

Research Article

Innovation Policy in Education - Direct Feeding Program (DFP) In Nigerian Primary Schools: Stakeholders in Education, What They Say – A Case Study of Bauchi State

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Abstract: Determining the stakeholders (school administrators/teachers, parents and pupils) in primary education opinion and view in percentages on the relevancy and non-relevance; attitude; on the Direct Feeding Program (DFP) in primary schools were among the objectives of the study. A case study designed was used for the study. The population of the study consists of all stakeholders' in primary education School Administrators (Education secretaries /Teachers), Parents and Pupils, within the twenty Local Government Areas (LGAs) in Bauchi State. Purposive homogenous non-probability sampling technique was used to interview Four hundred and sixty (460) participants (stakeholders) from 5 samples LGA. Structured Interview Questionnaire (SIQ) was used for the data collection. Content Analysis, charts and percentages were used in analyzing the data. Three hundred and eighty-six (83.9 %) of the stakeholders are in support of the DFP while seventy-four (16.1 %) do not see the need for the DFP; There is a divergent opinion among the stakeholders on the FG priority in primary schools in place of DFP were among the findings from the study. Federal Government to make law for the sustainability of the DFP; Similar studies to be carried out in other states of the federation were among the recommendations made.

Keywords: Innovation Policy in Education, Direct Feeding Program. Stakeholders in Education.

INTRODUCTION

Direct Feeding program (DFP) popularly known as the School Feeding or National Home Grown School Feeding (NHGSF) program is an innovation policy introduced by the Federal Government of Nigeria (FGN) in primary education. Yunusa, Gumel, Kahalid and Adegbusi (2012) observed that it is an innovative approach that may boost nutritional status in the public primary schools in Nigeria. The policy entails free feeding (breakfast or lunch) to primary school pupils. The DFP was lunch in June 2016 and the first meal served in December 2016 (Obalonye, 2016).

Obalonye (2016) reports that the Federal Government (FG) is set to roll out the NHGSF programme targeted at about 5.5 million Nigerians school children in the first year (2017) and the plan will run until 2020 aimed at providing a nutritious hot meal a day to over 24 million primary school children. Although the initial set up of the DFP started in 2004, with piloted the implementation of NHGSF beginning

with 12 States and the Federal Capital Territory (FCT) (Nigerian Home Grown School Feeding Strategic Plan [NHGSFSP], 2016). The program was discontinued due to challenges that include lack of funds and inadequate monitoring (NHGSFSP, 2016). The NHGSFSP documented that the Vision of the DFP is to put a sustainable school feeding program that will establish a safety net for the poor and eradicate malnutrition in school-age children while stimulating the national Agriculture economy. While its mission is the universal provision of a free nutritionally balanced hot meal a day to pupils in all public primary schools in Nigeria through local smallholder farm produce procurement. The responsibility for the funding of the program is shared between the three tiers (Federal, State and Local) of government. The main objectives of the DFP as outlined by NHGSFSP, (2016) includes.

“ the improvement in the enrolment of primary school children in Nigeria; and reduction in the current dropout rates which is estimated at 30 %; improvement

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in child nutrition and health; improvement in Local Agricultural production and creating jobs and improving family and State economy”p.12.

Although since the first meal served in December 2016, in early January 2017. A total of 20 States that includes Abia, Akwa-Ibom, Anambra, Bauchi, Benue, Cross- River, Delta, Ebonyi, Enugu, Imo, Jigawa, Kaduna, Kano, Niger, Ogun, Osun, Oyo, Plateau, Taraba and Zamfara have so far covered by the NHGSRFP (News update, 2018). The food served includes rice, spaghetti, noodles, beans, sweet potatoes, vegetable, soup and a time fruits like orange and pineapple and The food being served was subjected to inspection to ensure good hygiene.(Premium Times, 2018). The FGN has confirmed that 246,355,190 meals have been served to date (February 3, 2018) to primary pupils across the 20 States in the country (News Update, 2018).

Although the programmed is yet to cover all the States of the Federation yet, literature has been documented on some of the impacts of DFP. Example, Eradication of extreme hunger among primary school pupils (Yunusa, et al., 2012); Premium Times report (2018) the DFP is boosting school enrolment, reduction in absenteeism, improvement in the health status and academic performance of the pupils; It also provides employment opportunity for many women, 2,968 women were recruited as food vendors to provide lunch for the pupils; Taylor and Ogbogu (2016) observed that the DFP is never facing challenges that include insufficient classrooms and furniture to cope with the increased enrolment in the public primary schools in Osun State. These were acknowledged.

However, there is a need for a study on the stakeholder’s views and opinions on the DFP from the beneficiary States of the Federation. In view of this, the study determined stakeholders in primary education opinion and view on FGN innovative policy on the DFP in primary schools in Bauchi State.

Specifically, the study determined the school administrators/teachers, parents and pupils opinion and view in percentages on

- Relevancy and non- relevance of the DFP in primary schools.
- The attitude on the DFP in primary schools.
- Views on the priority of FGN in primary schools compared to DFP.
- Views on how the DFP could be improved in primary schools.

Research Questions

The following research questions were used to guide the study.

- What is the opinion of school administrators/ teachers, parents and pupils on the DFP in primary schools?
- What is the attitude of school administrators/ teachers, parents and pupils on the DFP in primary schools?
- What views the school administrators/ teachers, parents and pupils have on the DFP in primary schools?
- What views the school administrators/teachers, parents and pupils have on how the DFP in primary schools could be improved?

METHODOLOGY

A case study designed was used for the study. The population of the study consists of all stakeholders’ in primary education School Administrators (Education secretaries / Teachers), Parents and Pupils within the twenty Local Government Areas (LGA) in Bauchi State. Purposive homogenous non-probability sampling technique was used to interview Four hundred and sixty (460) participants (stakeholders) from 5 samples LGA.

Table-1. Sample as used in the study

| LGA | School | Sch, Adm. | Parents | Pupils | Total |
|--------------|----------------------------------|-----------|---------|--------|-------|
| Alkali | -Central primary school. | 8 | 10 | 28 | 46 |
| | -Haruna Memorial primary school. | 8 | 10 | 28 | 46 |
| Dass | -Waziri Mazadu primary school. | 8 | 10 | 28 | 46 |
| | -Umar Adamu primary school. | 8 | 10 | 28 | 46 |
| TafawaBalewa | | 8 | 10 | 28 | 46 |
| | | 8 | 10 | 28 | 46 |
| Toro | - central primary school. | 8 | 10 | 28 | 46 |
| | -Gemzo primary school. | 8 | 10 | 28 | 46 |
| Kirfi | | 8 | 10 | 28 | 46 |
| | | 8 | 10 | 28 | 46 |
| Total | | 80 | 100 | 280 | 460 |

Table-1 above shows the sample of LGA, school and the number of stakeholders that participated in the study. Structured Interview Questionnaire (SIQ) was developed by the coauthors, validated by senior lecturer in Measurement and Evaluation from the Department of Physical Science Education, Imo State University, Owerri, and used for the data collection. The SIQ contain an ideal questionnaire that focuses on the opinion views of the interviewee on DFP in primary schools (Appendix A).The data collection method involved the interviewee asking questions, listening to and recording answers from the interviewee.

Content Analysis, charts and percentages were used in analyzing the data. Sunday () observed that Content analysis is the procedure for categorization of verbal, behavioural data for the purpose of classification, summarization and tabulation. In addition to that percentage was also used. The Interview session lasts for 2 days per school with at most 7 minutes per interviewee.

To help establish trustworthiness, credibility, and authenticity of the obtained data, the data were first transcribed by the coauthors. Each transcript was summarized and listening to the audio tape multiples time before a final conclusion was accepted.

Thirty (6 per LGA) volunteers research assistants from Undergraduate Contact 3 Long Vocation Training(LVT) Program 2016/2017 Academic session students’ from Department of Education Foundation, Abubakar Tafawa Balewa University, (ATBU) Bauchi were used. To minimize cost research assistant must be from the sample LGA. Training session of 1hour each for 2 days was given to the research assistants by the first author. The training focused on the purposes and goals of the study, roles of the research assistant during the interview that involves in every step for the interviewer to be a responsive, flexible, adaptive and good listener, jotter and recording the interviewee speech. The Headmaster in each school also assisted in providing information on the parents who took part in the study.

RESULTS

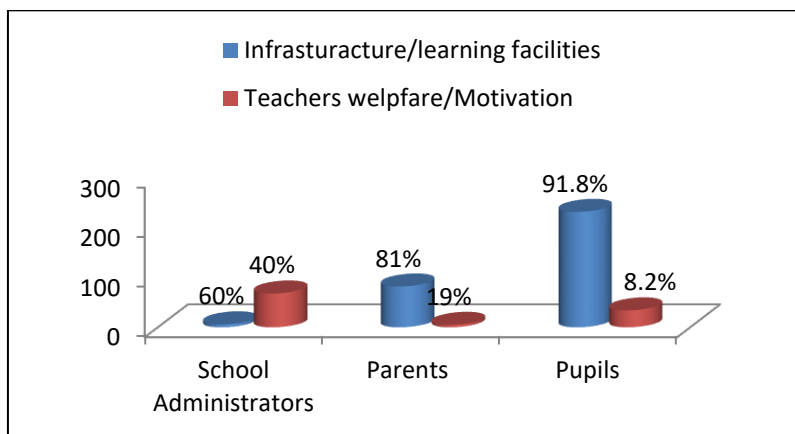


Fig.-1. Stakeholders opinion in percentages on DFP in the primary

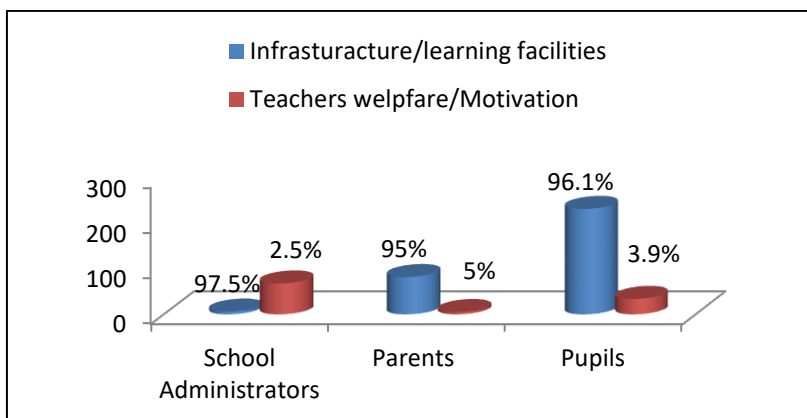


Fig.-2.The attitude of the stakeholders interviewed responses in percentages on the DFP in primary school.

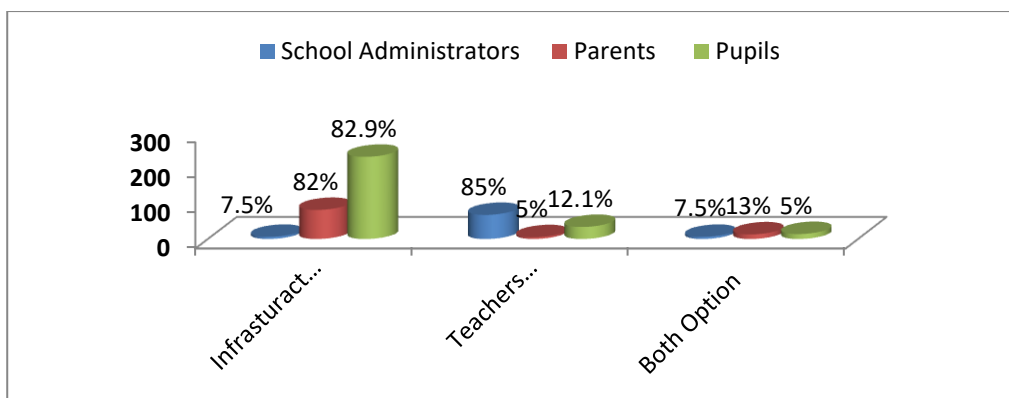


Fig.-3. Stakeholders' views in percentages on the priority of FG in primary schools compared to the DFP.

Table-2. Stakeholders Views on the DFP

| Views | School Administrators | Parents | Pupils |
|--|-----------------------|-----------|------------|
| DFP should be continue | 51(63.8%) | 89 (89%) | 264(94.3%) |
| DFP should be improve | 14(17.5%) | 3(3%) | 14(5%) |
| DFP should be stop | 2(2.5%) | 3(3%) | - |
| Other school needs should be addressed | 13(6.3%) | 5(5%) | 2(0.7%) |
| Total | 80(100%) | 100(100%) | 280(100) |

Table-2 above shows various views of stakeholders' responses in percentages on the DFP.

Findings

- Three hundred and eighty-six (83.9 %) of the stakeholders are in support of the DFP while seventy-four (16.1 %) do not see the need for the DFP.
- Four hundred and forty-two (96.1%) of the stakeholders were in a favour while 3.9 % not in favour of the DFP.
- There is a divergent opinion among the stakeholders on the FG priority in primary schools in place of DFP.
- 87.8 % of the stakeholders were of the viewed that DFP to continue, 6.7% want the program improves, 1.1% want the programme to be stopped while 4.4 % were of the view that learning facilities teachers and students welfare should be addressed by the FG instead of DFP.

DISCUSSION

In discussing the results of the study limitation on the direct interview report with the ES for administrative implication, Stakeholders, and gender differences on the views and opinion on DFP must be acknowledged.

Result in Fig.-1 was used to achieve objective 1 from the study. From the result in Figure I, Forty-eight (60%) of the School Administrators were of the opinion that DFP is relevant (Welcome innovation). *Extracted from the interview reads: It is a welcome innovation or idea but the Federal Government should extend it to Schools in rural areas; it is good in that it encourages pupils to come to school early and also minimize the rate of late coming from breakfast at home. While*

thirty-two (40%) were of the opinion that it is not relevant (not welcome innovation) they did not see the need for the DFP. *Extracted from the interview reads: It is not proper as we are not sure of the quality of the food being supply by contractors; No, Government should focus on something else especially teaching facilities instead of DFP.* Eighty-one (81 %) of the parents were of the opinion that DFP was beneficial. *Extracted from the interview reads: Is a program(DFP) that encourage pupils to attend to school on daily bases; it is a welcome innovation as it eased the breakfast boar den on parents, so, the Federal Government should go ahead with the DFP. .while nineteen (19%) were not in support of the DFP.* *Extracted from the interview reads: DFP is not welcome because the contractors are not supplying enough quantity as some pupils are often left without getting the food; Not proper as we (parents) are not sure of the quality of the food being supplied by the contractors. However, two hundred and fifty-seven (91.8%) of the pupils enjoy or were of the opinion that the DFP is relevant and welcome innovation (Myself and my friends come to school regularly because we don't want to miss the meal; the government like us.) as extracted from the interview. While twenty three (8.2%) do not see the need for the DFP (My parent give me money for breakfast those of us who don't eat their school meal should be given desk and chair in the class instead of all of us to be sitting on the floor; Government should assist my parent with money to buy raw food and my mother will cook for me because my mother cook better food than the one given to us here in school.) as extracted from the interview.*

Finding from this revealed that three hundred and eighty-six (83.9 %) of the stakeholders are in support of the DFP. This finding is in agreement with News post

(2016) report that all parents are happy with the government for the program (DFP) because it relieves them of pressures. While seventy-four (16.1 %) do not see the need for the DFP.

To achieve objective ii on stakeholders 'Attitude on the DFP in primary schools, from the research question ii was answered and the result was shown in Figure 2. From the result in Fig.-2, seventy-eight (97.5 %) of the School Administrators were in agreement with the DFP. *Extracted from the interview reads: Yes, because I observed that pupils population during the DFP trial in our school increase; Yes because it encourages punctuality and the reduced truanting rate among the pupils.* while 2 (2.5 %) shows disagreement with the programme (DFP). *Extracted from the interview reads: No, because I heard over the Radio program where a pupil was interviewed, said the meal been served to them was tasteless and watery; I'm not happy with the DFP let them give us water tank or build borehole in our school.* Although only 5 % of the parents disagree with the DFP. *Extracted from the interview reads: Not really because I think it is temporally solution not a permanent one; My fear is that it may be politically motivated program for that I'm not in support.,* the remaining ninety-five (95%) of the parents who agree with the programme (DFP) has these to say as extracted from the interview: *Yes, I welcome the idea of the DFP in schools; Yes, especially as a father of 5 children in primary school I get relief from breakfast fee.*

From the Figure 2 also, Two hundred and sixty-nine (96.1 %) of the pupils agree with the DFP. *Extracted from the interview reads: Its motivate us to go to school, Yes I like it because I am from poor family.* while extracted from the interview of the remaining eleven (3.9 %) who were in disagreement with the programme had these to say as extracted from the interview: *Not welcome because we don't have seats in our classes; No, because the food doesn't go round.*

Finding from this revealed that four hundred and forty-two (96.1%) of the stakeholders were in a favour. This finding is in line with Premium Times Monday, February 12, 2018, report that stakeholders interviewed in the southern part of the country on the program (DFP) called for its sustenance. While 3.9 % were not in favour of the DFP.

Research question 3 from the study was answered to achieve objective iii from the study. From the result in Figure 3, 6 (7.5 %) of the School Administrators were of the views that provision of infrastructure and teaching facilities should be taken into consideration by FGN, not DFP. *Extracted from the interview reads: DFP is OK, but Government should provide infrastructure/teaching facilities in primary schools and teachers welfare too before.* Sixty-eight (85 %) of these (School Administrators), wants teachers welfare and motivation to be given priority by the FG instead of DFP, *extracted from this reads: it should be teachers*

welfare/motivation in place of DFP. While only 6 (7.5%) were of the views that infrastructure and teaching facilities, teachers welfare and motivation) are basic requirement FG should give priority to. *Extracted from the interview reads: Government should concern itself with our welfare/motivation like overtime allowances, school infrastructure/teaching facilities.* Contrary to ES/teachers views, eighty-two (74 %) of the parents were of the views that *the infrastructure and teaching facilities need to be provided instead of the DFP* as extracted from the interview, 5 (5%) of the parents were of the views that teachers welfare /motivation to be taken into cognizance instead of the DFP, while 13(13%) holds the views that both (infrastructure/teaching facilities, teachers welfare /motivation) are essential needs to be given priority by the FG in primary rather than DFP.

Although the direct beneficiaries of the DFP (the pupils) , two hundred and thirty two (82.%) were of the opinion that FG should provide infrastructure /teaching facilities as shown from the result in Figure 3, thirty-four (12.1 %) of the pupils opinion favored teachers welfare/motivation and the remaining fourteen (5.4 %) of these pupils were of the opinion that both options (infrastructure/teaching facilities, teachers welfare /motivation) should be given priority by the FG instead of DFP.

Finding from this revealed divergent opinion among the stakeholders on the FG priority in primary schools, the school Administrators/Teachers (85%) wants more of their welfare/ motivation from FG, parents (74%) priority is on provision of infrastructure/teaching facilities while the pupils(82.9%) had similar interest like their parents (infrastructure/ teaching facilities).

To achieve the objective iv on the views on how the DFP could be improved in primary schools, research question iv was answered and the result was tabulated in Table 2. From the result in Table 2, fifty-one (63.8%) of the ES/teachers are of view that the DFP to continue; fourteen (17.5%) were on the view that the FG should improve on the quality of the food; 2 (2.5 %) were of the view that FG should stop the programme(DFP), while thirteen (16.5%) were of the views that FG should address pupils needs (Uniforms) instead of DFP.

Contrary to School Administrators opinion, eighty-nine (89%) of the parents were of the view that DFP should continue, 3 (35%) wants the FG to stop the programme (DFP), while 5 (5%) want FG to turn its attention to other areas of the school needs like recruitment of manpower needs of primary schools rather than DFP.

From the pupils perspective view, two hundred and sixty-four (94.3 %) were of the view that DFP to continue, fourteen (5%) were of the view that DFP to be

improved while 2 (0.7%) wants other educational needs (Health welfare) to be given attention than DFP.

Findings from this revealed that 87.8 % of the stakeholders were of the view that DFP to continue, 6.7% want the program to improve, 1.1% want the programme to stop while 4.4 % were of the view that learning facilities, teachers and students welfare should be addressed by the FG instead of DFP. Indeed, this is in agreement with Taylor and Ogbogu (2016) who observed that there are insufficient classrooms and furniture in many public primary schools.

CONCLUSION

The study discussed the stakeholders in primary views and opinions on DFP in Bauchi State, Nigeria. The vision and mission, as well as the objectives of the DFP, were discussed. Although findings from the study show that of the stakeholders are in support of the DFP as it increases enrolment and reduced absenteeism among public primary school pupils. However, there was a divergent opinion among the stakeholders on the FG priority in primary schools in place of DFP rather suggested for the provision of adequate infrastructure and teaching facilities in schools.

Recommendations

- FG to make law for the sustainability of the DFP.
- FG to look into other priority in primary schools like infrastructure and teaching

facilities to cater for the increase in the enrolment of public primary schools due to DFP.

- Similar studies to be carried out in other states of the federation.

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