



Open Access Journal Available Online

**Effect of School Feeding Programme on Primary Education in Ijebu-Ode Local Government Area of Ogun State, Nigeria (2010-2020).**

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**Received: 16.07.2021 Accepted: 20.11.2021**  
**Date of Publication: December, 2021**

**Abstract:** Hunger has grave impact on education and health status of the children that is the major reason the international organizations such as United Nations Educational, Scientific and Cultural Organization (UNESCO), Food and Agriculture Organization (FAO), United Nations International Children's Emergency Funds (UNICEF), World Bank and other stakeholders are making herculean efforts to ensure that the spate of hunger is reduced in the world. Also it is unfortunate that the spate of hunger is a common phenomenon in the developing countries despite the fact that most of these developing countries are agrarian. Therefore increase in hunger affects pupils enrollment, retention etc. In order to encourage the education of the children in Nigeria, the federal government through the State and Local government initiated a home grown feeding programme in all the States of the federation. However, it is against this backdrop that this study examines the effect of school feeding programme on educational system in Ijebu-Ode Local Government Area of Ogun State. The study relied on primary source with the use of questionnaire and interview to gather information from the respondents in Ijebu-Ode Local Government Area. Partial Least Square technique was used to analyse the data garnered from the field. The study revealed that home grown school feeding programme does not have effect on Educational system in Ijebu-Ode except it is accompanied with massive infrastructure. Also government and the stakeholders should ensure that this programme is monitored to letter so that low quality food will not be served to the pupils.

**Key words:** Government, Ijebu-Ode, Pupils, Feeding Programme, School, Stakeholders,.

URL: <http://journals.covenantuniversity.edu.ng/index.php/cujpia>

### **Introduction**

The importance of education to the development of any country cannot be over-emphasized that is the more reason the government of every country is working assiduously to encourage enrollment of children in the school. Education serves as a mechanism through which a country develop technologically, artistically and scientifically. It is also a tool for reducing incidence of poverty through a pragmatic development of Agricultural sector.

According to Ayoola (2014) Education is the instrument of development and a powerful tool for combatting poverty. It is also one of the contributors for reducing poverty and effecting changes (Preece, 2006).

Burch quoted in Ayoola (2014) opined that Education is a major instrument for economic, intellectual, social and cultural development with the added value of manifesting character and attitudinal changes, and its ability to put human potential for desired development.

Also food is very essential for the growth and development of human being that is the reason United Nation (UN), Food and Agricultural Organization (FAO) initiated a benchmark for the calorie taken which are 23.5 and 25 percentages respectively so as to distinguish between rich and poor countries. In order to key into the agenda of the UNESCO benchmark on education which is 26 percentages,

many countries in the world initiated series of programmes and schemes which include school feeding programme that will assist the pupils to develop mentally, physically, discourage child labour, absenteeism from school and enrollment of the pupils. According to Ayoola (2014) Hunger is one of the important causes of pupils' truancy. FAO quoted in Ayoola (2014) "reports that school-age children (3-14years) are estimated globally at 1.2billion. A substantial fraction of these children falls to the age range of basic education". Also, 300 million of these children are severely hungry and do not have enough to eat (Warren and Anderson in Ayoola, 2014).

In Nigeria where there is food insecurity, many of the households find it difficult to give their children and wards good meals that will help to enhancing their cognitive and sensory abilities in school while some pupils drop out of school as a result of lack of nutritional meals. United Nation quoted in Osun Defender (2014), shows that only one out of five pupils eat good calories in developing countries, in Nigeria less than 500,000 pupils eat nutritional meal in school. In addition, UNICEF quoted in Ayoola (2014) "notes that in Nigeria, while 25.8 million are estimated to be enrolled in school, 7 million are out of school".

Increase in the enrollment will enhance the educational status and the development of Nigeria. A country where there is low enrollment of pupils in

school will suffer low production of skilled labours and development in the long-run. Such country will be a den of criminals and poverty stricken people who cannot add value to the growth and development of the country. According to Seebens and Wobst (2003) one of the problems of the developing countries is inability to accumulate human capital. They went further to say that lack of human capital formation has grave consequences on the development of the economy in the long-run.

Having government realized the dangers associated with child labour, dropping out of school and low rate of enrollment of the pupils in school, the Nigerian government implemented educational reforms in the 1990s which included the revision of National Policy on Education document with two studies of the education, Universal Basic Education in 1999 where it is mandated for the pupils to enroll in school without paying school fees in order to encourage the less privileged children. It is unfortunate that these policies did not achieve much feat probably due to lack of political will, disequilibrium between the programme implementation and execution or corruption that is the bane of the development in Nigeria. Also government made concerted efforts to prioritize education by introducing school feeding programme in 2004 in Nigeria with the assistance of United Nations' Children Education Fund (UNICEF) and the New

Partnership for Africa's Development (NEPAD) by providing a meal per day to the pupils so as to improving the health status of school children, increase their enrolment, retention and completion rate. According to Uduku (2011) nutritional and health status are powerful tools to influence a child's learning and how a child performs in school. Children who lack good diets do not possess the same potential for learning vis-à-vis healthy and well-nourished children. Children with cognitive and sensory impairments naturally don't do well academically. Under nourished and unhealthy children will perform poorly. This will have consequence on the enrollment of the pupils in Ijebu-Ode local government area.

It is against this backdrop that this study seeks to examine the effect of school feeding on pupils' enrollment in Ijebu-Ode local government areas.

### **1.1 Hypothesis**

Nutritional improvement does not have significant effect on educational system in Ijebu –Ode

Academic Achievement does not have significant effect on educational system in Ijebu-Ode

Increased Enrolment does not have significant effect on educational system in Ijebu-Ode

### **1.2 Conceptualization of the variables**

In this study enrolment simply means the number of the school children that are admitted and are bonifide member of that public primary school.

According to Ayoola (2014) is the number of pupils admitted at the public primary schools, and are considered as members of that school.

School feeding programme is a social programme for the provision of food to the pupils in their respective government primary schools

According to Adekunle and Ogbogu (2016) School feeding is simply the provision of food to children through schools.

### **Review of Literature and Theoretical Framework**

This work will review some of the literature on school feeding and Enrollment empirically in order to know if the programme has achieved its target.

Maijo (2018) carried out a study on Impact of School Feeding Programme on Learners' Academic Performance in Mlunduzi Ward, Tanzania. Focus Group Discussion and Questionnaire were used. The study employed descriptive research to analyse the data and found out that the programme showed significant impact on pupils' academic performance, enrollment and reduction in the rate of pupil's absenteeism. The study therefore recommended that the programme is a difficult intervention though but the government and the stakeholders should involve the local communities than depending on the donors

Ayoola (2014) conducted a research on Impact Evaluation of School Feeding Programme in Osun

State Primary School. The study employed quantitative technique of research by using multi-stage sampling technique to administer questionnaires to the respondents. The study revealed that school feeding programme in Osun State has significant impact on retention, enrolment, performance. The study therefore recommended that States where this programme has not been adopted should replicate it and also the programme should go beyond primary two. The study Topic is not sitting well as it has no dependent variable. Also the study failed to distinguish between sampling size and sampling Technique.

Lawson (2012) carried out a study on Impact of School Feeding Programs on Educational, Nutritional, and Agricultural Developmental Goals: A Systematic Review of Literature. The study used systematic literature review technique. The study discovered that school feeding programme has impact on micronutrient level of the targeted children but has a modest and mixed effect on their health status. The study therefore recommended that it is important that food be distributed on time, in the correct measures and only to whom the programme is designed for. Failure to abide by these rule will lessen the impact of these interventions.

Azubuikwe and Mbah (2019) conducted a research on Challenges of Child Nutrition: An Analysis of School

Feeding Programmes (SFP) in South Eastern Nigeria. A descriptive statistic and non-parametric too were used to analyse the result. The study revealed that the programmes is averagely beneficial, many of the pupils skipped the feeding programme coupled with the hike in the price of food stuff and lack of storage facility.

Igboji, Umoke, Umoke, Nwazunku, Nwalieji, Umoke, Onwe, Nwafor and Nwalieji (2020) conducted a study on the Perception of Pupils, on Home Grown School Feeding Programme in Ebonyi State, South-East Nigeria. The study used quantitative technique of research with survey and analyse the result through non parametric tool of Chi-Squared. The study found that school feeding programme stimulated the pupils to enroll, attend and remain in school due to the quality and the size of the food served. The study therefore recommended that the government and the stakeholders should remain committed to the programme by providing needed resources that will help to develop educational facilities in the rural areas. Adekunle and Ogbogu (2016) carried out a research on the Effects of School Feeding Programme on Enrolment and Performance of Public Elementary School Pupils in Osun State, Nigeria. The study used survey research design where data were obtained from primary and secondary sources. The study revealed that the School Feeding Programme in Osun State has

enhanced the enrolment and improved the performance of pupils in the state. The study recommended that national policy framework be instituted to guide programme implementation coupled with increase in research that will assist to create funding sources.

Awojobi and Tinubu (2020) conducted a study on the Impact Evaluation of National Home-Grown School Feeding Programme in Nigeria: Preliminary Findings from a Mixed-Methods Approach. Excel was used to analyse quantitative data while the qualitative interviews were transcribed and then exported into QDA Miner for analysis. The programme improved attendance, enrolment, academic performance, and nutritional status, but the class test scores were not encouraging.

Falade, Otemuyiwa, Oluwasola, Oladipo and Adewusi (2012) conducted a research on School Feeding Programme in Nigeria: The Nutritional Status of Pupils in a Public Primary School in Ile-Ife, Osun State, Nigeria. Meals were collected and analyzed for nutrient composition and compared to the requirement for their age group. The mid-arm circumference (MAC) ranged between 15 and 21 mm and the body mass index, (BMI) was within the WHO reference standard for healthy children. These results indicated that the feeding programme has greatly increased the nutrition status of these children.

Sulemana, Ngah and Majid (2013) conducted a research on the challenges and prospects of the school feeding programme in Northern Ghana. The study employed qualitative technique of research. The study revealed that the feeding programme of primary school increased the enrollment but the only constraint is the inflow of cash.

### **Over-view of the Home-Grown School Feeding Programme in Nigeria**

Food and Agriculture Organization's (FAO) (2008) report indicated an estimation of 923 million people severely hungry in the world with an increase of about 75 million people from the 2003-05 estimates (FAO 2008). Unfortunately, many of these are children, and a large majority of these children are in developing countries. The persistence and spate of hunger and malnutrition, affect the health status and productivity of people and their nations. Lack of nutrition can adversely affect physical, mental, child health. Research shows that the physical effects of malnutrition as measured by indicators such as body mass index (BMI), have a significant impact on an individual's productivity and wages (Broca and Stamoulis quoted in Lawson, 2012). It is against this that the Federal government of Nigeria launched the Home-Grown School Feeding and Health Programme in September, 2005 under the coordination of the Federal Ministry of Education in order to improve the

nutritional status of school children. The programme provided the pupils with adequate meal during the school day (FME quoted in Adekunle and Ogbogu, 2016). The scheme is known as Home Grown School Feeding programme, which encourages purchasing of the foodstuffs from the farmers. Hence it reduces poverty and food poison as the farm products are sold to the participating schools by the farmers. Adekunle and Ogbogu (2016) stressed that the Federal, State and Local Government are funding the programme but the bulk of funds are coming from the State and Local government. To begin the national programme, the Federal Ministry of Education began on a phased-pilot roll-out basis in which 12 States, including the FCT started the programme. The six geo-political zones were the pilot States, namely; Enugu, Imo, Rivers, Osun, Ogun, Kogi, Nasarawa, Bauchi, Yobe, Cross River, Kano and Kebbi. The pilot research lasted for six months but it was only Osun State that retained the School Feeding Programme while the remaining 11 States dropped the programme. To kick start the programme the Osun State Government started the free feeding programme with pupils in kindergarten classes and primary one and two (Basic 1 and 2) in public primary schools in 30 local government areas and one area council. The Feeding Programme is an intervention designed to enhance school enrolment, attendance, retention and completion rates, nutritional

health and status, and learning in Nigeria. The programme is targeted at achieving Education for All (EFA) and the Millennium Development Goals. Under this programme, food is served to pupils during lunch. The School Feeding Programme in Ogun State is designed to groom a well-nourished and healthy children, stimulation of learning environment (National Homegrown School Feeding and Health Programme (NHGSFHP) Report, 2017).

These followings are the objectives of the Ogun State School Feeding Programme.

1. Improvement of nutritional health status of school children;
2. Increasing enrolment, attendance and retention,
3. Enhancing academic achievement;
4. Encouraging job creation (NHGSFHP Report, 2017).

The School Feeding Programme targeted public primary schools, especially the kindergarten pupils and pupils in primary one and primary two of public schools with the State and the Local being the major sponsors other stakeholders included various communities, Non-governmental Organizations (NGOs), Philanthropists, and Development /Donour

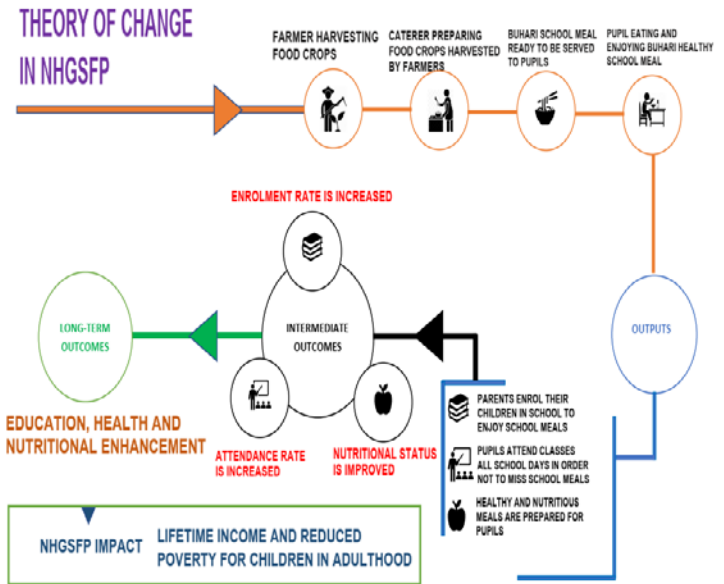
Agencies but these stakeholders have defined roles to play in the programme.

### **Concept of School Feeding Programme and Improved Educational System in Nigeria.**

The introduction of home grown school feeding programme by the federal government of Nigeria has led to the improvement in the enrollment of school pupils. The enrollment is growing at exponential rate due to the nutritional food given to the pupils. According to Awojobi and Tinubu (2020) since the inception of the programme, the interest of the parents to bringing their children or wards to the public schools has increased tremendously due to the school feeding programme. Most pupils from private schools are trooping to the public schools which increased the enrolment rate tremendously and also improved the programme. Awojobi et al further explained that the government has been making concerted effort to improving the health status and the academic performance of the pupils. Adekunle and Ogbogu (2016) stressed that the school feeding programme increased the enrolment of the pupils in public primary school in Osogbo by 78.4 percentage but the major constraint to the increase in enrolment is lack of classroom to accommodate these pupils. Igboji et al (2020) opined that the school feeding programme increased the enrolment rate by 73.1. The resultant effect of this programme in Ebonyi State is that the

pupils in public primary school invite their friends in private to come and enroll in their school. This study adopts theory of change to underpin this study. The theory of change (ToC) in the national home-grown school feeding programme (NHGSFP) shows that farmers are stimulated to produce agricultural products and sell to the food vendors who use these farm products to prepare meals for the school pupils. The outputs come from the collaboration between the farmers and food vendors. Hence this programme stimulated retention of pupils and their regular attendance in school. The programme enhances health, and nutritional status of the pupils but these achievements have long-term outcomes due to the continuous adoption of this intervention. More so, the programme created wealth for the vendors preparing healthy food for the pupils. The outcomes of this programme is the monumental increase in enrollment of the pupils.

The overall objective of the school feeding programme is achieved when lifetime income is stable, and poverty is reduced for children in adulthood (Awojobi and Tinubu 2020).



This diagram is adopted from the accountability lab quoted in Awojobi and Tinubu (2020:10)

**Methodology**

For the purpose of this study, the survey method is adopted. This consists of the use of questionnaire and interview methods. The use of survey research is justified on the ground that it enables the researcher to generalize from a sample to a population so that inferences and conclusions can be made. This research covers Ijebu-Ode local government area of Ogun State because of her status as educationally inclined local government area. The population of this study includes the total population of public primary schools in the local government which is estimated to be 43 schools by LGEA. But for the purpose of this research, the researcher focused on the pupils and the teachers. We drew our sample population using Census method



(2006) of determining sample size for this research activity. In the Census (2006) method, no calculation is needed. According to Census (2006) method no need to use the sample technique to obtain information on the sample size. This study adopted both cluster and simple Random techniques because the population is found in a particular area which are schools within Ijebu-Ode metropolis and homogeneous. The choice of this technique is basically to avoid bias or absence of systematic variance. In these samplings, every subject in the population is given equal and independent chance of being included in the sample. This research work strictly uses the data generated during the research to test the hypothesis. Primary data was used in this study with 10 teachers interviewed in different primary schools within Ijebu-Ode.

**Result analysis**

*Table 4.1: Construct Reliability and Convergent Validity (n=43)*

Construct	Items	Loadings	AVE	CR
Nutritional improvement	NI1	30.653	0.813	0.929
	NI2	33.236		
	NI3	51.069		
	NI4	74.821		
	NI5	52.354		
Academic Achievement	AA2	10.403	0.715	0.909
	AA3	8.979		

AA4 5.141

Enrolment	EN1	9.040	0.843	0.964
	EN3	4.716		
	EN4	6.917		
	EN5	5.375		
Educational System	ES1	73.573	0.882	0.974
	ES2	59.758		
	ES3	51.030		
	ES4	56.728		
	ES5	67.583		

Note: 3 constructs were deleted due to insufficient loadings. AVE represents Average Variance Extracted; CR represents Composite Reliability.

In Table 4.1, all constructs have a Cronbach's Alpha coefficient above 0.7 but some construct in academic achievement and Enrolment were deleted so as make the work a bit better. According to Garson (2016), Cronbach's Alpha may be biased against short scales of two items, just as it is in the case of academic achievement. Also according to Hair *et al.*, (2014), a construct having a Cronbach's Alpha coefficient of less than 0.7 can be ignored, provided other constructs in the model have a Cronbach's Alpha coefficient



\*\*\*  $P < 0.01$ ; \*\* $p < 0.05$ ; \* $p < 0.1$

As presented in Table 4.2, nutritional improvement does not have a significant effect on educational system, ( $\beta = 0.02$ ,  $t$ -value = 0.24,  $p$ -value  $> 0.05$ ). Therefore,  $H_{01}$  that states that improved nutrition does not have significant effect on the educational system in Ijebu-Ode is failed to reject. Similarly, Academic achievement does not have significant effect on educational system ( $\beta = -0.05$ ,  $t$ -value = 0.64,  $p$ -value  $> 0.05$ ). Thus,  $H_{02}$  that states that academic achievement does not have significant effect on educational system in Ijebu-Ode is failed to reject. Lastly, enrolment has a significant effect on educational performance ( $\beta = 0.96$ ,  $t$ -value = 22.0,  $p$ -value  $< 0.05$ ). Therefore,  $H_{03}$  that states that enrolment does not have significant effect on the educational system is rejected. Adjusted R square for this study is 88 percent. This means, 0.88 variance in educational system is explained by nutritional improvement, academic achievement and enrolment.

### **Discussion of Findings**

Nutritional improvement was discovered not to have a significant effect on educational system in Ijebu-Ode. Although it is expected that improvement in the nutritional value should enhance educational system but that proposition cannot be true always if the government or the custodians of the programme do not match it with a quality educational paraphernalia such

as good learning environment, quality and good quantity of teachers coupled with good instructional materials. The interview conducted shows that though the food served is nutritious but the environment where learning is taking place is not hygienic therefore government needs to support primary education by providing infrastructural facilities that will improve the pupils and the teachers health status so that good learning can take place. There is general opinion that food enhances learning, but there are little empirical research on the exact relationship between children's overall diet and academic achievement. Also, there is no result conclusively determined the exact extent of the relationship between food and learning (Gomez-Pinilla, 2008; Hollar, Messiah, Lopez-Mitnik, Hollar, Almon, & Agatston, 2010).

Similarly, academic achievement does not have a significant effect on educational system. The government at all levels have not shown enough commitment to the primary education. Most primary schools in Ijebu-Ode are shadow of themselves. There is no proper monitoring either from the local authority or SUBEB or any authority saddled with the responsibility of ensuring smooth running of primary schools. The interviewees made it known that though the programme is good but needs proper monitoring if it must achieve its objectives as most pupils after the meal are found loafing around or in the game centres.

Improvement in the nutritional diets of the pupils is believed to be related to academic achievement, but the researches have not shown any correlation between nutritional improvement and increased academic achievement (Woodhouse and Lamport, 2012).

Lastly, there is a significant effect between enrolment and educational system in Ijebu-Ode. This is because some parents know that the burden of providing breakfast is relieved and also the children understand that good food will be served in the school increased the enrolment. The interview conducted shows that the school feeding programme increased the enrolment but does not retain the pupils, immediately they finish eating some of these pupils leave the school.

### **Conclusion and Recommendation**

School feeding programme is a creation of the federal government domesticated in all the States in the federation in order to increase the pupils' enrolment, improve their nutritional value etc. so as to achieve a robust feat in Sustainable Development Goal (SDG) but the result has shown that for government to achieve this feat in SDG, government must show commitment to the infrastructural facilities of primary school apart from feeding the pupils. Government must ensure that the programme is given utmost monitoring and all the stakeholders must work towards achieving a goal.

The government should provide infrastructural

facilities such as health centres, beautiful environment, educational toys, educational tablets and other educational instructions that will improve the pupils and the teachers' health status. This can be achieved by providing a suitable green environment, health centres within the school and good educational devices with proper monitoring of the programme. The government should employ quality and good numbers of teachers so that a teacher has a little work load and a class with less than 30 pupils. Occasionally government through ministry of education and Local Education Authority should visit primary schools before the break time in order to assess the quality of food served.

For the programme to record educational achievement, the governments at all levels must be truthful to the programme. The programme should not be conceived as an avenue to siphon public money and also there should be continuation of the programme.

Government at the local levels should create task force that will arrest pupils loafing around during the school hours. Therefore if there is a task force charged with the responsibility of arresting the pupils found roaming about or in the game centres during the school hours, this habit will definitely be contained to the barest minimal. Also parents and wards should always check their children in the school or call their teachers to know how they are faring.

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