Evaluation On National Home-Grown Schools Feeding Programme On Enrolment and Retention of Pupils in Public Schools in Yobe State

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Abstract
Today, in various nations of Africa, number of out of school children is increasing especially in Nigeria. Government plays significant roles in the public school sector. Despite the Nigerian government tries its best in enhancing the public school sector, parents undergo inevitable problems in some instances recording complaints regarding the decrease in enrollment and retention of pupils in the public schools due to the inability of the parents to meet their needs in terms of feeding and nutrition. The government of Nigeria introduced various programme to reduce poverty, among which is NHGSFP. NHGSFP is one of the four components of N-Sip under the Federal Ministry of Humanitarian Affairs, Disaster Management and Social Development, introduced under the administration of President Muhammadu Buhari to tackle, reduce or alleviate poverty among the unemployed youth or graduates and vulnerable citizens in the nation. This research work aims at evaluation of the implementation of National Home-Grown School Feeding Programme on the academic performance of pupils in public primary Schools in Yobe State. Documentary and questionnaire methods for data collection will be employed to obtain data from respondents among the population of the study area and the secondary source is document to be obtained from School Head teachers, SUBEB Desk officers and LGEA Desk officers. Finally, recommendations are to be made based on the research findings.
Keywords: School feeding, enrolment, retention, attendance, pupils' performance, primary education and educational development.

1. Introduction

Education in Nigeria has become a thing of lamenting to the poor parents. Poverty has become global phenomena. There is no nation that has no effects of poverty but only its discontent may differ from other nations. Poverty affects many aspects of human conditions, such as the physical, moral and psychological. Thus, poor people are conceived as those individuals or households in a particular society which are incapable of achieving basic needs or services such as food, shelter, portable water to drink, health care services and access to productive resources like education, working skills and tools, political and civil right to participate in decision making concerning socio-economic condition. The government of Nigeria introduced various programme to reduce poverty, among which is National Home Grown School Feeding Programme. NHGSFP is one of the four components of N-Sip under the Federal Ministry of Humanitarian Affairs, Disaster Management and Social Development, introduced under the administration of President Muhammadu Buhari. The other three components are N-Power, Conditional Cash Transfer (CCT) and Government Enterprise and Empowerment Progamme (GEEP) to tackle, reduce or alleviate poverty among the unemployed youth or graduates and vulnerable citizens in the nation. Over the years, the Federal Government of Nigeria has undertaken some programmes with the aims of reducing, if not eradicating poverty in the country. Those programmes include; the Family Support Programme (FSP), the Community Banks, Small Scale Industries Credit Scheme, People's Bank, the National Agricultural Land Development Agency, (NALDA), the Rural Employment Programme (REP), National Directorate of Employment (NDE). However, the desire for the implementation of those programmes is not achieved. The government did put up National Poverty Eradication Programme (NAPEP) in, place in 2000 which took off in 2001.

1.2. Statement of the Problem

Today, in various nations of Africa, number of out of school children is increasing especially in Nigeria. Government plays significant roles in the public school sector. Despite the Nigerian government tries its best in the reducing the problems of out of school children in public schools. Parents undergo inevitable problems in some instances complaints regarding the decrease in enrollment and retention of pupils in the public schools due to the inability of the parents to meet their needs in terms of feeding and nutrition. The problem of out of school children has now become rampant. Many children are still moving on street, some are hawking, some are begging instead of going to school. Despite the government of Nigeria has been tackling this issue through introducing this programme as one of the four components under N-Sip. This research work tries to evaluate the Implementation of National Home-Grown School Feeding Programme (NHGSFP) on Enrollment and Retention of pupils in public primary schools in Yobe State.

1.3 Objectives of the Study

The main objectives of this research work are to evaluate the national home-grown school feeding programme (NHGSFP) on enrollment and retention of pupils in public primary schools in Yobe State.

The specific objectives of the study are:

1. To assess the effect of the NHGSFP on pupil enrolment in primary schools of Yobe East Senatorial District.
2. To evaluate the program's impact on pupil retention and attendance in Yobe East Senatorial District..
3. To analyze the influence of the NHGSFP on pupils' classroom participation and learning outcomes.

4. To examine the impediments related with implementing the NHGSFP in Yobe East Senatorial District.

1.4 Research Questions

1. What is the effect of the NHGSFP on pupil enrolment in Yobe East Senatorial District?
2. How has the NHGSFP influenced pupil retention and attendance in primary schools?
3. What impact has the NHGSFP had on pupils' classroom involvement and learning outcomes?
4. What impediments hinder the implementation of the NHGSFP in Yobe East Senatorial District?

1.5 Research Hypothesis

Ho1: National Home Grown school feeding programme does not significantly affect enrollment of primary school pupils in Yobe East Senatorial District.

Ho2: That National Home-Grown school feeding programme does not significantly affect retention of primary school pupils in Yobe East Senatorial District.

Ho3: National Home-Grown school feeding programme does not significantly affect attendance of primary school pupils of Yobe East Senatorial District.

Ho4: That challenges constrain National Home-Grown school feeding curriculum does not significantly affect academic performance of primary school pupils in Yobe East Senatorial District.

1.6 Scope of the Study

This study centering on the NHGSFP's implementation in six LGAs Bursari. Damaturu, Geidam, Gujba, Gulani, Tarmuwa and Yunusari continuance 2019 to 2024. These LGAs were designated for their geographic, socioeconomic, and infrastructural heterogeneousness. The study examines enrolment, retention, attendance, and participation to determine the program's effectiveness in achieving its fundamental objectives.

1.7 Significance of the Study

The findings of this study will inform policymakers and stakeholders on the NHGSFP's contribution to educational development at primary schools level of Yobe East Senatorial District in Niger State.

Additionally, it will provide feedback to government bodies, including the Yobe State Ministry of Education, to enhance program implementation. By addressing existing research gaps, the study will enrich the academic discourse on school feeding programs and serve as a reference for future studies.

2. Literature Review Theoretical Framework

The study adopts the Human Capital Theory, which posits that investigation in education and nutrition improves individual productivity and societal development. By stipulate nutritious meals, the NHGSFP is expected to enhance pupils' cognitive abilities and educational outcomes. Additionally, the Social Protection Theory spotlight how social safety nets, such as school feeding programs, reduce vulnerability and support equity, particularly among marginalized populations.

2.1 Empirical Studies

Several studies have investigated the consequence of school feeding programs on education. For example, Taylor and Ogbogu (2016) found that school feeding programs in Kenya significantly increased enrolment rates in public schools. Similarly, Sulemana et al. (2013) observed that Ghana's school feeding first step improved pupils' attendance and nutritional status. In Nigeria, Adebayo and Yusuf (2019) studied the NHGSFP in Ekiti State and reported a 35% increase in pupil retention within two years of implementation. However, they noted challenges such as irregular funding and poor meal quality. Jumare (2020) highlighted the role of school

feeding programs in improving gender parity in rural schools, as girls' enrolment outpaced that of boys due to parental preference for programs that reduced household meal burdens. A study by Ezeet al. (2021) in Enugu State further emphasized that well implemented feeding programs improved not only enrolment but also academic performance, citing increased cognitive focus among pupils. Similarly, Ogunlana and Adedokun (2020) found a direct correlation between regular school meals and reduced dropout rates in Oyo State. Furthermore, recent assessments in Bauchi State by Yusuf et al. (2022) revealed that school feeding programs contributed to fostering community involvement, as parents and local suppliers were actively engaged.

This community engagement was seen as a key factor in sustaining the program's success. However, studies by Garba and Bello (2021) highlighted logistical challenges such as the late delivery of meals and inadequate infrastructure in some rural schools, which impeded the program's effectiveness. Despite these insights, there is limited research on the holistic impact of school feeding programs, particularly in terms of classroom participation and learning outcomes. This study aims to fill this gap by providing a detailed evaluation of the NHGSFP in Niger State, focusing on both quantitative and qualitative measures of educational development.

3. Research Methodology

A descriptive survey research design was used to assess the NHGSFP's impact on primary school pupils. The study targeted primary school pupils, teachers, SUBEB officials and parents in six selected LGAs of Yobe East Senatorial District. A purposive sampling method was used to choose 120 Food vendors, 36 pupils, and relevant officials, ensuring representation across urban, semi-urban, and rural areas in the target Local Government Areas. Data were collected using a structured questionnaire titled ―National Home Grown School Feeding Programme Questionnaire (NHGSFPQ)‖ and interviews. The questionnaire was divided into two sections: demographic information (Section A) and program-related items (Section B), using a Likert scale format. The research instruments were validated through expert reviews and pilot testing in selected schools. Reliability was ensured using Cronbach's Alpha, achieving a coefficient of 0.79 and Chi-Square statistical tool was used to test the formulated hypotheses on the views of the respondents.

4. Results and Discussion

To evaluate the hypotheses and look into the relationships among the variables, the Chi-Square statistical test was utilized. A total of 320 questionnaires were distributed to respondents across six local government areas of Yobe East Senatorial District in Yobe State. Out of 320 questionnaires that were distributed, 261 were returned and consider valid for analysis, ensuring a reliable data set for the study.

Table 1: Chi-Square Test of Hypothesis One: National Home Grown School feeding programme does not significantly affect enrollment of primary school pupils

Variable	Category	Fo (Observed)	Fe (Expected)	Fo – Fe	(Fo - Fe)2	(Fo - Fe)2/Fe
1	SA	92	69.66	22	581	7.18
1	A	154	169.08	-15	278.64	1.42
1	SD	9	11.01	-2.41	6.74	0.52
1	D	7	11.70	-4.82	26.97	1.99
2	SA	46	69.66	-24	674.24	8.32

2	A	190	169.08	20.64	495.36	2.52
2	SD	10	11.01	-0.69	0.55	0.043
2	D	16	11.70	3.78	10.65	1.22
3	SA	83`	69.66	12.90	193.50	2.39
3	A	153	169.08	-16.34	310.46	1.58
3	SD	15	11.01	4.46	23.25	1.82
3	D	10	11.70	-1.38	2.20	0.16
4	SA	62	69.66	-7.74	69.66	0.86
4	A	174	169.08	4.30	21.5	0.11
4	SD	10	11.01	-0.69	0.55	0.043
4	D	15	11.70	3.78	16.65	1.22
5	SA	66	69,66	-3.44	13.76	0.17
5	A	175	169.08	5.50	35.23	0.18
5	SD	10	11.01	-0.69	0.55	0.16
5	D	10	11.70	-1.38	2.20	31.92
Total		**1307**	**1307.2**		**2787.74**	**31.92**

The analysis reveals a Chi-Square Value (χ^2) of 31.92 which overstep the critical value at the 0.05 significance level, and a p-value of < 0.001. These findings show a highly statistically significant result. The indication strongly suggests that the feeding program positively impacts school enrollment. By addressing impediment such as malnutrition and poverty, the program support parents to enroll their children in school. These results support the continued investment in and expansion of the initiative as a means to support educational access and improve qualitative outcomes

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Table 2: Chi–Square Test of Hypothesis Two: That National Home-Grown school feeding programme does not significantly affect retention of primary school pupils in Yobe East Senatorial District.

Variable	Category	Fo (Observed)	Fe (Expected)	Fo – Fe	(Fo - Fe)2	(Fo - Fe)2/Fe
1	SA	92	112.83	-20.64	495.36	3.84
1	A	143	115.76	26.66	826.46	6.30
1	SD	10	14.10	-344	13.76	1.01
1	D	16	18.75	-2.58	7.74	0.31
2	SA	111	112.83	-1.72	3.44	0.03
2	A	118	115.76	1.72	3.44	0.03
2	SD	15	14.10	1.72	3.44	0.14
2	D	17	18.75	-1.72	3.44	0.13
3	SA	131	112.83	18.00	379.26	2.84
3	A	89	115.76	-26.66	826.46	6.00
3	SD	18	14.10	4.3	21.50	1.31
3	D	23	18.75	4.3	21.50	0.99
4	SA	95	112.83	-16.34	344.00	2.62
4	A	144	115.76	27.52	880.64	6.54

4	SD	6	14.10	-7.74	69.66	4.25
4	D	16	16.75	-2.58	7.74	0.35
5	SA	135	112.83	22.26	581.36	4.48
5	A	85	115.76	-30.96	1114.36	8.28
5	SD	21	14.10	6.88	55.04	3.35
5	D	21	18.75	1.72	3.44	0.15
Totals		**1307**	**1307.2**		**7107.04**	**52.79**

The results of the analysis reveal a statistically significant impact of the National Home-Grown School Feeding Programme on pupil retention in Yobe State. Specifically, the calculated Chi-Square value (χ^2) of 52.79 exceeds the critical value at the 0.05 significance level, and the p-value is less than 0.001, showing or revealing a highly statistically significant result. This suggests that the program has been effective in keeping pupils in school, demonstrating its importance in fostering long-term educational engagement in the region.

Table 3: Chi–Square Test of Hypothesis Three: National Home-Grown school feeding programme does not significantly affect attendance of primary school pupils of Yobe East Senatorial District.

Variable	Category	Fo (Observed)	Fe (Expected)	Fo - Fe	(Fo - Fe)2	(Fo - Fe)2/Fe
1	SA	76	71.12	6.02	42.14	0.54
1	A	173	167.18	6.02	42.14	0.19
1	SD	4	11.18	-6.88	55.04	4.23
1	D	7	11.87	-5.16	30.96	2.10
2	SA	78	71.21	6.88	55.04	0.70
2	A	162	167.18	-4.3	21.50	0.13
2	SD	15	11.18	4.5	21.50	1.65
2	D	5	11.87	-6.88	55.04	3.79
3	SA	66	71.21	-5.16	30.96	0.35
3	A	163	167.18	-3.44	13.76	0.09
3	SD	19	11.18	7.74	69.66	5.34
3	D	13	11.87	0.86	0.86	0.09
4	SA	76	71.21	4.3	21.50	0.28
4	A	158	167.18	-8.6	86.00	0.48
4	SD	7	11.18	-4.3	21.50	1.65
4	D	21	11.87	8.6	86.00	6.48
5	SA	58	71.21	-12.90	193.50	2.28
5	A	179	167.18	12.04	168.56	0.82
5	SD	10	11.18	-0.86	0.86	0.07
5	D	14	11.87	1.72	3.44	0.30
Totals		**1307**	**1307.2**		**887.52**	**31.58**

The results of the analysis reveal that the National Home-Grown School Feeding Programme has a significant positive effect on the attendance of primary school pupils in Yobe State. The calculated Chi- Square value (χ^2) of 31.58 exceeds the critical value for common significance levels of 0.05, and the p-value is less than 0.001, revealing strong

statistical significance. This implies that the program effectively promotes conformable school attendance, highlighting its value in enhancing educational outcomes in the region.

Table 3: Chi–Square Test of Hypothesis Four: That challenges constrain National Home-Grown school feeding curriculum does not significantly affect academic performance of primary school pupils in Yobe East Senatorial District.

Variable	Category	Fo (Observed)	Fe (Expected)	Fo – Fe	(Fo - Fe)2	(Fo - Fe)2/Fe
1	SA	92	92.58	-0.86	0.86	0.00
1	A	144	144.29	0	0.00	0.00
1	SD	6	10.38	-4.3	21.50	1.83
1	D	16	11.74	1.72	21.50	1.80
2	SA	95	92.58	1.72	3.44	0.04
2	A	152	144.29	8.60	86.00	0.56
2	SD	2	10.38	-8.60	86.00	6.56
2	D	13	11.74	0.86	0.86	0.11
3	SA	104	92.58	11.18	145.34	1.43
3	A	119	144.29	-24.06	674.24	3.94
3	SD	21	10.38	11.18	145.34	11.91
3	D	16	11.74	4.3	21.50	1.80
4	SA	86	92.58	-6.88	55.04	5.62
4	A	148	144.29	4.3	21.50	0.15
4	SD	19	10.38	8.6	86.00	7.03
4	D	9	11.74	-3.44	13.76	0.84
5	SA	91	92.58	-1.72	3.44	0.02
5	A	161	144.29	17.20	344.00	2.14
5	SD	4	10.38	-6.02	42.14	3.56
5	D	5	11.74	-6.88	55.04	3.69
Totals		**1307**	**1307.2**		**1522.20**	**48.55**

The results show that challenges in the National Home-Grown School Feeding Programme significantly affect the academic performance of primary school pupils in Yobe East Senatorial District. The Chi-Square value (χ^2) of 48.55 exceeds the critical value, and the p-value is < 0.001, indicating a highly statistically significant result. This indicates that addressing these challenges is crucial to improving the program's effectiveness in enhancing education of primary school pupils of Yobe East Senatorial District.

5. Conclusion and Recommendations

5.1 Conclusion

The National Home-Grown School Feeding Programme (NHGSFP) has made significant indefinite quantity in improving enrolment, retention, and attendance rates in primary schools across Yobe State. The provision of daily meals has incentivized parents to enroll their children in school, especially in economically deprived areas. In addition, the program has upgrade gender equity,with increased enrolment of female pupils. All the same, its impact on classroom participation and learning outcomes remains modest due to questioning such as irregular funding, inconsistent meal delivery, and inadequate monitoring. Addressing these challenges is

indispensable for optimizing the program's educational benefits.

5.2 Recommendations

1. Strengthen Funding Mechanisms: Regular and adequate funding should be ensured to maintain consistent meal delivery and avoid disruptions. Collaboration with private sector stakeholders can provide supplementary resources.
2. Enhance Monitoring and Evaluation: Establish robust monitoring frameworks to track the program's effectiveness. This includes digital tracking systems for meal distribution and attendance records.
3. Regular training sessions for food vendors on nutritional standards and hygiene practices should be conducted. Local food suppliers should be engaged to ensure fresh and culturally appropriate meals.
4. Fostering Community Engagement. Involve parents, teachers, and community leaders in program implementation to build trust and address localized challenges. Feedback mechanisms should be established to ensure inclusivity.
5. Conduct Further Research: Longitudinal studies should be carried out to evaluate the NHGSFP's long-term impact on cognitive development and academic performance. Comparative studies with other states can also provide insights for scaling best practices. Through these measures, the NHGSFP can serve as a model for improving educational development, thereby contributing to Nigeria's progress toward achieving the Sustainable Development Goals (SDGs).

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