

Assessment of School Attendance Policy in Universal Basic Education of Primary Education in Delta State: Evidence From Home-Grown Feeding Programme

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Abstract

The research work assessed school attendance policy in Universal Basic Education (UBE) of primary education in Delta state using the home-grown feeding programme. The study is an ex-posed-facto research design that utilized the survey method to gather information from primary school teachers in Ethiope West and Warri South West Local Government Areas of Delta state. A questionnaire titled 'Universal Basic Education Home-Grown School Feeding Pupils' Programme (UBEHGSFPP) was used to collect data. It was validated by two experts in the Department of Educational Management and Foundations and Measurement and Evaluation. The reliability of the instrument was tested with Cronbach Alpha statistics and a coefficient of .80 was obtained. A total of 489 teachers in the two LGAs who teach primary 1-3 were the respondents. Descriptive statistics was used to answer the research questions while ANOVA was used to test the hypothesis at 0.5 Alpha significant level. The findings showed that primary school attendance before the home-grown feeding programme was below the criterion mean. It was also found that school attendance in the school feeding programme mean is above the criterion mean. The hypothesis showed a significant difference in public primary school pupils' attendance before and in the the school feeding programme. It was recommended that the programme should be sustained through government continuous funding. It was also recommended that parents should be encouraged to send their children to public primary schools so as to benefit from the home-grown school feeding programme.

Keywords: School Attendance, Policy, Universal Basic Education, Home Grown, Feeding Programme

Introduction

Education is often regarded as an instrument for emancipating individuals from ignorance to awareness and self-sufficiency. As a result, Akporehe and Uviovo (2021) claimed that education, is an intrinsic right of every person, contributes to the total well-being of individuals and nations. It is not a surprise that governments invest in education in the expectation of raising citizens' living standards by enacting laws that can change their fortunes. Internationally, there has been a convergence of interest in the requirement of providing education for citizens, particularly at the basic school level, as a basic human right (United Nations 1948). Thus, Nigeria prioritized foundational education in order to establish a firm basis for further levels of education. This influenced President Olusegun Obasanjo's announcement of UBE on September 30, 1999. In Nigeria, universalization of basic education indicates that elementary education is a required education that must be supplied for her citizens, hence meeting the social demand approach to educational planning at the lower level.

The free and mandatory nature of the UBE programme distinguishes from others in the past. This infers that both children from wealthy and poor families are cared for, so attaining equalizing education for everyone. However, it is discouraging to see that Nigeria has the biggest figure of out-of-school (OOS) children in the world, despite tremendous improvements in access to education over the previous several decades (World Bank, 2022). Pursuant to World Bank, there are 11 million out-of-school children in Nigeria, and one in every twelve OOS children worldwide is a Nigerian kid flanked by the ages of six and fifteen. She recommended a mixture of interventions because the phenomenon of OOS in Nigeria is multi-causal, and factors that prevent parents from enrolling their children in school, such as lowering the expense of education through removing tuition, offering monetary assistance, and shifting socio-cultural norms, are critical steps for Nigeria to take. This will undoubtedly close the educational attainment gap flanked by the poor and the wealthy. While UBE education is free in Nigeria, many children do not attend school on an unvarying basis. The presence of students in the class to learn is known as school presence. When a student does not attend class, he or she is absent, which can lead to low academic attainment. According to Fabgenle and Elegbeleye (2014), presence is pupil's physical presence in schools/classes. Attendance(presence), which measures how frequently an individual attends school, predicts academic ability. Unvarying presence at school is a prerequisite for obtaining the skills and knowledge necessary for academic attainment (Asiyai, 2018; Amalu & Abang, 2016).

In actuality, Part I of the UBE ACT (2004) stipulates that universal basic education is obligatory and free for children up to junior high school. By this assumption, every kid flanked by the ages of 6 and 15 is required to attend school. Pupils who attend school are those who come to school every day and are present in class to learn, and they are the ones who will be retained in school. School presence and school retention are two sides of the same coin. School presence allows a kid to benefit from instructor teaching, which can improve academic attainment. Pupils who attend school are more likely to be retained.

Attendance/Presence at school has a significant influence on students' academic progress. Amalu and Abang (2016) conducted a study on absenteeism and its psychological implications for national growth on primary school students in Cross River State's three senatorial zones. Pursuant to study, truancy leads to vices such as substance misuse and antisocial behaviour, as well as phobia/depression/anxiety, low academic performance, school dropout, and unemployment. In 2021, Nigeria's Minister of Education suggested that over 6.9 million students were not attending school. Nigeria is well-known for having one of the lowest literacy rates in Sub-Saharan Africa. It is concerning that Nigeria has such terrible records that require an immediate response from the government and stakeholders.

It's no surprise that President Muhamadu Buhari launched the Home-Grown School Feeding Programme (HGSFP) in 2017. The federal government funds the HGSFP u the Strategic Plan 2017-2020. The food is sourced from the surrounding area; thus, it is homegrown. The federal government covers the whole cost of the programme, which is limited to grades 1–3, with monies provided from the Ministry of Budget and Planning's Social Investment Account unit. The HGSFP is an ambitious initiative through which Nigeria hopes to minimize the proportion of children who are not in school. In Asaba, the Delta State capital, stakeholders discussed the local school feeding programme. The goal was to figure out modalities for the programme's launch in the state (This Day Newspaper 2016). Yet, Newswire NGR (2022) stated Delta state's protest that the 70 Naira given for each kid is insufficient, and hence demanded an amplified revision of the amount reflect Nigeria's economic position. Nonetheless, the state administration is ensuring that all institutions are in place, including the symbolic transfer of the utensils, for the programme's success in the state.

In developing nations, initiatives such as school feeding programmes serve as a social safety net, providing education and health advantages to underprivileged children. According to Najahatu, Hamza, and Abdulrazak (2021), a feeding programme for students enables teachers to obtain maximum cooperation from students because it allows students to eat and concentrate in class because many students do not have access to food owing to the economic situation and poverty of most parents who cannot provide these days. Pursuant to World Food Programme (2016), school meals improve children's instructive outcomes by allowing more children to attend class consistently, hence enhancing children's capacity to study once they are in school. FAO and WFP (2018) reaffirmed that school feeding not only promotes access to education by improving school enrolment, presence, and completion, but it also nourishes children and boosts their health. The World Food Programme (2019) claimed school feeding programmes in nations such as India, which now feeds more than 100 million children; Brazil, which feeds 48 million children; China, which feeds 44 million children; South Africa, which feeds Burkina Faso, Kenya, and Senegal; and Nigeria, which feeds more than 9 million students. The HGSFP is a welcome concept in Nigeria, where many families live on less than a dollar a day and lack the means to afford a square meal for their families. The home-grown school feeding programme will therefore

aid in the attainment of educational goals outlined in the Sustainable Development Goals 1 (SDG 1), which seek to reduce poverty (SDG 1) and hunger (SDG 2). Farmers in the community are sourced for food by the programme. This may be accomplished by purchasing local vegetables from farmers to feed the children. The HGSF also promotes quality education that is inclusive and egalitarian. UBE anticipates all Nigerian school-age children, regardless of creed or ability, to be present in school on an unvarying basis, as required in (SDG 4) and aids in the emancipation of females, as specified in (SDG 5).

School feeding programmes come in a variety of flavours. Nigeria's feeding form is comparable to (Bundy et al., 2009) categorization of feeding as follows: in-school feeding, also known as feeding while in school, as opposed to take-home rations, in which food is supplied to parents in order for their children to be in school. Nigeria has also begun to provide balanced meals rather than high-energy cookies or snacks.

President Muhammadu Buhari underlined his administration's resolve to extend the free daily meal domestic school feeding programme by targeting an extra three million children in the 2021 Children's Day Commemoration Broadcast. The concept is undeniably ambitious, as it offers a child in school one square meal every day. By implication, the youngsters are to consume a balanced diet that will support their growth and development while also boosting their immune system and providing other health advantages. According to WFP (2020), meals help children learn and flourish by eliminating hunger and boosting children's long-term well-being. According to UNESCO (2016), school food is an important strategy for motivating parents to bring their children, particularly females, to school since the children are given the stamina they need to learn and focus. Adepoju and Johnson (2020) and Onah and Onah (2021) retained that adequate nutrition and health status can influence children's academic performance and learning ability, while also noting that where there is a school meals programme in place, girls stay in school longer, child marriage rates fall, and teen pregnancies fall.

The study employs Abraham Maslow's (1954) human hierarchical needs theory. The notion advocated that there are basic wants in life that must be addressed before higher demands such as self-actualization can be met. The first demands are psychological needs, which are the fundamental necessities of life. Breathing, food, and water are examples of psychological demands. There appears to be a link flanked by these demands and learning. A youngster who is starving may be unable to focus in class and may be dissatisfied with himself and society. A famished man is a furious man, as the proverb goes. McLeod's (2022) argument that fundamental physiological requirements must be supplied before a student's cognitive demands can be met lends support to this notion. He went on to say that it would be difficult for a fatigued and hungry pupil to concentrate on studying. The significance of these fundamental demands cannot be overstated in the teaching-learning process.

Taylor and Ogbogu (2016) used a structured questionnaire to collect primary data on the impact of a school food programme on enrolling and performance of public elementary school students in Osun State, Nigeria. The survey research design was used in the study, which included 116 respondents chosen at random from 10 public elementary schools. Pursuant to report, the school feeding programme in Osun State amplified child enrolment (78.4%), retention (44.8%), unvarying (58.6%), and timeliness (69%) in school presence, among other things. They go on to say that a teacher noted that students returned to school to retrieve their lunches if they had to leave school to treat themselves.

Tijjani, Kaidal, and Garba (2017) discovered in a study conducted in Bornu State to evaluate the government feeding programme on amplified school enrolment, presence, retention, and completion among secondary school students that 557 (59.9%) of the respondents agreed that they stay in school in order not to miss their meal ration and 453 (48.7%) of the respondents strongly agreed that they registered in school because of the government feeding programme that will guarantee constant daily meals. Mwenwa and Gori (2019) discovered that a school food programme had a substantial effect on learning effectiveness in connection to presence among primary school kids in their survey Research Design research in Kitui County, Kenya. Najahatu, Hamza, and Abdulrazak's (2021) study in Kaduna State's Soba and Zaria Local Government Areas on the impact of school feeding programmes on child enrolment discovered that feeding programmes inspire unvarying school presence. The study's subjects included head teachers, PTAs, students, and vendors, for a total sample size of 538. Quantitative approach techniques were used. Aidelokhai, Idris, Musa, and Maichibi evaluated the school food programme in Nigerian public elementary schools and academic attainment, as well as the political consequences. Pursuant to twenty-four (24) informants questioned for the study, the school food programme has relatively amplified student enrolment and punctuality to school. Yendaw and Dayour (2015) investigated the impact of the national school feeding programme on enrolment, presence, and retention of students in Nyoglo, Savelugu-Nantong Municipality, Ghana. The research, which used a census technique, distributed

questionnaires to all 240 parents of the children. Prior to the programme's launch, just 22% of students attended school every day of the week, while 36.7% went three times a week. However, the implementation of the school food programme resulted in a significant increase in child presence to 65.4%.

Holo (2015) performed a study in Tanzania's Kiteto District utilizing a mixed method research design that included both qualitative and quantitative data. The study's sample included 40 instructors, 20 parents, 30 kids, and 5 educational stakeholders. The data revealed that around 85% of respondents thought that the school feeding programme amplified student presence and that 90% of pupils from poor homes appreciated school meals more than those from wealthy ones. Pursuant to survey, all pupils favoured school lunches. Mwendwa and Gori (2019) published the findings of their investigations, which revealed significant variations in retention as a result of the school feeding programme before and after its implementation in primary schools in Kitui County, Kenya. Azubuike and Mbah (2019) conducted research on School Feeding Programme (SFP) in South Eastern Nigeria, highlighting child nutrition concerns. A cross-sectional design was used to choose 316 children, 50 instructors, and 30 caterers for their study. The hypotheses were assessed by means of Z-scores, and the data revealed that all of the instructors believed that the school feeding programme enhanced school presence and academic attainment, despite problems such as an insufficient supply of food. Stewart (2018) discovered that school meals served to school students had a 10% greater likelihood of children staying in school.

A study conducted in Akwa Ibom state by Nkang and Ereh (2021) discovered that home-grown school food programme had an influence on primary school presence, with 112 out of 149 male teachers (75.2%) and 148 out of 193 (76.7%) male teachers in agreement. Ibrahim (2018) discovered that providing a school food programme for elementary school students improved academic performance and presence rate in Abeokuta South Local Government Area (LGA), Ogun State. In the 2020/2021 academic term, Iyamu and Isizah (2021) performed research on indigenous school food programmes for the reduction of dropout in public primary schools in Delta State, Nigeria. The study was a descriptive survey research design that used a questionnaire to reach 200 teachers in a population of 571 instructors in 55 primary schools in Ika South Local Government. The data revealed that, in addition to promoting unvarying presence, the home-grown school food programme had a significant impact on lowering the dropout rate in Delta State's public elementary schools.

The researcher is concerned that the UBE regulation requiring free and obligatory presence may not be met, notwithstanding the home school free feeding programme. Consequently, the researcher wishes to assuage these concerns by conducting the study. the study's dilemma is: has school presence amplified since the home-grown school feeding programme? The study's goal is to determine if the homegrown school feeding programme has amplified the presence of public primary school students in Ethiope West and Warri North West in Delta State. The study is crucial because it will aid in the design of strategies to improve Delta State's school food programme.

RQs

1. What was the rating of teachers on pupils' school attendance before the school feeding programme in public primary schools in Ethiope West and Warri South West LGA of Delta state?
2. What is the rating of the teachers on the influence of the school feeding programme on pupils school attendance in public primary schools in Ethiope West and Warri South West LGA of Delta state?

Hypothesis

1. There is no significant difference in the ratings of teachers on pupils' school attendance before and in the feeding programme in public primary schools in Ethiope West and Warri South West LGA of Delta state?

Materials and Methods

The study used a survey method with an ex-post - facto research methodology. All primary 1-3 teachers in Delta state's Ethiope West and Warri South West LGAs make up the study's population. Teachers in grades 1-3 were surveyed because only these groups of students benefit from the programme. While Warri South West LGA has 42 elementary schools, Ethiopia West LGA has 56. In grades 1-3, there were 611 instructors, and 489 of them served as the respondents by a straightforward random selection of the schools. The instructors were surveyed by means of the Universal Basic Education Home-grown School Feeding Programme Pupils Attendance Questionnaire (UBEHGSFPPAQ). There are 34 items in all across the four sections of the questionnaire. Part A contains demographic information about the

respondents; Part B, which contains 12 questionnaire items, is a record of teachers' reports on school presence prior to the feeding programme; and Part C, which contains 12 questionnaire items, is a record of primary school presence of students receiving free meals at school. The instrument was validated by the researcher and two specialists from Delta State University, Abraka, one from the Department of Educational Management and Foundations and the other from the Measurement and Evaluation department. The instrument's reliability was examined by means of the Cronbach alpha reliability test on 20 respondents who were omitted from the main study, and a coefficient index of .75 was achieved. The instrument was assessed on four Likert scale items: strongly agree 4, agree 3, disagree 2, and strongly disagree 1, yielding a criterion mean rating of 2.5. The researcher and four research assistants administered the device. The acquired data were examined by means of descriptive statistics such as mean, standard deviation, and percentages, as well as ranking for the study questions, while ANOVA was utilized to test the hypothesis.

Results

RQ1: What was the rating of teachers on pupils' school attendance before the school feeding in public primary schools in Ethiope West and Warri South West LGA of Delta State?

Table 1: Teachers rating on pupils' school attendance before the school feeding programme in public primary schools in Ethiope West and Warri South West LGA of Delta state

SN	Item statement	LGA	SA FREQ (%)	A FREQ (%)	SD FREQ (%)	D FREQ (%)	Mean
1	Pupils attend school unvaryingly	Ethiope west Warri south	0(0) 0(0)	0(0) 0(0)	0(0) 0(0)	360(73.6) 129(26.4)	2.00
2	Pupils stay in class very well	Ethiope west Warri south	0(0) 0(0)	2(0.4) 0(0)	0(0) 0(0)	358(73.2) 129(26.4)	2.00
3	Pupils leaveschool at will	Ethiope west Warri south	0(0) 0(0)	1(0.2) 0(0)	0(0) 0(0)	359(73.4) 129(26.4)	2.00
4	pupils stay in school during break period	Ethiope Warri	0(0) 2(0.4)	25(5.1) 12(2.5)	238(48.6) 78(16.0)	97(19.8) 37(7.6)	2.00
5	Pupils do come to school on market days	Ethiope Warri south	1(0.2) 0(0)	0(0) 0(0)	0(0) 0(0)	359(73.4) 129(26.4)	2.00
6	Tendency for pupils to drop out of school	Ethiope west Warri south	0(0) 0(0)	0(0) 0(0)	0(0) 0(0)	360(73.6) 129(26.4)	2.00
7	Pupils concentrate in class	Ethiope east Warri south	0(0) 0(0)	358(73.2) 129(26.4)	1(0.2) 0(0)	1(0.2) 0(0)	3.00
8	Pupils always gives excuses to go home.	Ethiope west Warri south	0(0) 0(0)	357(73) 129(26.4)	0(0) 0(0)	3(0.6) 0(0)	3.00
9	Pupils play truancy	Ethiope west Warri south	0(0) 0(0)	1(0.2) 0(0)	0(0) 0(0)	359(73.4) 129(26.4)	2.00
10	Pupils always come late to school.	Ethiope west Warri south	1(0.2) 0(0)	0(0) 0(0)	0(0) 0(0)	359(73.4) 129(26.4)	2.00
11	Pupils do loiter round the school	Ethiope west Warri south	0(0) 0(0)	0(0) 0(0)	0(0) 0(0)	360(73.6) 129(26.4)	2.00
12	Many parents care about their wards school presence by bringing them to school.	Ethiope west Warri south	0(0) 0(0)	2(0.4) 0(0)	0(0) 0(0)	358(73.2) 129(26.4)	2.00
	Grand mean total						25.43
	Average Grand mean						2.11

In keeping with Table 1, previous to the school feeding programme, the indices of school presence were low for the majority of the 12 elements. Respondent ratings on kids' school presence before the school feeding initiative in public elementary schools in Ethiope West and Warri South West LGAs of Delta state were poor in items 1, 2, 3, 4, 5, 6, 9, 10, 11, and 12. The average mean rating was 2.1, which was lower than the criterion mean of 2.5. Only items 7 and 8 had responses that were scored 3 and so exceeded the criterion mean.

RQ2: What is the teachers' rating of the influence of the school feeding programme on pupils' school attendance in public primary schools in Ethiope West and Warri South West LGAs of Delta State?

Table 2: Teachers rating on pupils' school attendance in the school feeding in public primary schools in Ethiope West and Warri South West LGA of Delta State

Item statement	LGA	SA FREQ (%)	A FREQ (%)	SD FREQ (%)	D FREQ (%)	MEAN
Pupils attend school unvaryingly	Ethiope west	0(0)	360(73.6)	0(0)	0(0)	3.00
	Warri south	0(0)	129(26.4)	0(0)	0(0)	
Pupils stay in class very well	Ethiope west	76(15.5)	188(38.4)	0(0)	96(19.6)	2.98
	Warri south	44(9.0)	69(14.1)	2(0.4)	14(2.9)	
Pupils leave school at will	Ethiope west	0(0)	360(73.6)	0(0)	0(0)	3.00
	Warri south	0(0)	129(26.4)	0(0)	0(0)	
pupils stay in school during break period	Ethiope west	358(73.2)	2(0.4)	0(0)	0(0)	4.00
	Warri south	129(26.4)	0(0)	0(0)	0(0)	
Pupils do come to school on market days	Ethiope west	2(0.4)	358(73.2)	0(0)	0(0)	3.00
	Warri south	0(0)	129(26.4)	0(0)	0(0)	
Tendency for pupils to drop out of school	Ethiope west	0(0)	360(73.6)	0(0)	0(0)	3.00
	Warri south	0(0)	129(26.4)	0(0)	0(0)	
Pupils concentrate in class	Ethiope west	2(0.4)	358(73.2)	0(0)	0(0)	3.00
	Warri south	0(0)	129(26.4)	0(0)	0(0)	
Pupils always gives excuses to go home.	Ethiope west	1(0.2)	359(73.4)	0(0)	0(0)	3.00
	Warri south	0(0)	129(26.4)	0(0)	0(0)	
Pupils play truancy	Ethiope west	0(0)	360(73.6)	0(0)	0(0)	3.00
	Warri south	0(0)	129(26.4)	0(0)	0(0)	
Pupils always come late to school.	Ethiope west	0(0)	360(73.6)	0(0)	0(0)	3.00
	Warri south	0(0)	129(26.4)	0(0)	0(0)	
Pupils do loiter round the school	Ethiope west	0(0)	360(73.6)	0(0)	0(0)	3.00
	Warri south	0(0)	129(26.4)	0(0)	0(0)	
Many parents care about their wards school presence by bringing them to school.	Ethiope west	0(0)	360(73.6)	0(0)	0(0)	3.00
	Warri south	0(0)	129(26.4)	0(0)	0(0)	
Grand Mean Total						36.83
Average Mean						3.06

Based on Table 11, teachers rated children' school presence on the school feeding programme in public primary schools in Ethiope West and Warri South West LGAs of Delta state as high. All of the items were evaluated higher than the 2.5 criteria mean. The grand mean is 3.06 on average.

Hypothesis: There is no significant difference in the ratings of teachers on pupils' school attendance before and in the school feeding programme in public primary schools in Ethiopie West and Warri South West LGA of Delta state

Table 3: Descriptives used for ANOVA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Ethiope West LGA bf feeding	360	25.4083	.62665	.03303	25.3434	25.4733	25.00	28.00
Warri South West bf feeding	129	25.4961	.68607	.06040	25.3766	25.6156	25.00	27.00
Ethiope west after feeding	360	36.9528	.69257	.03650	36.8810	37.0246	36.00	38.00
Warri south after feeding	129	37.0698	.70916	.06244	36.9462	37.1933	36.00	38.00
Total							25.00	38.00

Table :4 ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Flanked by Groups	32631.072	3	10877.024	24199.191	.000
Within Groups	437.792	486	.449		
Total	33068.864	489			

The ANOVA test shows that the difference in teacher judgments of students' presence before and after the feeding programme began is significant at the Alpha level of significance, 000 was 0.05 significant.

Table 5: Scheffe

(I) localgovernment	(J) localgovernment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Ethiope West LGA bf feeding	Warri South West bf feeding	-.08779	.06880	.653	-.2804	.1049
	Ethiope west after feeding	-11.54444*	.04997	.000	-11.6844	-11.4045
	Warri South after feeding	-11.66143*	.06880	.000	-11.8541	-11.4688
Warri South West bf feeding	Ethiope West LGA before feeding	.08779	.06880	.653	-.1049	.2804
	Ethiope west after feeding	-11.45665*	.06880	.000	-11.6493	-11.2640

	Warri South after feeding		-11.57364*	.08348	.000	-11.8074	-11.3399
Ethiophe west after feeding	Ethiophe West LGA before feeding		11.54444*	.04997	.000	11.4045	11.6844
	Warri South West before feeding		11.45665*	.06880	.000	11.2640	11.6493
	Warri south after feeding		-.11699	.06880	.409	-.3096	.0757
warri south after feeding	Ethiophe West LGA bf feeding		11.66143*	.06880	.000	11.4688	11.8541
	Warri South West bf feeding		11.57364*	.08348	.000	11.3399	11.8074
	Ethiophe West after feeding		.11699	.06880	.409	-.0757	.3096

At the 0.05 level, the mean difference is significant. The scheffe table demonstrates that the disparities are flanked by Ethiophe West LGA presence before feeding, Ethiophe West after feeding, and Warri South West after feeding; Warri South West before feeding and Ethiophe West after feeding; and Warri South after feeding. Also, Ethiophe West after feeding and Ethiophe West LGA before feeding and Warri South West after feeding and Ethiophe West LGA before feeding and Ethiophe West after feeding.

Discussion of Results

The finding that public primary school presence was low prior to the implementation of the homegrown school feeding programme is consistent with the findings of Yendaw and Dayour (2015), who found that there was a significant improvement in pupils' presence to 65.4% after the introduction of the school feeding programme, compared to only 22% of pupils who attended school throughout the week and 36.7% who attended school three times per week before the programmes implementation. The discovery that the school feeding programme increases school presence is consistent with the findings of Azubuike and Mbah (2019), who discovered that the school feeding programme improves school presence and academic performance. The study's findings corroborate those of Ibrahim (2018), who discovered that providing a school meal programme for primary school students improved academic performance and presence rates. The findings support Mwenwa and Gori's (2019) survey, which indicated that school food programme have a significant impact on learning effectiveness and presence among primary school students. The study also confirms Najahatu, Hamza, and Abdulrazak's (2021) study in Kaduna State's Soba and Zaria Local Government Areas that a school food programme had an influence on kid enrolment and unvarying school presence. Furthermore, the result that school feeding programmes enhance student presence corroborates the findings of Holo (2015), who discovered that school feeding programmes promote student presence.

Implication of the study on planning

The study has implications for planning to ensure that the government proceeds with the programme that encourages primary school presence. The planning can include obtaining funds as well as ensuring that all primary school-age children are enrolled in order to benefit from the programme.

Conclusion

Pursuant to the findings of the study, the Home-grown School Feeding Programme has helped to increase primary school presence in Ethiophe West and Warri South West LGAs in Delta state. It was concluded that poor primary school presence previous to the feeding programme improved during the school food programme.

Recommendation

- The Home-grown School Feeding Programme should be continued by the government.
- It should be encouraged for parents to send their children to school.

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