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PRINCIPALS' IMPLEMENTATION OF EDUCATION LAWS ON FEEDING OF BOARDING SCHOOL STUDENTS IN MISSION-OWNED SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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ABSTRACT

The purpose of this study was to determine the extent of principals' implementation of education laws on feeding of boarding school students in mission-owned secondary schools. One research question and one null hypothesis guided the study. The researchers adopted the descriptive survey research design for the study. The study was conducted in Anambra State with particular interest in the mission-owned secondary schools within the six education zones in the State. The population for the study was 567 respondents consisting of 27 principals of Mission owned secondary schools in Anambra State, and 540 teachers from the same 27 Mission secondary schools in Anambra State obtained from the six education zones in the State. The population of the study is not only too large, it is also manageable and therefore was studied. The instrument for data collection is a self-structured four point scale questionnaire which has two sections. Section A of the questionnaire deals with the respondents Bio-Data while section B is made up of items statements specifically designed to provide answers to the research question and for testing the null hypothesis. To validate the instrument it was presented to three experts: two from education management of Nnamdi Azikiwe University Awka and one from measurement and evaluation from Chukwuemeka Odiemegwu Ojukwu University Igbariam. The Cronbach alpha (α) method was used to determine the internal consistency of items in the sections of the instrument. The copies of the instrument of data collection were administered to the respondents in the six education zone in Anambra State. Three of the education zones were covered by the researchers while the other three zones were covered with the help of three research assistants who were NYSC members serving in the areas and given orientation for the purpose. The research question was answered using mean score ratings and standard deviation. In the same vein, t-test was used the hypothesis at o.5 level of significance. Findings indicated that there is a high extent of principals' implementation of education laws on enforcing feeding of boarding school students in mission-owned secondary schools in Anambra State. It was recommended among others recommended that the schools should embark on school farm production to boost food production in the schools and supplement government's efforts in the school feeding scheme.

Keywords: Principals; Implementation; Education Laws; School Feeding; Boarding Schools; Mission-Owned Secondary Schools.

Introduction

Law, no matter its various expressions remains a veritable instrument of social control aimed at achieving equilibrium and stability in human relations and interactions. Its centrality in human affairs and conduct is such that its absence shall undoubtedly result in conflicts, injustices, chaos, lawlessness and disorderliness. It is of the law, with the law and by the law that order, peace, protection and happiness can be attained by human beings living together in the society. Thus, for education to be successfully mediated to its target audience, education laws are inevitable.

According to Ezeaku and Obikeze (2017), education law is a generic term that covers a wide range of legal subject matters, including the basic fields of contracts, property, torts, constitutional law and other areas of law which directly and indirectly affect education and administrative process of the education system. In this study education laws are those laws that have been enacted specifically for the organizations, administration and control of education system. Law pervades all facets and ramifications of education and the system and by extension, schools or institutions that medicate education. In other words, the school is a public institution established by law with certain prescribed functions of legal considerations. Schools have laws establishing them as corporate bodies or entities with the aim of carrying out specific duties in their schools in line with rules and regulations of their various states in Nigeria (Oloko, 2014). This study focused on education laws on school feeding.

Most students in Nigerian secondary schools are adolescents and early adults who constantly require adequate and nutritional food intake for the substance of good health and general wellbeing. Nnaemezie, Ezekwe, Nwankwo, Ifediora and Boash, (2013) observed that over 30million Nigerians between ages of 10 to 19 years are mainly adolescents and secondary school students. They also explained that adolescent is a particular unique period in life because it is a time of intense physical, psychological and cognitive development. Akinyemi and Ibraheem (2016) maintained that every 100 adolescents in Nigeria who are school children especially those in secondary schools, five of them are in boarding schools. They postulated that a boarding school provides education for the students who live on the school premises as opposed to a day school. Students are to stay at school for the length of the term and only go home to their families at the end of the term. Being separated from their convenience, boarding house students face a lot of nutritional health challenges and getting sick, underweight, develop skin changes, may surface lots of vitamin and mineral deficiencies and develop ailment all due to the fact that some of them may have developed eating disorder and malnutrition from poor meals and diets.

Most times they are not provided with balanced meals and the nutritional value of the food provided to them may not be sufficient. This height of poor dietary condition among boarding house students may affect their growth and development as well as their academic outcome. Nnaemezie, et al. (2013) nevertheless, stated that students require adequate food in both quantity and quality to stay healthy. Provision of energy, immunity, regulation of body processes, repair and maintenance of body tissues can only be achieved through adequate food intake. Snacks consumed in between meals

also add to total food intake necessary to meet the recommended daily energy and nutrient intake of school children. From a health promotion approach, the quality and amount of food and beverages consumed while at school have an enormous potential impact on the health and well-being of young people. They are active and often require more calories and nutrients in comparison with their body sizes (Ayogu, et al., 2018). They insist that adequate nutrition guarantees better health status and ensures sustained attention span for better academic performances. To this end, the quality, quantity and feeding patterns of students in secondary schools in Anambra State, cannot be over emphasized and it is against this back ground that the Revised Educational Laws of Anambra State of Nigeria, 1991 stated inter alia in: Part 4 – Feeding Of Students In State Post – Primary Schools Sub-Sections 37,38 and 39 as follows: 37 In this part of this Law- "Agency" means the state school feeding co-coordinating Agency established by section 40 of this Law; "Committee" means a food committee established in accordance with section 36 of this Law.

According to section 38 (1) Subject to this part of the law and not withstanding anything to the contrary in part 3 of this law or any other enactment, the commission shall in each of the post primary school or institutions in the state set up a food committee which shall consist of –

a. the principal
b. two teachers nominated by the members of the teaching staff
c. the most senior housemaster or mistress
d. the matron where applicable
e. the head prefect
f. student to be selected two from each class

Accordingly, any functions conferred on the Board of Governors in pursuant to section 22 of this law to the extent that it relates to the management of food or the feeding of the students in any post-primary school or institution shall be assigned to and become the responsibility of the committee.

2. The committee shall in the exercise of its functions under this law from time to time consult the Board of Governors of the school or institution for which it is set up or periodically report to it all the activities of the committee for the advice of the board of Governors and the board of governors shall give such advice but shall have power to give directions to the committee.

3. The principal shall be the chairman of the committee in his school or institution

39. The committee shall be charged with the responsibility for the feeding of the students in the post-primary school or institution for which it is established including the supervision thereof and the appointment of buying agents and food contractors and also the acceptance of feeder for the purchase of food materials or items which tender shall be decided by a ballot drawn in the committee. Decisions in the committee shall be by a simple majority of members.

The aforementioned provisions of the Anambra Education Laws give credence to the imperative of a food committee in the feeding system of students in boarding schools. The committee is a body constituted to investigate; report, recommend or take action on a specific matter. This body is made

up of few people selected from a large group. Okafor (2018) defined committee, as a group of people appointed or chosen to perform a function or do a particular job on behalf of a large group. In other words, committee is a subsystem of a system, that is, an organization of people with delegated authority to advice, make decisions or recommendations toward the achievement of the goals of the organization. Feeding committees in boarding secondary schools in Anambra State should therefore be made up of persons as approved by the relevant sections (Part 4: sub-sections 37, 38 and 39 of the revised education laws of Anambra State of Nigeria (1991) as well as carry out the functions as therewith stipulated by the Laws. Researchers have conducted a number of studies on school feeding scheme.

Nnaemezie, Ezekwe, Nwankwo, Ifediora and Boash, (2013) conducted a study with the title "Nutrition Health Problems of Boarding House Students in Idemili North Local Government Area of Anambra State, Nigeria. The purpose of the study is to determine the nutritional health problems of boarding house students in Idemili North Local Government Area of Anambra State, Nigeria. Two research questions guided the study. The study adopted descriptive survey research design.

The population of the study consists of 1499 boarding house students. The sample consisted of 200 boarding house students'. The data for the study was collected using questionnaire. The statistical analysis used was frequency and percentages for the data. The finding revealed that greater percentage for the student experienced nutritional health problems. Female boarding house students experience lots of nutritional problems more than male boarding students. A greater percentage of the students between the ages of 10 – 14 years suffer nutritional problems. The study recommended that health education on the nutritional health problems of boarding house students and ways of preventing them should be given to teachers, parents and students. The identified nutritional health problems should be taken care of.

The study is relevant to the current study due to its focus on the feeding challenges of boarding school students in Anambra State. Feeding is one of the variables being studied by the present study. However, the study failed to take into consideration the extent of implementation of the education laws pertaining to feeding of students in boarding secondary schools in Anambra State. The study was on female boarding house students in public secondary schools in Idemili North Local Government Area and did not conduct the study in mission owned secondary schools in Anambra State. These gaps are to be addressed in the current study which focused on the feeding of secondary school students in Mission owned secondary schools as related to the education laws of the state.

Ayogu, Eme, Anyaegbu, Ene-Obong, and Amazigo (2018) conducted a study on nutritional value of school meals and their contributions to energy and nutrients intakes of rural children in Enugu and Anambra States, Nigeria. The purpose of the study was to evaluate school meals served in three rural schools to determine if they met one third of the RNI of the children. The study maintained that nutritional deficiencies among school children hinges on inadequate nutrient intake in school meals. The study aimed at evaluating school meals served in

three rural schools to determine if they met one third of the RNI of the children. This will enhance meal planning foods samples (20g) that constituted the school meals were collected for five consecutive days from three schools where school lunch program was implemented. These were put in labeled smaller light container and stored in deep freezers in the department of Home Science, Nutrition and Dietetics, University of Nigeria, Nsukka.

The survey research design was adopted for the study. The sample were analyzed chemically using standard methods portion sizes of foods were obtained and the contributions made by these meals to the children's RNI were calculated. Results were presented in percentages, mean and standard deviations.

The results showed that energy value of the meals ranged from 32.27 – 243.4 kcal/100g. The school meals contain carbohydrate (0.7 – 48.4g) protein (0.69 – 12.6g), vitamin (0.7 – 8.22mg), vitamin A (30 – 255.5 RE), Iron 0.05 – 1.7mg), Calcium (30 – 120mg) and Zinc (0.14- 30mg) per 100g of food consumed. They contributed 164 – 25.5% energy, 53.4 – 116.9% protein, 66.0 – 159.5% Vitamin A, 37.3 – 45.7% Vitamin C 13.2 – 28.5%, Calcium 519 – 20.6% Iron and 35.1 – 92.9% Zinc to the children's daily requirements. They concluded that school meals provided over one third of the RNI for protein, Vitamin A and C and Zinc but did not meet a third of the RNI for energy, Calcium and Iron. This study by Ayogu, et al. is relevant to the present study because it hinged on one of the major variable (feeding) of study in the current work. However, the study failed to focus on the feeding of students in relation to the education laws. This gap is addressed in the current study.

The empirical studies reviewed indicated gaps which hinge on the facts that no study known to the researchers exists on the extent of implementation of education laws on school feeding in mission owned secondary schools in Anambra State. This therefore has created gaps in research and literature which the current study tended to fill.

Research Method

The researchers adopted the descriptive survey research design for the study. The study was conducted in Anambra State with particular interest in the mission-owned secondary schools within the six education zones in the State. The population for the study was 567 respondents consisting of 27 principals of Mission owned secondary schools in Anambra State, and 540 teachers from the same 27 Mission secondary schools in Anambra State obtained from the six education zones in the State. The population of the study is not only too large, it is also manageable and therefore was studied. According to Ifeakor (2018), depending on the nature of the study, one can study an entire population. The instrument for data collection is a self-structured four point scale questionnaire which has two sections. Section A of the questionnaire deals with the respondents Bio-Data while section B is made up of items statements specifically designed to provide answers to the research question and for testing the null hypothesis. To validate the instrument it was presented to three experts: two from education management of Nnamdi Azikiwe Universty Awka and one from measurement and evaluation from Chukwuemeka Odiemegwu

Ojukwu University Igbariam. The Cronbach alpha (α) method was used to determine the internal consistency of items in the sections of the instrument. The copies of the instrument of data collection were administered to the respondents in the six education zone in Anambra State. Three of the education zones were covered by the researchers while the other three zones were covered with the help of three research assistants who were NYSC members serving in the areas and given orientation for the purpose. The research question was answered using mean score ratings and standard deviation. In the same vein, t-test was used the hypothesis at o.5 level of significance.

Presentation of Results

Research Question: To what extent has the education laws on enforcing feeding of boarding school students in mission - owned secondary school in Anambra state, been implemented by Principals?

Table 1: Extent of Implementation of Education Laws on Feeding of Boarding School Students in Mission Owned Secondary School in Anambra state

S/N	Items	$\bar{x}$	SD	Decision
1	A food committee is established in my school usually in line with the provision of the law guiding feeding of students in post-primary school in Anambra state.	3.83	0.42	HE
2	The food committee in my school usually exercise its functions in consultation with the Board of Governors of the School for which it is set up for advice.	3.77	0.46	HE
3	The principal is usually the chairman of the food committee in all the mission secondary schools in Anambra state.	3.85	0.39	HE
4	Part of the functions of food committee in my secondary school include includes the appointment of buying agents/food contractor for the school.	3.86	0.38	HE
5	The food committee in my school always bear the responsibility of supervising the preparation, distribution of food to students as and when due.	3.83	0.42	HE
6	The directive of the state school commission to the effect that the food provided in the school is within reasonable standard is usually complied with in my school.	3.81	0.47	HE
7	Care is usually taken to ensure that food served to students in my school is rich in nutrients.	3.79	0.47	HE
8	The food committee of my school ensures that adequate dietary intakes for boarding house students with a meal.	3.80	0.44	HE
Grand mean		**3.82**		**HE**

Table 1 shows that teachers and principals agree that education laws on enforcing feeding of boarding school students is implemented to a high extent by principals in mission - owned secondary schools in Anambra state.

Hypothesis: There is no significant difference in the mean ratings of principals and teachers on the extent of implementation of education laws on enforcing feeding of boarding school students in mission owned secondary schools in Anambra state.

Table 2: t-test of significant difference in the mean ratings of principals and teachers on the extent of implementation of education laws on enforcing feeding of boarding school students in mission owned secondary schools in Anambra state

Status	N	Mean	SD	Df	T	P-value	Decision
Principals	27	3.67	0.36				Reject
Teachers	540	3.82	0.37	565	2.189	0.029	the null hyp

Table 2 shows that a significant difference was observed in the mean ratings of the principals and teachers, t (565) = 2.189, p < 0.05. The null hypothesis was therefore rejected meaning that there is a significant difference in the mean ratings of principals and teachers on the extent of implementation of education laws on enforcing feeding of boarding school students in mission owned secondary schools in Anambra state.

Summary of the Findings

The study findings emerged from this study:

1. There is a high extent of principals' implementation of education laws on enforcing feeding of boarding school students in mission - owned secondary schools in Anambra State.
2. There is a significant difference in the mean ratings of principals and teachers on the extent of implementation of education laws on enforcing feeding of boarding school students in mission owned secondary schools in Anambra state.

Discussion of Findings

Outcomes of test on the second hypothesis of the study shows that there is a significant difference observed on the mean ratings of the principals and teachers, t (565) = 2.189, p < 0.05. The null hypothesis is therefore rejected meaning that there is a significant difference in the mean ratings of principals and teachers on the extent of implementation of education laws on enforcing feeding of boarding school students in mission owned secondary schools in Anambra state. This indicates that while the Principals agree that the extent of implementation of education laws on enforcing feeding of boarding school students in mission owned secondary schools in Anambra State, is high, the teachers are of the view that the education laws on enforcing feeding of boarding students in mission - owned secondary schools in the State is not being duly followed.

Most teachers' respondents of the study in their responses indicated among others that the extant provisions of the 1991 Anambra State Education Laws are not being strictly adhered to with reference to the requirement for the provision of adequate dietary food for boarding students and appointment of buying agents/food contractors for the schools in contrast to the Principals as chairmen of food committees doing the purchasing of food materials themselves which tend to affect the quality of food intakes of the students.

This appears to agree with views of Akinyemi and Ibraheem (2016) that most times students are not provided with balanced meals and the nutritional value of the food provided to them may not be sufficient. This height of poor dietary condition among boarding house students may affect their growth and development as well as their academic outcome. In the same vein,

Nnaemezie, et al. (2013) insisted that students require adequate food in both quantity and quality to stay health. Provision of energy, immunity, regulation of body processes, repair and maintenance of body tissues can only be achieved through adequate food intake. Snacks consumed in between meals also add to total food intake necessary to meet the recommended daily energy and nutrient intake of school children. From a health promotion approach, the quality and amount of food and beverages consumed while at school have an enormous potential impact on the health and well-being of young people. Students are active and often require more calories and nutrients in comparison with their body sizes (Ayogu, et al., 2018). They insist that adequate nutrition guarantees better health status and ensures sustained attention span for better academics performances.

The 1991 Anambra State Education Laws with regards to feeding of boarding secondary school students' stipulated that there shall be a food committee that will take charge of feeding the students. No. 38 (1) of the said Anambra State Education Laws stated among others that; Subject to this part of the law and not withstanding anything to the contrary in part 3 of this law or any other enactment, the commission shall in each of the post primary school or institutions in the state set up a food committee which shall consists of the principal; two teachers nominated by the members of the teaching staff; the most senior housemaster or mistress; the matron where applicable; the head prefect and students to be selected two from each class.

The provisions of the Anambra Education Laws give credence to the imperative of a food committee in the feeding system of students in boarding schools and these must be strictly adhered to for the health benefits of the students. Feeding committees in boarding secondary schools in Anambra State should therefore be made up of persons as approved by the relevant sections (Part 4: sub-sections 37, 38 and 39 of the revised education laws of Anambra State of Nigeria (1991) as well as carry out their functions as therewith stipulated by the Laws.

The significant difference that was observed in the mean ratings of the principals and teachers, $t(565) = 2.189$, $p < 0.05$ leading to the null hypothesis being rejected could be accounted for by the principals of mission owned secondary schools in Anambra State not adhering strictly to the tenets of the provisions of education laws on enforcing feeding of boarding school students in mission - owned secondary schools in Anambra state.

Conclusion

The study was conducted to determine the extent of implementation of education laws on school feeding in mission - owned secondary schools in Anambra State. The data analysis indicated that mission -owned secondary schools in the State have to a high extent been implementing the 1991 education laws of Anambra State with regards to school feeding. This implies that mission - owned secondary schools in the State are operating in conformity with subsisting education laws on school feeding.

Recommendations

Based on the findings and conclusions of the study, it is recommended that:

1. Increase effort should be made by mission owned secondary school

managers in Anambra State to ensure that boarding students in such schools are provided with quality feeding/ balance diet to ensure the physical and mental health of students in these schools.

2. Secondly, host communities should also contribute in the provision of foods for the students.
3. The schools should embark on school farm production to boost food production in the schools and supplement government's efforts in the school feeding scheme.

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