

## School Programmes and Sustainable National Development in Ogoja Education Zone: Implications for Supervision

**Ategwu, Patrick Ogar**

Department of Educational Management  
University of Calabar

**Fanan Abigail Gire PhD**

Department of Educational Foundations,  
Faculty of Education  
Benue State University Makurdi

**Kenn-Aklah F.U.**

Department of Education Management  
Faculty of Educational Foundation Studies  
&

**Ekpo Alice Mbang, PhD**

Department of education management  
University of Calabar

### **Abstract**

*The purpose of this study was to assess school programmes and sustainable national development in Nigerian public schools: implications for supervision. Two research questions guided the study. Relevant and related literature were reviewed and discussed based on the major variables of the study. Descriptive survey research design was adopted for the study. The population of the study comprised all administrators in public schools in Ogoja education zone of Cross River State, Nigeria. Convenient sampling was adopted as the sampling procedure for this study. The sample for the study comprised eighty-five (85) secondary school administrators. A self-structured instrument tagged "School Programmes and Sustainability Development Questionnaire (SPSDQ)" was used for data collection. The instrument was validated by three experts in Test and Measurement, Department of Educational Foundational Studies, University of Calabar. The reliability of the instrument was done using Cronbach's Alpha with coefficient of 0.74 and 0.75 respectively. Descriptive statistics of mean and standard deviation was used for data analysis. The results of the analysis revealed that funding and feeding programmes influence sustainable national development. Based on the result of this study, it was recommended among others that, Federal Government of Nigeria should pay up to date her 50% counterpart funding to fund the school programmes; adequate and proper supervisory mechanism should be put in place to ensure that objective of the school feeding programme is achieved in secondary schools, as this will enhance effective learning among students in public secondary schools in Nigeria.*

**Keywords:** Public Secondary School, School Programmes, Supervision, Sustainable National Development.

## Introduction

Education is an engine room for sustainable national development because educational attainment is very vital to the economic well-being of an individual and also to the development of nations. The Federal Republic of Nigeria (FRN) (2013) sees education as an expensive social service which requires enough provision from the three tiers of government for successful implementation and achievement of its goals. The education sector requires much financial outlay compared to other competing social sectors of a nation's economy to pave way for sustainable development which is the overarching paradigm of the United Nations.

Sustainability is a paradigm for thinking about a future in which environmental, social and economic considerations are balanced in the pursuit of development and an improved quality of life. Sustainable development is not just about conserving our resources. It is about changing our culture and attitude to make conservation a way of life. There has been a growing interest in the financial aspects of education in recent times. Education utilizes large amount of a country's available resources and how it does this affects the well-being of the population. Finance is one of the resources and a very important input on which the success of any school system depends. (Aghenta, 2004). One of the problems that have bedeviled the country since independence is lack of proper funding of education. Education occupies such a position in the national system that its ownership and management is the prerogative of government and cannot be surrendered to the whims and caprices of any agency or arm of government. Funding of education has been an intractable problem for the government, which has led to strikes, continuous agitation for improved welfare packages, for academic performance and a drift of students from public to private schools.

Sustainable development is a long-term development of society aimed at satisfaction of humanity's need at present and in the future via rational usage and replenishment of national resources, and preserving the earth for future generations (Erhum, 2015). Singh (2014) argues that sustainable development means attaining a balance between environmental protection and human economic development and between the present and future needs, according to her sustainable development requires the integration of economic, social and environmental approaches towards development. According to Wisser and Daniel (2005), the concept of sustainability means that development efforts including those aimed at protecting the health and the environment, should be undertaken in a manner that will not frustrate the ability of future generations to meet their needs. There is a growing awareness of the need for development efforts to focus on sustainable long-term economic development if poverty is to be reduced. Sustainable development is a concept that concerns everybody.

Nigeria's educational system has witnessed a catalogue of changes in policies and programmes which are theoretically perfect but the implementation appears not to be feasible.

Adequate funding of the education sector in Nigeria has been found to be the major bane in the sustainability of educational policies and programmes. The UNESCO (2017)

reports noted that there are four main sources of funding for the public education sector namely state governments, local government councils (LGCs), and direct allocations from the federal government especially through the Universal Basic Education Intervention Fund and the Education Tax Fund (ETF) and international donors. Other funding sources are private individuals and organizations some Non-Governmental Organizations (NGOs) and Parents' Teachers' Associations (PTA). Many intervention programmes have been put in place to improve the effectiveness of learning in the schools.

Supervision of school feeding programme is also a determining factor for sustainability development of a nation. School feeding programme is one of the interventions programmes designed to improve pupils' learning in primary and junior secondary schools in Nigeria. This programme, which was first introduced by the former President of Nigeria, Olusegun Obasanjo as a pilot programme launched in all States of the Federation in September 2005, was formally and fully reintroduced by President [Muhammadu Buhari](#) in December 2016 as part of his administration's multi-million dollar National Social Investment Programmes to address poverty, hunger and unemployment in Nigeria. The underlying purpose of the programme was to provide enabling learning environment for pupils by feeding them with nutritious meal during school hours, with the intention that when children eat nutritious food, it would enhance their learning ability and this would have a knock-on effect on their cognitive development and help to encourage enrolment, retention, motivation for learning and thus boost their academic achievement. World Food Programme (WFP) (2012) submits that school feeding policies are critical component of effective education system given that children's health and nutrition have impact on their school attendance and ability to learn and their overall development.

Okujagu (2013) elaborated on the importance of adequate funding for the education sector to the extent that "the success of the Universal Basic Education programme hinges on adequate funding". The author recalled that the provision of educational infrastructure, training of professionally qualified teachers, procurement and maintenance of Information Communication Technology (ICT) resources, and production and distribution of instructional materials are all capital-intensive ventures, requiring huge number of finances to provide and maintain them; owing essentially to the fact that the universal basic education programme by law is free, compulsory and universal. "The Universal Basic Education project is a huge futuristic investment that ought to take a substantial chunk of the nation's budget", if it has to be well implemented.

School feeding is simply the provision of food to children through schools. According to Oyefade (2014), different countries have one or a combination of the two feeding modalities in place for various objectives. However, they can be grouped into two broad categories: in-school meals and take-home rations where families are given food if their children attend school. Historically, in-school meals have been the most popular modality of school feeding interventions. The school feeding can be in turn grouped into two common categories:

programme that provides meals and programme that provides high-energy biscuits or snacks to generate greater impacts on school enrolment, retention rates, and reduce gender or social gaps (Akanbi, 2013). Uduku (2011) contended that there are indications of a significant swing in thinking about school feeding and many elements of this new thinking are being promoted keenly under the rubric of “home grown school feeding”. Children are able to maximize learning in their cognitive, affective and psychomotor domains when they are actively involved in the teaching and learning process in the school, and this hinges considerably on their psychological and physical well-being in schools. School feeding programme was an intervention strategy to improve pupils’ health condition, enhance their ability to participate in learning activities, discourage absenteeism among pupils, reduce pupils’ drop-out rate and reduce the cost of education on the parents.

Taha and Rashed (2017) examined the effect of breakfast on academic performance among high school students in Abu Dhabi and established that the claim that breakfast is the most important meal of the day has an abundance of sound science behind it; this is because breakfast is continually suggested to be a critical feature of eating regimens since it is associated with a healthier intake of nutrients, BMI and lifestyle. They maintained that several studies have shown the importance of having adequate breakfast to the body's performance; breakfast enhances intellectual capacity, concentration, attention and academic performance. Dheressa (2011) attests that school feeding programme influences school enrollment, class attendance, and student drop-out patterns among primary school children; school feeding is a major factors affecting school enrollment were demand for child labour, cost of schooling, availability of school, teaching quality and school infrastructure, distance to school, the availability of food incentives and safety concerns. Whereas, those affecting class attendance and student drop-out include illness, work for money/food, domestic work, school hour hunger and long distance to school. Besides, it has been determined that even among beneficiary households, the older the household head is the less likely that the children get enrolled to school during their primary school ages or will not properly attend class even if enrolled. Meanwhile, absence from classes decreases in both beneficiary and non-beneficiary households when household head education level and household income are higher. However, it was found that neither household head education nor household income had significant effect on student drop-out in beneficiary households. The role of school administrators to ascertain availability of funds to schools and supervision of the school feeding program in various schools will go a long way to provide education for sustainable development.

Supervision is direction, guidance and control of working force with a view to see that they are working according to plan and are keeping time schedule. Further; they are getting all possible help in accomplishing their assigned work. Supervisor plays the role of linking pin as he communicates the plans, policies, decisions and strategies of management to subordinates and complaints, grievances and suggestions of subordinates to management. Ogundola, Fabamise and Fadipe (2020) posits that administrators of schools should take a lead in supervision of programs in school to ensure success. The important roles of funds and

supervision for sustainable development cannot be overemphasized. The researchers therefore deemed it necessary to assess school programmes and sustainable national development in Nigerian public schools: implications for supervision.

### **Statement of the Problem**

School education is fast losing its value. There is urgent need to restructure and transform the school system in the country. This must be done if the objectives as stated in national policy on Education for the education sector must be achieved. Public schools must not be allowed to suffer if we are serious about using education to drive national development as obtains in many progressive nations in the world. As clearly stated in the national Policy on Education; education has distinct objective of preparing recipients for useful living within the society. But the question remains how will our schools meet up with these objectives? It is very critical that attention should be focused on the public-school sector where there is general outcry by education stakeholders over the inability of public schools to produce the desired goals as stipulated in the Federal Republic of Nigeria National Policy on Education. The researchers observed that; due to inadequate funding of schools in all educational levels notable in delay or nonpayment of school teachers' salaries and allowances, inadequate school buildings for learning, poor supervision, poor environment among others, this has influenced the roles of administrators in evaluation and supervision in the aspects of funds utilization and supervision of school feeding program in schools. It is on the basis the researchers undertook a study to evaluation supervision of school programmes in the aspect of; funds and school feeding program for sustainable national development in Nigeria.

### **Purpose of the Study**

The purpose of this study is to assess school programmes and sustainable national development in Nigerian public schools: implications for supervision.

Specifically, the study attempted to achieve the following:

1. examine the extent of influence of funding programmes on sustainable national development in Ogoja education zone.
2. determine the extent of influence of school feeding programmes on sustainable national development in Ogoja education zone

### **Research Questions**

The following research questions guided the study:

1. what is the extent of influence of funding programmes on sustainable national development in Ogoja education zone?
2. What is the extent of influence of school feeding programme on sustainable national development in Ogoja education zone?

**Methodology**

The study adopted descriptive survey research design. The study population comprised all the eighty-five 85 school administrators in public secondary schools Ogoja education zone.

The sample of the study was 85 schools’ administrators in public secondary schools Ogoja education zone. The sampling technique adopted was purposive sampling, since the size was of manageable. The instrument for data collection was a structured questionnaire titled "School Programmes Questionnaire (SPQ) and Sustainability Development Questionnaire (SDQ)". The questionnaire was divided into three sections; section A, measured the bio data of the respondents, section B, elicited information on the independent variables of school programmes while section C, measured the dependent variable of sustainable national development. The instrument was validated by three experts in Test and Measurement, Department of Educational Foundational Studies, University of Calabar. Internal consistency reliability of the SPQ and SDQ, was obtained using Cronbach’s Alpha statistical tool and its coefficients, were 0.74 and 0.75 respectively. The instrument was structured on a four-point rating scale showing the extent of influence

- 3.50-4.00 (very much influence)
- 2.50-3.49 (much influence)
- 1.50-2.49 (low influence)
- 1.00-1.49 (very low influence)

The researcher engaged the services of five research assistants who were briefed on the administration and retrieval of the instruments. Data collected were analysed using descriptive statistics of Mean and Standard Deviation. All the 85-questionnaire administered on the respondents were retrieved giving a 100% returned rate.

**Results**

The results of data analysis was based on the two research questions. The results were presented in Tables according to the individual research questions. The major findings of the study are also revealed from the Tables.

**Research Question 1:** What is the extent of influence of funding programmes on sustainable national development in Ogoja education zone?

**Table 1:** Mean and Standard Deviation of school administrators on the extent of influence of funding on sustainable national development in Ogoja education zone (n=85)

Variables	mean	SD	Remark
Funding	2.33	0.74	

			<b>Low influence</b>
Sustainable National Development	2.82	0.76	

**Key:** *N* = Number of respondents, *X* = mean for School Administrators, *SD* = Standard Deviation, *Source; Field work, 2022*

Result on Table 1 showed inadequate provision of funding with a mean of 2.33 and standard deviation of 0.74. This showed a low extent of influence on funding. Mean of 2.82 with a standard deviation of 0.76 was realized for sustainable national development in Nigeria. Hence, funding of school programme is of low influence to bring about sustainable national development in Ogoja education zone

**Research Question 2:** What is the extent of influence of school feeding programme on sustainable national development in Ogoja education zone?

**Table 2:** Mean and standard Deviation of school administrators on the extent of influence of school feeding programme on sustainable national development (*n* = 85)

Variables	mean	SD	Remark
school feeding programme	2.67	0.70	
sustainable national development	2.82	076	<b>Much influence</b>

**Key:** *N* = Number of respondents, *X* = mean for School Administrators, *SD* = Standard Deviation, *Source; Field work, 2022*

Result on Table 2 showed influence of school feeding programme on sustainable national development with a mean of 2.67 with a standard deviation of 0.70. This showed a much extent of influence on school feeding programme. Mean of 2.82 with a standard deviation of 0.76 was realized for sustainable national development in Nigeria. Hence, school feeding programme influences sustainable national development in Ogoja education zone to a much influence

## Discussion of Findings

### Influence of funding on sustainable national development in Ogoja education zone

The findings showed a low extent of influence on funding programmes for sustainable national development. The reason for this result could stem from the fact over the years and presently there had been poor funding on educational programmes in Ogoja education zone. The result of the finding is in-line with the earlier findings of Abdullahi and Abdulkareem (2017) who conducted a study to investigate strategies of financing universal basic education for sustainable national development by school managers in North-Central Zone, Nigeria. The research questions were answered using mean, standard deviation and weighted mean scores while the hypotheses were tested with t-test statistics at 0.05 level of significance. The findings of this study showed that there is no significant difference between the mean scores of head masters and principals on commercial based income as well, as agricultural based income as strategies for sustainable national development in North-Central Zone, Nigeria. In the same vein, Ehiamezor (2001) carried out a study on government provision of funds for the implementation of UBE programme in Oju local government in Benue State. The researcher used mean scores and standard deviation in answering the research question. The t-test statistics was used to test the null hypothesis at 0.05 level of significant. The findings of the study revealed that government does not provide adequate fund from the effective implementation of UBE programme.

### **Influence of school feeding programme on sustainable national development in Ogoja education zone**

The finding which revealed that school feeding programme influences sustainable national development. The reason for this result could be lessened from the fact there has been government consistency provision of school feeding programmes in Ogoja Education zone. The present day study is in line with the earlier finding of Ubi, Orji and Inaja (2011) who carried out a study to examine the impact of evaluation of the UBE School Feeding and Health Programme in Cross River State, Nigeria. Results of the study were that the UBE School feeding programme motivated children to be in school and also improved their cognitive abilities, but did not improve the physical health of the pupils. The present finding is in consonance with the findings of Sanya (2015) carried out a study to assess the impact of school feeding programme on students' attendance in Tanzanian public secondary schools of in Kiteto District, Manyara Region. The study revealed that school feeding programmes are effective means of attracting students to attend school. Likewise, the study found that the parents were willing to contribute some amount of money in the school feeding despite economic hardship they had. Moreover, the study has revealed that the challenges of school feeding are social, economic and political.

### **Conclusion**



Based on the findings of the study, it was concluded that funding of school programmes brings about sustainable national development, and feeding programmes influences schools' supervision for sustainable national development.

### Recommendations

The following recommendations were made based on the findings of the study:

1. The three tiers of government as well as other stakeholders should provide adequate funds to the education sector to enable school administrators perform their task of supervision effectively in schools.
2. Adequate and proper supervisory mechanism should be put in place to ensure that objective of the school feeding programme is achieved in schools, as this will enhance effective learning among students in public secondary schools in Nigeria.

### References

- Abdullahi, N.J.K., & Abdulkareem, A.Y. (2017). Strategies for financing Universal Basic Education for Sustainable National Development in Nigeria. *E-Journal of Education Policy*.
- Aghenta, J.A, (2004). Educational planning: a turning point in education and development in *Nigeria Inaugural Lecture Series*, University of Benin, Benin City.
- Ali, J. (2006). *Re-evaluation and re-vitalization* Retrieved on September 29, 2022 from: <https://www.amazon.com>
- Dheressa, D. k. (2011). Education in focus: impacts of school feeding program on school participation: A case study in Dara Woreda of Sidama Zone, Southern Ethiopia. An unpublished M.Ed thesis submitted to Department of International Environment and Development Studies (Noragric), Norwegian University of Life Sciences (UMB).
- Ehiametalor, E.T. (2001). School facilities management practice in Nigeria, in N.A. Awagwu, E.T., Ehiametalor, M.A. Ogunu and M. Nwadiami (Eds.) Benin City, *Nigeria association for educational administration and planning*.
- Federal Republic of Nigeria (FRN). (2013) *National policy on education*
- Okoro, O.M. (2000). Measurement and evaluation in education Retrieved on September 29, 2022 from: <https://www.sciepub.com>
- Oyefade S.A. (2014). Administration of home-grown school feeding & health programme in Osun State. Unpublished MPA Long essay, Department of Public Administration, Faculty of Administration, Obafemi Awolowo University, Ile-Ife.
- Sanya, H. (2015). Impact of School Feeding on Student Attendance in Secondary School: A Case of Kiteto District in Tanzania. A dissertation submitted in fulfillment of the

requirements for the master degree of education in administration, planning and policy studies of the open University of Tanzania.

Singh, K. P. (2014). Exploring environment and sustainable development Retrieved on September 29, 2022 from: <https://www.amazon.com>

Taha, Z. & Rashed, A. (2017). The effect of breakfast on academic performance among High School Students in Abu Dhabi. *Arab Journal of Nutrition and Exercise*, 45 (3), 36-48.

Uduku. (2011). School Building Design for Feeding Programme and Community Outreach: Insights from Ghana and South Africa. *International Journal of Educational Development*, 31, 59–66

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2017). *Education for sustainable development* Retrieved on September 29, 2022 from: <https://unfccc.int>

Wanzer, D. L. (2021). *What is evaluation; perspectives of how evaluation differs*. Retrieved on September 29, 2022 from: <https://osf.io>

Wiser, G.M & Daniel B. M. (2005). Principles and Approaches to Sustainable Development and Chemicals Management for a Strategic Approach to *International Chemical Management Centre for International Environmental Law (CTEL)*.

World Food Program (2012) Retrieved on September 29, 2022 from: <https://www.wfp.org..>