in order to reduce short-term hunger and achieve commonly expected academic outcomes to improve school enrollment, attendance and learning capacity. In Malawi in general this program, targeted learners from poor families especially girls, orphans and vulnerable children (Swartz, 2009).

School feeding programme is one of the several interventions that can address some of the educational, nutritional and health problems among school age children. SPFs and other school-based nutritional and health programme can also serve as factors that motivate the

parents to enroll their children in school (Lawson, 2012).The Jomtien Conference on Education for All (EFA) in 1990 brought together world leaders in the United Nations General Assembly in New York in the year 2000 to resolve some of the problems of underdevelopment in the world. Over 189 member countries committed themselves to achieve eight goals by 2015, which have become known as the Millennium Development Goals (MDGs). These eight goals are:

1. Eradicate extreme poverty and hunger
2. Achieve Universal Primary Education
3. Promote gender equality and empower women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop Global Partnership for development

The result of that conference led United Nations World Food Programme (UNWFP) to start working towards achieving several Millennium Development Goals (MDGs) through school meal programme, with the intention of fighting hunger worldwide. The programme directly addresses the goals of reducing hunger by half and achieving UPE by 2015 (Akanbi&Emmanuel, 2011).

The School Feeding and Health Programme is, therefore, a new project that will support government action to deliver cost effective and a newprogramme in sub-Saharan Africa. The project will promote local agriculture and benefit rural farmers by using locally-sourced

food, providing regular orders and a reliable income for local farmers, the majority of whom are women, while improving the education, health and nutrition of children.

In the realization of the central goal of nutrition to education, the Federal Government of Nigeria in collaboration with the New Partnership for African Development (NEPAD), World Food Programme (WFP), United Nations International Children's Fund (UNICEF), and other International Development Partners (IDPs), developed the Home Grown School Feeding and Health Programme (HGSFHP). The programme was launched on Monday 26 September, 2005. Before formally launching the school feeding programme, the former President of Nigeria, Obasanjo, declared: "I foresee a day when Nigeria will be a nation with well-nourished and healthy children, happy and eager to attend school and complete their basic education in a friendly, conducive, attractive and stimulating learning environment" (Akanbi & Emmanuel, 2011).

Also during the launching Abai UNICEF country Representative, said that:

"There is abundant evidence to suggest that providing each child with a complete meal that is adequate in energy, protein, vitamin and minerals will not only help in making the children ready for effective learning, but will also stimulate increased enrolment, attendance, completion and educational achievement....." (Akanbi & Emmanuel, 2011, p.4)

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

Reduce hunger among Nigerian School Children

Improve the nutritional health status of school children;

Increase school enrolment, attendance, retention and completion particularly of children in rural communities and poor urban neighborhoods;

Enhance comprehension and learning achievements of pupils.

All of the above objectives are drive towards achieving the MDGs goals with the expectation that the programme will have positive impacts as shown in the table below.

Table 1: Expected Impact of HGSFHP on the MDG

MDG	EXPECTED IMPACT OF HGSFHP
Eradication of Extreme Hunger & Poverty	Reduction of child hunger Poverty in communities
Achieve Universal Pry. Education	Increase in School Enrolment, Attendance, Retention, Completion and Achievement
Gender Equality & Empowerment	Correct gender imbalance through increased girl-child enrolment in schools
Reduce Child Mortality	Improved nutritional and health status of learners
Improve Maternal Health	Improved income generation, nutrition and health education
Combat HIV/AIDS, Malaria & TB	Improved nutritional and health status of Orphans and Vulnerable Children (OVC) & Improved access to schools
Ensure Environmental Sustainability	Improved Water Supply, Hygiene and Sanitation & Greening of Schools
Promote Global Partnerships	Improved networking, team work and collaboration between the school and public/private sector

Source: National Guidelines for School Meal Planning and Implementation. (FME)

Twelve (12) states were selected by the Federal Government as pilot states for the programme which consist of Osun, Bauchi, Edo, Enugu, FCT, Imo, Kano, Kogi, Nassarawa, Niger, Ogun and Yobe States. The Home Grown School Feeding and Health Programme (HGSFHP) were launched by then Osun State Governor, Prince Olagunsoye Oyinlola on May 3, 2006. The programme could have been an avenue for raising the literacy level in the

country and give opportunity for more children to attain at least basic education. It is, however, worthy of note and disheartening that out of the twelve (12) pilot states, Osun State is the only state, as at today, still implementing the programme (Adepoju, 2010). All other states have abandoned it due to reasons best known to them.

School Feeding Programme is typically targeted towards populations that are food insecure and vulnerable with high concentrations of low socio-economic status or that face poor enrollment and retention in schools. In developing countries, SFP is usually not set up to target specific children at a school, but rather all students attending a school are recipients of the program. If not all students' receiving the food from the Programme unless those belongs to families who food were in secured or low socio-economic status (Adelman, 2009). The children are entitle to at least one meal far a day which will motivate them to attend school regularly and help those who were not enrolled to be enrolled. If that is achieved the cost effectiveness of the programme at the side of the government will help to realize its objective of bringing the children back to school and taking them off from the street.

2.2.2 Kaduna State Schools Feeding Programme Package

The following information consists of the details about the Kaduna State school feeding programme in 2015/2016 session.

Mission of the Programme

To ensure a state of well-nourished, healthy and gregarious children that will attend and complete their basic education in a conducive, tolerant and stimulating environment in line with the Sustainable Development Goals (SDGs) which also agrees with the state Government change programme

Objectives of the Programme

- a. To provide nutritional supplement to children attending primary and pre-schools Early Child care Development and Education (ECCDE)
- b. To increase enrollment and improve learners attendance at school.
- c. To motivate teachers to improve learning achievement in the classroom.
- d. To empower the local women and encourage community participation.

Beneficiaries

1. School pupils from grades 1-10 in all public primary schools
2. Community women who would be employed to serve food in schools within their localities
3. Local farmers
4. Parents and guardians

Implementation

The programme will be implemented in all four thousand two hundred and fifty four (4254) primary schools in areas of the 23 Local Governments of the state. It will cover the entire primary school pupils along with ECCDE Numbering one million eight hundred and thirty eight thousand five hundred and fourteen thousand. (1,838,514) providing at least one meal per every child per day. Implementation will be domiciled in the office of the Governor under the technical Assistant (TA) to Governor on school feeding.

Operational Framework

The programme sourced local vendors from the communities where the primary schools are located. Multilayered sourcing technique was used, office of the Interim Local Government Chairman, Members of the House of Assembly office of the Special Adviser Political and

SUBEB were used to Source the vendors. Each vendor will be required to serve a minimum of 250 pupils and a maximum of 400 Pupils one meal on one School day per week. Schools where the pupil enrollment is higher than 400, two vendors will be required to serve food on the same day. Accordingly, all Schools and Vendors in the State have been coded for easier identification.

Menu

Considering the availability of Local ingredient and the cost of feeding a child per day, a menu was developed by the Technical Committee in partnership with Stake Holders such as Partnership for Child Development (PCD) and the Technical team from the office of the Vice President. The Menu (Table 2.2) was discussed at the Stake Holders meeting on School Feeding Programme held in Kaduna. Yam will be alternated with Sweet Potato depending on the season. A standard serving spoon (exhibit A) will be used across the entire state to ensure uniformity in the quantity of food to be served.

The following table is the menu for Kaduna State School Feeding Programme

Table 2: Proposed Menu for School Feeding programme in Kaduna State, Nigeria

DAYS	FOOD SERVED
MONDAY	Yam/sweet potato + egg sauce
TUESDAY	Rice + beans + (orange)
WEDNESDAY	Beans porridge/vegetable + (fish)
THURSDAY	Moimoi + garnished with vegetable
FRIDAY	High Energy/ordinary biscuits + yoghurt/juice/milk

Source: Kaduna State Ministry of Education Science and Technology.

Market Surveys for food items and Practical cooking analysis conducted by the Technical Committee showed that N50 Child meal is the barest minimum amount that can allow the vendors to break even. However, where whole egg, meat or fruit is considered, then the

shutdown point cost will be N70 Child meal. Using Fifty Naira per Meal per day, the daily cost of the programme will be Ninety One Million Nine Hundred and twenty five thousand Seven Hundred Naira only per day (N 91,925,700).

Budgetary Provisions

The Ministry of Education, Science and Technology has budgeted the sum of Ten Billion, Seventy Million Naira (N10,072,000,00.00) for the School Feeding Programme in the 2016 Budget.

Partners

Partners for the School feeding Programme are:

- i. National School Meal Programme that will provide 60% funding for the programme.
- ii. Partnership for child Development that assisted in designing the programme and will fund 40% of the training for vendors
- iii. DFID through Education Sector Support in Nigeria (ESSIN) will assist in monitoring the programme.

Stake Holders

Identified stake holders of the Programme and their respective roles include.

- i. Kaduna State Government whose roles includes but not limited to; Formation of relevant policies to ensure effective and successful implementation of the programme.
 - a. There is adequate provision of funds for the programme in the 2016 budget.
 - b. Community women would be empowered and trained.
 - c. Sensitization and mobilization of the masses for the support of the programme.

- d. Monitoring the Programme.
 - ii. Local Governments:
 - a. Sourcing of Service Providers.
 - b. Coordinating the cooperative societies.
 - c. Monitoring of food vendors to ensure quality and equality.
 - iii. Community.
 - a. Monitoring activities in Schools (regularly) to ensure a hitch-free programme.
 - b. Supporting and promoting the programme to ensure its success.
3. Attachment: Food type and ration, assorted biscuits and drinks to be demonstrated to council members.

Council members are invited to note

- i. That the School feeding Programme will commence in the Second term academic term of 2015/2016 commencing on 10th of January 2016.
- ii That vendors were sourced from across the 23 Local Government areas Locally and priority was given to those already selling food in the primary Schools
- iii. That the success of the programme is dependent on timely release of funds,

Sourcing of Vendors

Food vendors were sourced locally in every Primary School. Currently, four vendors were identified in each School. Priority was given to vendors' already selling food in the School to pupil during break periods. A total of 17,016 women were sourced across the State. Bulk supply of biscuit and drinks will be made to ensure quality and uniformity of product.

Women will be clustered into cooperative societies in every ward each cooperative society will have a chairman, Secretary and a treasurer who will be the signatories to the Society's bank account. Funds for every ward will be paid directly from the office of the accountant General to the Cooperative Society's account. Amount to be given to vendors will depend on number of pupils each vendor is serving. Disbursement and monitoring will be done by the office of the Technical assistant while the Auditor General will audit all the accounts of the cooperative societies. Banks across the 23 Local Governments to be used by cooperative societies have been identified (Annexure 1)

Supervision

The supervision framework of the programme will involve the Local Government School feeding Committee which further set up a School supervision team in every Village consisting of the PTA and SBMC/Community Leaders chairmen of the School. Zonal supervisory teams will also be constituted by the office of the Technical Assistant to the Governor on School Feeding.

Financial Implication

The menu of the school feeding programme as contained in the table however can be changed by the technical committee based on seasons subject to the approval of the Governor.

1. The feeding of each child at the cost of N50/meal per day.
3. Approve the payment of N5, 975,170,500 to be used for School Feeding for the 13 weeks period of the Second term 2015/2016 academic session.

3. Domiciliation of the programme directly under the office of the Governor and to be managed by the Technical Assistant to the Governor on the School feeding (Kaduna State Ministry of Education, 2016).

Launching of the Programme

The Executive Governor of Kaduna State El-Rufai kick off the school feeding programme on January 18th, 2016 with the aim of fulfilling their campaign promises to the people. Although the main in the Kaduna State school feeding package they plan to commence the programme on the 10th of January, 2016. But, the Governor launched the programme on the 18th January, 2016 at Aliyu Makama L.E.A primary school in Barnawa, Kaduna with aim of feeding 1.5 primary school pupils across the state(NAN, 2016).

The Governor further stated that the intervention was necessary to boost the nutrition and health status of the children, as well as encourage school attendance and enrolment. He stressed that the programme was part of the free education project initiated by the administration to expand access to education and ensure that every child can have nine years of free, decent basic education no matter the income level of their parents. According to him, the programme is directly creating 17,000 jobs for caterers, who in turn will employ others to help them. The governor noted that the programme would save parents money and time, and also empower women serving as vendors to expand their businesses (NAN, 2016). He announced that the Federal Government would, in due course reimburse the state with 60% of the amount they spent on the school feeding programme. Although, after the spending two term running the programme in the state the feeding stopped for a while because of lack of funding from the federal government.

According to the Kaduna State Governor through his Commissioner for Education Science and Technology the temporary school feeding programme run in the state for eight (8) months was stopped because the Federal Government did not provide its counterpart fund of the programme, adding that the state has spent over N10bn on the project for the last eight months in 2016(N Nigerian News, 2017).

El-Rufai the Kaduna State Governor noted that the state would continue with the programme in July, 2017 since it had received N3.4bn, part of the money owed by the Federal Government. The programme has started on January 2016 partially but stopped in August, 2016. We spent at least N10bn on the school feeding programme for the programme in eight months (Nigerian News, 2017).

The initial arrangement was that classes' one to three pupils would be fed by the Federal Government while pupils in primary 4 to 6 would be fed by the State Government and. Since the Federal Government was not ready we felt it would be unwise to feed classes' 4 – 6 pupils and leave those in classes 1 – 3 so, fed all pupils in the government primary schools for the eight months. Now, the Federal Government has paid us N3.4bn being half of the money they owe us (Nigerian News, 2017).

The Federal Government introduced the programme in the states batch by batch. In the first batch seven (7) states were selected for the programme and N844m was first release to them. These states include: Zamfara, Osun, Ogun, Anambra, Enugu, Oyo and Ebonyi. According to the Senior Special Assistant to the Vice President Laolu Akande that two more states were added making them nine states as of June, 2017 and the states are Delta and Abia with 14,574 cooks were engage in the nine states. He further stated that 3.7 billion has been

released to the nine states where the federal government is running the programme. He gave details of the fund released to the nine states.

Anambra state got a total of N693, 013,300, in eight tranches of N53,684,400, N67462,500, N68,570,600, N70,387,100, N70,950,600, N71,480,500 N145,238,800 and N145,238,800 respectively while a total of 103,742 children have been fed so far. The total release for Enugu state is N419,427,200 in six tranches of N67,244,800, N67,244,800, N69,570,700 N69,570,900, N69,570,700 and N76,225,100 respectively while 108,898 school children have so far been fed.

Oyo state, a total of N414, 708,700 have been released for the feeding of 107,983 in six tranches of N72, 288,300, N66, 622,500, N66, 736,600, N66, 736,600, N66, 736,600, N75, 588,100 respectively. In Osun state, N767,483,244 was released in eight tranches of N58,299,130, N62,089,580, N49,671,664, N62,089,580, N62,089,580, N212,013,200 and N212,013,200 respectively for the feeding of 151,438 pupils.

In the same vein, Ogun state has been paid a total of N880,055,400 in seven tranches comprising N119,648,900, N119,648,900, N119,648,900, N119,648,900, N119,648,900, N119,648,900, N162,162,000 respectively while a total of 231,660 school children have been fed. Ebonyi state received N344, 633,100 in three tranches of N115, 218,600, N115, 218,600 and N114, 195,900 respectively for feeding of 163,137 school children. Zamfara, Delta and Abia States got a total of N188, 001,100, N63, 366,100, N42, 921,200 and for the feeding of 268, 573, 90,523 and 61,316 pupils respectively (Nwafor, 2017).

The Federal Government so far has spent N6, 204,912,889 to 14 states as it gets close to its target of feeding three million primary school children this year under the ongoing National Homegrown School Feeding Programme. The government in a statement released by Senior

Special Assistant on Media and Publicity to the Vice President Akande, said the amount was expended during the school year ending August, 2017. He stated that the 14 states have been covered under the programme are: Anambra, Enugu, Oyo, Osun, Ogun, Ebonyi, Zamfara, Delta, Abia, Benue, Plateau, Bauchi, Taraba and Kaduna (Terhemba, 2017). In this batch five (5) more states were added in the programme which consist of Benue, Plateau, Bauchi, Taraba and Kaduna. According to the statement, 2,827,501 school children are currently benefiting from the programme, to achieve the Federal Government's projection to feed over three million pupils in 2017. A total of 33,893 cooks have been engaged in the communities where the schools are located.

A breakdown of the payment shows that Benue received N214, 909,101 for the feeding of 240,827 pupils with 750 cooks in the state. Plateau and Bauchi states received N133, 187,600 and N214, 909,101 for feeding of a total of 95,134 and 307,013 pupils respectively. Also 1418 cooks have so far been engaged in the plateau state with 3,261 in Bauchi State. Taraba, N120, 284,500 was paid and 171,835 pupils have thus so far been fed and a total of 2,596 cooks paid.

Kaduna State received N499, 985,500 while 835,508 pupils have been fed so far. Also a total of 9,857 cooks were paid under the programme in the state. More States and public primary schools pupils across the country are expected to benefit from the feeding programme by the time schools reopen in September session. The federal government takes the states batch by batch in the introduction of its school feeding programme and Kaduna state was part of the third batch selected for the programme.

The Vice President Osinbajo in his speech at the launching of the 2017 Global Nutrition which was held at the State House, Abuja, stated that President Buhari administration, more than any before it, had demonstrated seriousness about catering to the needs of the most vulnerable population. “If fully implemented, the policy will ensure significant improvements in several national indices, including the reduction of stunting in under five (5) children, reduction of wasting in the children, reduction of anaemia in pregnant women, reduction in adult obesity rates and an increase in the rates of exclusive breastfeeding” the Vice president said. “One of the primary manifestation of this commitment to the vulnerable is our Social Investment Programme, comprising a school feeding Programme for public primary schools, a micro-credit scheme for small business people, a conditional Cash Transfer scheme, and a jobs programme for the unemployed graduates (Josia, 2017).

The school feeding which directly seeks to improve the nutrition of the primary school children, of which is now active in 19 states of the country, providing one meal a day to % million children. Our target is 5.5 million children before the end of the 2017. He stated that from December, 2017 the Federal government intends to carry out a mass de-worming exercise on the back of the School Feeding Programme (Josia, 2017). The latest three states are the latest to join the national home grown school feeding programme which is projected to feed over three million pupils in 2017.

The Vice President Osibanjo further stated that they are collaborating with private sector to ensure Nigerians have year round access to the adequate fortified and nutritious foods and working with both national and international partners to raise awareness and deepen understanding on this issue. While stressing the needs to mobilize the needed resources to continue to execute the programme, he said, the government cannot fund the programme

alone, and called on the private sectors, civil societies and the international community to pay key roles in helping to mobilize the financial and logistical resources, as well as help ensure transparency and accountability deployment of these resources. Indeed every resource must be made to count towards the attainment of our goals and ambitions. There is no room for waste (Josia, 2017).

2.2.3 Modalities of School Feeding Programme

School Feeding Program has been operated in two modalities: children are either fed inside the school compound which is **School Meals or on-site meal**, or the entire family receives food conditional upon achievement of certain level of school attendance by their children which is called “**Take Home Rations**”. In the School Meals scheme, children are fed breakfast, lunch or both in school. Such incentive directly targets primary school children, as opposed to Take Home Rations which aims to reach other needy members of the household as well. The federal governments of Nigeria in collaboration with the states government they choose school meal modality which means meal will be given to the pupils in the school. The present SPF in Kaduna State is in school modality which food is giving to the children in school. The two schemes aim at giving educational opportunity with food-based incentives for children as well as for parents to send their children to school. Unlike some other poverty alleviation programs which focus on short term gains, SFPs target investment in children education as a strategy to tackle poverty in the long term.

School Feeding Programme is often integrated in to broad international and national education programme. For instance SFP is directly related to the first two Millennium Development Goals of halving hunger by 2015 (Goal 1) and of reducing gender gap in

education by 2015 (Goal 2). Besides, SFP is also part of other international conventions like Education for All, among others (WFP, 2008). The potential impact and goal of targeting children through Food for Education programme is to increase their educational achievement so as to improve their potential future productivity and earnings.

However, improvement in educational achievement due to serving food in SFPs is thought to occur through three pathways. First, Food for Education (FFE) programme increases students' attendance by lowering the possibility of the children to stop attending school and providing additional incentives to engage in formal education. This leads to more time spent in school and more time spent towards learning.

The second aspect is through the alleviation of short term hunger which improves children's cognitive functioning and attention span. The third path is through the improved nutritional status of children by providing them calories and nutrients in addition to their regular diet. This leads to better health and better resistance to infectious diseases and illnesses that would keep children from attending school (Buttenheim, Alderman, Friedman & Arnold, 2011).

Thus, better nutrition indirectly improves educational achievement by increasing school attendance of children. In stable situations, school feeding programme are often designed to enhance academic performance and cognitive development. Improved nutritional status of school-age children leads to better attention and cognition, and thus, better educational outcomes (Levinger, 2005; Glewwe, Jacoby & King, 2006).

2.3 Concept of Enrolment

2.3.1 School Feeding Programme and Pupils' Enrollment

Enrollment is a 'cradle to grave' process that starts at the first point of student contact (the prospect) and continues to through graduation (Paul, 2019). School enrolment refers to the number of pupils that register in school as substantive candidates. In some developing countries school feeding programme is aim at increasing students' enrollment and to encourage students to stay in school to the closing hours. School feeding programs may have positive impact in educational attainment by increasing enrollment and attendance, reducing absenteeism and decreasing drop-out (Hutchinson, 2006). Many countries today used school feeding programs as one of the key incentives to encourage children, especially girls and the poorest or most vulnerable children to enroll in school. The programme increased school enrolment of both children who were previously enrolled (what they call intensive margin) and children who would have gone to school in absence of the programme (extensive margin). But they emphasize that any increase in school enrolment in the absence of qualified teaching falls short of better educational achievement since there are strong complementary between teacher characteristics and school meals.

United Nations World Food Programme (UNWFP) (2010) stated that in developing countries, almost 60 million children go to school hungry everyday – about 40% of them in Africa. Among the poor, there is often not enough food at home, and most schools in developing countries lack canteens or cafeterias. School meals therefore, serve as a good way to channel vital nourishment to poor children. Having a full stomach also helps them to concentrate better on their lessons. In countries where school attendance is low, the promise of at least one nutritious meal each day boosts enrolment and promotes regular attendance.

Parents are motivated to send their children to school instead of keeping them at home to work or care for siblings. The UNWFP also believes that in the poorest parts of the world, a school meal programme can double primary school enrolments in one year. Among the key beneficiaries are girls who otherwise may never be given the opportunity to learn.

Some data indicates that school feeding programme has also increased attendance and enrolment rates over the years in Osun State, Nigeria. Between 2002/2003 and 2005/2006 session before the introduction of HGSFHP, the highest enrolment figure was 97,010; but after the introduction there was an upsurge in the enrolment which has since been maintained up to year 2010 as in the table below:

Table 3: Enrolment Trend in Osun State 2002-2010 (Primary I & II)

S/N	YEAR	NO. OF PUPILS. PRY. I & II
1.	2002/2003	95,259
2.	2003/2004	97,010
3.	2004/2005	97,010
4.	2005/2006	93,680
5.	2006/2007	124,956
6.	2007/2008	129,318
7.	2008/2009	129,784
8.	2009/2010	130,000

Source: Osun State Universal Basic Education Board (SUBEB)

As in some of the nations of the world such as Brazil, Philippines, Cambodia, Mali, El Salvador, Indonesia, Ghana, Bangladesh, Ecuador where school feeding program is in place, data indicates that the program has also increased attendance and enrolment rates over the years (Akanbi & Alayande, 2011). A recent evaluation of an on-going school feeding program in Burkina Faso found that school canteens were associated with increased school enrollment, regular attendance, consistently lower repeater rates, lower dropout rates in

disadvantaged provinces, and higher success rates on national exams, especially among girls (Dheressa, 2008).

A study conducted on 32 Sub-Saharan African countries shows that providing food in school under the Food for Education (FFE) scheme contributed to increasing absolute enrollment in schools under the World Food Programme assisted scheme by 28% for girls and 22% for boys (Gelli & Meir, 2007). After the first year, however, enrollment pattern showed variation depending on the type of FFE program; i.e. whether the provision of food in school was combined with take home rations or was served alone.

In those places where on-site feeding and take home rations were offered together, girls' absolute enrollment kept on increasing by 30% subsequent to the first year. Meanwhile, schools that provided only on-site feeding have just recorded increase in an absolute enrollment that was same as before the feeding program was implemented. Along with enhancing enrollment, School Feeding Programs also help to adjust the age at entry by attracting children during the right age. In poor countries like Ethiopia, children may begin primary education much later than the recommended age for various reasons. For instance factors such as lack of funds, lack of child care and little awareness about the benefit of enrolling children during the recommended age are some of the causes for late entry (Adelman & Gilligan, 2008).

A small pilot study on school feeding program in Malawi was evaluated for its effect on enrollment and attendance. Over a three month period there was a 5% increase in enrollment and up to 36% improvement in attendance/absenteeism compared to control schools over the same period (Dheressa, 2008). Looking at these studies we come to realize that school feeding programme has impact in influencing the school enrollment and school attendance

of primary school pupils in many countries of the worlds. (Levinger, 2002).School feeding program has been used successfully to improve enrollment and attendance among school-age children, particularly girls. For instance some studies conducted in Pakistan, Bhutan, and Niger has shown a significant increase in girls' enrolment.

Besides the increase in school enrolment rate, school feeding programme also increases the pupil-teacher and pupil-to-classroom ratios causing crowding (Vermeersch & Kremer 2004; Gelli & Meir 2007; Kazianga & Walque, 2009). Thus unless schooling infrastructure and number of teachers are scaled up accordingly in order to accommodate the increase, the program could reduce teaching quality. School Feeding Program may also result in unwanted switching of students between schools. Children from non-program schools can be attracted in to the program schools and consequently cause crowding in the later (He, 2009). Besides, school meals can be inappropriately given to students who were not originally targeted and hence results in overcrowding and wasting of available resources as well as other inefficiencies in the allocation of resources (ibid). Because some children would have come to school without the program or with less generous programs, the inability to target school meals only to needy children raises the cost of the program per additional student enrolled (Adelman, & Gilligan, 2008; He 2009).

2.4 Concept of Retention

2.4.1 School Feeding Programme and Pupils' Retention

Retention refers to the act of keeping something or someone close instead of losing or stopping its. Hagedorn (2005) has stated that retention is an institution's key performance indicator, which can also be used to assess the relative success or failure of an institution.

Hence, the value of school feeding as a safety net and the motivation factor in the education sector can only be regarded if it helps in improving the sector. Policy analysis also shows that the effectiveness and sustainability of school feeding programs is dependent upon embedding the programme within education sector policy and its outcome. The implementation of the programs is expected to enhance the educational benefits among the pupils and the educational sector in general. According to World Food Programme (2010) a well-designed school feeding programs that include micro nutrient fortification and deworming, can provide nutritional and educational benefits which should complement and not compete with nutrition programs for younger children, which remain a clear priority for targeting school enrolment and retention (WFP, 2009).

Adelman, Gilligan et al (ibid) show three aspects of nutrition can influence class attendance. First school meals alleviate short term hunger of school children during the school day by providing more nutrients to the child, providing the child with a meal when he or she would have no to otherwise have had one, or replacing a meal that would have been received after school with one during school hours (ibid.,p.11). Thus this aspect of nutrition targets for short term impact and enables a child concentrate and stay in school without escaping and as a result of that they will have enough time for learning. A study of the effects of school breakfast in rural Jamaica show that overcoming school hours hunger leads to better retention and pupils' concentration on learning (Powell, Walker et al. 1998). Second, school meals may also generate nutritional improvements for a child over long run. The improved nutritional status as a result of school meals will in turn enhance a child's physiological capacity for learning thereby increasing the benefits of schooling and the child's desire to at

tend school regularly. Third, school meals can also reduce morbidity through improved nutrition and consequently enhance attendance and retention.

In a study conducted in Bangladesh shows that School Feeding Program has a statistical significant impact on student drop-out and increases the level of retention. This study reveals that the primary school drop-out rate as a result of the program in the rural area was 29 percent and that the overall completion rate in this area is 6 percent, points higher than control rural areas. Controlling for child and household characteristics, he found that school meals reduce the probability of dropping out of school by 7.5 percent (Ahmed, 2004).

Adelman and Gilligan (2008) present the interplay between school meals on one hand and school performance on the other. They show that, the effect works in two mechanisms. First, because school meals improve school retention, children will spend more time learning in school. So the more time children spend in school, the better they learn and these interplays ultimately result in improved school performance, which thus minimizes the probabilities of drop-out. This is however dependent on other factors such as school quality, availability of learning materials and teachers quality.

To address historical primary school absenteeism among Nigerians and Kaduna State citizens in particular, free school meals are used as an incentive to attract school-aged children to class within urban and rural communities. Food incentives as a daily meal provision relieves may likely reduce much of the hungry burden of child and it may likely help them to be retain in the school. Majority of the beneficiaries of the programme are vulnerable families that are largely unable to provide the minimum recommended daily allowances of calories, protein, and essential micro-nutrients to their children. These poor

conditions may irreversibly stunt the mental and physical development of young children, resulting in wasting the potentials and lifelong difficulties and hinders their educational ability (Galal, 2000).

2.5 Concept of Academic Performance

2.5.1 School Feeding Programme and Academic Performance

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Motivation is the reasoning behind an individual's actions. Research has found that students may likely have higher academic performance with the use of extrinsic motivation goals. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically with the use of extrinsic motivation. In other words, students with higher need for achievement have greater academic performance. Bad dietary habits can create the disadvantage of a lack of motivation. Food insufficiency is a serious problem affecting children's ability to learn. Offering a healthy breakfast is an effective measure to improve academic performance and cognitive functioning among undernourished populations. Eating breakfast, in contrast to fasting, may improve performance on the morning eaten. The long-term effects of eating breakfast on the performance of school children who do not have physical signs of severe undernourishment are less certain.

In addition, Averett and Stifel (2007) who study the effects of childhood over and underweight on cognitive functioning find that malnourished children tend to have lower cognitive abilities when compared to well nourished. Children who do not get enough to eat

are likely to suffer from stunted growth and hinder mental development. Boys and girls who are in the lowest (0-5 percentiles) tail of the weight distribution have achievement test scores that are approximately 4-6 percent (10% of a standard deviation) lower than similar children in the middle of the weight distribution. In fact they find more consistent evidence of a low weight effect than a high weight effect.

Many studies on nutrition have shown that under nutrition in children stunts their growth and mental development, hence, the relationship between nutrition and academic performance (Alabi, 2003). Although, food has classically been perceived as a means of providing energy and building materials to the body, research over the years has provided exciting evidence for the influence of dietary factors on mental function. Not only are children motivated to get into school but also there is a significant impact on their nutritional status and development, cognitive capabilities and academic performance. Literature has shown that the development and learning potential of the beneficiaries depend on the quality and nutrient components of food (Jukes, Drake & Bundy. 2008). Nutritional and health status are powerful influences on a child's learning and how a child performs in school. Children who lack certain nutrients in their diet do not have the same potential for learning as healthy and well nourished children. Children with cognitive and sensory impairments naturally perform less and are more likely to repeat grades. The irregular school attendance of malnourished and unhealthy children is one of the key factors for poor performance (Uduku, 2011).

Yunusa (2012) noted that students in School Feeding Programmes have the potential for improving their performance because it enabled them to attend school regularly and studied more effectively. He found that in a study carried out in Jamaica, children in Grade 2 scored

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

2.6 Critiques of School Feeding Program

Despite the merits discussed so far, SFPs have also several critiques both for their educational as well as social implications. Vermeersch and Kremer argue that school meals only targets children going to school while not reaching out to children who are weak or too young to go to school. Take home rations on the other hand could reach these members of the family by re-allocating food in such a way that food is distributed on need-based way. They also argue that school meals will disrupt teaching and learning by taking away school hours and hence potentially worsening school performance and increased grade repetition and drop-out.

Besides the increase in school enrolment rate school feeding programme also increases the pupil-teacher and pupil-to-classroom ratios causing crowding (Vermeersch& Kremer 2004; Gelli& Meir, 2007; Kazianga & Walque, 2009). Thus unless schooling infrastructure and number of teachers are scaled up accordingly in order to accommodate the increase, the program could reduce teaching quality. School Feeding Program may also result in unwanted switching of students between schools. Children from non-program schools can be attracted in to the program schools and consequently cause crowding in the later (He,

2009). Besides, school meals can be inappropriately given to students who were not originally targeted and hence results in overcrowding and wasting of available resources as well as other inefficiencies in the allocation of resources (ibid). Because some children would have come to school without the program or with less generous programs, the inability to target school meals only to needy children raises the cost of the program per additional student enrolled (Adelman, Gilligan, 2008; He 2009).

2.7 Theoretical Framework

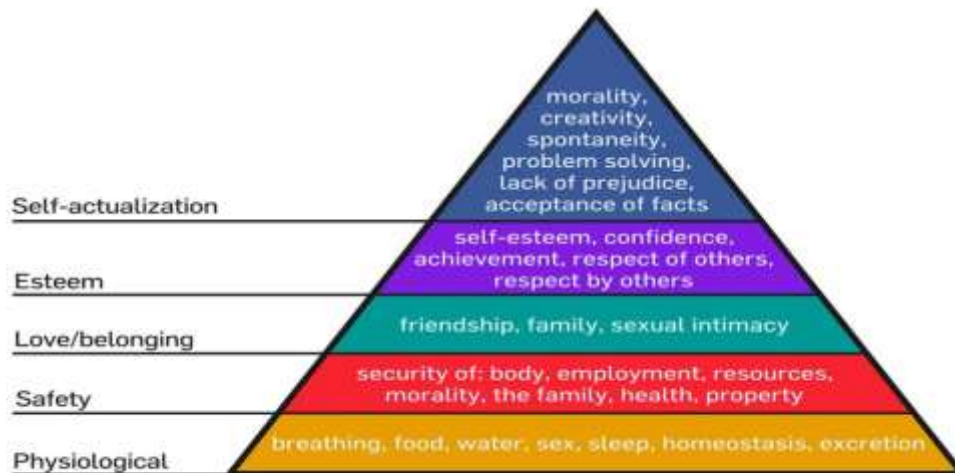
Three relevant theories were analyzed related with this study. These theories are Abraham Maslow theory of Motivation, Drive-reduction Theory and B. F. Skinners Operant conditioning theory.

2.7.1 Abraham Maslow's Theory of Motivation

Abraham Maslow (1908-1970) is one of the advocates of humanistic existentialist theory. According to him two biological needs control human beings namely; the basic need deficiency and growth need. According to Maslow motivation is based on hierarchy of human needs regardless of culture or circumstance everyone must master the lower levels of the hierarchy before he reach to the highest levels. Maslow proposed that people are motivated toward self-actualization; once more basic needs are met or satisfied. He based his ideas on his study of self-actualization. Maslow's Hierarchy of needs is one of the most famous theories that emerged from humanism. His theory states that people have a drive for Self-realization. He believes that everyone proceeds to reach the needs stage by first satisfying the lower needs before one is biologically free to reach for higher ones.

Below is the diagram of the Maslow's Hierarchy of needs which shows that the higher the needs the lower the priority and the lower the needs the higher the priority.

Maslow's Theory is Often Represented as a Pyramid



Maslow's hierarchy of needs, represented as a pyramid with the more basic needs at the bottom.

Source: [CC BY-SA 4.0](#)

File:Maslows Hierarchy of Needs.svg

Created: 2 November 2014.

From the above diagram of Maslow's hierarchy of needs, it consists of five major levels of needs; physiological needs, safety needs, love and belongings needs, esteem needs and self-actualization needs. To him, motives exist according to a certain order or rank. For any given species, the most fundamental motives are at the bottom and those of less importance appear nearer the top. Individuals or organisms, depending upon their particular states, are concerned with different levels in the hierarchy (Fernald & Fernald, 2010).

Griffin (1970) attributes that lack of physiological needs creates tension and discomfort within us. He argues that the needs are universal urges and not created by culture, therefore if society denies them then we become ill. Therefore giving meals to a hungry child in school satisfies the first four levels of Maslow's hierarchy of needs. The first need is physiological needs consist of all the survival needs such as food, water and oxygen.

While the second need is safety needs. This need deals with the freedom from physical and psychological threats such as abuse threats, embarrassment ridicule and shelter especially house and clothing provide for safety needs. Love and Belonging needs: - These include the family acceptance, peer acceptance or mates' acceptance for protection. The fourth need is self-esteem:-These are the needs for recognition and approval. It is satisfied through praises, success, responsibility and status in the group. Maslow refers to these needs as deficiency needs and when they are met the individual becomes satisfied and move on to seek the satisfaction of the next higher needs in hierarchy.

Self-Actualization needs: - This is the highest need which is a feeling of self-fulfillment and self-realization. The individual feels satisfied with his accomplishment and contributions to the society. In practice, this stage is hardly reached and only a very few people can be said to be self-actualized. The first level in the Maslow hierarchy of needs is physiological needs which consist of hunger, thirst, air and excretion needs which are fundamental for any living organism in the earth. For any human being to survive and think of anything important things in this world is after the satisfaction of the basic needs which allow the brain and body to move comfortably. In line with this, the present School feeding programme whose objective was to relief children from short term hunger in school and develop their confidence in learning to have full concentration in the class. Likewise, the school feeding

programme is capable of providing at least one meal which is one of the basic needs of the human body as arranged by Maslow hierarchy of needs. Therefore the school feeding programme may have some possibilities of the encouraging the children learning potentials and develop confidence can give them full concentration in the class.

According to Maslow these Physiological needs are the fundamental needs that motivate one to pursue the other levels of needs in the hierarchy. That is to say a hungry child will never have the zeal to learn when he is hungry. But when he eats and satisfied his basic needs of the body that will give him the motives of learning and develop the interest to pursue the other levels of needs. As such school feeding programme can serve as one of the basic motives or stimuli that can help a child to enroll in school and attend the school regularly and enjoy the period of stay in school.

2.7.2 Rowley (2005) Enrolment System Theory

According to Rowley an enrollment system theory is basically seen as one of the classification of information system. Thus it serves as tool to support information management with regards to the student data, enrollment fees information and others with a connection to the enrollment process. Every school gain competitive advantage of having this system for they will have the capacity on handling important information at ease and with security. Enrollment system has made huge impact into the school arena. It is a system that is built on innovative program strategies. It is a system that will help both the enrollment at a lesser time. Distinct from traditional enrollment, LAN enrollment system process large assortment of student records and provides efficient and consistent information services. To relate the theory with the present study enrolment is something significant every school in the world. This is because it determines the progress of the school. If school

is developing the enrolment rate of the school will be increasing likewise if the enrolment is reducing the progress and development of the school is facing some challenges. In this regard the role of the present school feeding programme in Kaduna state can serve as a determinant of school enrolment.

2.7.3 Bean's Explanatory Theory of Student Retention (1980)

Another influential model is Bean's model (1980) which was derived from the theory of organizational turn over and psychological theories (attitude-behaviour theory, coping behavioral theory, self-efficacy theory and attribution theory) which led to academic and social integration. He suggests that four sets of variables influence student retention. The first set includes academic variables as measured by grade point average. The second set of variables concern the students' intention to leave, which is expected to be influenced by psychological outcomes (institutional quality, satisfaction, goal commitment and stress) and academic variables. The third sets of variables are background and defining variables (high school performance and educational goals). The final set of variables are environmental variables (finances, hours of employment, family responsibilities and opportunity to transfer), which have a direct effect on students' decision to retain or leave. This theory indicated that student' retention deals with so many factors some of which are financial and family responsibility. A child who comes from the less privilege or vulnerable families tends to face so many challenges which include financial problems and lack of fulfillment of their family rights. Children with these challenging problems tend to find it very difficult to attend to school regularly or bear with the school conditions which may likely lead to the withdrawal of the child out from the school automatically. The introduction of school

feeding programme in primary schools may likely serve as an advantage for the children to stay in school.

2.7.4 B. F Skinner Operant Conditioning Theory

The Skinner (1904) is one of the most influential of the contemporary contributors of learning theories. He is the led founders of neo-behaviorist school of thought. Formally, he was a professor of psychology at Harvard University. Skinner is perhaps best known to teachers as one of the major proponent of programmed instruction. His techniques of investigation have been applied to a study of the conditions of behavior of pigeons, dogs, rats' monkeys and human children. He claims that in spite of considerable phylogenic differences, "all organisms show amazingly similar properties of learning process. The association of his name was based upon the use of the "Skinner box", an apparatus which allowed his to study the responses of a variety of animals. A hungry (but unconditioned) animal, for example, a rat, is allowed to explore the box. When the rat spontaneously presses a small brass lever, the experimenter drops a pellet of food from a magazine in to a tray, thus allowing the animal to eat. This repeated on the several occasions until the rat acquires the habit of going to the tray when it hears the sound made by a movement of the food magazine so that the rat's pressure results in the presentation of a food pellet. Conditioning then follows rapidly. Accumulated data on the animal's rate of response were used by Skinner in this formulation of the effect of reinforcement in learning. These techniques were later refined and used as the basis of continued experiments in the modification of behavior by operant conditioning which, for Skinner, is synonymous with the essential characteristics of the learning process (Fernald &Fernald, 2010).

The primary objective of Skinner's work has been the functional analysis of behavior. The movement of an organism or of its parts in a frame of reference provided by the organism itself or by various external objects or field of force. He claims that the cause of behavior be describe in terms of the external stimuli eliciting it and responses of the succeeding events. The strength of any response is determined by the intensity of the stimulus and the prolongation or repetition has the same effects as an increase in its intensity. At the basis of his view of nature of behavior is based on concept of reinforcement as a stimulus which increased the probability of response (Fernald &Fernald, 2010).

To relate the theory with the present school feeding programme in Kaduna state it serve as the stimulus that reinforce the interest of the children to perform better academically. When extrinsic motivation is given to a child there are all possibilities that his potential of learning may likely be built well and when this potentials of learning are built the academic performance of the child may likely be improved.

2.8 Review of Empirical Studies

In the study conducted by Akanbi and Alayande(2011) on a topic title; home grown school feeding and health programme in Nigeria: an innovative approach to boosting enrollment in public primary schools – a study of Osun State 2002 – 201; They examined how school feeding programme implementation in Osun State has activated confidence in the public primary schools pupils. The researchers employed descriptive design in the study. Both primary and secondary sources were used to elicit information. The findings show that since its inception in 2006, there has been a gradual and progressive increase in the enrollment of pupils in public primary schools. One of the recommendations is that the Federal

Government should make the programme national so as to boost the literacy level in the country.

In another study conducted by Iliya (2013) on a topic School Feeding Programme and Nigeria's Transformation Agenda from Adamu Augie College of Education, Argungu Kebbi State, Nigeria. The researcher discussed the concept of school feeding programme and African Nation Commitment to the school feeding programme; His findings revealed that school feeding programme improves the health of school children and likewise it benefit to children education and Nigerian Transformation agenda. The researcher discovered that through school feeding programme children health status, nutrition can transform their lives to become healthy and productive adult in the future.

A study conducted by Adekunle, Taylor, Christiana and Ogbogu¹, (2016) on a topic title: The Effects of School Feeding Programme on Enrolment and Performance of Public Elementary School Pupils in Osun State, Nigeria; The study adopted survey research design and obtained its data from primary and secondary sources. The primary data were obtained through a structured questionnaire administered to 116 respondents in 10 randomly selected public elementary schools in Osun State. The questionnaire was complemented by in-depth interview of 23 purposively selected officers involved in the implementation and monitoring of the school feeding programme. The retrieved data was analyzed using descriptive statistics. The findings showed that pupils were fed daily through the school feeding programme (87%), which is funded through cost sharing between the State and Local Governments (78%). It was also found that the school feeding programme in Osun State had resulted in an increase in pupils' enrolment (78.4%), retention (44.8%), as well as regularity

(58.6%) and punctuality (69%) in school attendance. The study concluded that the School Feeding Programme in Osun State has increased the enrolment and improved the performance of elementary school pupils in the state.

In another study conducted by Olorunfemi, Olugbenga and Opeyemi (2016) on a topic title: Head Teacher' perception and practice about school feeding service in public and private primary schools in Ogun State. The study was comparative cross-sectional survey of private and public primary school in Ogun state, Nigeria. The population of the study was 360 head teachers. Multi-stage sampling technique was employed for the study. Interview and structured questionnaire were used in the study for collection of data. This study indicated that perception about school feeding services was better among the public school head teachers than the private school head teachers.

In study conducted by Falade (2017) on a topic title: School feeding programme in Nigeria; the nutritional status of pupils in a public primary school in Ile-Ife Osun State, Nigeria. Anthropometric was the parameter for the study. 160 pupils which consist of 80 boys and 80 girls were selected from Ile-Ife Osun State for the study. Meals were collected and analyzed for nutrient composition and compared to the requirement for their age group. The Mid-Arm Circumference (MAC) range between 15 and 21mm, and the body Mass index (BMI) was within the WHO reference standard for the healthy children. Findings of the study discovered that the crude protein (CP) content of the foods varied between 12% and 28%. The average intake of amino acids per meal range between 122 and 684mg, vitamins from 0.1 to 0.8mg while mineral digestibility corrected amino acids score varied between 50% and 114%. The findings indicated that the school feeding programme has greatly improved the nutrition status of these children.

Likewise, a study conducted by Desalegn (2011) on a topic title “Impacts of School Feeding Program on School Participation in DaraWarada Sidama Zone, Southern Ethiopia”. The purpose of the study was to compare the beneficiaries and non-beneficiaries of household whose children were in the programme and those that were not. Research design is quasi-experimental with population of 420 of which 212 consist of household who has children in the programme and 206 who has none. Random sampling technique was employed to select the households who had children in the programme and household who have no children in the programme schools where 30% of 212 and 206 were selected. The instrument for the study were questionnaire, key informant interviews and observation for the collected of data. The quantitative and qualitative data collected were analyzed using mean, proportion independent samples test and correlation techniques. The findings indicated that correlation between household enrolment ratio and household age in SPF households is 0.345 where this is significant 5% (sig. 0.012). For non SPF households correlation is however a (weak) positive 0.084 and this relationship is not significant at 5% (sig. 0.564). However, it is found that neither household head education nor household income have significant effect on student drop-out in beneficiary households. The study recommends that both the nutritional and economic values of School Feeding Program should be improved in order to significantly enhance school participation.

A study conducted by Fitsum (2012) title: The impact of school feeding program on student enrollment and dropout in Jigjiga Zone, Somali national regional state, Ethiopia. Evaluate the impact of school feeding program on student enrollment and dropout and constraints that hamper its effective implementation. A two-stage sampling procedure and Focus Group

Discussion (FGD) were used in the collection of primary data. The first sampling stage involved in purposive selection of 47 schools under the program. The second stage involved in a random selection of schools with probability proportionate to size of each participant schools. Data collected from 94 school directors were used for the analysis. Secondary data were also obtained from World Food Program (WFP) Jijiga sub-office, Bureau of Education of the zone and the region and school records to complement the primary data. Focus Group Discussion (FGD) with students, parents and teachers also conducted to identify factors affecting enrollment, dropout and effective feeding program implementation. The data collected were analyzed using descriptive statistics and Propensity Score Matching econometrics mode (PSM). The econometrics model result depicted that SFP brought a positive and significant impact with regards to student enrollment (with the probability of 3.24 and at 1% significant level). The program increases enrollment among treated schools on average by 193 students as compared to controlled schools. The resulted increment in enrollment was statistically significant at 1% level of probability.

In another study conducted by Mkanyika (2014) in flood prone areas of Garsen Division, Tana delta district, Kenya on a topic “influence of school feeding programme on pupils’ participation in public primary schools”. The purpose of the study was to determine the influence of school feeding programme on pupils’ participation in flood prone areas of Garsen division in Tana River County. The research methodology for the study was descriptive survey design. The target population for the study included all the 12 head teachers, 141 teachers and 3,172 pupils in Garsen Division. The sample consisted of 12 head teachers, 48 teachers and 288 pupils. The research instrument was questionnaires. It was used to collect data from the head teachers, teachers and pupils. Data was analyzed using

descriptive statistics and content analysis. The study established that school feeding program influenced the enrollment of pupils in primary school in Garsen division. The study therefore concluded that school feeding program influenced the enrollment of pupils in primary school; the attendance of pupils in schools; enhanced active participation of the pupils in class; and influenced the dropout rate of the pupils in Garsen Division as hunger was number one reason for dropout. The study recommended that the government should increase the coverage of the areas under school feeding programme especially the regions prone to floods with the view to improving the enrollment rates.

2.9 Summary of Literature Review

The reviewed literature highlighted above shows some remarkable influence of school feeding programme on enrollment, attendance and students' retention in some countries. In short, majority of the literature examined so far has shown that School Feeding Programs have indeed positive impacts on enrolment, attendance and retention. They reveal that SFPS are associated with increased school enrollment, high class attendance and lower student drop-out rates in some developing countries of the world and African continent. Likewise theories that explain more about the relevance of school feeding programme were analyzed, such theories are Maslow's Theory of Motivation, Rowley (2005) Enrolment System, Theory Bean's Explanatory Theory of Student Retention (1980) and B. F. Skinner operant conditioning theory.

In all of the studies reviewed in the empirical studies have left an existing gap to cover which is influence of school feeding programme on enrolment, retention and academic performance of primary school pupils in Kaduna State, Nigeria. Some parents in Nigeria are not capable of sending their children to school due to their inability to curter

for the basic needs of their families. As a result of that majority of them are not interested in sending their children to school. Although, most of the parents that send their children to public primary schools in Kaduna state were the vulnerable and low-income earners in the state and even in the country at large. Majority of their children hunger serve as a barrier to their education. That is why the researcher aims at finding out the influence of school feeding programme on enrolment, retention and academic performance of primary school pupils in Kaduna State, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research methodology which consists of research design, population of the study, sample and sampling techniques, research instruments, validity of the instrument, pilot testing of the instrument, reliability of the instrument, data collection procedures and procedures for data analysis.

3.2 Research Design

The researcher employed Ex-post factor design for the study. Ex post facto design is an after the fact study examining how an independent variable which was present prior to the study affects the dependent variable. An ex post facto research design is a method in which groups with qualities that already exist are compared on some dependent variables. It is also known as "after the fact" research. Ex post facto design is considered quasi-experimental because the subjects are not randomly assigned (Devin, 2016). They are grouped based on a particular characteristic or trait.

The design explores and evaluates in details the independent and dependent variables. Although differing groups are analyzed and compared in regards to independent and dependent variables it is not a true experiment because it lacks random assignment. The assignment of subjects to different groups is based on whichever variable is of interest to the researchers. In this research the researcher investigated the influence of school feeding programme on pupils' enrolment, retention and academic performance before and after the introduction of the programme in Kaduna State, Nigeria.

3.3 Population of Study

The population of the study consists of primary one and six enrolment of public primary school pupils of 2018 in Kaduna State, Nigeria. There were 430,688 primary one pupils with 161,372 primary six pupils in public primary schools across the twenty three (23) Local Governments Areas of Kaduna State in 2018 given the total population of the study to 592,060.

Table 4: The table below shows the population of the study

S/N	LGA	PRIMARY ONE	PRIMARY SIX
1.	BIRNIN GWARI	22,993	4,379
2.	CHIKUN	17,648	8,200
3.	GIWA	32,903	7,573
4.	IGABI	68,574	19,051
5.	IKARA	18,590	6,851
6.	JABA	4,324	2,891
7.	JEMA'A	8,161	3,718
8.	KACHIA	16,063	6,590
9.	KADUNA NORHT	10,065	7,986
10.	KADUNA SOUTH	9,262	5,890
11.	KAGARKO	9,632	5,298
12.	KAJURU	8,455	4,647
13.	KAURA	3,818	2,857
14.	KAURU	16,881	6,267
15.	KUBAU	26,880	7,399
16.	KUDAN	19,894	5,637
17.	LERE	32,975	11,133
18.	MAKARFI	17,220	6,174
19.	SABON GARI	13,628	7,808
20.	SANGA	6,642	4,199
21.	SOBA	26,099	4,716
22.	ZANGON KATAF	14,755	6,205
23.	ZARIA	25,185	15,903
	TOTAL:	430,688	161,372

Source: Kaduna State Ministry of Education Science and Technology (2018).

3.4 Sample and Sampling Techniques

The Sample size of the study was 384 according to Research Advisors (2006). The researcher employed purposive sampling technique and select four Local Governments for the study out of the 23 Local Governments in the State. The four Local Governments selected for the study which consist of Giwa, Kudan, Sabon Gari and Zaria. Likewise, a purposive sampling technique was employed to select four (4) schools from each of the four Local Governments selected for the study.

Table 5: The schools selected for the study

S/N	LOCAL GOVERNMENTS	SCHOOLS
Giwa		
1.		MPS Galadimawa
2.		MPS Kidandan
3.		MPS Giwa
4.		MPS Shika
Kudan		
5.		MPS Hunkuyi
6.		L.E.A Jaja
7.		L.E.A KauranWali
8.		MPS Kudan
SabonGari		
9.		MPS Bomo
10.		L.E.A Amina
11.		L.E.A Saidu
12.		MPS Samaru
Zaria		
13.		L.E.A SarkiSambo
14.		L.E.A Dr. NuhuBayero
15.		L.E.A Dr. AminuLadanSharehu
16.		L.E.A Alu Dan Sidi

3.5 Instrumentation

A research instrument is a device or tool used for gathering and collecting data with the view of answering stated research questions (Oso & Onen 2009). The study used an existing data of enrolment which was collected from Kaduna State Ministry of Education Science and Technology. School register was used for retention data and Common Entrance exams record of primary six pupils three years before which consist of 2013, 2014 and 2015 and three years after the introduction of the school feeding programme which consist of 2016, 2017 and 2018 was generated from schools.

3.5.1 Validity of the Instrument

Validity is the degree to which a test measures what it purports to measure (Borg & Gall, 2003). The form used for data collection of academic performance was scrutinized by my supervisors and experts in the Department of Educational Psychology and Counseling based on face and contents appropriateness. While the enrolment data was validated by Kaduna State Ministry of Education Science and Technology through the State Bureau for statistics.

3.5.3 Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials (Mugenda & Mugenda, 2003). The data collected from Kaduna State Ministry of Education Science and Technology is authentic and reliable because it has passed rigorous steps before it was allowed to be given out to researchers of which it can be viewed any time in the Ministry.

3.6 Data Collection Procedures

The researcher collected an introduction letter from the Department of Educational Psychology and Counseling, A.B.U, Zaria and took it to Kaduna State Ministry of Education Science and Technology and Kaduna State Universal Basic Education Board. The researcher received another introduction letter from the Board to the Education Secretaries of the four local governments selected for the study. The Education Secretary of each local government gave the researcher another introduction letter to head teachers of each school selected for the study. This letters authorize the head teachers to allow the researcher to collect his data in each school. The researcher collected his data in each school with the help of the head teachers.

3.7 Procedure for Data Analysis

After the fieldwork, the data collected was coded, using SPSS package. The data collected for the three hypotheses were analyzed with Chi-square statistical tool. The hypotheses were tested at the probability level of 0.05.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

The study titled Influence of School Feeding Programme on Enrolment, Retention Academic Performance of Primary School Pupils in Kaduna State, Nigeria. The three objectives were presented of which three research questions were answered in chi square cross tabulation and the three null hypotheses were tested with chi-square statistic tool at the probability level of 0.05.

4.2 Research Questions Answers

Chi-square Cross tabulation statistics was used in answering the research questions.

Question One: Does school feeding programme have any influence on primary school pupils' enrolment in Kaduna state, Nigeria?

Table 6: Cross tabulation chi-square statistic on the influence of school feeding programme on enrolment of primary school pupils in Kaduna state, Nigeria

		Period * Year Cross tabulation						Total
		2013	2014	2015	2016	2017	2018	
Period	Count	300	401	302	0	0	0	1003
	% within Period	29.9%	40.0%	30.1%	0.0%	0.0%	0.0%	100.0%
	% within Year	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	25.5%
	% of Total	7.6%	10.2%	7.7%	0.0%	0.0%	0.0%	25.5%
	Count	0	0	0	725	1004	1209	2938
	% within Period	0.0%	0.0%	0.0%	24.7%	34.2%	41.2%	100.0%
	% within Year	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	74.5%
	% of Total	0.0%	0.0%	0.0%	18.4%	25.5%	30.7%	74.5%
	Count	300	401	302	725	1004	1209	3941
	% within Period	7.6%	10.2%	7.7%	18.4%	25.5%	30.7%	100.0%
	% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	7.6%	10.2%	7.7%	18.4%	25.5%	30.7%	100.0%

The cross tabulation statistics showed the enrolment before the introduction of the school feeding programme as 1003 while the number rose significantly to 2938 after the introduction of the school programme. The table showed that in the years before the school, enrolment level were 300, 401 and 302 in years 2013, 2014 and 2015 respectively, while in the years after the school feeding programme enrolment level were 725, 1004 and 1209 for years 2016, 2017 and 2018 respectively. This showed that in each of the years after the introduction of the school feeding programme enrolment has increased as compared with the years before the introduction of the programme. It also showed that the enrolment was 25.5% before the introduction of the school but the percentage rose to 74.5% percent after the introduction of the programme in Kaduna State, Nigeria.

Question Two Does school feeding programme have any influence on primary school pupils' retention in Kaduna state, Nigeria?

Table 7: Cross tabulation chi-square statistic on the influence of school feeding programme on retention of primary school pupils in Kaduna state, Nigeria
Period * Year Cross tabulation

		Year						Total
		2013	2014	2015	2016	2017	2018	
Period	Before	Count	284	379	277	0	0	940
		% within Period	30.2%	40.3%	29.5%	0.0%	0.0%	100.0%
		% within Year	100.0%	100.0%	100.0%	0.0%	0.0%	25.6%
		% of Total	7.7%	10.3%	7.5%	0.0%	0.0%	25.6%
	After	Count	0	0	0	687	974	2737
		% within Period	0.0%	0.0%	0.0%	25.1%	35.6%	100.0%
		% within Year	0.0%	0.0%	0.0%	100.0%	100.0%	74.4%
		% of Total	0.0%	0.0%	0.0%	18.7%	26.5%	74.4%
Total		Count	284	379	277	687	974	3677
		% within Period	7.7%	10.3%	7.5%	18.7%	26.5%	100.0%
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	7.7%	10.3%	7.5%	18.7%	26.5%	100.0%

The cross tabulation statistics showed that retention level before the school feeding programme was 940 while the number rose significantly to 2737 after the introduction of the school programme. It showed that in the years before the introduction of the school feeding programme, Retention was 284, (7.7%), 379 (10.3%), 277 (7.5%), for years 2013, 2014 and 2015. While, 687 (18.7%), 974 (26.5%) and 1076 (29.3%) for the years 2016, 2017 and 2018 after the introduction of the school feeding programme in Kaduna state respectively. This shows that in each of the years after the introduction of the school feeding programme retention has increased as compared with the years before the introduction of the school feeding programme. It also showed that the enrolment was 25.6% before the introduction of the school but the percentage rose to 74.4% percent after the introduction of the programme in Kaduna State, Nigeria.

Question Three: Is there any difference in the academic performance of primary school pupils before and after the introduction of school feeding programme in Kaduna state, Nigeria?

Table 8: Cross tabulation chi-square statistic on difference in the academic performance of primary school pupils three years before and after the introduction of the school feeding programme in Kaduna State, Nigeria

			Crosstab				
			Perform Group				Total
			1 – 20	21 – 40	41 - 60	Above 80	
Period	Before	Count	16	114	248	0	378
		% within period	4.2%	30.2%	65.6%	0.0%	100.0%
	After	Count	0	86	280	12	378
		% within period	0.0%	22.8%	74.1%	3.2%	100.0%
Total	Count		16	200	528	12	756
	% within period		2.1%	26.5%	69.8%	1.6%	100.0%

The Cross tabulation statistics above showed that a remarkable difference exist in academic performance of primary school pupils three years before and after the introduction of the school feeding programme in Kaduna State, Nigeria. Looking at the table it showed that before the school feeding programme, 16 pupils had less than 20 as their scores while none have that low score after the programme. It also showed that 114 pupils have between 21 -40 scores as against only 86 who had that range of score after the introduction of the feeding programme. It also showed that a total of 248 had between 41-60 scores before the programme while 280 of them had this range of scores after the programme. Before the programme no pupils' score above 80 while 12 of the pupils' scores above 80 after the introduction of the school feeding programme. This shows that the performance of the pupils increased and improved after the school feeding programme as compared with before the introduction of the programme in Kaduna State, Nigeria.

4.3 Hypotheses Testing

The analyses of the hypotheses are as follows:

Hypothesis One: The null hypothesis states that there is no significant influence of school feeding programme on enrolment of primary school pupils in Kaduna state, Nigeria.

Table 9: Chi square statistic on the influence of school feeding programme on the enrolment of pupils in primary schools in Kaduna state
Chi-Square Tests

	Value	Df	P
Pearson Chi-Square	3941.000 ^a	5	.002
Likelihood Ratio	4470.902	5	.011
Linear-by-Linear Association	2965.979	1	.011
N of Valid Cases	3941		

X²computed >X² critical value at df 5 p < 0.05

Results of the chi square statistics and Cross tabulation table above showed that the calculate p value of 0.002 is lower than the 0.05 alpha level of significance and the computed chi square (X^2) value of 3941.000a is greater than the chi square critical value of **11.07 at df 5**. This shows that school feeding programme has significant influence on enrolment of primary school pupils of Kaduna state, Nigeria. Therefore the null hypothesis which states that there is no significant influence of school feeding programme on enrolment of primary school pupils in Kaduna state, Nigeria is hereby rejected.

Hypothesis Two: The null hypothesis states that there is no significant influence of school feeding programme on retention of primary school pupils in Kaduna state, Nigeria.

Table 10: Chi square statistic on the influence of school feeding programme on retention of primary school pupils in Kaduna state, Nigeria.

Chi-Square Tests			
	Value	Df	p
Pearson Chi-Square	3677.000 ^a	5	.000
Likelihood Ratio	4180.384	5	.000
Linear-by-Linear Association	2770.458	1	.000
N of Valid Cases	3677		

X^2 computed > X^2 critical value at df 5m p < 0.05

Results of the chi square statistics and Cross tabulation table above showed that the calculate p value of 0.000 is lower than the 0.05 alpha level of significance and the computed chi square (X^2) value of 3677.000 is greater than the chi square critical value of **11.07 at df 5**. This indicated that school feeding programme has significant influence on the retention of primary school pupils in Kaduna state, Nigeria. Therefore the null hypothesis which states that there is no significant influence of school feeding programme on retention of primary school pupils in Kaduna state, Nigeria is hereby rejected.

Hypothesis Three: the null hypothesis which state that there is no significant difference in academic performance of primary school pupils three years before and three years after the introduction of school feeding programme in Kaduna state, Nigeria.

Table 11: Chi square Statistic on difference in the academic performance of primary school pupils three years before and after the introduction of the programme in Kaduna State, Nigeria

Chi-Square Tests			
	Value	Df	P
Pearson Chi-Square	33.859 ^a	3	.000
Likelihood Ratio	44.690	3	.000
Linear-by-Linear Association	27.659	1	.000
N of Valid Cases	756		

The Chi-square Statistics above showed that significant difference exist in the academic performance of primary school pupils three years before and after the introduction of the programme in Kaduna state, Nigeria. This is because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance and the computed chi square value of 33.859 is higher than the chi square critical value of 7.815 at df 3. This shows that the school feeding programme has improved the academic performance of the pupils. Therefore, the null hypothesis which states that there is no significant difference in academic performance of primary school pupils three years before and after the introduction of the school feeding programme in Kaduna State, Nigeria, is hereby rejected.

4.4 Summary of Findings of the Study

The followings form the summary of the major findings of the study

1. There is a significant influence of school feeding programme on enrolment of primary school pupils in Kaduna State, Nigeria (p value of 0.002).

2. There is significant influence of school feeding programme on retention of primary school pupils in Kaduna State, Nigeria (p value of 0.000).
3. There is significant difference in academic performance of primary school pupils three years before and after the introduction of the school feeding programme in Kaduna state, Nigeria (p value of 0.000).

4.5 Discussion of Findings

The following are the discussion of the findings found in respect of the justification in the outcome of the three null hypotheses tested in the study.

Findings of hypothesis one of this study revealed that there is significant influence of school feeding programme on enrolment of primary school pupils in Kaduna State, Nigeria. This is in line with the findings of World Food Programme (2006) in Zambia which showed that after the introduction of SFP, the enrollment of children in basic schools increased from 11.1% of the total enrolment in 2002 to 20.1% in 2004 (WFP,2006). In Tanzania according to a study carried by Navuri (2011), the findings have shown that the enrolment of standard one in primary schools in 2007 was 8,396,925 from 6,562,722 by 2003, in which the average has risen from 90% in 2004, to 99% in 2010 (Navuri,2011). This study proved the finding of this research that school feeding programme has strong impact in influencing enrolment of primary school pupils.

The study also found that hypothesis two revealed that there is significance influence of school feeding programme on retention of primary school pupils in Kaduna state, Nigeria. The finding of this study agreed with the findings of a study conducted in Bangladesh which shows that School Feeding Program has a statistical significant impact on student drop-out and increases the level of retention. This study reveals that the primary school drop-out rate

as a result of the program in the rural area was 29 percent and that the overall completion rate in this area is 6 percent, points higher than control rural areas. Similarly, in a study conducted by Ahmad (2004), he found that school meals reduce the probability of dropping out of school by 7.5 percent. This study supported the opinion that school feeding programme has significant influence in primary school pupils' retention. Many countries around the world has embraced the fact that in order to retain children in school, food a day is important especially those who are from poor households and who can rarely afford the recommended meals a day (WFP, 2004). A meal at a school acts as a magnet to get children to class. Continuing to provide a daily meal to children as they grow helps keep them in school and is a powerful support to achieve educational goals (WFP, 2013).

The third finding of this study revealed that significant difference exist in the academic performance of primary school pupils three years before and three years after the introduction of the school feeding programme in Kaduna state, Nigeria. This finding comes in the agreement with finding of Pollitt, Jacoby, Cueto& Ahmed 2004 which stated that School Feeding Program has been successful in increasing pupils' performance. Likewise, in Kenya, a study conducted in 2008 in Mwala division, Machakos County concluded that school feeding program improves performance of pupils (Wambua, 2008).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the Summary of the findings, conclusion, contribution to knowledge, recommendations and suggestions for further studies of the study titled Influence of School Feeding Programme on Enrolment, Retention and academic performance of Primary School Pupils in Kaduna State, Nigeria.

5.1 Summary

The present study was designed to investigate influence of school feeding programme on enrolment, retention and academic performance of primary school pupils in Kaduna State, Nigeria. The research was guided by three objectives; there were to find out the influence of school feeding programme on enrolment of primary school pupils in Kaduna state, Nigeria, to find out the influence of school feeding programme on retention of primary school pupils in Kaduna State, Nigeria and to find out the influence of school feeding programme on academic performance of primary school pupils three years before and three years after the introduction of the programme in Kaduna State, Nigeria. Based on the objectives, three research questions, three null hypotheses and three basic assumptions were formulated and guided the study with scope and delimitation within which the research was carried out.

Related literatures were reviewed on the concepts of school feeding programme, enrolment, retention and academic performance and criticisms of school feeding programme. The reviewed literature pointed out the relationship between school feeding programme and

enrolment, retention and academic performance of primary school pupils. The theoretical framework on motivation was based on theories such as Abraham Maslow's Theory of Motivation, B. F. Skinner's Operant conditioning theory, System Theory of Enrolment and John Beans Explanatory Theory of Retention were reviewed in relation to school feeding programme on enrolment, retention and academic performance of primary school pupils. Last part of the chapter was review of empirical studies of which studies related to the present study were reviewed.

Methodology of the research consist of the research design, population of the study, sample and sampling technique, instrumentation, validity and reliability of the data collected, procedure for data collection and procedure for data analysis. The researcher employed Ex post facto design for the study. The population of the study was 592,060 which consist of 430,688 thousand primary one pupils 161,372 primary six pupils. The sample size of the study is 384 and purposive sampling technique was employed for the subject selection in the study. The data was analyzed using chi-square statistical tool for the three hypotheses.

On the analysis of the study the first finding revealed that there is significant influence of school feeding programme on enrolment of primary school pupils in Kaduna state, Nigeria. The second finding also revealed there is significant influence of school feeding programme on retention of primary school pupils in Kaduna state, Nigeria. While the third finding also shows that there is significant difference in the academic performance of primary school pupils three years before and three years after the introduction of the school feeding programme in Kaduna State, Nigeria. Subsequently, the last chapter of the study consists of summary of the entire study, contribution to knowledge, conclusion of the study which talks

about the findings of the study, recommendation base on the findings of the study and finally suggestions for further studies.

5.2 Contributions to Knowledge

The findings of the study revealed that school feeding programme has significantly positive impact on enrolment, retention and academic performance of primary school pupils in Kaduna State, Nigeria.

5.3 Conclusion

The study concluded based on the findings that:

1. There is significant influence of school feeding programme on enrolment of primary school pupils in Kaduna State, Nigeria.
2. There is significant influence of school feeding programme on retention of primary school pupils in Kaduna State, Nigeria.
3. The study also revealed that there is an improvement in the academic performance of the primary school pupils as result of the introduction of school feeding programme in Kaduna state, Nigeria.

5.4 Recommendations

The following recommendations are put forward with respect to the findings of the study:

1. Base on the finding of the study school feeding programme has positive influence on pupils' enrolment, retention and academic performance which shows that the programme should be sustainable in all public primary schools in Kaduna state, Nigeria.

2. The programme should be maintained because the money spent by the government has showed positive result in the education sector.
3. The programme should also be maintained because parents with poor socio-economic status have gotten an opportunity to enroll their children in school.

5.5 Suggestions for Further Studies

The study titled Influence of School Feeding Programme on Enrolment, Retention and Academic Performance of Primary School Pupils in Kaduna State, Nigeria, can be further studied in the following titles:

1. Impact of school feeding programme on attitude toward schooling of public primary school pupils in Kaduna state, Nigeria.
2. Effect of school feeding programme on cognitive abilities of public primary school pupils in Kaduna state, Nigeria.
3. Impact of school feeding programme on health status of primary school pupils in Kaduna state, Nigeria.

REFERENCES:

- Adelman S.W. & Gilligan, D. O. (2008). "*How Effective are Food for Education Programs? A Critical Assessment of the Evidence from Developing Countries.*" Food Policy Review.
- Ahmed, A.U.& Del N.C. (2002). *The Food for Education Program in Bangladesh: An Evaluation of its Impact on Educational Attainment and Food Security.* Washington, D. C., International Food Policy Research Institute.
- Adekunle D., Taylor I.C. & Ogbogul O. (2016). *The Effects of School Feeding Programme on Enrolment and Performance of Public Elementary School Pupils in Osun State,*
- Alabi A.T. (2003). Evaluation of the Impact of Universal Basic Education Process on Primary School Enrolment in Kwara State. *Nigerian Journal of Educational Research and Education*, 4(1), 12-13. Nigeria.
- Akanbi G. O. & Emmanuel A. (2011). Home Grown School Feeding And Health Programme in Nigeria: An Innovative Approach To Boosting Enrolment In Public Primary Schools – A Study Of Osun State 2002 – 2010. *The African Symposium: An online journal of the African Educational Research Network Vol.11 No.2.*
- Andrew B. C, George R.G, Robert D. K, & Paul R.S (1983) *Introduction to Psychology, Texas Cakland*, New Jersey Palo Alto C.Tucker, Georgia, London England.
- Averett, S.L.& Stifel, D. C. (2007). "*Food for Thought: The Cognitive Effects of Childhood Malnutrition in the United States*", Mimeo Lafayette College.
- Bean, J. (1980). Explanatory theory of student Retention "Dropouts and Turnover: The Synthesis and Test of a Causal Model of Student Attrition, "*Research in Higher Education* (12:2), pp 155-187.
- Branca, F. & Ferrari M. (2002). Impact of micro-nutrient deficiencies on growth: The stunting syndrome. *Annals of Nutrition & Metabolism*, 46(1):8-17.
- Briggs, B. (2008). *School Feeding Programme: Summary of best literature and best Practices*, Village Hope Technical Report 6. pp 1-3
- Bundy D., Burbano C., Grosh M., Gelli A., Jukes M. & Drake L. (2008). *Re-thinking School Feeding Social Safety Nets, Child Development and the Education Sector.* Washington DC, World Bank.

- Burnett, Craing, Narr (2008). *Ending Child Hunger School Launches for. Dr. William Lambers. Lambers Publishers*. Retrieved January, 2017 from <http://www.youtube.com/watch?v=p2Q8-Fnhfss>.
- Buttenheim, A. M., Alderman H., Friedman J. & Arnold (2011). *Impact Evaluation of School Feeding Programs in Lao PDR, 2011*, World Bank Policy Research Working Paper Series, 5518.
- Cambridge University Reporter.(2003). Indicators of academic performance. Available: <http://www.admin.cam.ac.uk/reporter/2002-03/weekly/5915> retrieved 29th June, 2019.
- Daniel O. (2014). *Influence of school feeding programme on Academic Performance of Pre-School children in Kayole Zone, Nairobi Kenya*.
- Dheressa, D. K. (2011). *Education in Focus: Impacts of School Feeding Program on School Participation: A case study in Dara Woreda of Sidama Zone, Southern Ethiopia*. Thesis, Norwegian University of Life Sciences (UMB).
- Ronald D. Calvert, & Marjorie (31 August 2010). *Navigating Smell and Taste Disorders*. Demos Medical Publishing. pp. 33–37. ISBN 978-1-932603-96-5. Archived from the original on 9 November 2011. Retrieved 26 March 2019.
- Fernad L. D. & Fernad P. S. (2010) *Munn's Introduction to Psychology*, Published by Virender Kumar Arya, India.
- Fitsum A. K. (2012). The impact of school feeding programme on students' enrollment and dropout in Jigjiga Zone, Somali National Regional State, Ethiopia.
- Federal Ministry of Education (2007). *National guidelines for school meal planning and implementation*, Abuja: Federal Ministry of Education.
- Galal, O. (2005) *Proceedings of the International Workshop on Articulating the Impact of Nutritional Deficit son the Education for All Agenda 2nd*. Vol. 26. Tokyo: International Nutrition Foundation for the United Nations University.
- Gelli, A., U. & Meir (2007) "Does provision of food in school increase girls" enrollment "Evidence from schools in sub-Saharan Africa *Food and Nutrition Bulletin* 28.
- Gregory, Richard L. (2010). *The Oxford Companion to the Mind (2nd ed.)*. Oxford University Press. Retrieved 18 August 2018
- Hagedorn, L. S. (2005). How to define retention: A new look at an old problem.

College Student Retention Formula for Student, 89-105.

He, F. (2009). *School Feeding Programs and Enrollment: Evidence from Sri Lanka.*

Hutchinson, S. E., C. L. Chang S.M. & McGregor, (2006). School Children's Diets and Participation in School Feeding Programs in Jamaica. *Journal of Public Health and Nutrition*, 1:43-49.

Home Grown School Feeding and Health (2010) Available from <http://www.schoolsandhealth.org/pages/HGSF.aspx> retrieved January, 2017.

Isa Y, Ahmed M. G., Khalid A. & Sherif A. (2014). *School Feeding Program in Nigeria: A Vehicle for Nourishment of Pupils* <http://www.schoolsandhealth.org/pages/HGSF.aspx> Retrieved January, 2017.

Janet, Waters (2011). *Correlation research guideline* retrieved from <http://correlationalresearchdesignnorthwesternuniversitiesandcolleges> 28 January, 2017.

Jacob A. (2004). *Essential of Educational and Social Science, Research methods*, Nairobi: Masola Publishers.

Jukes M.C.H., Drake L.J., & Bundy D.A.P. (2008). *School Health Nutrition and Education for All: Leveling the Playing Field*. Cambridge: CAB Publishers.

Kaduna State Ministry of Education Science and Technology (2017). *School Feeding Package 2016*.

Lawson T. M. (2012). Impact of school feeding programme on Educational, Nutritional and Agricultural Development Goals: *A systematic review of literature*, Michigan State University, U S A.

Levinger, G. B, McLeod J. J. & McLeod J. C. (2002). Ensuring Quality Services and Sustainable Benefits through Well-designed Exit Strategies. *Journal of Feeding for Education Development* 8 (13): 128-131.

Levinger, B. (2005). *School feeding school reform, and food security: Connecting the dots*. *Food and Nutrition Bulletin*, vol. 26 no.2 (supplement 2). The United Nations University.

Mkanyinka A. M. (2014). *Influence of school feeding programme on pupils' participation in public primary schools in flood prone areas of Garsen Division, Tana Delta District, Kenya.*

- Moore, Brian C. J. (2009). "Audition". In Goldstein, E. Bruce. *Encyclopedia of Perception*. Sage. pp. 136–137. ISBN 978-1-4129-4081-8. Archived from the original. Retrieved 26th March 2019.
- Mugenda O. M. & Mugenda A.G. (2003). *Research Methods, Quantitative and Qualitative Approaches*. Nairobi, Kenya. ACTS Press Orodho,
- News Agency of Nigeria (2016). Federal Government *Home Grown School Feeding and Health Programme*.
- Nigerian News (June, 2nd 2017). *Kaduna state government revealed why the stopped the school feeding programme* <http://www.nigerianwatch.com> retrieved on 1st December, 2017.
- Paruzzolo, S. (2009). *The impact of programs relating to child labour prevention and children's protection: a review of impact evaluations up 2007*. http://www.ucw-project.org/Pages/bib_details.aspx?id+11990&Pag=1&Year+-1&Country=-1&Author=-1 Retrieved February, 2017.
- Powell, C. A. & Walker, S. P. (1998). Nutrition and education: a randomized trial of the effects of breakfast in rural primary school children. *The American Journal of Clinical Nutrition*.
- Pollitt, T. Jacob, Cueto & Ahmad (2004) "Educational benefits of the United States school feed programme: a critical review of the literature". *American Journal of the public health*.
- Olusanya, J. O. (2010). Assessment of the food habits and school feeding program of pupils in a rural community in Odogbolu local government area of Ogun State, Nigeria. *Pakistan Journal of Nutrition*. 9 (2): 198-204
- Oyefade, S. A. (2010) *Administration of home grown school feeding and health program in Osun State*. An unpublished MPA Thesis. Ile-Ife: Obafemi Awolowo University.
- Rawley J. (2005). *Enrolment System Theory*. Retrieved 1st April, 2019 from www.academia.edu/31446334/ chapter 2 theoretical framework.
- Research Advisors (2006) *required population sample size in a study*.
- Save the Children USA (2007). School health and Nutrition programme update. *Save the children's school and health Newsletter*. New York, pp. 1
- Seoketsa, L. M. (2007) *Management of school feeding programme at Manamelong Primary School in North West Province, South Africa*. Johannesburg: Skotaville.

- Swartz, M. (2009). An evaluation of school programme as a delivery mechanism to Improve academic performance on needy learners in Bonteheuwel. *Cape Peninsula : University of technology*.pg 5-60.
- Terhemba D. (2017) *School feeding takes N6.2bn in 14 states*<http://N.guardian.ng> retrieved on 2nd December, 2017.
- Tomlinson, M. (2007). School feeding in East and South Africa: *Improving food Sovereignty, Health systems research unit, Medical Research Council*.
- Uduku. (2011). School Building Design for Feeding Programme and Community Outreach: Insights from Ghana and South Africa. *International Journal of Educational Development*, 31, 59–66. <http://dx.doi.org/10.1016/j.ijedudev.2010.06.005>
- Vermeersch, C. & Kremer, M. (2004) *School Meals, Educational Achievement and School Competition: Evidence from a Randomized Evaluation*
- Wekesa K. N. (2015) *Impact of school feeding programme on pupils' retention rates in public primary schools* in Fafi Sub-County Garissa County Kenya.
- WFP (2008b) *Draft School Feeding Policy-A hunger safety net that supports learning, health and community development*, Rome, Italy, World Food Programme
- WFP (2008a) *Child Based Foodfor Education*. W. E. C. Office. Addis Ababa Ethiopia.
- World Food Programme (2009), *School Lunch programme* fromhttp://12,000Script.mit.edu/mission/2014/solution/school_lunch_programme. Retrieved 25th 7, 2018
- World Food Programme (2007-2010), *Country programme*, United Republic of Tanzania.WFP
- Yunusa, I., Gumel, A. M., Adegbusi, K., &Adegbusi, S. (2012). School Feeding Programme in Nigeria: A Vehicle for Nourishment of Pupils. *The African Journal*, 12(2), 53-67.

APPENDICES

Appendix I

Required Sample Size†								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

† Copyright, The Research Advisors (2006). All rights reserved.

APPENDIX II

Chi-Square Tests

	Value	df	Sig (p)
Pearson Chi-Square	3941.000 ^a	5	.002
Likelihood Ratio	4470.902	5	.011
Linear-by-Linear Association	2965.979	1	.011
N of Valid Cases	3941		

X^2 computed > X^2 critical value at df 5m p < 0.05

Crosstabs

Period * Year Crosstabulation

		Year						Total
		2013	2014	2015	2016	2017	2018	
Period	Count	300	401	302	0	0	0	1003
	% within Period	29.9%	40.0%	30.1%	0.0%	0.0%	0.0%	100.0 %
	Before % within Year	100.0%	100.0 %	100.0%	0.0%	0.0%	0.0%	25.5%
	% of Total	7.6%	10.2%	7.7%	0.0%	0.0%	0.0%	25.5%
	Count	0	0	0	725	1004	1209	2938
	% within Period	0.0%	0.0%	0.0%	24.7%	34.2 %	41.2 %	100.0 %
	After % within Year	0.0%	0.0%	0.0%	100.0 %	100.0 %	100.0 %	74.5%
	% of Total	0.0%	0.0%	0.0%	18.4%	25.5 %	30.7 %	74.5%
Total	Count	300	401	302	725	1004	1209	3941

% within Period	7.6%	10.2%	7.7%	18.4%	25.5%	30.7%	100.0%
% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
% of Total	7.6%	10.2%	7.7%	18.4%	25.5%	30.7%	100.0%

Chi-Square Tests

	Value	df	Sig (p)
Pearson Chi-Square	3677.000 ^a	5	.000
Likelihood Ratio	4180.384	5	.000
Linear-by-Linear Association	2770.458	1	.000
N of Valid Cases	3677		

$X^2_{\text{computed}} > X^2_{\text{critical value at df 5 p} < 0.05}$

Crosstabs

Period * Year Cross tabulation

		Year						Total
		2013	2014	2015	2016	2017	2018	
Period	Count	284	379	277	0	0	0	940
	% within Period	30.2%	40.3%	29.5%	0.0%	0.0%	0.0%	100.0%
	% within Year	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	25.6%
	% of Total	7.7%	10.3%	7.5%	0.0%	0.0%	0.0%	25.6%
	Count	0	0	0	687	974	1076	2737
	% within Period	0.0%	0.0%	0.0%	25.1%	35.6%	39.3%	100.0%
	% within Year	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	74.4%
	% of Total	0.0%	0.0%	0.0%	18.7%	26.5%	29.3%	74.4%
Total	Count	284	379	277	687	974	1076	3677
	% within Period	7.7%	10.3%	7.5%	18.7%	26.5%	29.3%	100.0%
	% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	7.7%	10.3%	7.5%	18.7%	26.5%	29.3%	100.0%

Frequency Table

		Period		
		Frequency	Percent	Valid Percent
Valid	Before	378	50.0	50.0
	After	378	50.0	50.0
	Total	756	100.0	100.0

		Year		
		Frequency	Percent	Valid Percent
Valid	2013	126	16.7	16.7
	2014	126	16.7	16.7
	2015	126	16.7	16.7
	2016	126	16.7	16.7
	2017	126	16.7	16.7
	2018	126	16.7	16.7
	Total	756	100.0	100.0

		Perform Group		
		Frequency	Percent	Valid Percent
Valid	1 – 20	16	2.1	2.1
	21 – 40	200	26.5	26.5
	41 – 60	528	69.8	69.8
	Above 80	12	1.6	1.6
	Total	756	100.0	100.0

Crosstab

			Perform Group				Total
			1 - 20	21 - 40	41 - 60	Above 80	
Period	Before	Count	16	114	248	0	378
		% within period	4.2%	30.2%	65.6%	0.0%	100.0%
	After	Count	0	86	280	12	378
		% within period	0.0%	22.8%	74.1%	3.2%	100.0%
Total	Count		16	200	528	12	756
	% within period		2.1%	26.5%	69.8%	1.6%	100.0%

Chi-Square Tests

	Value	Df	P
Pearson Chi-Square	33.859 ^a	3	.000
Likelihood Ratio	44.690	3	.000
Linear-by-Linear Association	27.659	1	.000
N of Valid Cases	756		

APPENDIX III

Chi square critical table

	$\alpha = 0.995$	0.99	0.975	0.95	0.9	0.1	0.05	0.025	0.01	0.005
df = 1	---	---	0.001	0.004	0.016	2.706	3.841	5.024	6.635	7.879
2	0.01	0.02	0.051	0.103	0.211	4.605	5.991	7.378	9.21	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277	14.86
5	0.412	0.554	0.831	1.145	1.61	9.236	11.07	12.833	15.086	16.75
6	0.676	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812	18.548
7	0.989	1.239	1.69	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.18	2.733	3.49	13.362	15.507	17.535	20.09	21.955
9	1.735	2.088	2.7	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.94	4.865	15.987	18.307	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	5.578	17.275	19.675	21.92	24.725	26.757
12	3.074	3.571	4.404	5.226	6.304	18.549	21.026	23.337	26.217	28.3
13	3.565	4.107	5.009	5.892	7.042	19.812	22.362	24.736	27.688	29.819
14	4.075	4.66	5.629	6.571	7.79	21.064	23.685	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	8.547	22.307	24.996	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	9.312	23.542	26.296	28.845	32	34.267
17	5.697	6.408	7.564	8.672	10.085	24.769	27.587	30.191	33.409	35.718
18	6.265	7.015	8.231	9.39	10.865	25.989	28.869	31.526	34.805	37.156
19	6.844	7.633	8.907	10.117	11.651	27.204	30.144	32.852	36.191	38.582
20	7.434	8.26	9.591	10.851	12.443	28.412	31.41	34.17	37.566	39.997
21	8.034	8.897	10.283	11.591	13.24	29.615	32.671	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	14.041	30.813	33.924	36.781	40.289	42.796
23	9.26	10.196	11.689	13.091	14.848	32.007	35.172	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	15.659	33.196	36.415	39.364	42.98	45.559
25	10.52	11.524	13.12	14.611	16.473	34.382	37.652	40.646	44.314	46.928
26	11.16	12.198	13.844	15.379	17.292	35.563	38.885	41.923	45.642	48.29
27	11.808	12.879	14.573	16.151	18.114	36.741	40.113	43.195	46.963	49.645
28	12.461	13.565	15.308	16.928	18.939	37.916	41.337	44.461	48.278	50.993
29	13.121	14.256	16.047	17.708	19.768	39.087	42.557	45.722	49.588	52.336
30	13.787	14.953	16.791	18.493	20.599	40.256	43.773	46.979	50.892	53.672
40	20.707	22.164	24.433	26.509	29.051	51.805	55.758	59.342	63.691	66.766
50	27.991	29.707	32.357	34.764	37.689	63.167	67.505	71.42	76.154	79.49
60	35.534	37.485	40.482	43.188	46.459	74.397	79.082	83.298	88.379	91.952
70	43.275	45.442	48.758	51.739	55.329	85.527	90.531	95.023	100.425	104.215
80	51.172	53.54	57.153	60.391	64.278	96.578	101.879	106.629	112.329	116.321
90	59.196	61.754	65.647	69.126	73.291	107.565	113.145	118.136	124.116	128.299
100	67.328	70.065	74.222	77.929	82.358	118.498	124.342	129.561	135.807	140.169

Note: the critical value is read taking note of the df and from the 0.05 α column

APPENDIX IV

KADUNA STATE SCHOOL FEEDING PROGRAMME

Mission of the Programme

To ensure a state of well-nourished, healthy and gregarious children that will attend and complete their basic education in a conducive, tolerant and stimulating environment in line with the Sustainable Development Goals (SDGs) which also agrees with the state A Government change programme

Objectives of the Programme

- a. To provide nutritional supplement to children attending primary and pre-schools
Early Child care Development and Education (ECCDE)
- b. To increase enrollment and improve learners attendance at school.
- c. To motivate teachers to improve learning achievement in the classroom.
- d. To empower the local women and encourage community participation.

Beneficiaries

1. School pupils from grades 1-10 in all public primary schools
2. Community women who would be employed to serve food in schools within their
localities
3. Local farmers
4. Parents and guardians

Implementation

The programme will be implemented in all four thousand two hundred and fifty four (4254) primary schools in areas of the 23 Local Governments of the state. It will cover the entire primary school pupils along with ECCDE Numbering one million eight hundred and thirty eight thousand five hundred and fourteen thousand. (1,838,514) providing at least one meal per every child per day. Implementation will be domiciled in the office of the Governor under the technical Assistant (TA) to Governor on school feeding.

Operational Framework

The programme sourced local vendors from the communities where the primary schools are located. Multilayered sourcing technique was used, office of the Interim Local Government Chairman, Members of the House of Assembly office of the Special Adviser Political and SUBEB were used to Source the vendors. Each vendor will be required to serve a minimum of 250 pupils and a maximum of 400 Pupils one meal on one School day per week. Schools where the pupil enrollment is higher than 400, two vendors will be required to serve food on the same day. Accordingly, all Schools and Vendors in the State have been coded for easier identification.

Menu

Considering the availability of Local ingredient and the cost of feeding a child per day, a menu was developed by the Technical Committee in partnership with Stake Holders

such as Partnership for Child Development (PCD) and the Technical team from the office of the Vice President. The Menu (Table 2.2) was discussed at the Stake Holders meeting on School Feeding Programme held in Kaduna. Yam will be alternated with Sweet Potato depending on the season. A standard serving spoon (exhibit A) will be used across the entire state to ensure uniformity in the quantity of food to be served.

The following table is the menu for Kaduna State School feeding programme

Table 2.2 Showing Proposed Menu for School Feeding in Kaduna State

DAYS	FOOD GIVING
MONDAY	Yam/sweet potato + egg sauce
TUESDAY	Rice + beans + (orange)
WEDNESDAY	Beans porridge/vegetable + (fish)
THURSDAY	Moimoi + garnished with vegetable
FRIDAY	High Energy/ordinary biscuits + yoghurt/juice/milk

Source: Kaduna State Ministry of Education Science and Technology.

Market Surveys for food items and Practical cooking analysis conducted by the Technical Committee showed that N50 Child meal is the barest minimum amount that can allow the vendors to break even. However, where whole egg, meat or fruit is considered, then the shutdown point cost will be N70 Child meal. Using Fifty Naira per Meal per day, the daily cost of the programme will be Ninety One Million Nine Hundred and twenty five thousand Seven Hundred Naira only per day (N 91,925,700).

Budgetary Provisions

The Ministry of Education, Science and Technology has budgeted the sum of Ten Billion, Seventy Million Naira (N10,072,000,00.00) for the School Feeding Programme in the 2016 Budget.

Partners

Partners for the School feeding Programme are:

- iv. National School Meal Programme that will provide 60% funding for the programme.
- v. Partnership for child Development that assisted in designing the programme and will fund 40% of the training for vendors
- vi. DFID through Education Sector Support in Nigeria (ESSIN) will assist in monitoring the programme.

Stake Holders

Identified stake holders of the Programme and their respective roles include.

- iv. Kaduna State Government whose roles includes but not limited to; Formation of relevant policies to ensure effective and successful implementation of the programme.
- e. There is adequate provision of funds for the programme in the 2016 budget.
- f. Community women would be empowered and trained.

- g. Sensitization and mobilization of the masses for the support of the programme.
 - h. Monitoring the Programme.
 - v. Local Governments:
 - d. Sourcing of Service Providers.
 - e. Coordinating the cooperative societies.
 - f. Monitoring of food vendors to ensure quality and equality.
 - iv. Community.
 - c. Monitoring activities in Schools (regularly) to ensure a hitch-free programme.
 - d. Supporting and promoting the programme to ensure its success.
3. Attachment: Food type and ration, assorted biscuits and drinks to be demonstrated to council members.

Council members are invited to note

- j. That the School feeding Programme will commence in the Second term academic term of 2015/2016 commencing on 10th of January 2016.
- vi. That vendors were sourced from across the 23 Local Government areas Locally and priority was given to those already selling food in the primary Schools
- vii. That the success of the programme is dependent on timely release of funds,

Sourcing of Vendors

Food vendors were sourced locally in every Primary School. Currently, four vendors were identified in each School. Priority was given to vendors' already selling food in the School to pupil during break periods. A total of 17,016 women were sourced across the State. Bulk supply of biscuit and drinks will be made to ensure quality and uniformity of product. Women will be clustered into cooperative societies in every ward each cooperative society will have a chairman, Secretary and a treasurer who will be the signatories to the Society's bank account. Funds for every ward will be paid directly from the office of the accountant General to the Cooperative Society's account. Amount to be given to vendors will depend on number of pupils each vendor is serving. Disbursement and monitoring will be done by the office of the Technical assistant while the Auditor General will audit all the accounts of the cooperative societies. Banks across the 23 Local Governments to be used by cooperative societies have been identified (Annexure 1)

Supervision

The supervision framework of the programme will involve the Local Government School feeding Committee which further set up a School supervision team in every Village consisting of the PTA and SBMC/Community Leaders chairmen of the School. Zonal supervisory teams will also be constituted by the office of the Technical Assistant to the Governor on School Feeding.

Financial Implication

The menu of the school feeding programme as contained in the table however can be changed by the technical committee based on seasons subject to the approval of the Governor.

2. The feeding of each child at the cost of N50/meal per day.
4. Approve the payment of N5, 975,170,500 to be used for School Feeding for the 13 weeks period of the Second term 2015/2016 academic session.
- 5 Domiciliation of the programme directly under the office of the Governor and to be managed by the Technical Assistant to the Governor on the School feeding (Kaduna State Ministry of Education, 2016)

APPENDIX V
INTRODUCTION LETTERS



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: PISEOPC 8013

Date: 16/7/2018

The Chairman
Kaduna State Universal
Basic Education Board



Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Project/Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please accord them all the necessary assistance.

TOPIC OF RESEARCH:

Perception of Parents, Teachers and School
Managers on the influence of school feeding
Programme on enrolment and retention of pupils
in Kaduna State, Nigeria.

Thank you for your continued cooperation

Yours sincerely,

[Signature] 29/10/18
Research Adviser

HEAD
DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
AND COUNSELLING

STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB) KADUNA STATE OF NIGERIA

HEAD OFFICE:
79 Tafawa Balewa Way,
P.M.B 2333 Kaduna,
Kaduna Nigeria.

KD/SUBEB/LGEA 44/VOL.III

Ref: _____



E-mail: kadunasubeb@yahoo.com
www.kadunasubeb.com

3rd December, 2018

Date: _____

The Education Secretary,

GILWA LGEA
.....

LETTER OF INTRODUCTION – IBRAHIM ABDULLAHI P15EDPC 8013

I write to inform you that the above person is a Postgraduate student from the Department of Educational Psychology and Counselling, Faculty of Education Ahmadu Bello University, Zaria who intends to carry out a research work in your LGEA on the *"Perception of Parents, Teachers, School Managers and SBMCs on the influence of School Feeding Programme as it affect enrollment, retention of Primary School Pupils in Kaduna state"*.

Kindly give the research person all the necessary supports to carried out his research work.

Above for your information and necessary action, please.

Ibrahim Aminu
Ibrahim Aminu
Ag. Director, Social Mobilization
For: Executive Chairman

STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB) KADUNA STATE OF NIGERIA

HEAD OFFICE:
79 Tafawa Balewa Way,
P.M.B 2333 Kaduna,
Kaduna Nigeria.

KD/SUBEB/LGEA 44/VOL.III

Ref: _____



E-mail: kadunasubeb@yahoo.co
www.kadunasubeb.co

3rd December, 2018
Date: _____

The Education Secretary,

ES ZARIA LGA
.....

LETTER OF INTRODUCTION – IBRAHIM ABDULLAHI P15EDPC 8013

I write to inform you that the above person is a Postgraduate student from the Department of Educational Psychology and Counselling, Faculty of Education Ahmadu Bello University, Zaria who intends to carry out a research work in your LGEA on the *"Perception of Parents, Teachers, School Managers and SBMCs on the Influence of School Feeding Programme as it affect enrollment, retention of Primary School Pupils in Kaduna state"*.

Kindly give the research person all the necessary supports to carried out his research work.

Above for your information and necessary action, please.

Ibrahim Aminu
Ibrahim Aminu
Ag. Director, Social Mobilization
For: Executive Chairman

STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB) KADUNA STATE OF NIGERIA

HEAD OFFICE:

79 Tafawa Balewa Way,
P.M.B 2333 Kaduna,
Kaduna Nigeria.



E-mail: kadunasubeb@yahoo.co
www.kadunasubeb.co

Ref: KD/SUBEB/LGEA 44/VOL.III

Date: 3rd December, 2018

The Education Secretary,

KADUNA LGEA

LETTER OF INTRODUCTION – IBRAHIM ABDULLAHI P15EDPC 8013

I write to inform you that the above person is a Postgraduate student from the Department of Educational Psychology and Counselling, Faculty of Education Ahmadu Bello University, Zaria who intends to carry out a research work in your LGEA on the *"Perception of Parents, Teachers, School Managers and SBMCs on the influence of School Feeding Programme as it affect enrollment, retention of Primary School Pupils in Kaduna state"*.

Kindly give the research person all the necessary supports to carried out his research work.

Above for your information and necessary action, please.

Ibrahim Aminu
Ag. Director, Social Mobilization
For: Executive Chairman



KADUNA STATE UNIVERSAL BASIC EDUCATION BOARD
SABON-GARI, LOCAL GOVERNMENT EDUCATION AUTHORITY

Telephone: 069- 332508/332928

No. 6 MAJE RAOD
SABON - GARI, ZARIA

Our Ref: SRLG/EDU/06/VOL.1

Your Ref: _____

4TH December, 2018

Date: _____

ATTENTION

1. BOMO MODEL PRIMARY SCHOOL
2. AMINA L.E.A. PRIMARY SCHOOL
3. SAIDU L.E.A PRIMARY SCHOOL
4. SAMARU MODEL PRIMARY SCHOOL

INTRODUCTORY LETTER

This is to write and introduce student from Ahmadu Bello University, Zaria, in person of Ibrahim Abdullahi, with registration number PI5EDPC 8013, Department of Educational psychology and Counseling, Faculty Of Education, here to conduct research in your schools, titled: "Perception of parents, Teachers, School managers and SBMCs on the influence of school Feeding Programme as it affect enrollment, retention of Primary School Pupils in Kaduna State".

In view of the above you may wish to render her all necessary assistance she may need.

KASIMU UMAR TURAWA
EDUCATION SECRETERY



STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB)
ZARIA LOCAL GOVERNMENT EDUCATION AUTHORITY

P.M.B. 1040, ZARIA
Tel: 069 - 323911-12

Your Ref: _____

Our Ref: EDUC/LGEA/HRM/Vol. 8XII

Date: 12th December, 2018.

The Head Teachers:

LGEA Sarki Sambo.

LGEA Dr. Nuhu Bayero.

LGEA Dr. Aminu Ladan Sharehu.

LGEA Alu Dansidi.

INTRODUCTION LETTER

I am directed to introduce to you the bearer **IBRAHIM ABDULLAHI PISEDPC 8013**, a postgraduate student from the Department of Educational Psychology and Counseling, Faculty of Education Ahmadu Bello University Zaria, who intends to carry out a research work in your respective school on the **"PERCEPTION OF PARENTS, TEACHERS, SCHOOL MANAGERS AND SBMCs ON THE INFLUENCE OF SCHOOL FEEDING PROGRAMME AS IT AFFECTS ENROLMENT, RETENTION OF PRIMARY SCHOOL PUPILS IN KADUNA STATE"**.

Kindly give the researcher all necessary support for successful research, please.

Bello Ibrahim,
PHRO (Management),
For: Education Secretary.

"Education for all is the responsibility of all" and "Together we can deliver"



KADUNA STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB)
KUDAN LOCAL GOVERNMENT EDUCATION AUTHORITY

KUDAN LOCAL GOVERNMENT, HUNKUYI

P.M.B. 1010, ZARIA

Our Ref: LGEA/KUDLG/HRM/VOL.II

12th Dec., 2018

Your Ref: _____

Date: _____

The Head Teachers:
MPS Hunkuyi.
MPS Kudan.
LGEA Jaja.
CPS Kauran Wali.

INTRODUCTION

I wish to introduce to you that bearer **IBRAHIM ABDULLAHI PISEDPC 8013**, a Postgraduate Student from the Department of Education Psychology and Counseling, Faculty of Education Ahmadu Bello University Zaria, who intends to carry out a research work in your respective schools on the **"PERCEPTION OF PARENTS, TEACHERS, SCHOOL MANAGERS AN SBMCs ON THE INFLUENCE OF SCHOOL FEEDING PROGRAMME AS IT AFFECT ENROLMENT, RETENTION OF PRIMARY SCHOOL PUPILS IN KADUNA STATE"**.

Kindly give the researcher all necessary support for successful research, please.

Thanks.

12/12/2018

SIRAJO YAHAYA
EDUCATION SECRETARY



KADUNA STATE UNIVERSAL BASIC EDUCATION BOARD (KSUBEB)

GIWA LOCAL GOVERNMENT EDUCATION AUTHORITY

P.M.B. 4, GIWA

Our Ref: _____

Your Ref: _____

Telegrams: _____

Date: 12th December, 2018

Attention

1. MPS KIDANDA
2. MPS GALADIMAWA
3. MPS GIWA
4. MPS SHIKA

INTRODUCTORY LETTER

I am directed to write and introduce student from Ahmadu Bello University, Zaria in person of Ibrahim Abdullahi, whist registration number P15EDPC8013, Department of Educational Psychology and counseling, faculty of Education, here to conduct research in your school, titled: "perception of parents, Teachers, school managers and SBMC's on the influence of school feeding programme as it affect enrolment, retention of primary school pupils, in Kaduna State".

In view of the above, render him all necessary assistance he may need.

Your's

Salisu Abdulsalam
H.O.D (SM)
For Education Secretary

It Education is Expensive, try ignorance