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Marketing Sustainable Home Grown School Feeding Programme in Anambra State: Model Building for Efficient Stakeholders' Participation.

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ABSTRACT: Food for Education Programme of governments around the world, has a long history, since 1770's of application, evidenced with success with benefits surpassing side effects. Countries are exploring improved delivery systems. In Nigeria, it started in 2005; by 2007 it became unsustainable and stopped, except in Lagos and Osun States. In 2016 the Federal Government reintroduced it, free up to primary three. Reviewed literature revealed benefits. The gap that exists is its sustainability. This study investigated the Food for education programme in Anambra State and the Nigerian Marketing System with a view to evolving a model for sustainable implementation of the programme. Five hypotheses were formulated. The five tested included four independent variables; stakeholders /consumers - awareness, involvement, trust and Willingness to participate/pay. The fifth hypothesis tested for model development, combining the 4 independent variables. Population of study was 597,519 (Awka South, Ogbaru and Orumba South LGA, Anambra State). The study had a descriptive, quantitative survey design. Random sample of 276 was used; 244 returned and were usable. Instrument was tested for reliability and validity with a Cronbach's Alpha of 86.8%. Factor and Multiple regression analyses were conducted. Initially, the involvement and trust variables were highly correlated and therefore merged. Three-predictor-model with good fit explains 45.4% (sig. 000) of variance in the dependent variable. The study concludes: the Sustainable HGSFP Programme Model can be applied with significant impact on the implementation and benefits. The study recommends HGSFP model to Governments; the programme's stakeholders and suggests areas for future studies.

KEY WORDS: Food for Education (FFE) Programme; Home Grown School Feeding Programme; Sustainable Marketing, Anambra State

I. INTRODUCTION

Policy initiatives in developing countries are often aimed at addressing the challenges posed by low levels of health and educational attainment among the vulnerable sections of their populations, particularly children (Afridi, 2010). The provision of food in and through schools has been used to support the education, health, and nutrition of school-aged children (Gelli, Al-Shaiba, and Espejo, 2009). Several countries around the world have implemented this programme dating as far back as 1700's (Adekunle and Ogbugu, 2016); "In 1900, Netherlands became the first country to move the programme to a new level of incorporating school meals into national legislation"(Adekunle and Ogbugu, 2016); " the National School Lunch program (NSLP) Act, in America signed by President Truman in 1946, officially authorized the NSLP, although funds had previously been appropriated for over a decade without specific legislative authority"(Yunusa, Gumel, Adegbusi and Adegbusi, 2012); India as far back as 1920s, however effectively " largely the state governments with some external assistance in 2001" (Akanbi, 2011).

According to WHO (2018), "In 2003, African governments endorsed the Home Grown School Feeding (HGSF) programme of the Comprehensive Africa Development Programme (CAADP). In the same year, NEPAD identified HGSF as having an immediate impact on food insecurity in Africa, with the potential to contribute to long-term development goals". Furthermore, according to Yunusa et al (2012) "in realization of the central role of nutrition to education, the Federal Government of Nigeria, in collaboration with New Partnership for African Development(NEPAD), World Food Program (WFP), United Nations International

Children's Fund (UNICEF) and other International Development Partners (IDPs), developed the Home Grown School Feeding and Health Program (HGSFHP).The program was launched on Monday 26th September, 2005." This programme, at start in Anambra State Nigeria in 2017, targeted primary school children from level 1 to 3. The objectives of such a programme include the healthy growth of the children in a manner that they develop sound minds and bodies from that tender level. This in turn promotes increased school enrollment, improved educational performance, increased school attendance and so on. (Akanbi, 2011; Yunusa, et al, 2012). These school students that are the primary targets impacted by such policies of government are important to the marketing system in the long run in several ways; first, they are going to be the market's buyers and consumers of the future. Students as consumers in the immediate will stimulate the purchases of products that form the meals prepared and provided by the governments through the schools. They also consume the products of food vendors/caterers who are marketers in their communities. "The HGSF programme assumes that households, local farmers or small businesses may benefit from demand of the school feeding programme if procurement is designed to increase their ability to access the market and if efforts are made to increase their production"(WHO, 2018). Anambra, as has been done by other states, has since 2017 joined in the implementation of the HGSF Programme (Ujumadu, and Olarinoye, 2016; Adebowale, 2017).

1.2 Statement of the Problem:

Several studies have been carried out to review the existing FFE programmes globally and in Nigeria. (WHO, 2008; WHO, 2018). These studies have the potentials of assisting in fashioning out a workable model for the implementation for the Federal Government of Nigeria and the respective States and local governments; these studies point to the gains in proper implementation as enormous Akanbi, 2011; Yunusa, et al, 2012). The major issue here after the implementation by states in particular, Anambra state, is whether the state of preparedness of the government and institutional structures required for implementation in place are adequate. This raises doubt as to whether the FFE programme would provide means of harnessing the multiplier effects already being enjoyed by implementing countries. Notwithstanding the overwhelming evidence of benefits there have been side effect that arose in implementing countries like health problems associate with the FEE programme such as obesity and other diseases. Most countries are trying to ameliorate these side effects. Furthermore, Jomaa, McDonnell and Probart (2011) made "calls for theory-based impact evaluations to strengthen the scientific evidence behind designing, funding, and implementing" the school feeding programme (SFPs).

The problem from the marketing perspective for this study is not to demonstrate possibility of sound implementation and evolution process in countries already implementing nor is it whether the FFE programme has benefits which outweigh the side effects (Federal Government of Nigeria, 2016), but how far the stakeholders-parents, teachers, communities and have so far been involved and how much they have bought into and believe in this programme (WHO, 2008; Gilligan, 2015). Without stakeholders', ownership of and participation, the programme has been shown to be unsustainable (Gibbons, 2009 as cited in Rocha, 2018). Therefore, this study attempts to fill gaps in knowledge of the involvement of stakeholders and additional identified gaps, in order to find unique and appropriate local ways of making this programme sustainable.

1.3 Justification of the study:

This study would avail all parties involved especially the government, the opportunity to capture the essence of the demand side (customers and other stakeholder's values, desires, involvement and ownership) of the programme to enhance subsequent implementation performance by generating clear, measureable and attainable objectives that are supportive of the government policy and the marketing system and in this manner ensure sustainability. In the course of a successful investigation, the gap between what is needed in terms of stakeholder's involvement/ ownership of the programme, as well as, what is in place can be identified on a continuous basis such that policy tactics reviews and readjustments can accordingly be made in the process to ensure desired sustainability. Ultimately, an appropriately implemented FFE programme would assure the Nigerian marketing system continued flow of healthy consumers, leaders and work force for its future markets, public service and all sections of the whole economy and of course the attendant positive multiplier effects for the sustainable development of the nation.

1.4 Objective of the Study

The main objective of this study is to carry out an assessment of marketing a sustainable home grown school feeding programme in Anambra state with the aim of model building for efficient stakeholders' participation. The following sub objectives put forward:

1) Assess the level and significance of the stakeholders Awareness of the strategic objectives of Home Grown School Feeding Programme (HGSFP) in Anambra State.

2) To investigate the present level of stakeholders' Involvement geared towards the attainment of the strategic objectives of HGSFP in Anambra State Nigeria.
3) Examine the level and significance of the stakeholder's Trust existing that is geared towards the attainment of sustainable objectives of the HGSFP in Anambra State.
4) To ascertain the level and significance of the stakeholders' Willingness to Participate alongside government in the implementation of the HGSFP to ensure the attainment of sustainable objectives of the HGSFP in Anambra State.
5) To ascertain the significance of the impact of shareholders' Awareness, Involvement, Trust and Willingness to participate in the sustanabilty of the HGSFP in Anambra State.

1.5 Statement of Hypotheses

The following hypotheses have been formulated to assist in the attainment of the objectives of this study.

Ho_1 the present level of stakeholders' Awareness is not significant for the attainment of the strategic objectives of Home Grown School Feeding Programme (HGSFP) in Anambra State Nigeria

Ho_2 the present level of stakeholders' Involvement is not significant to ensure the attainment of the strategic objectives of HGSFP in Anambra State

Ho_3 the level of stakeholders' Trust existing is not significant for the attainment of sustainable objectives of the HGSFP in Anambra State

Ho_4 willingness of stakeholders to participate alongside government in the implementation of the HGSFP is not significant to ensure the attainment of sustainable objectives of the HGSFP in Anambra State

Ho_5 the impact of shareholders' Awareness, Involvement Trust and Willingness to participate in the sustainability of the HGSFP in Anambra State is not significant.

1.6 Scope and delimitation of the study

The study was limited to Anambra State and three schools in each of the towns chosen, each from three local government areas of the three senatorial zones. Population of Anambra State projected at 2006 figures at well over 4.2 million was used for this study (National Population Commission NPC, 2006) The parents, teachers and the caterers along with the Parents Teachers Association and community, form the stakeholders as beneficiaries, together with government in the execution of the FFE programme. The students being so young were not involved as the parents and teachers were used as proxy for them. Had the students been at higher classes, their direct participation would have been more feasible. Parents and teachers were surveyed with a structured questionnaire being that the study was basically a demand side consumer study. However, Ministry staff and caterers involved with the HGSFP programme, in Anambra State were interviewed.

II. REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Literature was reviewed under two sections: theoretical and empirical with a third section on development of a conceptual framework to facilitate the execution and completion of this research work.

2.2 Theoretical Framework

2.2.1 Marketing

Marketing has been defined by Chartered Institute of Marketing (CIM) (2015) in these terms "Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably." They state that it is an essential management area that works to facilitate interpretation of consumer desires so as to enable producers of goods and services match, or exceed these consumer desires. CIM(2015) further stated that "Applying a simple marketing framework is vital. It enables you to plan your activities in advance, find out what works, then use them again when and where they are most effective". There are in existence many competing, sometimes converging definitions; however the definition given above by CIM can be said to encompass to some reasonable degree a majority of them.

One would wonder the significance of the involvement of marketing in the FFE programme (for Nigeria - Home Grown School Feeding Programme). Home Grown School Feeding Programme (HGSFP); this variant of the FFE programme, a food based safety net programme is aimed at indirectly, helping to improve food security in the beneficiary households. Should the FFE programme not be left to politicians, economists and nutritionist to handle? Consumers; students, parents, teachers and other stakeholders; are all members of the Nigerian marketing system and are involved. The government itself is a business to business participant (B2B). Farmers and other producers, suppliers, other B2B and Business to Consumers(B2C) channel members etc. are involved in the immediate and future. The main aspect of marketing involved in meaningful exploration of this paper is consumer behavior. Consumer behavior here is as developed in marketing literature in conjunction with marketing strategies available for taking into consideration the consumers for purposes of achieving the goals and objectives of FFE programme.

2.2.2 Consumer Behavior

Consumer behavior has been a long-term phenomenon in scholarly literature with an interest in how products are purchased, used and disposed of (Mohammadi and Mohamed, 2011). Consumer behaviour as a discipline originated in the mid- to late 1960's (Erasmus, Boshoff and Rousseau, 2001). These theories were referred to as early theories. Many of the early theories were based on the economic theory presuming that consumers (Homoeconomicus) act rationally to maximize satisfaction in their purchase of goods and services (Schiffman and Kanuk, 2000). The first of those theories was that of Howard-Seth Theory. These early theories gave way according to Kassarjian and Goodstein (2012) to less complicated or complex middle range theories such as attitude and information processing.

As discussed by Kassarjian and Goodstein (2012) these models were attempts by authors like,(Rosenburg and Fishbein, 1991; Fishbein, 1975; Robertson; 1971; Anderson, 1965; Rogers; 1962 and Katz, 1957;as cited in Kassarjian and Goodstein, 2012) to bite smaller chunks of behavior to study unlike the older earlier theories. The studies using multi-attributes to explore consumer behavior are heavily influenced by the Fishbein model (e.g. Fishbein and Ajzen 1975 as cited in Kassarjian and Goodstein, 2012). Though these theories have been criticized for their being based on the economic theory of rationality, still they remain the basis for research in this area. Authors have identified factors that determine consumer behavior; psychological, personal, social factors and others that act to influence consumer behavior. Marketers, who gain the opportunity of understanding the consumer, are placed in a position to develop marketing programmes and strategies that match the dispositions of the consumer and even get the consumer to partake in the production, and delivery of a firm's products. Thus, Bitner, Faranda, Hubert and Ziethaml (1997) suggested that there is a need to explore the different dimensions of customer engagement that may inform sustainable strategic and tactical planning, and evaluation of marketing efforts. The students are the direct consumers of products of the school feeding programme, however, there are other stakeholders who benefit either in the short or long term from this programme we next explore these in the next section.

2.2.3 Stakeholders of the Food for Education Programme

According to WHO (2008) "where inter-sectoral and multi-stakeholder collaboration is key to success, stakeholders may include: governments (national, regional and local level) , teachers and other school staff, students, parents and families, community at large (including international organizations) NGOs, and the private sector."

2.2.4 Consumer and Stakeholder's Awareness as a Factor in the Attainment of Sustainable Marketing

Sustainable marketing may be viewed as marketing that is within, and supportive of, sustainable economic development. Specifically, it argues that public policies and programs (of wealthy nations, poor countries, or bodies such as the United Nations) can improve economic equity by promoting the economic growth of poor countries (Hunt, 2011). This is the context in which this paper uses the term sustainable marketing. Macdonald and Sharp (2000); Barroso (2008) and others discussed awareness as a powerful influence in determining consumer action. According to Rupik (2015) one of the four dimensions of the value of *customer engagement* (CE) as stated by Kumar et al is "Customer knowledge behaviour via feedback provided to the firm for ideas for innovations and improvements, and contributing to knowledge development (extrinsically or intrinsically motivated; corresponding to customer knowledge value [CKV])." In line with the above discussions in this section, we produce the hypothesis $\mathbf{H_{01}}$:

'*The present level of stakeholders' awareness is not significant for the attainment of the strategic objectives of Home Grown School Feeding Programme (HGSFP) in Anambra State Nigeria'*

2. 2.4 Consumer and Stakeholder's Involvement as a Factor of the Attainment of Sustainable Marketing

Bitner et al (1997) posited that "service experiences are the outcomes of interactions between organisations, related systems/processes, service employees and customers." They go on to state that being an end user or business firm, "approaches for monitoring the quality of customer contributions, providing feedback to offer guide for improvements or offer encouragement, and rewarding customers for effective participation can be implemented"(Bitner et al, 1997). This is supported by Arnould and Thompson (2005) who introduced what they refer to as consumer culture theory (CCT), that "in this family of CCT studies, consumers are

conceptualized as interpretive agents rather than as passive dupes". This led to the formulation of second hypothesis **$H_{02:}$**
'*the present level of stakeholders' involvement is not significant to ensure the attainment of the strategic objectives of HGSFP in Anambra State*'

2.2.5 Consumer and Stakeholders' Trust as a Factor in the Attainment of Sustainable Marketing

Aghdaie, Piraman and Fathi (2011) have observed that "in model, one to form trust attitude, ease of use, skill & experience, information quality, payment methods and assurance must be considered. Trust is studied widely in management research. Particularly in the 1990s, trust research intensified, because trust was found to be of importance to business performance" According to Sarwer, Abbasi and Pervaiz (2012) "customer trust is the pivotal characteristic of each and every relationship. Other researchers, who have added to the discussions on trust like, Morgan and Hunt (1994, as cited in Amin and Mahasan, 2014) and Wlater, Helfert, and Mueller (2000 as cited in Bricci et al, 2016), have made efforts to "theorize a relationship for marketing success as requiring commitment and trust Adding voice, Shih-Ming, Hsiu-Li and Hui-Min (2012), cited authors who have discussed this in the case of online marketing stating that Trust is a critical factor that, at different points in the process of online financial services, and determines the outcome of the service -Wang and Emurian, 2005; Yoon, 2002; Zeithaml, Berry, and Parasuraman, 1996. (as cited in Shih-Ming et al 2012). In effect, Trust serves as glue that holds the relationship between customer and the company together. Also of importance are the works of Singh and Sirdeshmukh (2000); Liang and Wang (2006) (as cited in Shih-Ming, Hsiu-Li and Hui-Min 2012). Others that laid the path for including trust as a critical variable include authors like Paliszkiewicz and Klepacki (2013); Amin and Mahasan (2014). No doubt Trust is important for sustainable marketing. We therefore hypothesise **$Ho_{3:}$**
'the level of stakeholders' trust existing is not significant in the attainment of sustainable objectives of the HGSFP in Anambra State'

2.2.6 Consumer and Stakeholder's Willingness as a Factor in the Attainment of Sustainable Marketing

According to Kankam-Kwarteng, Acheampong and Amoateng (2016) "Wertenbroch and Skiera (2002) also defined willingness to pay as the maximum price a consumer accepts to pay for a given quantity of goods or services". (as cited in Kankan-Kwarteng, et al, 2016)
Mirela-Cristinan (2016); Kankam-Kwarteng, Acheampong and Amoateng (2016) discussed varied aspects of WTP as encompassing individuals' maximum willingness to pay for availing a particular service or for consumption of a particular product. Knowledge about customers' willingness-to-pay plays a crucial role in many areas of marketing management such as pricing decisions". Furthermore, "Price is an important variable in marketing. (Kankam-Kwarteng et al, 2016). Gall-Ely (2009) also discussed other price concepts, widely studied in marketing, and which are close to willingness to pay: reference price, acceptable price and value. For this reason, and for use in this sustainable marketing study, it becomes a veritable tool that comes close to equating the "value concept". The preceding discussions in this section give rise to the fourth hypothesis: **$Ho_{4.}$**
'*Willingness of stakeholders to participate alongside government in the implementation of the HGSFP is not significant to ensure the attainment of sustainable objectives of the HGSFP in Anambra State'*

2.3.0 Review of Empirical Liturature

2.3.1 Evidence of Application of Theoretical Marketing Concepts.

Aghdaie, Piraman and Fathi (2011) as earlier observed, have stated that "for increasing purchase behavior skill & experience, *information quality,* graphic design, reputation, payment methods, governmental rules and *promotion* are the main influencing factors and finally in purchase repeat behavior, ease of use, skill & experience, *information quality*, payment methods and assurance must be highlighted". Barroso (2008) observed that in reality, when a model enters the market, a certain proportion of consumers is not aware of the new product, and this proportion decreases over time with the diffusion of information. Children's Food Trust (2013) posited also that "awareness of eligibility and the application process is important, Storey and Chamberlin found that 11% of the parents that were interviewed had not claimed meals because they did not know of their entitlement or how to apply. In the DFE FSM pilot in Wolverhampton, where eligibility for FSM was extended, there were concerns that entitled parents were not applying for the pilot, and parents reported difficulties understanding the entitlement criteria and application process."

The implication is that there is need for government and its agencies to ensure that the stakeholders should be made aware of all the things they need to know about the programme and maintain a line of communication between it and the stakeholders. Understandable messages are also needed so that the message does not get lost. Bitner et al (1997) have posited that evidence has shown that "customers themselves participate at some level in creating the service and ensuring their own satisfaction. The level of customer participation required in a service experience varies across services" Bitner et al (1997) citing the works of Bowen, (1986); Goodwin and Radford, (1993); Kelley, Donnelly and Skinner, (1990)(as cited in Bitner et al(1997) stated that "by clearly defining the roles it expects its customers to play, an organization can delve further into the issues. Thinking of its customers in these ways will lead the organization to ask what types of information and education it may need to share with its customers, and how it might develop approaches for training and rewarding its customers for effective participation." In their study, "the influence of customer participation and service involvement on customer satisfaction"; Hsu and Chen (2014) have demonstrated that "although customer participation oriented hair salons charge higher prices than family barbershops, customers are willing to pay more for a better environment and service. This elucidates the importance of changes in consumption habits and customer participation in the hair beauty business. The importance of these changes is important for other industries as well."

In respect of trust, Sawer, Abbasi and Pervaiz (2012) study on "the effect of customer trust on consumer loyalty and consumer retention" highlighted some interesting factors, first "Generally it has been seen that quality of services, transparent policies, delivering what is promised and representing the things honestly, ultimately generates the customer trust. They also state that "CustomerTrust is the pivotal characteristic of each and every relationship. So, enhancing trust means strengthening the relationship. Trust in the long run, leads customers towards loyalty. Customer loyalty generates the good and admirable feelings in the minds of customers. Result also indicates that customer trust brings customer loyalty" (Sawer, et al, 2012). In a study involving survey conducted among 451 German households in spring of 2004, it was reported by Dierks (2007) that "attempts to reliably predict trust on the basis of socio- economic characteristics did not yield satisfactory results which leads to questioning the widespread practice of tailoring information campaigns with regard to consumers' socio-economic characteristics as distinctive features and, furthermore, implies an often incorrect approach to addressing consumers on behalf of decision makers." The author observed that "instead of appealing to consumers in terms of socio-economic attributes such as their gender or age, for example, emphasis should preferably be placed on approaches directly addressing population clusters according to their particular trustfulness which, as this publication has shown, is independent of the socio-economic variables selected"(Dierks, 2007).

Pratminingsih, Lipuringtyas and Rimenta (2013) from the outcomes of their study further emphasizes the impact trust has on consumer behavior thus: "Trust also has positive relationship with commitment and loyalty, and commitment has impact on loyalty". Shih-Ming, Hsiu-Li and Hui-Min (2012) from their research work titled "Factors that affect consumers' trust and continuous adoption of online financial services" identified two distinct types of trust; "Cognitive trust and affective trust of online customer influence on the intention to continuous adoption". Cognitive trust is influenced by transaction security, website and company awareness, prior Internet experience, and navigation functionality; while affective trust is impacted by transaction security. Therefore, out of all the factors that significantly influence trust generally, transaction security seems to be the most influential.

Finally studies have also addressed the issue of willingness to pay and participate. Gall-Ely (2009) cited studies that have explored this area. "Several studies have explored the links between satisfaction and WTP. Huber, Herrman and Wricke (2001) (as cited in Gall-Ely, 2009) highlight the existence of a positive relationship between the two constructs. Homburg, Koschate and Hoyer (2005) (as cited in Gall-Ely, 2009) emphasis these results by underlining that the link between WTP and satisfaction evolves over time: during the first transaction, so-called transaction-specific satisfaction exerts a weaker influence on WTP than later on, when it becomes cumulative. Thus, the more the consumer purchases a certain product or brand and is satisfied, the more his WTP increases.

Fujita, Fujii, Furukawa and Ogawa (2005)'s study examined estimates of Willingness to Pay (WTP) and Affordability to Pay (ATP) of beneficiaries for water and sanitation services in Iquitos City, Peru as part of Special Assistance for Development Policy and Projects (SADEP). This study found that there was little or no room for upwards increase of price without resistance from the consumers. The study has revealed some important aspects of willingness to pay, "First, WTP responses tend to be under- sensitive – although not necessarily totally insensitive – to the magnitude of benefit (Kahneman and Knetsch, 1992; and Baron and Greene, 1996)" (as cited in Cookson, 2003). The second is that, "WTP methods tend to inflate valuations of the specific intervention that respondents are asked about, relative to interventions that respondents are not asked about" (Kemp Maxwell, 1993 as cited in Cookson, 2003). It is now clear that there is a need to have in place some kind of proactive database and inbuilt self prompting system that can ordinarily furnish the implementing government with current data base that follows the changes as they occur in respect of the stakeholder desires, contributions and so on.

2.3.2 Observed Problems and Opportunities Arising from the Implementation and Policy Response in Different Countries of the World.

Data from The Partnership for Child Development (PCD) (1999, 2000-uptil 2014) have given researchers a wealth of information on the implementation of the SHN programme around the world. Variously, the discussions in their annual general meetings have tended to reveal certain patterns. First of all The Partnership for Child Development (PCD) (1999) assessing the capacity to promote and implement programmes has provided the following;

They have located the required information to carry out research in this area and this is from the existing nutrition and health services for school-age children. The important factor of interest can be found not only in existing school programmes but also the general health services intended for school-age children. (PCD) (1999) further stated that information on the availability of material and financial resources will be particularly important in assessing local resource capacity and response. Basic topics on all areas of interest in this programme are very much available. The information available on a routine basis would span from, the number and distribution of primary; and secondary schools and teachers, compared with the number of clinics and health workers. The PCD(1999) went on to underline the following features;

"The capacity of teacher training institutions to provide training; • The contribution of religious organisations and other NGOs. The contribution of intergovernmental organisations to school nutrition and health programmes; • The willingness and capacity of government departments, agencies in the education sector and communities to invest in the nutrition and health education of the school-age population; • The willingness and capacity of the school environment to play an active role in delivering nutrition and health education and services; • The capacities of the school environment to support health promotion, including the availability of clean water and facilities for menstruating girls at school."

UNICEF yearly situation analyses of the education and health sectors, might contain information on some of these items or may provide a basis for comparison and have also been seen to be very useful in the evaluation and exploratory stage of the programme (PCD, 1999). PCD (1999) has also observed that information required to find out how best to use schools to reach the school-age group, like the size of the school-age population, enrolment and dropout rates, and the proportion of children repeating grades are available from the implementing countries. This information identifies predominant patterns in education sector indicators. The range of data required would include the primary and secondary levels and variations by age or grade, sex, region, and degree of urbanisation. Also, absenteeism rates must be available as well as other indices in respect of season and day of the week in addition to age, sex, degree of urbanisation, and region - on children who are formally enrolled in school but who regularly fail to attend. The PCD (1999) has pointed out that in some regions, seasons of increased agricultural activity have high rates of absenteeism and would be particularly inappropriate times for school-based delivery of interventions. Likewise, extensive absenteeism on a regular market day would be revealed by statistics on absenteeism by day of the week. Also, causes of non-enrollment and absenteeism must be investigated and the data for this is available. These information will be very vital for both policy initiation and reevaluation for further implementation.

It will be pertinent to enquire, as an approximation, from the parents and teachers if they are of the opinion that the FFE has affected school enrollment, the health of the students and their performance as we are of the opinion and assume that at least a reasonably long period, say, starting from 2017 and ending in 2020) should be a benchmark for full appreciation of the impact of the programme. We intend to apply the knowledge from this literature review including factors that influence stakeholders participation, in the next section to construct a conceptual framework.

2.4 Conceptual framework

A synthesis of the various studies results in section above form the conceptual frame work for the present study and is depicted in diagram form in figure below:.

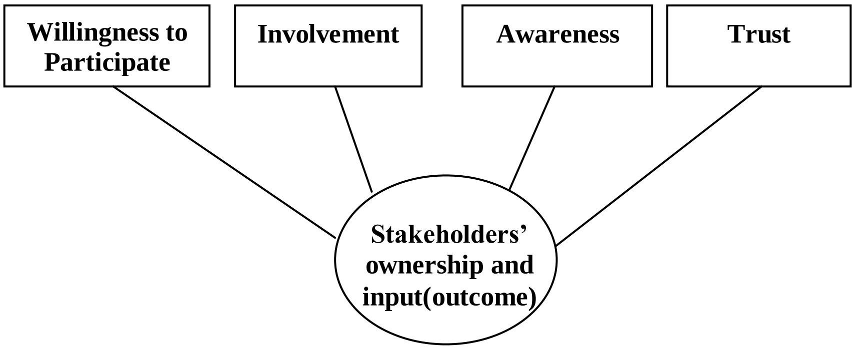

Figure 1: Study Conceptual Framework

Source: Authors conceptualization from various contributions of empirical studies cited above to make the constructs operational

These, stated in equation in the form (the Conceptual framework) – for outcome: Model specification through standard multiple regression analysis would be:

Outcome O = $\beta_0 + \beta_5 A + \beta_6 I + \beta_7 T + \beta_8 W + \varepsilon$ **equation 1**

By assigning zero values to three of four independent variables thereby eliminating the three, we would obtain the simple regress equation for each of the variables showing the hypothesized relations for each remaining predictor in turn therefore:

Outcome O = $\beta_0 + \beta_i X_i + \varepsilon$ **equation 2**

Where Outcome = Stakeholders' ownership and input, A = awareness, I= involvement, T= Trust, W= willingness to participate, **β** = coefficients and Ɛ= error term, X_i = A, I, T or W

These equations were formulated to assist the researchers in testing hypotheses one through five, presenting data including analysed data and results and formulating a model that shows the relationships and the strengths of such relationships that are found to be significant.

III. METHODOLOGY

The research work is a descriptive and exploratory survey study. According to Ebigbo (2009) "the methodology begins by presenting the area of study in terms of where and who that is in the geographical area and the population of where the study is conducted. It describes the sample size, sampling method, logistics and methods of data collection and of course finally the method of data analysis". This is the aim of this section

3.1 Research Design

This study is a pragmatic research based on positivism. It took a quantitative empirical approach and is a descriptive, diagnostic and hypothesis-testing research study. We refer to the study as descriptive because in the course of the study we described some groups of people and their characteristics like stakeholders, consumers in order to make specific prediction, their characteristics and other parameters of individuals, group of people or circumstances. In this kind of research according to Ebigbo (2009) we usually perform various descriptive and inferential techniques on the raw data.

3.2 Population of Study

Anambra State of Nigeria has over 4.2 million people (NPC, 2006). The population of citizens as parents, teachers, workers in various sectors, voters, students and so on, in three local government areas, Awka South(189,654) and Ogbaru (223,317); Orumba South (184,548) of Anambra State, form the population of study totaling 597,519 people. The three towns are Awka, Atani and Nawfija.

3.3 Sample Size Determination and Sample Procedure:

We have adopted a probabilistic sampling technique and assumed that each person has the same probability of being selected. Therefore, for this study, for standard regression a ratio of 40 cases for every independent variable as recommended by Pallant (2011) is adopted. In this instance, the number of independent variables is 6 after measurement scale analysis. Therefore, n = 40 x 6 = 240.

So to determine the number of respondents equal to or above this number and in line with the sample size comparable to those of other studies reviewed, three towns and schools in each LGA include Awka- Igwebuike Primary School, Udoka Primary School and Iyeagu Primary School; Atani, Aboh Primary School Atani, Central School and Urban Primary School; Nwafija- Nawfija Primary School, Amokwu, Community Primary School and Central School Isulo (this is shared by two towns Nawfija, and Isulo). Ranging between 30 and 31 per school, this when added up, make a total of 276 respondents – sample size of the study- which is well above the minimum prescribed by Pallant (2011). We projected a return rate of 90% (from similar studies), plus or minus 5% for us to maintain this 40 to 1 ratio. Thus to maintain this ratio for this present study hence 276 (240x 115/100) as sample size.

3.4 Sources of Data/Research Instrument

Data was sourced both through primary (survey, and instrument and unstructured interviews) and secondary sources (Libraries at the two universities Chukwuemeka Odumegwu Ojukwu University and Nnamdi Azikiwe University, internet and print media.). For the primary data collection an instrument for data collection was designed, to collect demographic as well as data mining for the variables in the model.

3.4.2 Research Instrument

The questionnaire was drawn up with insights from certain publications in this area of interest. (Mirela-Cristina, 2016; Aghdaie, Piraman and Fathi, 2011; Agarwal and Guira, 2017; Bagram. and Khan, 2012; Hsu and Chen, 2014 and others). Of particular interest was that of Obayelu, Agboyinu and Awotide (2014) that was carried out in the Nigerian context. Th**e** instrument is a structured questionnaire of two parts A, containing questions bordering on the demographics and the dependent variable, and B had questions that would elicit answers to the dependent variable research questions and the hypotheses.

3.4.3 Instrument Pilot Test

The pilot test was carried out at Primary School in Chukwuemeka Odumegwu Ojukwu University , Igbarima Campus. The survey instruments were subjected to a pilot test carried out at a two week interval with samples purposely selected based at the researchers convenience. 42 questionnaires issued and of these 41 were returned giving a return rate 95%.

3.4.4 Reliability Test.

According to Pallant (2011 "One of the most commonly used indicators of internal consistency is Cronbach's Alpha Coefficient**.** Ideally**,** the Cronbach's Alpha coefficient of a scale should be above .7 (DeVellis, 2003 as cited in Pallent, 2011)". A 5 point Likert scale was used for this purpose to ensure that the data all have a uniform scale in respect of the variable for testing. The result led to the elimination of those items with scores less than .30; out of the 59 items in the original instruments 38 that had Alpha scores from .3 and above were retained. The instruments general Cronbach's Alpha value was .865. This compares favourably with those of other similar studies (Aghdaie, Piraman and Fathi, (2011) – 84.39%, who reported that their instruments showed that the Cronbach alpha indicated satisfactory internal consistency score ranging from 0.64 to 0.78. Basically, the reliability of a scale is indicative of how free the scale is from random error.

3.4.5 Validity

The instrument was further subjected to a validity test. Pallant (2011) has posited that the validity of scale refers to the degree it measures what it is supposed to measure. The items of the 7Ps marketing mix, now compressed to 5 items were subjected to Principal Component Analysis (PCA) using SPSS version 20. Prior to performing a PCA, the suitability of data for factor analysis was assessed. Therefore the results of this analysis support the use of the four variables awareness, involvement, trust and willingness to pay items separate scales as suggested by scale authors, (Watson, Clark and Tellegan 1988; as cited in Pallant, 2011).

3.4.6 Operationalisation of Variables/Constructs

We have identified four independent variables namely, Awareness, Involvement, Trust and Willingness to pay-participate in the FFE programme. A total of 38 items made up these scales that have been validated and deemed to be reliable. The dependent variable, Outcome (being a proxy for rates of school enrollment, attendance, health indicator, participation of students and so on) as adopted by studies like Sreejesh (2015); Amin, and Mahasan (2014); Aghdaie, Piraman, and Fathi (2011); Dierks, (2007) and others.

3.4.7 Method of Administration of Instrument

In order to achieve the objectives of this study, a number of strategies were used in administering the questionnaires. Six enumerators who are undergraduate/postgraduate students were recruited and trained. They were given transport funds and paid a flat rate for the completion of the exercise. A period of 7 days was given for each enumerator to attend to three primary schools in their assigned locations.

3.5 Statistical Method of Data Analysis.

Data obtained and analyzed was put into tables, figures in the form of percentages and or absolute values for easy perusal.

3.5.1 Statistical Method of Data Analysis

Since this study is not only a model proposition study for testing relationships for which structural equation modeling would have been adequate, but also a study to proffer tactical model that can be put to use and the values obtained applied in proportions established, we used regression analysis as demonstrated by Schreiber, Stage, King, Nora and Barlow, (2006); Sawer, Abbasi and Pervaiz, (2012); Mirela-Cristina (2016) ; Aghdaie, Piraman, and Fathi (2011), Shih-Ming, Hsiu-Li and Hui-Min (2012) and so on.

3.5.2 Regression Analysis;

Multiple regression solves the problem of there being more than one predictor of some outcome. In multiple regression study, there is a criterion variable and a minimum of two predictor variables. (Goodwin, 1995). This analysis assists in doing two things; a) determine the fact that two or more variables predict/ influence the dependant variable and b) the relative strengths of these predictions. We have adopted a standard multiple regression analysis for the modeling exercise and study.

3.5.3 Assumption of Multiple Regression Analysis

3.5.3.1 Sample Size:

According to Pallant (2011) if your results do not generalize to other samples they are of little scientific value. Pallant (2011) stated that for stepwise regression, there should be a ratio of 40 cases for every independent variable". As stated earlier, we projected a return rate of 90% plus or minus 5% for us to maintain this 40 to 1 ratio, so to maintain this ratio for this present study hence 276(240x 115/100) and maintain that this is reasonably large.

3.5.3.2 Multicollinearity and Singularity:

This situation arises because independent variables are highly correlated (i.e R=.9 and above Palant (2011). Singularity is a situation where a predictor is actually a combination of other predictors. From the correlation matrix there are no multicollinearity and singularity because the highest correlation amongst the independent variable (value is .511). (Pallant, 2011) From the calculated table there was no risk of multicollinearity. Also value obtained for VIF values are below the cutoff value of 10 and affirms that there is no threat from multicollinearity.

3.5.3.3 Outliers, Normality, Linearity Homoscedasticity, Independence of Residuals:

Inspection, locating and treating outliers are the next things to consider here. The scatter plots were not very useful or easily deciphered and we had to resort to the use of the Mahalanobi's Distance (Mah-1) test for detecting outliners (Pallant, 2011). After iterations the resulting Mahl-1 maximum value was 19.020(critical value = 22.46) and we accepted this to indicate that the outliers if they existed will not have significant effects on the results of this study. Therefore we can accept that the employment of the four variables can be done to make the model and its construct operational.

3.5.4 Model Specification

The model specification for this study follows the discussion in the conceptual frame work in section 2.3. As we are interested in establishing or otherwise existence of relationships between the awareness of government tactics currently applied, the involvement, trust and willingness to pay and also seek for tactical solutions to aid the FFE programme, we applied the Standard regression analytical tool.

3.5.5 Decision Rule

The study's questions and hypotheses generally are trying to establish existence of relationship, strength of the relationships and significance of their individual contributions or otherwise between variables. First, there is need for information about the model fit, found in the Model Summary Box; to get this measure we took the R and multiplied it by 100 to get a percentage figure. The larger the value, the more effect the predictor has on the dependent variable (Pallant, 2011). To assess the statistical significance of the results in 'a' above, this is done through the table labeled ANOVA. If significance is less than .05 (sig. <.50 that is p < .0005) it is significant. Second, for each variable in each relationship, the following things are required (Pallant, 2011); Standardized beta values that indicate the number of standard deviations that scores in the dependent variables would change if there was a one standard deviation unit change in the predictor" (Pallant, 2011). A significance of less than .05 indicates that the beta coefficient is significant. Finally, the model is built with the constant and the unstandardised beta values of each variable in the model. Normally required are the unstandardised beta values and the constant coefficient obtainable form a coefficient table for the regression model.

3.5.5.1 Hypotheses Testing

It is important here to state the decision rules and the parameters for rejecting or supporting them. The required statistics come from the tables generated in the previous sections from the standard regression analysis that have been run. Each is supported if the significant p< .05 and there is a large R, the more effects the predictor has on the dependent variable, otherwise the hypothesis is rejected. This is consistent with similar studies like Pratminingsih, Lipuringtyas, and Rimenta (2013).

IV. DATA PRESENTATION AND INTERPRETATION

The researchers set forth to identify and collect data to assist in the attainment of the objectives of the study. In line with this, in this chapter the researchers presented the collected data in simple and cross tables, charts, simple percentages, and other means of presentation. Also the results of analyzed data in same media are presented, and then analyses of data/findings to further throw more light by the testing of the study hypotheses.

4.1 Instrument Administration and Collection

The sample size determined in chapter three was strictly followed in the production and distribution of the survey instrument. The distribution and numbers as represented for each location were as follows in the table 4.1 below: A total of 276 were distributed by enumerators out of which 251 were returned, however, the number of usable cases were 244, This gave a usable returned rate for the instrument that compared favourably with other similar studies like – Dierks (2007) had a return/usable rate of 83.41; Krupka, Ozretic-Dosen, and Previsic (2014) had 81.88, Pi, Liao, and Chen (2012),75.5 and fulfils the criteria of a large sample (Pallant, 2011). Therefore 240 was expected and 244 was obtained. A return rate of 88.75 was achieved for questionnaires that were usable.

4.2 Data Presentation

This section primarily presents the responses and their patterns in charts, tables of various types in percentages, frequencies and means in an effort at uncovering response paths and addressing the objectives in section.

4.2.1 Demographic Characteristics of Sample

In this section the researchers used Table 4.1 to present an overview of the demographic and socioeconomic characteristics and the sample knowledge of the programme in focus for this research effort.

Table 4.1 Demographic Distribution Of Respondents

Respondents Profile	Frequency	Percentages
Gender :		
Male	79	32.4
Female	165	67.6
Total	244	100.00
Respondent's Age Group :		
12-19 years	11	4.5
20-30	104	42.6
31-41	69	28.3
42-52	44	18
53-63	16	6.6
Total	244	100
Marital Status :		
Single	76	31.1
Married	137	56.1
Divorced	11	4.5

Widow/widower	20	8.2
Total	244	100
Highest educational attainment		
No formal education	5	2.0
First School leaving Certificate	24	9.8
WASC/NECO/Technical Certificate	48	19.7
OND/Technical Diploma	41	16.8
HND/BSc. Or Equivalent	78	32.4
Post Graduate Degree	41	16.8
Others specify	7	2.9
Total	244	100
Occupation of Respondent :		
Artisan	19	7.8
Farmer	51	20.9
Business person	28	11.5
Public Servants	125	51.2
Private Sector Employee	12	4.9
Others Specify	9	3.7
Total	244	100
Respondent's Survey Status :		
Parent	112	45.9
Teacher	132	54.1
Total	244	100
Income Bracket(₦) of Respondents		
Up to 10,000	55	22.5
11,000 to 100,000	123	50.4
101,000 to 500,000	53	21.7
501,000 to 5,000000	13	5.3
Total	244	100
Respondents Familiarity with Objectives of FFE programme	173	70.9
Yes	71	29.1
No	244	100
Total		
Source: Field Survey, 2018		

There was a large majority of women in the sample. This is not unexpected as in social and religious activities women have been known to be more active, they constitute a very large portion of the teachers sampled who constitute a slight majority of all surveyed respondents. It is evident that a majority (75%) of respondents are married or have been married in the past. A majority of respondents were in the age bracket of 20 to 52years of age. This segment constitutes 88.9% of the respondents. The next profile of the respondents in focus is the educational qualifications held by the respondents and this revealed that a majority (97.9%) had undergone some form of education or another. A majority of the respondents in the 20 to 30 years were of primary school age from period between 2005 until 2007 when the HGSF Programme became unsustainable in most parts of Nigeria. It is therefore not surprising that 67.3% of these people between the ages of 20 to 30 are familiar with the HGSF Programme and form 44.5% of all respondents who are familiar with it. A majority (72.13%) of the respondents are either public servant or farmers. Another insight gained is that the Teachers engage in other occupation alongside teaching (44.6%). It was revealed that the teachers being in majority (54%) of those in the N10,000 to N500,000 and were mainly within the age brackets 20-30 years, constituting the majority (94.67%) of respondents. Finally, we examined the responses as to familiarity of respondents to the HGSF programme, it was found that a large majority (70.90%) of the respondents were familiar with the programme.

4.2.2.1 Data Presentation: the Dependent Variable

Items that go to calculate the dependent variable and the independent variables are found in appendix A. The components of the dependent variable used in the multiple regression analysis are as specified in section 3.5.4 with the use of SPSS 20.0.

4.3 Analysis of Research Questions/Hypotheses Testing

The primary aim of the effort here is to proffer empirical answers to the five research hypotheses; through the exploration of the hypotheses of the study and inferential statistical tools.

4.3.2 Hypothesis Testing: Research Model/Schema

The purpose of this section of this study is to obtain empirical answers to research questions one through five. However before this, we need to check the assumptions of the regression analysis to ensure that none has been violated. The model was able to predict 45.5% of the variance in Outcome of FFE programme *F(3, 240)* =66..650, p<.001. Three predictors presented the following results, Awareness (beta= .79 p< .001), Willingness to participate (beta =.761, p<.001) and Trust and involvement (beta = .041, p<.001). In the final model, all the predictors had a positive significant contribution to the variances in the dependent variable. According to Pallant(2011) citing Pavot, Diener, Calvin and Sandvik (1991) the Scale had a good internal consistency, with Cronbach's alpha coefficient reported of .85. In this study, the Cronbach's alpha coefficient is .87. The test for abnormality was also equally indicative that the data for regression analysis is good for the analysis as in the last iteration producing the last Model had no evidence of outliers, skewness, kurtosis, multicolinearity or heteroscedacity.

Table 4.2 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Change statistic					Durbin-watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.674	.454	.448	2.83167	.454	66.650	3	240	.000	.624

a. Predictors: (Constant), Trust and Involvement, Awareness, Willingness to pay- participate
b. Dependent Variable: Outcomes of FFE Programme

Source: Field Survey 2018 SPSS version 20.0

To test whether this result is statistically significant we need to examine the ANOVA Table, table 4.3 below:

Table 4.3 Multiple Regression : ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1603.262	3	534.421	66.650	.000[b]
1 Residual	1924.410	240	8.018		
Total	3527.672	243			

a. Dependent Variable: Outcomes FFE Programme
b. Predictors: (Constant), Trust and Involvement, Awareness, Willingness to pay- participate

Source. Field Survey2018 SPSS 20.0

If significance is less than .05 then the model is statistically significant.(Pallant, 2011). From the ANOVA table 4.3 we obtained a significant level of .000 indicating that p <.0005. This indicates that there is a significant positive correlation between the three predictors in our model and the Outcomes as dependent variable of the HGSF programme. This is in line with our decision rule for test to confirm model fit in section 3.6 of chapter three. Therefore there is good model fit. To test the hypotheses we have put into the following table 4.4 the results of the regression analysis.

Table 4.4 Multiple Regression Coefficients[a]											
						95% Confidence Interval for B		Correlations			
Model	Unstd ised Coeff. B	Std Error	Stdised Coeff.. Beta	t	sig	Lower Bound	Upper Bound	Partial	Part	Tolerance	VIF
(Constant)	-2.657	1.256		-2.115	.035	-5.131	-.183				
Awareness	.079	.023	.177	3.365	.001	.033	.124	.212	.160	.817	1.223
Willingness to pay-participate	.761	.078	.528	9.731	.000	.607	.915	.532	.464	.772	1.296
Trust and Involvement	.041	.018	.132	2.252	.025	.005	.077	.144	.107	.661	1.512
Dependent Variable: Outcomes FFE Programme Std =standard, Unstdised = unstandardised, Stdised= standardised, sig.= significance, VIF= Variance Inflation factor, t = T-test statistic											
Source: Field Survey SPSS 20.0											

With little iteration of factor analysis and regression analysis, it was found that by initially running the analysis for simple regression of each of the four independent variables, one by one, the dependent variable would be significantly affected. Therefore, one would have concluded that all those independent variables would invariably be put to use in the Model development (that is the multiple regression analysis) to appear in the final copy, but this was not the case. On close inspection of the correlations between the predictors, especially that between Trust and Involvement was quite high at .898 far higher than Pallant's (2011) recommendation of .700 as the ceiling for this measure of compliance to the assumptions of multiple regression.

Table 4.5 Results of Multiple Regression Analysis and the Hypotheses Tested

Proposed Hypotheses (→ = direction of relationship)	Hypothesis	RSquare	Unstdised Beta	t /F	Sig.	Rejected /Supported
Awareness → Stakeholders' ownership and input	H_{o1}	-	.057	2.422	.016	Supported
Involvement → Stakeholders' ownership and input	H_{o2}	-	-.282	NA	NA	Rejected*
Trust → Stakeholders' ownership and input	H_{o3}	-	.252	4.490	.000	Supported
Willingness to pay/participate → Stakeholders' ownership and input	H_{o4}	-	.763	10.057	.000	Supported
$\mathbf{Y_0 \neq}$ **Awareness + Involvement + Trust + Willingness to pay** *Highest predictor to predictor correlation* ***was .898 well over the .700 ceiling limit***	H_{o5}	NA	NA	NA	NA	Rejected
Calculated variable: Involvement plus Trust = Z** → Stakeholders' ownership and input	H_{o4*}		.761	.041		Supported

Y_0 $_{*\neq}$ Awareness + Willingness to pay + Z**	H_{05*}	R square	Unstdised Beta	t / F	Sig.	
predictor to predictor correlation was -.437 (maximum) well under the .700 ***ceiling limit.***		.454		66.650	.000	
Awareness			.079	3.365	.001	
Willingness to participate			.761	9.731	.000	
(Z1) Trust plus Involvement			.041	2.252	.025	Supported**
Source: Field Survey SPSS 20.0						

As a result, we had to accept that our model then was made up of the variables Awareness, Willingness to Participate and the new calculated variable- Trust and Involvement labeled 'Z' results in a model. This model is found below:

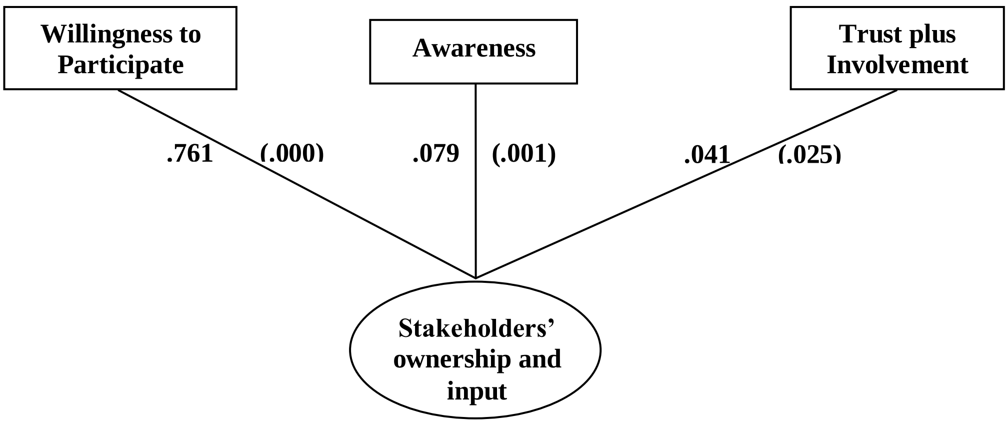

Figure 2 : Home Grown School Feeding Programme (HGSFP) Model for Sustainable Implementation

The above figure 2, calls for making this **HGSFP** programme sustainable through three sub objectives from this model which have to be considered and can be infused into the strategic and tactical plans for implementation.

V. SUMMARY, CONCLUSION AND RECOMMENDATION

In discussion of 'summary and conclusion' Ebigbo (2009) has stated that the discussion in this section should end up with some conclusion deriving from results and implications debated in form of a kind of theory in the discussions. Ebigbo (2009) also indicated that from these conclusions of course follows what should be done to apply the results and bring the desired resolution of the problem stated at the beginning of the study. This is done in three sections below.

5.1 Summary/Interpretation/Discussion of Findings

a.

The study disclosed that a framework for the sustainable food for education programme can be modeled with three predictor variables that affect the outcomes- the dependent variable, to ensure that the desired benefits are garnered as a result of the programmes' continued implementation.

b.

The tactical tools to be used by the implementing agencies would be guided by first the mission and vision statements of the Home Grown School Feeding Programme (HGSFP), model established three concepts of interest for the HGSFP. These concepts should be taken into consideration for the Annual Business Plan (transaction content, transaction structure and transaction governance) for their implementation to form a strategy for attainment of goals of the HGSFP. This should be supported by marketing search, compulsory period reviews, reappraisal, and other policy sustaining activities like conferences, interactive sessions, budgeting and so on. This model has therefore indicated that readjusted survey instrument of this study containing items for the two old variables and the new independent variable in the model, may be used as a guide to conduct periodic surveys.

c.

The study also revealed that since the model has a good fit, it could be used for predictive purposes to give a general perspective of the relative impacts of government actions given the chosen strategy government wants to implement in respect of this HGSFP. This will be possible because of the existence of three predictors – Awareness, Willingness to Participate and Trust-Involvement, which have been found to have significant impacts on the outcomes as a result of government's potential tactical tools for the implementation of this programme.

5.1.2 Discussions of Findings

The first question of this study was to enquire as to, first, whether the level of awareness of the strategic objectives of the HGDF programme by the stakeholders was significant in Anambra State Nigeria. We found that it was standardized beta values for this variable was significant for standard deviation unit change in the predictor and by extension a significant change in the outcomes of the programme. This in itself would indicate that the level of impact of this predictor is significant. This is also considered in respect of the involvement which could cause a significant change in the outcomes of this programme. However, as a result of this variable's very high correlation (.898) with trust the third predictor and for the fact that it standing alone would ensure that it would be contributing a negative input into the model, we decided to merge this variable into a new trust and involvement variable successfully. This is consistent with the finding of Rafiq and Ahmed (1995) in their study of marketing educators conference paper that dealt with the respondents responses, "75 per cent of the EMAC respondents had used modified versions of the 4Ps concept at some time or other.

The new variable trust-involvement was then infused into the model and it contributed just below 5% of the changes that were significant in impacting the dependent variable. The last variable Willingness to Participate (WTP) was successfully included in the model and it was found that it had a positive significant impact on the dependent variable (*unstandardised beta value* of .761) meaning that it had a 76.1 percent impact on the dependent variable. However, to compare the relative effects of the variables, we resorted to the *standardised beta values* which were all very significant having values for Awareness, Trust-Involvement and Willingness to Participate of .177, .132 and .528 respectively. This means that WTP had the highest influence on the dependent variable while Awareness and Trust-Involvement had the next highest in succession.

In terms of model fit and the R square value for the model, the value for this present study was .454 (this being used because we have a large sample size) meaning that the model explained 45.4% of the variance in the dependent variable, which was very significant(.000 , that is $p < .0005$). This compared very favourably with other studies of this nature; Sarwer, Abbasi and Pervaiz, (2012) 56.7%; and Biswas (2016) 57%. As a result of the model fit, we have implied that for practical policy implication, the unstandardised beta values in the analysis which indicate the number of standard deviations that scores in the dependent variable would change if there was a one standard deviation unit change in the predictor. This is in line with Pallant (2011) recommendations.

First, the Awareness variable we link with three transactional variables (Clab, Laudian and Daxbock, 2014) that are involved in this part of the model. This means that such considerations of these items listed next must be jointly considered at all stages, starting with the planning stage and continuing in the evaluation and feedback stages, i)Information and goods that are being exchanged, resources and capabilities required to enable exchange for the transaction content; ii) ways in which participants are linked and exchange is executed, and order and timing of exchanges flexibility and adaptability of transaction structure and iii) locus of Control of flows of information, goods and finance. The second predictor Trust and Involvement of the HGSFP model involves that consideration of the nature of control mechanism (Trust) also comes into play here. The third predictor, Willingness to Participate is linked to nature of control mechanism (Incentives).This is indicative of the need for coordination in planning, implementation, evaluation and reporting stages. There must be synergy existing sustainably amongst the participants, executors and government for the model to produce sustainable and beneficial outcomes. This is supported by Teece (2010, as cited by Claub et al 2014).

From interviews conducted with the staff of three ministries; education, health and agriculture involved, there seems at present, to be a lack of proper coordination. There are no central planning and control, as well as, monitoring and collection of vital data that are required. The programme as at present, lacks the transaction governance content and structure that are evident (as evidenced in programmes elsewhere (Kenya, Ghana, United States of America and other countries). Partnership for Child Development (1999) has stated that a wealth of information on the implementation of HGSFP exists around the world. Discussions have been going on in the world and the bases of these discussions are the data that have been accumulated over the years. So far, no concerted effort to institute a mandatory data collection and monitoring is evident. For example, Ekediegwu (2017) reported questioning a staff of the Anambra State government involved in the HGSFP as stated in an article titled "Home Grown School Feeding Programme in Anambra State lacks proper monitoring and evaluation" that several other problems are bogging down the implementation of the programme. Inspite of the teething problems encountered, the reported cases of continued success of the O'meals and A'meal programmes of Osun and Lagos States are pillars of hope. Akanbi (2011) reported that the findings of their study show that since its inception in 2006, there has been a gradual and progressive increase in the enrolment of pupils in public primary schools, a positive benefit from the HGSFP. Also reporting on a study conducted in respect of FFE programme, Yunusa, et al (2012) noted that school meals connect teachers, parents, cooks, children, farmers, and the local market. Though we used proxies to measure the outcomes, the model as has been developed in this study will ensure that the findings of Akanbi (2011) and Yunusa, et al (2012) amongst others are supported.

5.2 CONCLUSION

In general terms, this study has explored the reinstated Food for Education Programme in Nigeria with a focus on Anambra State. This was with a view to provide more robust and in-depth insight into the Home Grown School Feeding Programme (Nigeria's own version of FFE) and those found around the world with the aim of seeking ways to make the programme sustainable for Anambra State in particular, and Nigeria in general. An attempt was made to indentify predictors, which were indeed identified, and put same into a model. The model developed for implementation purposes is the *Home Grown School Feeding Programme (HGSFP) Model for sustainable implementation*. The study concludes that with the implementation of this programme continuously, the HGSF programme and the benefits that accrue will be sustainable in Anambra State and Nigeria as a whole.

5.3 Recommendations

This segment is targeted at three different audiences, the governments of Nigeria, in particular, Anambra State, the stakeholders and researchers. Therefore the discussions here will follow this trend. The main thrust of the recommendations is the need to ensure that every child gets an opportunity to develop physically, mentally and academically in a manner that the child, communities, non-governmental and other not for profit organisations both national and international, and governments of Nigeria benefit in the long run from a healthy citizenry. This can only be achieved through the sustainable implementation of sound HGDF programmes and thus the need for recommendations.

5.3.1 Recommendations:Governments

a. The Sustainable Food For Education Programme has been demonstrated to be beneficial around the world and the government and the stakeholders have made it clear that they desire this programme not only to be implemented but in a sustainable way. Therefore, The *Home Grown School Feeding Programme (HGSFP) Model for Sustainable Implementation developed* in the course of this study is recommended.

b. It is recommended that the Governments' input into the model is first to clearly give the participants a set of vision and mission statements which should be communicated and which should be tailored to have the same effects on participants as the effect the national anthem has on citizens in general.

c. Then government should invite the assistance of marketing academics and consultants to look at the tactical level application which involves the application of marketing concepts in particular, the marketing Ps to be specified in line with the HGSFP model.

d. In the course of implementation data must be collected with pre-formed, pre-tested instruments and made compulsory for participants including government staff and other stakeholders periodically.

e. There should be staff of governments that are periodically charged to produce management reports to governments and stakeholders to keep all informed. Also, for this to be done effectively and efficiently, conferences, seminars, interactive sessions, annual budgetary and evaluation workshops, reward programmes for excelling government agency, staff, stakeholders and children who participate actively in a special way and other interest generating activities, must be part of the process.

5.3.2 Recommendations to Stakeholders

a. There is a need for all citizens to be aware of the HGSF programme, how it works and what the benefits are. Once one person is aware, the person is encouraged to pass the knowledge on thereby creating a snow ball effect. When this is done, citizens would not allow governments to play politics with this programme because of the importance of this HGSF programme to the stakeholders.

b. That government initiated this programme does not mean that the stakeholders have no say nor are not part owners of the HGSF programme. To make this programme sustainable, parents, teachers, communities and community leaders, donors national and international, must be actively involved in the programme..

c. Also religious and not for profit oranisations can be encouraged in addition to give same meals to children on the day of their worship so as to increase the number of days the children are fed outside the homes.

d. Parents teachers associations should be involved actively in monitoring, in addition to finding ways to contribute to the meal experience of the children.

5.3.2 Recommendations for further research and Knowledge accumulation.

Researchers are encouraged to study HGSFP model and make use of it to carry out research in an effort to start to build a mass of data that will be needed going forward. This is important because of the significance of this programme to current and future generations. The model makes provision for period research as an integral part of the model and the model cannot do without these research efforts. Furthermore, by end of 2020 we would have more than three years of implementation across Nigeria, so a secondary data time series study may be possible because of the presence at that time of enough periods (36 months) for analysis.

5.3.4 Area for Further study

The first and most striking area for further research is the conduct of a study of this nature using binary Logit regression analysis. We believe that this would impact on the predictors of the model's ability to impact and eliminate the cumbersome and stringent data cleaning demands of standard multiple regression analysis. Also, the study could become more generalisable if the geographical spread of the study is increased. Studies that also address only one of the three predictors or their three variables separately and at a time could reveal more specific models for handling these variables as components of sub activities, would be quite useful.

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Appendix A:

Table 4.2a. Distribution Of Respondents to questions for scales to determine model

Dependent Variable O	**SA**	**A**	**U**	**D**	**SD**	**Mean**
Y1- **extent free meal programme influenced child/children's participation in school**	1	98	54	46	45	2.85
Y2- ***HGSF*** **is working at present how ready are you to support continuation**	47	76	42	48	31	3.17
Y3- How has the Free meal programme affected your child/ children's health?	16	91	83	27	27	3.25
Y4- students attendance to school been affected by the free school meals	23	108	63	20	30	3.30
Total	87	373	242	141	133	
Overall Mean						3.14
Independent Variable Awareness **– (Mean = 3.55)** A	**SA**	**A**	**U**	**D**	**SD**	**Mean**
x_1 **-Free meal policy of government is possible to sustain**	57	93	45	26	23	3.55
15 $_{x2-}$ **Free meal policy will impact positively on our children**	38	105	75	13	11	3.61
16 $_{x3-}$ **The level of quality(taste,aroma,content, quantity) of the meals is acceptable**	20	74	65	39	46	2.93
17 $_{x4}$ **-my children/wards like the meals provided in school**	4	80	68	67	25	2.88
18 $_{x5}$ **My children/wards are excited about and look forward to the free**						

meals	36	118	43	40	7	3.56
Total	155	470	296	244	100	
Overall Mean						3.31
Independent Variable- Willingness to participate WTP	**SA**	**A**	**U**	**D**	**S**	**Mean**
19 $_{x12}$- willing to support government in ways that will add value to children's meals	71	111	41	7	14	3.89
20 $_{x13}$- My community/religious/ social organisation are willing to support government in ways that will add value to children's meals	47	123	48	19	7	3.75
21 $_{x14}$ PTA is willing to support school/government to add value to children's meals	60	102	60	15	7	3.79
Total	333	806	445	226	140	
Overall Mean						3.81
Independent Variable- Trust T	**SA**	**A**	**U**	**D**	**SD**	**Mean**
22 $_{x20}$- The venue for the meals is always neat, hygienic and clean before	27	90	106	7	14	3.45
23 $_{x21}$ -The meal venue is conducive for the children to eat	10	100	46	29	59	2.89
24 $_{x22}$ -Effort is made to keep the venue happy, fun and exciting	7	84	103	6	44	3.02
25 $_{x23}$ -The venue for the meals is always cleaned after the meals	10	151	37	15	31	3.39
26 $_{x24}$ -My children like where they take their meals	6	113	66	18	41	3.10
Total	60	538	358	75	189	
Independent Variable- Awareness	**SA**	**A**	**U**	**D**	**SD**	**Mean**
27 $_{x26}$ know about this programme via television, radio, newspaper , internet etc	47	87	56	24	30	3.40
28 $_{x28}$- Know about this programme through religious, social and other	37	120	37	17	33	3.45
gatherings, meetings, internet-social media (facebook, whatsapp),etc	14	121	54	29	26	3.28
29 $_{x29}$ I know about this programme through my children	98	328	147	70	89	
Total						3.38
Overall Mean						
Independent Variable- Awareness A	**SA**	**A**	**U**	**D**	**SD**	**Mean**
30$_{x34}$- Parents, community leaders and school officials select caterer(s)	9	90	52	54	39	2.90
31$_{x35}$- School/government officials select caterers inputs from stakeholders	7	126	59	38	14	3.30
32$_{x36}$- the demonstrated ability is a consideration in selection of caterers	24	103	64	24	29	3.28
33$_{x37}$- Caterers have receive training from government/school officials	33	105	65	18	23	3.44
34$_{x38}$ -The caterer are friendly and make the meal experience fun,	41	93	63	12	35	3.38
35$_{x39}$- school supervises the meal provider/vendor while delivering	24	139	50	8	23	3.55
36$_{x40}$ The PTA intervenes when necessary to correct, punish or praise.	42	106	32	31	33	3.38
Total	180	762	385	185	196	
Overall Mean						3.32
Source: Field Survey, 2018						

Appendix A

Table 4.2b.
Distribution Of Respondents to questions for scales to determine model (continuation)

Independent Variable- Involvement I	**SA**	**A**	**U**	**D**	**SD**	**Mean**
54 $_{x41}$Student per caterers ratio is set by parents, school official and government	**60**	**79**	**42**	**31**	**32**	**3.43**
57 $_{x44}$ Meals cost is determined and paid directly to vendors by government	**47**	**104**	**51**	**26**	**16**	**3.57**
58 $_{x45}$ Meals costs per child is determined/ paid indirectly through the schools	**39**	**112**	**49**	**34**	**10**	**3.56**

60 $_{x47}$ Number of meal providers is enough for students to take their meals	**20**	**110**	**64**	**42**	**8**	**3.44**
Total	**166**	**405**	**206**	**133**	**66**	
Overall Mean						**3.50**
Independent Variable- Trust T	**SA**	**A**	**U**	**D**	**SD**	**Mean**
62$_{x49}$ Meals served by caterers are programmed with food variety availability	**14**	**140**	**53**	**23**	**14**	**3.48**
63 $_{x50}$ -A child's meal is measured to a particular standard serving size	**21**	**114**	**57**	**34**	**18**	**3.35**
64 $_{x51}$- Parents are allowed to monitor meals times once in a while	**22**	**104**	**83**	**14**	**21**	**3.38**
65 $_{x52}$ School officials supervise meals to ensure compliance to standards	**39**	**129**	**41**	**11**	**24**	**3.61**
66$_{x53}$ Government officials visit school to ensure compliance	**56**	**109**	**48**	**13**	**18**	**3.70**
67 $_{x54}$- Satisfied with the system of providing, serving and ensuring the quality	**20**	**94**	**59**	**29**	**42**	**3.09**
68 $_{x55}$ Organised Events to bring PTA, meal vendors and other stakeholder together	**22**	**101**	**78**	**29**	**14**	**3.36**
Total	**180**	**651**	**366**	**130**	**137**	
Overall Mean						**3.435**
Source: Field Survey, 2018						

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