

# AN ASSESSMENT OF POLICY ANALYSIS OF O-MEAL IN OSUN STATE

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## ABSTRACT

*This work analyzed the O-meal policy of Osun state government. It established the extent to which school feeding program affects performance of children in preschool and it determined the influence of food served to children on academic performance. Hence, this study investigated the relationship between the quality of food and academic performance. The source of data for the purpose of this study was questionnaire administered to 300 respondents selected using simple random sampling technique from all the three senatorial districts of Osun state. The collected data were analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS). The study was able to find out that, the Osun State school feeding program has brought about an increase in children's performance as a result of massive enrolment that the pre-schools in Osun State have recorded. Also, it was found out that the quantity and the quality of the meals served to the children have led to good academic performance of the students.*

**Keywords:** *academic performance; children attendance; feeding program; pre-school*

## 1. INTRODUCTION

Various child psychologists have said that growth and development of a child depends among other things the nutrition from a mother before and after birth. The provision of adequate nutrition aims at promotion of good health recognized as constituting the found action of proper growth of children. Various researchers assert that, a child's fastest growth in physical, mental and socio emotional characteristics take place during this age and children are found to be most vulnerable to environmental influence. More traumatizing is that growth deficiencies that occur during preschool years are difficult and sometimes impossible to reverse. Following this argument then, attention to raise preschool enrolment and quality due to its importance should provide

numerous opportunities focusing in raising the nutrition and health of 0 to 6 years age group .It's clear that improved nutrition and health are seen as necessary conditions for increasing enrolment , retention and learning achievements in preschoolers ( MOEST 1998).

In developing World Africa for instance, malnutrition results from deficiencies and most always poverty. The evidence is unequal in demonstrating that short stature school children a product largely resulting from growth retardation in early childhood combined with environmental factors related to poverty is an indicator of risk of poor school performance. In Osun State, the issue of nutrition and health of children has been of great concern. At a UNESCO (1990) meeting in Nigeria reported that the government has had many years of experience in running programs that address the educational, health needs of the school age children including policies, extended access to different levels of schooling, school feeding programs by the communities and government in arid and semi-arid areas.

Effects of nutrition and health during early years of life are potentially capable of having long term consequences that can affect a child's history of formal education. Children's readiness for school is determined in part by child's physical development aptitudes and motivation to learn. A number of prevalent nutrition and health conditions are shown to affect school participation and educational outcomes.

In many poor households, hunger has been a barrier to school participation. A hunger-stricken child is not only unable to enroll in school at the right age but also cannot attend 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). Thus, low school enrollment, low class attendance and high student drop-outs are recurring 3problems in child education among poor households especially in areas of high food insecurity. Due to these reasons the level of education attainment has also been low in many developing countries although both private and social returns to education are recognized to be high (Adelman, Alderman, Gilligan& Lehrer, 2009). However, there is no doubt that other manifestation of poverty- than hunger-also affect school participation among poor households.

School feeding programs can help to safeguard household's investments in education by defraying some of the costs of schooling and encouraging parents to enroll their children in school and ensure that they attend class regularly throughout the complete cycle. This helps protect children from the risk of both formal and informal child labour and facilitates social integration (Paruzzolo, 2009). School feeding is a well-recognized safety net that transfers significant value to households with children enrolled in school or with school-

age children (Bundy, Burbano, Grosh, Gelli, Jukes, & Drake, 2008). The value transfer from school feeding frees up resources within households, allowing families to buy food and invest in productive assets, and ultimately improving their livelihoods, nutrition and education.

### **1.1. Statement of the problem**

Nutrition has been seen as crucial in the child's physical, emotional and cognitive development. Food has been acknowledged as life and a power in activating people's life as well as supporting various aspects of child development and that is depended upon correct amount and quality (Omago1990). Also, Osun State Government has reiterated that, one of the objectives of the O' Meals program is to increase enrolment and retention of pupils in schools. It is aimed at improving the nutritional and health status of the pupils. It is also aimed at reducing poverty and stimulating development of small and medium scale enterprises. This fact has not been fully embraced within preschools in Osun State. Most of these schools receive children from disadvantaged households within. These children have no guarantee of daily meals due to their poor socio-economic background. Balanced diet is necessary because it builds, protects and repairs the body.

Human beings require sufficient food for sustainability and functionality. The problem of malnutrition and its effects on brain development, physical and intellectual functioning has tremendous implications. As a result, many children end up experiencing stunted growth and development.

Based on the point views emanating from the aforementioned literature, it has been shown that, there has been avalanche of assessments of the policy. Although, the existing literature give no scientific analysis and social investigation to the appraisal of the O-meal policy.

The aforementioned socio-political and scientific problems or gaps in the available literature will form the foundational basis for the research study.

### **1.2. Research questions**

The following research questions will guide this study:

- i. To what extent does school feeding program effects performance of children in preschool?
- ii. To what extent does the frequency of food served to the children influence their academic performance?
- iii. How does the quality of food served to the pre-school children influence their academic performance?

### **1.3. Research objectives**

The objective of this study is to analyze the O-meal policy of Osun State. The following objectives will guide this work. These include:

- i. To establish the extent to which school feeding program affects performance of children in preschool.
- ii. To determine the influence of food served to children on academic performance.
- iii. To investigate the relationship between the quality of food and academic performance

### **1.4. Research hypotheses**

Based on the research questions, the following hypotheses are formulated for this study:

- i There is a significant relationship between school feeding program and children academic performance.
- ii There is no significant relationship between school feeding program and children academic performance.

## **2. LITERATURE REVIEW**

Literature review is about locating and evaluating what has been written relevant to the research title. Literature reviewing is an appropriate step in the research process which makes the research problem clear more so literature review helps a researcher to get acquainted with relevant theories to tie to the investigation.

According to Regenade (1993), feeding programs contribute to good children's performance. She stated that in most impoverished settings, short term effects are worthwhile (food as a human right). She also stated that there is impact of education and the link between hunger and learning. She also found out that children who are hungry or chronically malnourished are less able to learn regardless of the setting.

According to Lambers (2013), there has been urging to establish appropriate school feeding programs. Brown (2013) recently visited Haiti and saw what difference school feeding program makes to children.

### **2.1 Literature review**

School feeding programs are a visible social safety net used by political leaders around the world (Adelman et al. 2009). Communities that participate in these programs can see the tangible benefits to their children, such as their children

being fed regularly or families supplied with additional food, and the visibility of such programs can be attributed back to the politicians who support them. Food for Education programs are typically targeted towards populations that are food insecure, reside in areas with high concentrations of low socioeconomic status families, or that face poor attendance and enrollment.

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. This may reduce the cost effectiveness of the program if not all students receiving the food from the program belong to families who are food insecure or of low socioeconomic status (Adelman et al. 2009). The take home ration programs, on the other hand can be more easily targeted to specific families, such as those of lower socioeconomic or food security status or to families with girls. Both programs, however, may not be able to target all the children who are facing food insecurity. Since school children are the target of these types of interventions, children who are younger than five years old are left out. This is considered one of the limitations of FFE programs as a nutritional safety net. It is now well established that the first one thousand days of a child's life, from conception until the second birthday, is the most vital period during which under nutrition may have its largest impact. Nutritional interventions that occur within this time line are much more powerful in impacting upon a child's survival, health and development (Adelman et al., 2009).

Due to the greater impact that pre-natal and pre-school programs may play, and due to their higher cost-benefit ratios, it has been pointed out that FFE programs should be considered (and categorized) as educational interventions and not as nutritional interventions, so as to not undermine budgetary resource allocations for nutritional interventions (World Bank, 2006).

The potential impact goal of targeting children through Food for Education programs 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, FFE programs increase school attendance by lowering the opportunity costs of 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 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 by children.

In stable situations, school feeding programs 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, 1996). The objectives of school feeding have also been expanded to include food security, providing an income transfer to caregivers and reducing the opportunity cost for parents of sending children to school (Hicks, 1996).

Improved nutrition and school attendance, however, present particular challenges in the context of crisis and conflict. School feeding can improve attentiveness in class by reducing short-term hunger many children come to school on an empty stomach, yet they remain surrounded by the distracting and disturbing facets of the crisis. Although school feeding can provide an incentive for increased school attendance, such crises also tend to pull children into the workforce either as formal labour or as child soldiers. In the case of formal labour, successful school feeding programs in emergency situations should constitute an income transfer sufficiently large enough to outweigh an alternative income that children might earn elsewhere (Glewwe, Jacoby & King, 1996).

Keeping schools open in times of crisis provides children with a sense of normality, an unbroken routine and a friendly and structured environment (UNICEF, 2005). This is why, where at all possible, children should continue to go to school. School feeding may itself provide an incentive for keeping schools open. However, in times of crisis, school feeding is more than just an incentive; otherwise programs that are less costly could be an alternative. Being tied to

Education, school feeding has the potential to preserve a generation of human capital, an advantage measurably more important in complex emergencies than in normal situations. In situations when other social support structures may be broken down, school feeding could also enhance the role of schools as social support structures for children. It may then be possible for educational, nutritional and Psychological gains to emerge from this existing school infrastructure with benefits accruing synergistically. Various studies have revealed that SFP have indeed positive impact on school participation as measured by school enrollment, class attendance, and student drop-out status (Meng & Ryan, 2003; Ahmed 2004; Vermeersch & Kremer, 2004).

## **2.2 Impact of School Feeding Programs on Children Attendance**

According to Feingold (1970), there is evidence strongly suggesting that school feeding programs can increase attendance rates especially for girls. One of the millennium development goals MDGs is to provide universal primary education by 2015. School feeding program or take away home ratios serve as incentives for enrolling children in school and encouraging daily attendance.

According to Jensen (2010), school feeding mostly takes place within the context of broad national school reform programs. These reforms should focus on other essential inputs to education and learning such as teacher development, curriculum reforms and student assessment. National ministries or organizational dealing with education should not be encouraged to take on school feeding at the expense of other educational inputs as it is difficult politically to refuse food aid.

According to Pediatre (2001), attendance and school performance are greatly enhanced by school feeding program. Many schools are already struggling to manage barely functional education systems and to assume the additional burden of food distribution.

### **2.3 Impact of School Feeding Programs on Children's Learning**

On food to have any impact on learning, additional monetary inputs are required. Food has to be accompanied by additional resources. According to the World Bank Global Food Crisis

Response Program and subsequent pilot crisis response window provided rapid assistance by supporting existing school feeding programs and essentially linking access to both food and education for children.

According to Taylor (2010), complementary inputs are needed in order to overcome the reliance on outside food sources such as school feeding programs. She emphasized on complementary health and nutrition inputs to accompany the feeding program.

### **2.4 Impact of Quality and Quantity of Feeding Program on Academic Performance**

According to Bowlby (1988), food quantity and quality should be looked into. Children should be given right nutrients to enhance their growth, development and survival in the community. He also argued that the frequency of the meals should be noted. Food should be served regularly and the schools set good designs and programs to affect this. He also said that there should be a design or department to deal with this issue within the school. Providing proper nutrition and promoting stimulation of a child's sense are vital components of children in the sense that they enhance the development and organization of the brain.

According to Ann (1986), confirms that human body functions best when supplemented by the right kinds of food in the correct proportion Food is a basic need and a right for survival for all humanity especially for children whose rights are to enjoy the highest attainable standard of health, nutrition and education, C.R.C (1989). Food is a basic biological need, Maslow (1970)

has emphasized that human beings have a hierarchy of needs ranging from lower level needs of food survival and safety to higher needs. So, this should be provided before we can ask the children to be motivated to learn. Nutrients in food are like food that functions in a number of ways to keep the body healthy. The body should receive enough of each nutrient because foods also vary in their chemical composition (K.I.E 1998).

## **2.5 Historical Background of the School Feeding Program**

The existence of poverty and the increasing rate of food insecurity including demands for development, require that school feeding should be an integral part of policies in every country in the world. According to Richter et al (2000:16), a school feeding program is part of the liberal, non-formal education sector and therefore should be free from detailed national control. These freedoms have strong ties to the non-profit sector and make school feeding programs a force of societal change. School feeding was introduced in a number of European countries to ensure positive growth of their people and to reduce nutrition deficiencies.

It has its origins in the 1930s when the program was introduced in the United Kingdom (UK) and in the United States (US). It was done with the explicit objective of improving the physical growth of children (Richter et al., 2000:16). For instance, in the United Kingdom a program that subsidized milk for school children was initiated in 1934 and milk was provided free from 1944 onwards (Baker et al, 1978). In the late 1960s and early 1970s this benefit was withdrawn from all except for those children considered to be particularly needy.

Gunderson (2011:11) pointed out how the United States of America established the National School Lunch Act, which was passed by Congress in 1948 and how it is the legislative forerunner of all child nutrition programs in existence today. The Act signed into law by President Truman in 1946 brought into being the National School Lunch Program. This act was established to provide assistance to the United States of America in the establishment, maintenance, operation, and expansion of school lunch programs, and for other purposes. Gunderson (2011:15) further States that the program is hereby declared to be the policy of Congress, as a measure of national security to safeguard the health and well-being of the children in the United States of America. It also encourages domestic consumption of nutritious agricultural commodities and other food. The United States Department of Agriculture (2003:12) States that, in pursuant of this Act, the Department of Agriculture provides States within America with general and special cash assistance and donations of foods. These provisions help schools in serving children with nutritious lunches each school day.



According to the World Food Program (2005), the United Nations as part of its effort to alleviate hunger first commenced food assistance to community schools in the Lusaka District of Zambia in January 2003, with Project Concern International (PCI) as the implementing partner. Furthermore, World Food Program (2005) writes that school feeding programs were scaled up to reach five million more children and their families in seventeen countries namely: Bangladesh, Benin, Burundi, the Central African Republic, Ghana, Guinea, Guinea-Bissau, Haiti, Kenya, Liberia, Mozambique, Nicaragua, the Occupied Palestinian Territory, Pakistan, Senegal, Sierra Leone and Tajikistan. This expansion was affirmed by the World Bank (2009) in their study which indicated that low-income countries are expanding school feeding programs because these programs help push them closer to reaching the Millennium Development Goals (MDGs). The realization becomes evident when the school feeding program draws more children, especially young girls, into the classroom. The ambition of all nations in the United Nations (UN) to address the challenges of poverty and hunger resulted in the formulation of the United Nations (2009) Millennium Development Goals. In the formulation of the MDGs, attention has been paid to hunger and poverty as Stated in MDG number 1: which is to eradicate extreme hunger and poverty with its sub-goal being that, by the year 2015, the proportion of people who suffer from hunger will be halved as compared to 1990 (UNICEF, 2005:16).

School feeding programs are said to contribute to achieving this first Millennium Development Goal. The program supports school-going children with the acquisition of required education. This expands their opportunities in life thereby saving them from the poverty trap and hunger. The realization of this goal has led to various forms of support from civil society and the international community. The United Nations

Hunger Task Force (UNHTF) has made seven recommendations on how to achieve the first MDG. These are Stated in their report "Halving Hunger, it can be done" (Sanchez, 2005). One of the strategies identified by the UNHTF to achieve this goal is the implementation of school feeding programs with locally produced food rather than imported food.

The UNHTF especially recommends comprehensive community and school-based feeding programs that include not only school feeding, but also systematic de-worming, micronutrient supplementation, take-home rations, safe cooking facilities, clean drinking water, and improved sanitation. To a large extent, all these ingredients taken together provide a good platform for improving the performance of school children, keeping children healthy and engaging the community (UNICEF, 2005:12). The United Nations (1949) and the International Covenant on Economic, Social and Cultural Rights

(1966) recognize the right to food as a component of an adequate standard of living. The International Covenant on Economic, Social and Cultural Rights in particular requires that State parties undertake individually, and through international co-operation, to institute measures, including specific programs, to improve access to food. The right to food security is also recognized in the Copenhagen Declaration on Social Development (1995) which affirms its support for the progress and security of people and communities whereby every member of society is enabled to satisfy his or her basic human needs and to realize his or her personal dignity, safety and creativity.

## **2.6 Historical Background of Osunstate O-Meal Program**

Taking from the words of Titilaoye Tomori (Osun State Deputy Governor and Commissioner for Education), she said, in 2004, the Federal Government of Nigeria initiated the Home Grown School Feeding and Health Program (HGSFHP) through the Universal Basic Education (UBE) Act. The legislation stipulated that at a minimum, all State primary schools must provide one meal a day to each pupil. To begin the national program, the Federal Ministry of Education decided on a phased-pilot rollout for the program, beginning with 13 Nigerian States selected from the 6 geo-political zones and included Abuja, Bauchi, Cross River, Enugu, Imo, Kano, Kebbi, Kogi, Rivers, Ogun, Osun, Nasarawa and Yobe.

She further said that, the goal of this program is in consonance with the Millennium Development Goals (MDGs) and the six-point Integral Action Plan of the present Administration of Ogbeni Rauf Adesoji Aregbesola. The Osun Elementary School Feeding and Health Program (O-MEALS) which was formerly known as Osun State Home Grown School Feeding and Health Program commenced as a pilot program in May 2006.

Furthermore, Titilaoye posits that, on assumption of office, the present administration undertook a comprehensive review of the inherited school feeding arrangement and came up with a totally overhauled and rebranded program that was officially launched on Monday 30th April 2012. Implementation started immediately across the One thousand three hundred and seventy eight (1,378) Primary Schools in state of Osun. Out of the 13 original pilot States, it is only the State of Osun that is currently implementing the School Feeding Program.

## **2.7 Objectives and the Impacts of the O-Meal Policy in Osun State**

According to Grace T. (2012), One of the objectives of the O' Meals program is to increase enrolment and retention of pupils in schools. It is aimed at improving the nutritional and health status of the pupils. It is also aimed at reducing poverty and stimulating development of small and medium scale enterprises.

The program has since impacted positively on school enrolment with an increase of about thirty eight thousand (38,000) pupils representing 25% increment within four weeks of its introduction. A total of fifty eight thousand five hundred and forty (58,540) pupils were projected to enroll as new entrants to Primary One across the State in the current academic session. However, data collected after 4 weeks of resumption of school (October 2012) revealed that a total of Eighty six thousand eight hundred and fifty-one (86,851) pupils enrolled as new entrants in Primary One across the State, this is unprecedented. There have also been low and minimal incidences of absenteeism in schools as compared with the period before the commencement of O-meals.

Grace further stressed that, a total of One hundred and ninety four thousand two hundred and fifty three (194,253) pupils of classes 1-3 in Public primary schools benefitted from the school feeding program in the last school Terms. Plans are being made to extend the feeding program to pupils in Primary 4 with immediate effect. This will increase the projected number of pupils benefiting from the program to over Two hundred and fifty two thousand, seven hundred and ninety three (252,793) pupils (pry1-4).

Also, Grace posits that, it is apt to note that the O-MEALS Program has helped to improve the production capacities of farmer-suppliers of farm produce, particularly poultry farmers and beef suppliers, who supply the protein contents of the menu. The farmers in Osun are involved in the entire components of the food menu and this has led to increased prosperity for small scale farmers. This has consequently impact on the economy of the State.

In the same vein, Grace said as the Deputy Governor that, to further enhance this program, at a ceremony held in the Governor's office Osogbo, on Thursday, 22nd November, 2012, we endorsed and signed the Osun State Elementary School Feeding Transition Strategy Plan document with the representatives of the Board of the Partnership for Child Development (PCD) of United Kingdom.

According to Ibrahim Lawal in (Naija Steward, 2013), The O-meals initiative is another feather to this administration's cap, and a testament to what focus and mental strength can achieve. School feeding isn't entirely a novel idea in this country; however the scale at which Osun has gone at it is amazing. Pupils in the various public primary schools from primary 1 –primary 4, are being fed with healthy and nutritious meals that millions of Nigerians can only dream about. They are fed with chicken, beef, fish, cocoyam, rice, plantain and being served to these children on a regular basis. It's no wonder classroom enrolment spiked by 25% in 2 weeks.

Groups such as the Partnership for Child Development (PCD) have a signed an MOU with the State government on the various ways it could assist the State on verifying the sincerity with which the feeding was being pursued

and the increase in mental retention ability, and physical ability of the kids attendant to such endeavor.

A multiplier effect of the scheme is that the food materials are sourced from the State itself, and farmers have been encouraged to engage in massive production of cocoyam, plantain and other crops used in feeding the pupils. In fact, the government is putting plans in top gear to establish rice mills to ensure supply of the food crops necessary to sustain the scheme. Farmers engaged in fish farming and poultry have also been engaged as the government buys from them, ensuring there is demand for their products, and has assured them it wants to source for 80% of all produce from the State.

Additionally, over 3000 food vendors from the State were trained, well-kitted with kitchen utensils and bowls to ensure the distribution of the meals to the pupils. The Kits alone cost more than N152million. All this is to encourage the development of the local economy.

## **2.7 Comparative Analysis of Osun State O-Meal between Current and Former Administration**

Grace quickly compares the O-Meal Program of Aregbesola Administration with the Feeding programme on ground. The previous administration was feeding each pupil with N30 while we have reviewed this to N50 to enable us provide rich protein, carbohydrates and fruits on daily basis to the pupils. At the inception of the program, we fed the pupils with N7, 765,900 per day, we feed the pupils with N11,793,500 per day because of the astronomical increase in enrolment. While the previous administration recruited 2,060 cooks, we have recruited 3007 Food Vendors and provided them with interest free loans for procurement of cooking utensils. When we got complaints from some of the Food Vendors that they were making less than N8, 000 monthly profit, we distributed questionnaires to all food vendors to evaluate the Program's profitability to the women. We actually found out through the response of the Food Vendors that some of them were making a profit of only N8, 000 and even below N8, 000 because of the number of pupils allocate to them to unequal distribution of pupils in all schools.

As the O-Meal Program is meant to empower our women also, Grace said, there came a decision to re-deploy all women who claimed to be making only N8,000 and below to other services that would enable them earn more in the State. This will take effect from next week.

Through the O-Meal program, 900 cocoyam farmers have been assisted to plant Red Cocoyam in all the Federal Constituencies. Just last week, we graduated 90 cocoyam women farmers who will cultivate cocoyam for making porridge to feed the pupils. While the previous administration fed pupils in Primaries I and II, we are feeding pupils in Primaries I-II.

It is noteworthy that, while the previous administration spent N908,610,300 on feeding the pupils per annum, the Aregbesola's administration will be spending N3billion naira to feed Primaries 1–4 pupils in all the public schools in the State of Osun.

## **2.8 Source of Finance for the Educational Policy (O-Meal Policy)**

By introduction, it is no news that, Osun State is part of the last States on the ladder of national revenue allocation. This condition has put a question to how Governor Aregbesola's education could be financed with such costly programs embedded in the policy.

However, (The Nation, 2016) has given a detailed account of the source of finance explored by the State Government of Osun to implement the educational policy. The account explains that, Osun State raised a sukuk bond worth N10 billion (some \$62 million) from the capital market to fund educational development – the first of such by Africa's biggest economy.

Governor Aregbesola is aware that Islamic financial instruments such as sukuk have been used to finance infrastructure projects in countries like Malaysia and Indonesia, and in the Middle East, and could attract investors from such countries. The governor knows that Islamic finance requires a clear link with real economic activity and transactions have to relate to a tangible, identifiable asset, which comes in handy in the case of infrastructure financing.

After the recent trend of Eurobond issuance by African countries, the Osun's offering was sowing the seeds for more African sukuk. Prior to Osun, only Gambia and Sudan had issued local-currency short-term domestic notes (Sudan sold local currency sukuk worth \$160 million in 2012).

Aregbesola had worked hard to introduce a sustainable framework, including training quality staff destined for Islamic finance industry. "The huge demand for Islamic finance products had prompted the Osun government to introduce new bond laws with provisions to establish Sharia-compliant bonds. Aregbesola believes that the potential of Islamic finance can also attract investors, operating in Middle East market to come and invest in Osun. By introducing Islamic bonds in finance market, Osun will be favorably positioned to become a hub of resilient and robust Islamic finance in Africa.

In March 2013, the Securities and Exchange Commission (SEC) approved new guidelines for the issuance of sukuk bonds to Osun State only months after new guidelines were also approved for the operation of takaful (Islamic insurance). A local credit ratings agency, Agosto and Co, was given the note – to be listed on the Nigerian Stock Exchange – an A rating. The seven-year bond was issued through "a book-building process," which would earn returns for sukuk holders through a semi-annually paid rent structure called the Ijara.

### **3. RESEARCH METHODOLOGY**

Both primary and secondary sources of data collection were utilized for the study. The secondary data collection will be done through journals, media publications, textbooks, scholarly articles and internet materials. Also, the primary sources of data collection that would be explored in the course of study will include both interview and administration of questionnaires. Interviews will be conducted with some selected few (purposively school pupils and their parents) in some areas of Osun State and the data obtained will be analyzed using thematic method of analysis. The questionnaires will be administered to the selected few Head Teachers in Osun State and the data that will be gained through the questionnaires will be analyzed using the statistical package for the social sciences (SPSS) data analysis

#### **3.1 Research Design**

The study adopted qualitative approach research approach using a descriptive survey to investigate the effects of school feeding program of preschool children. Descriptive survey design suited this study because it allows the researcher gather information, summarize, present and interpret for the purpose of clarification.

#### **3.2 Sources of Data (Target Population)**

According to Borg and Gall (1989), target population or universe of study is described as all members of real or hypothetical set of people, events or objects from which a researcher wishes to generalize research study. The study concentrated mainly on preschools within Osun State .The study assessed how Osun State government's education agencies responded issues of child care, survival and development as far as feeding programs are concerned. To generate data, parents, teachers, children were used to respond to issues. These institutions were being selected based on geographical positions within the Zone and on the provision of feeding programs.

#### **3.3 Research Instrument**

The instruments that will be employed in the generation of data for this study will be closed ended questionnaires and in-depth interview. The reason for adopting these instruments is to generate correct and up to date information from respondents.

### **3.4 Sample Size and Sampling Technique**

According to Koul (1984), sampling is a process by which relatively small number of individuals or objects is selected and analyzed in order to find out something from the entire population from which they are selected .A sample is a small proportion of population selected using some predetermined procedure.

Purposive sampling was used to identify private and public schools each on their own category. A combination of simple random and classified sampling will be used to select the number of parents, teachers and head teachers. Simple random sampling was applied to select children after obtaining a list from the head teachers.

### **3.5 Method of Data Analysis**

The data collected from the participants will go through statistical analysis, using statistical package for Social-Science (SPSS) software for windows. The responses of the participants will be subjected to analysis using descriptive statistics such as frequencies and percentages and thematic analysis for both questionnaires and interview respectively.

The analysis of the data will be done in stages. Firstly, the data that will be gathered will be pre-coded for easy entry of the data into spreadsheet. Secondly, the coded data will be carefully entered into a spreadsheet and therefore proper verification of the data entered into the spreadsheet will be made. Thirdly, the analysis of the data will be made and tables showing the frequencies and percentages of the result of the analysis will be derived. The fourth and last stage will show the interpretation of the results of the analysis. The two in-depth interviews would be recorded and transcribed for thematic analysis.

## **4. DATA PRESENTATION, INTERPRETATION AND ANALYSIS**

This chapter presents and analyzes collected data through questionnaire from 300 selected respondents using random sampling in Osun State. Descriptive method of analysis was used in assessing the extent to which school feeding program affect the performance of students in Osun State pre-schools. Thus, the study in this section appraises the influence of food served to children on academic performance and evaluates the relationship between the qualities on children's academic performance.

## 4.1 Presentation of Collected Data

### 4.1.1 Demographic Characteristics of Respondents

Table 1 showing the demographic characteristics of selected respondents

Age of Respondents	Frequency	Percentage
18-20 years	0	00.00
21-30 years	24	8.00
31years and above	276	92.00
<b>Gender of Respondents</b>		
Male	162	54.00
Female	138	46.00
<b>Religion</b>		
Christianity	240	80.00
Islam	60	20.00
Traditionalists	0	00.00
<b>Educational Qualification</b>		
WASSCE/NECO	12	4.00
OND/NCE	48	16.00
HND/B.Sc	204	68.00
M.Sc./MA/MPA/Ph.D.	24	8.00
Others	12	4.00
<b>Occupation</b>		
Trader	18	6.00
Civil Servant	96	32.00
Students	90	30.00
Others	96	32.00
<b>Senatorial Districts</b>		
Osun East	126	42.00
Osun West	114	38.00
Osun Central	60	20.00
<b>Total</b>	300	100.00

Fieldwork, 2017

As shown in the table above, the age of respondents in this study is categorized into 3 categories, namely 18-20 years, 20-30 years and 30 years and above. None of the sampled population falls between 18-20 years of age, 8% falls between 21-30 years of age while the large junk of the respondents (92%) falls between ages 31 years and above. The minimum of age of respondents in this study is 18 years while the maximum age of respondents is 31 years. Hence it is only adults and young adults that the questionnaires were administered to. Gender of respondents, for the purpose of this study, is categorized into two



categories which are the Males and the Females. As shown in the table above, 54% of the respondents in this study is male while the remaining 46% happens to be female. As shown in the table above, religion of respondents is categorized into three groups namely Christianity, Islam, and Traditionalists. The distribution of respondents by religion as in the table above shows that 80% of the respondents are Christians, 20% are Muslims, and none is a traditionalist.

According to the table and under educational qualification, 4.00% falls under WASSCE/NECO, 16% falls under OND/NCE, 68% falls under HND/B.Sc., and while 8% falls under M.Sc./MA/MPA/Ph.D., 24% falls under other educational qualifications not Stated in the earlier mentioned categories. Also, just 6% of the respondents are traders, 32% are civil servants, 30% are students and 32% engages in other occupations not captured under the categories. Lastly, 42% of the respondents come from Osun East Senatorial District, 38% comes from Osun West Senatorial District and 20% comes from Osun Central Senatorial District.

#### 4.1.2 Analysis of the objectives of the study

**Objective 1 Assessment of the Extent to Which School Feeding Program Affect Students’ Performance:** This crux of this objective is to look at how the school feeding program of Osun State government has caused pupils to perform especially in terms of how they enroll in school as well as how consistent they are in attending pre-schools.

Table 2 showing the extent to which school feeding program affects students’ performance

S/N		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Before the establishment of O-meal programs, children were reluctant to go to schools	102 (34%)	126 (42%)	30 (10%)	24 (8%)	18 (6%)
2	Public pre-schools did record low turn-out of pupils before the introduction of school feeding programs	72 (24%)	162 (54%)	24 (8%)	36 (12%)	6 (2%)
3	Pupils have great interests in the feeding programs	120 (40%)	144 (48%)	12 (4%)	12 (4%)	12 (4%)
4	Pupils are therefore got attracted to schools	84 (28%)	120 (40%)	54 (18%)	24 (8%)	18 (6%)
5	Hence, as a result of the aforesaid, pre-schools have experienced increase in pupils’ enrolment	72 (24%)	162 (54%)	24 (8%)	30 (10%)	12 (4%)

Fieldwork, 2017

The respondents give their opinions on the extent to which school feeding program affects students’ performance in Osun State. In the lieu of this, sampled population (respondents) identifies several ways through which the feeding program influences the performance of students. The majority of the respondents identify that, before the establishment of school feeding program, children were reluctant to go to school (34% strongly agree and 42% agree), and as such, the highest percentage of the respondents opine that, pre-schools in Osun State did record low turn-out of pupils who did enroll in school(24% strongly agree and 54% agree). However, since the inception of school feeding program, virtually all the respondents assert that, pupils have had strong interest in the program (40% strongly agree and 48% agree), and as effect, the majority of respondent posit that, pupils got attracted to schools (28% strongly agree and 40% agree). Hence, most of the respondents hold the view that, as a result of the aforesaid, pre-schools in Osun State have experienced increase in pupils’ enrollment (24% strongly agree and 54% agree).

**Objective 2 Appraisal of the Influence of Food Served to Students on Academic Performance:** this object aims at looking into how the types of food served can cause students to improve academically in schools.

Table 3 showing the influence of food served to students on academic performance

S/N		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Most of the pupils do not eat what they are served in school at their respective homes	132 (44%)	150 (50%)	12 (4%)	6 (2%)	0 (0%)
2	Pupils are given tea and egg in school and as such they are bound to get connected to the school	102 (34%)	150 (50%)	18 (6%)	24 (8%)	6 (2%)
3	Pre-school students are served rice, beans, yam and other related delicacies with good supplements than they get in their homes	72 (24%)	150 (50%)	36 (12%)	30 (10%)	12 (4%)
4	Children are also fed twice sometimes and this increase their performance in school	108 (36%)	126 (42%)	24 (8%)	36 (12%)	6 (2%)
5	Based on the aforesaid, pupils are encouraged to attend schools	96 (32%)	120 (40%)	54 (18%)	18 (6%)	12 (4%)
6	Hence, regular attendance in school is the bedrock of good academic performance	108 (36%)	144 (48%)	30 (10%)	6 (2%)	12 (4%)

**Fieldwork, 2017**

The above table shows the opinion of respondents on the influence of food served to students on academic performance. Majority of the respondents (44% strongly agree and 50% agree) points out that, most of the students do not eat what they are served at school at their respective homes. In the lieu of the above, 34% of the respondents identify that, pupils are served tea and egg in their various schools and as such they are bound to get connected to their schools, 50% agree, 6% is indecisive, 8% disagree and 2% strongly disagree. Also, virtually all the respondents (24% strongly agree and 50% agree) opine that, children are served rice, beans, yam and other related delicacies than they are served in their respective homes. In the same vein, the highest percentage of the respondents (36% strongly agree and 42% agree) opine that, children are served twice sometimes and this increase their performance in school.

Based on the aforesaid, pupils are encouraged to enroll in and stay at schools. 32% of the respondents strongly agree with the aforesaid view while 40% agree, 2% disagree, 4% strongly disagree and 18% is indecisive. Hence, 36% of the respondents strongly agree and 48% agree that, regular attendance is the bedrock of good academic performance.

**Objective 3 Evaluation of the Relationship between the Quality of Food Served and the Pupils’ Academic Performance:** the thrust of this objective is to examine if the quality food is served and see if the quality of the food has the prospect of enhancing pupils’ academic performance.

Table 4 showing the relationship between the quality of food served and pupils’ academic performance

S/N		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Meals given to the pupils are prepared in a hygienic environment to a great extent if not totally	114 (38%)	126 (42%)	24 (8%)	30 (10%)	6 (2%)
2	The meals are of good delicacies	90 (30%)	120 (40%)	18 (6%)	66 (22%)	6 (2%)
3	The meal contains all the necessary nutritional contents	132 (44%)	114 (38%)	18 (6%)	30 (10%)	6 (2%)
4	The meals are in line with the guidelines of UNICEF and W.H.O	126 (42%)	120 (40%)	6 (2%)	30 (10%)	18 (6%)
5	Emanating from the above and health-wise, pupils are psychologically, physically and mentally fit and as such their academic performance have improved	108 (36%)	144 (48%)	6 (2%)	30 (10%)	12 (4%)

Fieldwork, 2017

The above table presents the respondents' opinion on the relationship between the quality of food served and the academic performance of pupils in the pre-schools in Osun State. Most of the respondents hold the view that, the food served to the pupils are prepared in a hygienic place to a greater extent if not totally. 38% strongly agree, 42% agree, 8% is indecisive, 10% disagree and 2% strongly disagree on the aforesaid opinion. Also, 30% of the respondents strongly agree on the view that, the meals served to the pupils are of good delicacies while 40% agree, 6% is indecisive, 22% disagree and just 2% strongly disagree on the view. In the same vein, the highest percentage (42% strongly agree and 40% agree) is of the opinion that, the meals have necessary nutritional contents such as protein, carbohydrates, vitamins and minerals among others.

42% of the respondents strongly agree and 40% agree on the assertion that, the meals are prepared in line with the guidelines of the United Nations International Children's Emergency Fund (UNICEF) and World Health Organization (WHO). Also, the highest percentage of respondents (36% strongly agree and 48% agree) hold the view that, health-wise and emanating from the aforementioned, students are psychologically, mentally and physically fit and as such, their academic performance has definitely improved.

## **4.2 Discussion of Findings**

Having collected the quantitative data through questionnaire administered to 300 respondents across Osun State, the essence is to discuss the objectives of this study from which the hypothesis formulated at the beginning of this study is coined. Hence, it is necessary to reiterate the objectives here again. The objectives are to

- i. To establish the extent to which school feeding program affects performance of children in preschool.
- ii. To determine the influence of food served to children on academic performance.
- iii. To investigate the relationship between the quality of food and academic performance

Emanating from the collected data, Osun State believes that, Osun State feeding program has improved students' performance in the pre-schools. This is because, before the establishment of school feeding program, children were always reluctant to go to school and as a result, pre-schools did record low turn-out of pupils. But since the commencement of school feeding program, children got attracted and the pre-schools started recording large turn-out of pupils. Hence, Osun State people assert that, Osun State School feeding program has increased the performance of pupils.

However, the people of Osun State are of the opinion that, the school feeding program has positively affected pupils' academic performance. The reason being that, most of the pupils do not eat what they are served at schools at their various homes, they are served egg and tea, they are served rice, beans, yam with other related delicacies, and also they are sometimes, served twice. Thus, the pupils are made connected to the school and as such regular attendance in school is the basis of good academic performance.

In the final analysis, the people of Osun State hold the tenets that, the meals being given to the students are prepared in an hygienic environment, they also contain necessary and requisite nutritional contents and they are also prepared in consonance to the guidelines of the World Health Organization (WHO) and United Nations International Children's Emergency Fund (UNICEF) and as such the meals have the propensity of making the pupils mentally, physically and psychological fit. Hence, the quality of food served to the pupils has a great effect of relationship with the pupils' academic performance.

## **5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Summary**

This study analyzed the Osun State School feeding Program (O-meal). It examines the extent to which the school feeding program affects the pupils' performance as well as assessing the impact of the food served to the students on their academic performance. Hence, it appraises the relationship between the quality food served and the pupils' academic performance.

The study was anchored on the theoretical framework of Abraham Maslow's hierarchy of need as well as the use of reviewed existing extant literature related to the subject matters of the this study. The source of data for the purpose of this study is the use of questionnaire administered to 300 respondents selected with the use of simple random sampling technique from within the three senatorial districts (west, east and central) of Osun State. The data collected were analyzed using descriptive statistics with aid of Statistical Package for Social Sciences (SPSS).

The findings from the study posit that, the school feeding program to a large extent has influenced pupils' academic performance. Also, the school feeding program has been able to impact positively on the students' academic performance and there is a positive relationship of effects between the quality of food served and students' academic performance.

## **5.2 Conclusion**

Emanating from the findings of this study, it can be inferred that, the Osun State O-meal program has greatly impacted into lives of Osun State's children (especially pupils) through increased performance in school as a result of consistent enrolment facilitated by the school feeding programs of the State government. Also, there is great relationship of effects between the quality and the quantity of food served to the pupils and their academic performance. Hence, the Osun State government O-meal policy has to a large extent brought about good academic performance of students.

## **5.3 Recommendation**

In the course of this research study, some issues identified, that need prompt attention by the government are to be revealed. Issues like hygiene of the vendors and the environment, food harbour by the vendors leaving some students starved, and failure to buy quality utility by the vendors among other mind-provoking issues.

In the lieu of the above, government needs to reinforce its monitoring mechanism purposely for the adequate inspection of the food vendors and the meals they prepare as well as checking if the environment within which the meals are prepared is hygienic. This is because, from the point of view of the environment, all the vendors are at liberty to prepare the meal at their various residential areas as against the school environment where adequate monitoring could be affected to a greater extent.

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