

# **IMPLEMENTATION OF THE NATIONAL HOMEGROWN SCHOOL FEEDING PROGRAMME AND LEARNING OUTCOME AMONG PUPILS IN CALABAR EDUCATION ZONE, CROSS RIVER STATE, NIGERIA**

**Usang, Nkanu Onnoghen<sup>1</sup>**

usangonnoghen@Gmail.com, +2348171953333

**&**

**Unimtiang, Unimke Sylvanus<sup>1</sup>**

unimkefelaa@gmail.com, +2347034477327

**&**

**Ogbaji Dominic Ipuole<sup>2</sup>**

Dominicogbaji2@gmail.com, +2348035280651

**&**

**Michael Obi Odey<sup>2</sup>**

odeyobi@yahoo.com, +2348035280651

**&**

**Rose, Usang Onnoghen<sup>3</sup>**

Roseosang012@gmail.com, +2347039097094

**&**

**Nwagbara, Moses O.<sup>3</sup>**

Moses.nwagbara@mouau.edu.ng, momwagbara@yahoo.com

<sup>1,3</sup>Department of Environmental Education,

Faculty of Arts and Social Science Education, University of Calabar

<sup>2</sup>Department of Social Science Education,

Faculty of Arts and Social Science Education, University of Calabar

<sup>3</sup>Department of Water Resources Management and Agrometerology,  
Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria

## **Abstract**

*This study investigates the national homegrown school feeding programme and learning outcome among pupils in Calabar Education Zone, Cross River State, Nigeria. To achieve the purpose of this study, a null hypothesis was formulated. A review of related literature was carried out accordingly in line with the specific objective raised. Descriptive survey research design was adopted for the study. The area of the study was Cross River State. The target population is primary education pupils in the research area. Multiple sampling techniques were adopted in selecting*

*four hundred (400) respondents used for the study. A ten item modified four point Likert scale questionnaire titled “The National Homegrown School Feeding Programme Questionnaire (NHSFPQ)” and terminal results were the instruments used for gathering data for the study. To test the hypothesis formulated for the study, simple linear regression statistical tool was used for data analysis. The hypothesis formulated was tested at 0.05 level of significance. The result of the analysis revealed that the National Homegrown School Feeding Programme significantly predict learning outcome among pupils in Calabar Education Zone’ in Cross River State, Nigeria.*

**Keyword:** national homegrown, school feeding programme, learning outcome, pupils, Calabar Education Zone,

## **Introduction**

Education is seen as an instrument par excellence for effecting national development and improving the wellbeing of country citizens the world over. For education to achieve its objectives of national development and the improvement of citizens’ wellbeing it is expected to be of high quality in order to produce sound and quality individuals that are capable of contributing to the growth of the nation’s economy. But there is public outcry on the standard of education system and poor learning outcome of pupils in primary institutions in Calabar Education Zone of Cross River State, Nigeria. This is manifest in external examination like the federal and states Common Entrance Examination (CEE). In over a decade, the terminal and sessional examination has recorded poor results.

Abe and Adu (2013) assert that improving pupils’ learning outcome in schools is dependent on two factors; the quality of teachers engaged in the system and government programmes that influence effective classroom instructions to promote pupils–teacher learning relationship that is embedded on knowledge base. Since, the classroom is the centre of learning process for the pupils therefore; it requires ample resources and freedom to provide for every student with what they deserve, hence it is an important requirement for improving pupils’ learning outcome (Aliakbari & Amoli, 2016). In addition, empowering teachers with social programmes is an incentive element to encourage knowledge, enthusiasm, autonomy, participation, feedback and importance, all of which assist and foster an individual’s commitment to the delivery of classroom instructions. This will also provide a level of comfort and allow pupils to take academic risk that will advance learning outcome.

The National Policy on Education (Federal Republic of Nigeria, 2014) stipulates that the quality of instruction at all levels has to be oriented towards inculcating the acquisition of competencies and enhance pupils’ academic

performance. Thus, academic performance can be defined as the quality of results produced by pupils as reflected in the quality of their examination scores (Musa, 2015). It is also a major determinant of the future of youths in particular and the nation in general and it is the medium through which the attainment of individuals and the nation's educational goals can be achieved in through learning. So, learning outcome is the centrepiece around which the purpose of education system revolves. Narad and Abdullah (2016) opine that the learning outcome of pupils determines the success or failure of any academic institution. This means that the quality of learning in any given school system can be predicted on good performance of pupils and the engagement of quality teachers to bring about learners satisfaction. Perhaps, knowledge is gained through learning outcome and is assessed by marks obtained by pupils in relation to the goals set by the school to be achieved over a specific period of time (Narad & Abdullah, 2016). This implies that the goals are measured through continuous assessment or examinations results. However, it can be seen that the pupils behaviour is determined by the level of learning obtained by the pupils; that is once a student shifts from its original behaviour to a certain attitude, it means that he or she has been exposed to new ideas either by positive or negative as to reflect the demonstration of learning in outcome.

Mgbodile (2013) identifies the objectives of student learning outcome to include the making of pupils to think effectively, helping pupils to communicate their thoughts clearly, enabling the pupils to develop relevant skills in judgment and decision making. Others are to help pupils play their part as useful members of their homes and families, making the pupils understand basic facts about health and sanitation, helping pupils to appreciate their roles as citizens of Nigeria and the development of good moral principles as well as the appreciation of their cultural heritage and dignity of labour. In the Calabar Education Zone, there seems to be noncompliance to factors that promote effective learning, resulting in high level of illiteracy rate, repetition rate, absenteeism, street hawking and armed robbery as the list of the social vices go on as the result of poor government policies and programmes to sustain the learning outcome of pupils.

Evidence from national dailies shows that most of the primary school dropout are the major perpetrators of social vices such as stealing, kidnapping, cult activities, alcoholism and peddling of hard drugs around street not minding their age. This is because schools within the education zone lack access to effective government policies and programmes to enhance learning as well as make learning a life-long programme that will make the products of the educational system useful to themselves and the society at large.

Consequently, the views that the country illiteracy rate stands at 65 million to 75 million, shows weakness and high level of illiteracy in the educational system in terms of learning outcome (FGN, 2017). This is against the principal goal of the

NPE that the number of uneducated persons is more than the number of educated ones which does not represent the good result of the National Policy on Education. This is because most of the persons come from low family backgrounds where the income of the parents is very little and by so doing, they find it difficult to send their children to school, especially those ones in the rural areas. This remark is one of the reasons why there is a high illiteracy rate as against the National Policy on Education that all pupils irrespective of background (poor or rich), creed, sex and religion have access to quality education. In a related opinion, Cecchini (2017) believes that in order to advance towards poverty eradication, poverty reduction programmes must be treated as part of an integrated social protection policy. This is because learning cannot be achieved with an empty stomach. For effective learning to take place, pupils must be ready psychologically, emotionally and be well cared for and fed very adequately. It is on this basis that the federal government, through empowerment policies and programmes titled social investment programme aimed at reducing poverty and illiteracy to increase pupils' retention in schools as well as pupils learning and learning outcome are mounted.

Of note, Nigeria is rated to be at a low performing stage in terms of human capital development and social empowerment scheme. However, its utilization thus becomes insignificant due to its low availability. Additionally, this remark is compounded by the level of inadequacy in the educational system (UNDP, 2010). This is because social investment programme has strong dedications towards restructuring the formal training system for the enablement of manpower production. Therefore, training and re-training of pupils as the key factor in terms of learning outcome in schools, should be intensified so as to empower these pupils on modern methodologies and skills required for effective handling and learning in schools which is the basis for actualization of educational goals. That is, the time and energy which pupils devote to educationally purposeful activities is the single best predictor of their learning and personal development. However, Bakare (2010) agrees that it is simply a developmental mission for the involvement of youths in social investment programme that is a common social responsibility of adult citizens for the sustenance of human livelihood. This is because social protection is particularly important for children, as it reduced their high levels of vulnerability compared to adults. On this premise, it shows that the more learning is engaged in by the pupils the greater lights and creative they will become and this may reduce the level of poverty, because learning deficiency is a major driver of poverty and social vices resulting from poor pupils reading culture which have assumed multi- dimensional phenomena cutting across all facets of age group, educational strata and geographies. On the other hand, learning outcome of pupils is an important factor affecting the achievement of higher education goals. (Zhu,2016), academic achievement is a direct manifestation of learning outcome

and a valid indicator to evaluate the outcome of teaching and education in higher education as well as the overall development of pupils.

The Buhari administration introduced the National Social Investment Programme (NSIP) in 2016 in an attempt to improve pupils' well-being, school standard and learning outcome. The federal government's social investment programmes cover the N-power programme, Government Enterprise and Empowerment Programme, National Homegrown School feeding Programme, Conditional cash transfer and N-Teach programme. The objective behind the creation of the federal government social investment programmes is to support the underprivileged Nigerians across the country by reducing poverty and improving their standard of living through direct support capacity building and investment. Of course, this may allow the disadvantaged youths to develop interest in education which will enhance learning outcome among them. According to the (FGN, 2017) the National Social Investment Programme (NSIP) is embedded with programmes designed and implemented to tackle this abysmal condition of education for the less privileged.

The National Homegrown School Feeding Programme (NHGSFP) is a government initiative which aims to deliver school meals to young children. It is also aimed at improving the health and educational outcome of public primary school pupils. It uses farm product locally grown by smallholder farmers to provide children nutritious mid- day meals on every school day. The programme links local farmers to the education sector by facilitating their access to the school feeding market. The objectives of the NHGSFP are to: improve the enrolment of primary school children in Nigeria and reduce the current dropout rates from primary school which is estimated at 30 percent. It is also to address the poor nutrition and health status of many children arising from poverty, which have affected the learning outcomes of the children. Stimulate local agricultural production and boost the income of farmers by creating a viable and ready market through the school feeding programme. (National Social Investment Office, 2017).

It is against this background that the researcher seeks therefore to examine the implementation of the federal government social investment programmes and learning outcome among social science education pupils in primary institutions in Calabar Education Zone, Cross River State, Nigeria.

### **Statement of the problem**

There is public outcry on the standard of education system and poor learning outcome of pupils in primary institutions in Calabar Education Zone of Cross River State, Nigeria. This is manifest in external examination like the federal and states Common Entrance Examination (CEE). In over a decade, the terminal and sessional examination has recorded poor results. This may be because the education institutions lack the requisite programmes to enhance the goals of learning such as

government social empowerments and policies to trigger the home of the parents and the teachers in settling the atmosphere for proper learning process. Pupils also forfeit their studies due to the burdens in their home which give room to some attitudes, stress, emotions and poor learning environment. In other words, there is outright lack of social empowerments and policies to influence pupils' learning due to unavailability.

The outcry over the poor learning outcome in Calabar Education Zone of Cross River State, Nigeria has manifested in small classroom size, lack of desks, poor scientific facilities in the laboratory, poorly equipped library, small shaped chalkboards, poor dormitory beds, unequipped staff quarters and lack of qualified teachers as some peculiar problems encountered by schools within the education zone. This has attracted the interest of educationists and they tend to shift the blame on the teachers, teaching methodology adopted by the teachers and lack of fund from the government to provide quality textbooks. These abysmal conditions of learning in primary schools contribute to the massive failure recorded within the study area. As a result, ineffective learning among pupils has been the case; the issues of examination malpractice, failure, school dropout among others have been on the increase. Learning outcome among primary schools is something which everyone expects to be of higher quality because of the roles which primary education plays and the services it provide to the community. On the other hand, those who failed to perform better cannot contribute well to the human resources development. Despite its important, this has not been implemented effectively thus, many public schools still lack improved performance.

It is worthy of note that despite all the attempts made by the government to solve the problems of learning outcome by renovating 60 primary schools across the state under the comprehensive renovation phase one in 2016 and the provision of textbooks to all the schools within the state in 2012 during the administration of Prof. Sen. Ben Ayade (Richard, 2018) and the building of 40 classroom blocks with toilets facilities across the States in 2018 (CRSEB, 2018) these problems still persist. It is common knowledge that the quality and standard of education is falling and this has become a serious concern to the government, educational authorities and private sector in recent times. Nevertheless, this problem has not been looked into. The above scenario prompted the researcher to examine the influence of the social investment programmes on learning outcome among social science education pupils in primary institutions in Calabar Education Zone, Cross River State, Nigeria. In essence, in what ways does national homegrown school feeding programme predict learning outcome among pupils in primary institutions in Calabar Education Zone of Cross River State, Nigeria?

### **Purpose of the study**

The purpose of the study is to ascertain the extent to which national homegrown school feeding programme predicts learning outcome among pupils in primary institutions in Calabar Education Zone of Cross River State, Nigeria. Specifically the study seeks to: investigate the effect of the national homegrown school feeding programme on learning outcome among pupils in Calabar Education Zone.

### **Literature review**

#### **Concept of National Homegrown School Feeding Programme (NHGSFP)**

(NHGSFP) is a government initiative that aims to improve the health and educational outcomes of the pupils both in primary schools. School feeding programme is a global practice with over 368 million children receiving school meals in 169 countries (WFP, 2013). Also according to the World Bank (2013) school feeding programme is a social safety net that provides both educational and health benefits to the most vulnerable Children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level. It is an educational policy for improving the quality of education. Essentially, school feeding is simply the provision of food to children through schools. Oyefade (2014) states that different countries have one or a combination of the two feeding modalities in place for various objectives. However, they can be grouped into two broad categories, in- school meals and take- home rations where families are given food if their children attend school. Historically, in- school meals have been the most popular modality of school feeding interventions. The school feeding can be in turn grouped into two common categories, programme that provides meals and programme that provides high- energy such as biscuits or snacks to generate greater impacts on school enrolment, to increase retention rates, and to reduce gender or social gaps in children. This is because motivation on pupils is a key driving force that arose cognitive activities on pupils to enhance learning outcome. Arikewuyo and Akanbi (2020) contended that there are indications of a significant swing in thinking about school feeding and many elements of this new thinking are being promoted keenly under the rubric of “homegrown school feeding.” Each year, world food program America provides million of school children with food in the world as an incentive to lure children to school and to maintain their attendance. This is so because school meals increase pupils’ participation in school and can have greatest effect towards improving educational standards in the school.

## **Review of Empirical Studies**

### **National Homegrown School Feeding programme and Learning Outcome**

Shabani (2018) conducted a study to assess the impact of school feeding programme on learners' academic performance in Mlundazi ward, Tarzania. The study adopted the cross-sectional survey design. The study was equally qualitative and quantitative in nature. A questionnaire was administered to capture the impact from 96 respondents in four randomly selected primary schools in Mlundazi ward. Focus Group Discussion (FGD) was employed to complement the questionnaire. A checklist was used to validate data from learners and teachers through the focus group discussion. The data were analyzed using descriptive statistics. The researcher found that school feeding programme had shown significant impact on learner's academic performance. The author also found that school feeding programme had increased examination performance, helped to get learners into school, enhancing enrolment and reducing absenteeism. The assessment of examination scores in the period before and during school feeding programme had shown that learners performed better in an examination during the school feeding programme than before. The study recommends that in practice school feeding programme is difficult, it can be with advantage if the policy makers and implementers can benefit from a careful examination of the programme by involving local communities than depending on donors so as to ensure sustainability of the programme. Bosah, Bosah Chukwuebuka and Obumneke-Okeke (2019) support that that the HSFP has helped to increase the pupils' population in schools, made the pupils to attend school regularly, increased punctuality to school, reduced dropout rate, improved learning outcome, ensured continuous stay in school and contributed to low rate of children change of school. Similarly in Ghana, Osei-Fosu, (2011) concluded that the school feeding programme had a high positive and significant impact on school enrolment, attendance and retention.

Eugene, Gabriel and Mark (2017) examined the impact of the school feeding programme on access to Basic Education: in South Tongu District of the Volta Region, Ghana. A convergent parallel mixed method research design was employed to conduct the study. Stratified random sampling and purposive sampling procedures were used to select 213 respondents for the study. Questionnaires, interviews and focus group discussion were used to collect the data for the study. Data gathered was analysed using the thematic approach. The result of the study showed that the School feeding programme has a significant impact on increased enrolment, attendance and retention of pupils in the South Tongu district. However, the implementation of the programme has put pressure on teaching and learning materials as well as increased teacher-pupil ratio. The study recommends that plans and measures be put in place by the government, implementation ministries and



agencies on how to increase existing human, physical and financial resources for the school feeding programme to be sustained. Issa, Willy, and Mohamed (2019) agree with the finding that school feeding programme has impact on Schools which increased by 110% compared to the Non-Feeding Schools. In addition, pupils are more motivated and excited when they come to school and sees food to eat, it makes them to be more committed and prepares ahead for their studies with high spirit that will lead to the positive learning outcome of the pupils.

Taylor and Ogbogu (2016) conducted a study on the effect of school feeding programme on enrolment and performance of public elementary school pupils in Osun State, Nigeria. The study adopted the survey research design. Questionnaire and interview were the major instruments for data collection. The primary data were obtained through a structured questionnaire administered on 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 were analyzed using descriptive statistics. The researcher found that pupils are fed daily through the school feeding programme (87%), while is funded through cost Sharing between the state and local government (78%). It was also found that the school feeding programme in Osun State has resulted in an increase in pupils' enrolment ( 78%) retention (44%) as well as regularity (58.6%) and punctuality 69% attendance. It has also enhanced the pupils performance in curricular and extracurricular activities (55.2%). The major challenges were found to be insufficient funding(62.2), insufficient classrooms and furniture to cope with increase in enrolment (68.86), heavy workload for teachers (60.86%)and lack of effective monitoring and evaluation system (60.86%). The study concluded that school feeding programme in Osun State has increased the enrolment and improved the performance of elementary school pupils in the State. It has been established that giving learners a daily meal in the school, increases the learning outcome by boosting the cognitive activities that interact learning. This is because many of the pupils don't eat at home due to the parents' income which made it very difficult for them to eat even good food to nourish their body and to the refreshment of the brain.

The school feeding programme must not be allowed to die because some children get their only balanced meal in a day just because they go to school and it has increased school enrolment as well as Learning outcome. Fowler (2012) observed in his study that stakeholders were of the view that the school feeding programme made it possible for families to have more disposable income and Eugene, Gabriel & Mark (2017) submitted that the school feeding programme is a good social intervention programme and it is beneficial to the communities. This is because the implementation of the programme has hel

ped to alleviate poverty in the communities by reducing the heavy burden of responsibility on parents towards their Wards.

Japhari (2014) carried out the assessment of the effects of school feeding programmes on school enrolment, Attendance and academic performance in primary schools in Singida District, Tanzania. The study adopted descriptive research design for descriptive purposes. Questionnaire, interview and focus group discussion were the major instruments for data collection. The study sample was 172, comprising 9 head teachers, 45 teachers, 72 pupils, 45 parents. The random sample, purposive and snow ball procedures respectively were used to select the respondents. The finding of the study showed an increase in school enrolment and attendance due school feeding programme and few schools showed low figures in terms of school enrolment and attendance due to poverty, long distance and poor negative attitude towards education. The study recommended that the government should expand and improve school infrastructure and encourage parents to build the culture of contributing for proper implementation of the school feeding programme. This is because the provision of school meals reduces the parents cost of sending children to school thereby promoting early enrolment and improving attendance. The more time children spend on learning in response to school meals, the more they will learn and the less they repeat school or drop-out. Based on this, the school feeding programme improves the nutritional status of the pupils after several months of implementation, where most pupils learning outcome were escalated to normal. Nutritional deficiency early in life can affect the cognitive development of school- age children, and access to nutrition improves pupils' cognition concentration and energy level to assimilate the teaching in the classroom; as a result enhance learning outcome in the pupils. Furthermore, School Feeding American also help to adjust the age at entry by attracting children during their 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 childcare and little awareness about the benefit of enrolling children during the recommended age.

Abolaji and Raheem (2021) examined the effect of school feeding programme on education system in Ijebu- Ode Local Government Area of Ogun State. The study adopted survey method. The instrument consists of questionnaire and interview. The population of this study includes the total public primary schools in the Local Government which is estimated to be 43 schools by Local Government Education Authority. The study revealed that homegrown school feeding programme does not have effect on education system in Ijebu- Ode except it is accompanied with massive infrastructure. Also, government and the stakeholders should ensure that this programme is monitored to the letter so that low quality food will not be served to the pupils.

Dairo and Tolulope (2021) investigated the outcome of the school feeding programme and primary school pupils' enrollment in Osun State. The study adopted a descriptive research design. Two Instruments (primary and secondary) were used for data collection. The data were analyzed with the use of mean and standard derivation. The population for the study consists of all the 997 teachers and 126,226 pupils in public primary schools in Osun Central Senatorial District of Osun State, Nigeria. The sample size for the study consists of primary school teachers and pupils. The data were analyzed with the use of mean and standard derivation. Two research question were answered. The study revealed that the enrollment trend has been steadily and consistently increasing expanded for 2014-2015– 2016. All teachers and pupils both perceived that the school feeding programme organized in Osun state is effective. In addition, there was no significant difference in the perception of stakeholders (pupils and teachers) on the outcome of the school feeding programme among primary schools in Osun Central Senatorial District of Osun state.

### **Research methodology**

The descriptive survey design will be used for the study. The descriptive survey design will be chosen because the study is an investigation to describe the sub-variables of implementation of social investment in terms of homegrown school feeding on learning outcome towards the attainment of education goals and objectives among economics pupils in primary education. According to Isangedighi, Joshua, Asim, and Ekuri (2004), survey design involves the collection of data to accurately and objectively describe an existing phenomenon. Idaka, and Anabogu, (2012), noted that the survey design is used to find out what situations, events, attitudes or opinions are occurring in a population. It tries to address issues of distribution of some phenomena in a population or among sub groups of a population.

This study was conducted in Calabar Education Zone of Cross River State, Nigeria. The area was chosen because of the accessibility and proximity to the researcher. The researcher hails from Cross River State and resides within the Calabar Education Zone. The area is known as the Southern Senatorial District of Cross River State. It is made up of seven (7) local government areas with 377 public schools. They include Bakassi, Akpabuyo, Calabar Municipality, Calabar South, Odukpani, Akamkpa, and Biase. This district is sometimes referred as the larger Calabar. The Calabar Education Zone of Cross River State lies within the tropical region of Nigeria. It is bounded in the North by Benue and Ebonyi State and in the west by Akwa Ibom State in the east by the republic of Cameroon and on the south of Atlantic Ocean. The southern fringe is close to the Atlantic Ocean and progresses northwards to the hinterland. The area lies between latitudes 6°33 and 4° 27 north of equator and longitudes 7°50 and 9° 28 east of the Greenwich meridian

Wikipedia, (2017). The population for the study comprises 13,336 pupils in three public primary institutions in Calabar Education Zone of Cross River State. Both male and female pupils were used to constitute the entire population of the study.

The sampling technique adopted for this study was the stratified random sampling technique and simple random sampling technique. The researcher stratified the population of the study into three schools that make up Calabar Education Zone. The population of 13,336 pupils' were sample based on the three schools. Then, the researcher used the simple random sampling technique to draw the number of schools by using hat and draw method of simple random sampling technique. Names of primary schools were written, folded and dropped in a container from which 20 were selected. In each of the 20 schools, 400 pupils were sampled using the Yes and No method of simple random sampling technique. Those who picked Yes were selected for the study.

Taro Yamane's formula (For generation of sample from large population size) was applied to determine the sample size.

$$n = \frac{N}{1+N(e)^2}$$
 Where n = sample size, N = population size (13,336) and e = sampling error assumed (0.05).

Sample size,  $n = \frac{13,336}{1+13,336(0.05)^2} = 399.999 \approx 400$ . The study sample will consists of 400 male and female respondents drawn from the study area.

The researcher adopted mixed method of data collection. The researcher used assessment questionnaire and a checklist to collect data relating to the variables and the way they are perceived in schools. The National Homegrown School Feeding Programme Questionnaire (NHSFPQ) was used to collect quantitative primary data relating to the variables from the schools. The questionnaire was divided into two sections: A & B. While section A seeks to describe the demographic variables of respondents (name, age, sex, name of school, marital status, educational qualification, religion, retirement age, local government; then, the section B which is the checklist was used to gather information of learning outcome and the extend there were perceived in schools. Thereafter, the quantities of primary information on national homegrown school feeding programme data were derived also from the ministry of education based on the variables of the study. The research instrument used for the study were constructed by the researcher and were validated using face validity. The research instruments were given for scrutiny to three experts in Test, Measurement and Evaluation, University of Calabar to ascertain the face validity of the instrument. The items were subjected to content validity by the specialist. The reliability of the instrument was established using Cronbach alpha technique. The instrument was administered to a group of respondents in the central part of the State who are not part of the study to ascertain the reliability of the study. The coefficient of the sub- scale was high at 0.78-0.84.

The instruments were administered to the respondents in the respective schools by the researcher with the help of two trained research assistants. The research assistants were trained by the researcher on the purpose and the approach of the study. The respondents were duly informed of the importance of the exercise and the need to provide honest responses to the instruments. The respondents were also assured that the data requested would be treated with total confidentiality and hence, were advised to personally respond to the items there – in and not to share opinion with anyone. At the end of the process, copies of the instruments were retrieved from the respondents for analysis without any loss. Each respondents was assigned a nominal variable using letters of the alphabets and a combination of alphabet and numbers for easy identification. The scoring of the questionnaire was done differently for positively worded and negatively worded items.

## **Results and discussion**

### **Hypothesis**

Homegrown school feeding programme does not significantly predict learning outcome among pupils in Calabar Education Zone, Cross River State. The independent variable in this hypothesis is Homegrown school feeding programme while the dependent variable is learning outcome among social science education pupils'. Simple linear regression statistical tool was used for data analysis. The result of this analysis is presented in Table 1.

The result of analysis presented in Table 1 showed that the predictor or independent variable (Homegrown school feeding programme) significantly predicts the predicted variable (learning outcome). The predictor variable accounted for 9.6% of the variance in learning outcome among social science education pupils' in the research area. This showed a very strong relationship between the predictor and predicted variables.

Furthermore, the regression ANOVA revealed a strong significant positive influence of Homegrown school feeding programme on learning outcome among pupils'  $F(1, 398) = 42.457; p < .05$ . It was on this note that the null hypothesis was rejected while the alternate hypothesis was upheld. Based on this result, it was revealed that if more awareness is created about the impact of Homegrown school feeding programme on learning outcome in the research area, there may be improvement of pupils' academic performance in the research area. This would enable society overcome the negative impact of poor academic outcome and promote learning outcome.

**TABLE 1**

**Simple linear regression analysis of the prediction of Homegrown school feeding programme on learning outcome among pupils' in Cross River State.**

(N = 400)

Model	R	R <sup>2</sup>	Adj.R <sup>2</sup>	Std error of estimate
1	.310	.096	.008	2.04502

  

Source of variance	SS	Df	MS	F	Sig
Regression	177.558	1	177.558	42.457*	.000
Residual	1664.482	398	4.182		
Total	1842.040	399			

Significant at p<.05 level. df = 1 and 398; critical F-value of 2.65

### **Discussion of findings**

The result of the hypothesis revealed that the homegrown school feeding programme significantly predicts learning outcome among pupils. The result of analysis presented in Table 1 showed that the predictor or independent variable (Homegrown school feeding programme) significantly influence the predicted variable (Learning outcome). The finding in this hypothesis is in line with the view of Daira and Tolulope (2021) whose study on the school feeding programme and primary school pupils' enrollment in Osun State concluded that all teachers and pupils both perceived that the school feeding programme organized in Osun state is effective. In addition, there was no significant difference in the perception of stakeholders (pupils and teachers) on the outcome of the school feeding programme among primary schools in Osun Central Senatorial District of Osun State.

The finding in this hypothesis is also in line with the view of Shabani (2018) whose study on the impact of school feeding programme on learners' academic performance in Mlundazi ward, Tarzania found that school feeding programme had shown significant impact on learner's academic performance. The author also found that school feeding programme had increased examination performance, helped to get learners into school, enhancing enrolment and reducing absenteeism. The assessment of examination scores in the period before and during school feeding programme had shown that learners performed better in an examination during the school feeding programme than before.

### **Conclusion and recommendations**

To achieve the study objective the following null (Ho) hypothesis was formulated to guide the study: Homegrown school feeding programme does not

significantly predict learning outcome among pupils in Calabar Education Zone, Cross River State.

A review of related literature was conducted to seek the view and opinion of other scholars and researchers concerning the research topic. Correlational research design was adopted for this study. The reason for its adoption was that the design allows the researcher to collect data easily. A total of four hundred (400) respondents were selected for the study through multiple sampling approaches. A 20 (20) item close ended questionnaire on the modified four point Likert scale model was used for this study. The questionnaire was administered and collected by the researcher with the help of three research assistants.

To test the formulated hypothesis in order to ascertain whether to accept or reject, Simple Linear Regression was used to test the hypothesis. The hypothesis was tested at 0.05 level of significance with varied critical values under  $F= 42.457$ ;  $p<.05$  at (1, 398) degree of freedom. With a critical observation of the analysis used for testing the hypothesis formulated for the study, findings and conclusions were given.

Based on the analyzed data, the findings are summarized as follows  
Homegrown school feeding programme significantly predicts learning outcome among pupils in in Calabar Education Zone, Cross River State

### 5.3 Recommendations

Based on the findings of the study, the following recommendations were made:

1. The government and all stakeholders should ensure that vital resources are distributed equally to every zone of the state without bias.
2. All stakeholders should ensure that homegrown school feeding programme are delivered without sentiments.
3. The National homegrown school feeding programme should be distributed to all localities without bias.

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