



THE PRACTICES OF THE SCHOOL BASED FEEDING PROGRAM: BASIS FOR ACTION PLAN

Blythe A. Balistoy, Wenie Rose D. Canay

Blythe A. Balistoy is a candidate for Master of Arts in Education major in Educational Management Degree at Southern de Oro Philippines College, Cagayan de Oro City, Philippines

Wenie Rose D. Canay, EdD is the Thesis Adviser of Lissandro L. Adlawan at Southern de Oro Philippines College, Cagayan de Oro City, Philippines

KeyWords

implementation, assessment, school-based feeding program

ABSTRACT

The study aimed to attain the following objectives: To find the extent of practices of the School Feeding Program (SBFP) in terms of: Strategy, Food Safety, and Hygiene; to ascertain the teachers' level of assessment on the implementation of the SBFP; to determine the significant relationship between the extent of practices of SBFP and the teachers' level of assessment on the implementations of SBFP and to propose an action plan based on the results of the study. The study was conducted at West City Central School of Cagayan de Oro City Division, School Year 2020-2021. The study utilized the descriptive-correlational research design and used a questionnaire as the main instrument to gather the necessary data to realize the objectives of the study. Purposive sampling was employed to determine the respondents of the study. Mean and Standard Deviation were used to determine the practices in the implementation of the SBFP. Pearson Product Moment Correlation Coefficient was employed to find the significant relationship between the extent of practices in the implementation of the SBFP and the level of assessment. Results revealed that the school has best practices in implementing the SBFP specifically on strategies, food safety, and hygiene. The strategies and food safety practices are statistically associated with the teachers' assessment of the program. It is recommended that Gulayan sa Paaralan will be revived with the collaboration of the parents and other stakeholders. A regular orientation to the parents about their roles in the implementation of the SBFP to get their full support. Establish linkages and partnerships with Government and non-government organizations for possible funding to improve the school's health equipment and facilities.

INTRODUCTION

School Based Feeding Program (SBFP) is considered to be a sound investment in education. Education is seen as the country's resource for developing its economy, but how the government will produce quality education if the students suffer from malnutrition and nutrient deficiencies. Nutrient and health problems in the Philippines are evident especially among children in both public and private elementary schools. Government and non-governmental organizations have initiated numerous feeding projects that can help reduce pupil hunger and nutritional deprivation.

In responding to malnutrition issues, the Department of Education has come with an integrated nutrition intervention program. This program is to address malnutrition in the public school which is formulated under the leadership of the National Nutrition Council, which serves as the coordinating body for the implementation of nutrition-related program and projects of the government especially the Department of Education (DepEd Order No. 39, series of 2017).

Moreover, the feeding program primarily aims to improve the nutritional status of the beneficiaries by at least 70% at the end of 120 feeding days. Likewise, it aims to increase classroom attendance by 85% to 100% and improve the children's health and nutrition values and behavior. Dacal et al., (2020) posited that school's feeding program contributes to education improvements for children, it helps increase children's school attendance and participation by motivating parents to regularly send their children to school; helps improve cognitive functions by increasing children's attention and concentration, by giving them access to better nutrition and reducing the prevalence of short-term hunger, which is also a major factor in the deterioration of a child's cognitive function; and, school's feeding program will boost academic performance by achieving the pupil's attendance in school and by improving pupil's cognitive functions.

Furthermore, Arevalo (2020) pointed out that school feeding enhances nutrition by allowing kids to get more nutrients; improved nutrition leads to improve educational results. It was also disclosed that child nutrition, health, and schooling represent household preferences in the investment of human capital in school children. Nesser (2020) emphasized that the feeding program can improve health by reducing morbidity and illness and hence attract children to school.

In a similar investigation, Candelanza and Comighod (2020) revealed that school's feeding program helps relieve instant and immediate hunger, improve nutrition and cognition of school children. Thus, these can only be realized when best practices of the school in the sustainable management of quality School -Based Feeding Program (SBFP) are in place such as strategies, food safety, and hygiene in implementing the program.

In addition, monitoring, and assessment of the implementation of the SBFP is of utmost importance to find out the strengths and weaknesses. Thus, intervention can be designed to further enhance the operation of the program. It is on this context that the researcher is motivated to study how the feeding program is implemented at West City Central School in the Division of Cagayan de Oro City for the School Year 2020-2021.

Theoretical/Conceptual Framework

The study was anchored on Program Theory, a theory-based methodology which involves thinking about how a project, program or policy works, including the processes, outcomes and decisions taking place, the contribution mechanisms that interact between them, and the context in which the intervention exists. Moreover, the theory refers to the causal links or mechanisms affecting the different stages of a logic model. It is also termed as impact pathways or pathways of change. It explains how an intervention is expected to produce its results. In most instances, the theory of change refers to the links, for example, if an intervention completes a certain activity, then it is expected to lead to a certain output. In this sense, the theory is equivalent to a hypothesis or series of hypotheses to be tested.

Moreover, the study was also anchored on DepEd Order No. 39, s. 2017 which articulated the guidelines for the implementation of the School-Based Feeding Program for SY 2017 to 2022. The SBFP covers all Severely Wasted (SW) and Wasted (W) Kindergarten to Grade 6 pupils for SY 2017-2018. The program primarily aims to improve the nutritional status of the beneficiaries by at least 70% at the end of 120 feeding days. Secondly, it aims to increase classroom attendance by 85% to 100% and improves the children's health and nutrition values and behavior.

Another underpinning of the study was the outcome of the study conducted by Arevalo (2020) revealing that school feeding enhances nutrition by allowing kids to get more nutrients, improved nutrition that leads to improve educational results. It was also disclosed that child's nutrition, health, and schooling represent household preferences in the investment of human capital in school children. Likewise, large number of pupils in developing countries are unable to attend school because they have no access to a meal or cannot get all the meals required in a day for their healthy growth. A number of them are even forced to do odd jobs and work hard despite their young age to earn just that one meal to keep them going. School feeding programs attract more children to school as it assures them of a meal. It also keeps them in school thereby reducing their dropout rates (Atieno, 2021).

The Food and Agriculture Organization of the United Nations (2019) pointed out that poverty eradication, health, education, food security and nutrition continue to be the essential priorities and targets for sustainable development. Schools can make a sizeable, long-lasting impact on these determinants through various entry points and opportunities. One such entry point is the regular provision of nutritious meals through school-based program. This can improve vulnerable children's attendance levels, attention capability and parent motivation, potentially affecting academic performance and future enrolment.

The presence of enabling factors including high parental and community engagement, the existence of supportive health and hygiene services, food and nutrition policies, and a healthy school environment (healthy food available, restriction of marketing and promotion of highly processed foods, adequate spaces for physical activity), have also been shown to favor nutrition and health within the school population. A strong political and legal framework that deals with school food and nutrition has been identified by the World Bank as a critical component of an effective education system (World Bank, WFP and PCD, 2016).

The development of nutrition guidelines and standards (NGS) has been recommended and prioritized internationally as a first step to ensure that school meals and other available foods are in line with target children's needs and context. Nutrition Guidelines and Standards are usually set to increase the likelihood that the food and meals provided meet a significant and not excessive proportion of the daily nutritional requirements of children; in other words, to make school meal program more nutrition sensitive. At the same time, guidelines and standards are needed to provide clear specifications to schools as to what a recommended meal or snack means in practice. They can even be more comprehensive and include recommendations to foster a healthier school food environment (Fernandes et al., 2016).

The integration of effective monitoring systems, policies that promote healthy diets, food and nutrition education, community empowerment and health and lifestyle strategies is key to the effectiveness of the school-based feeding program. Morillos (2018) conducted a study on the Evaluation of School-Based Feeding Program in Cangcahipos Elementary School Using CIPP Model: Basis for Enhanced Program Implementation. Input evaluation showed that although teachers and parents have enough background on the proper care and nutrition of children, most SBFP beneficiaries' family were economically handicapped in providing nutritious food for them; school facilities, equipment, and funding were delayed, insufficient and inadequate; complementary programs were implemented and well-observed; while recipes were standardized and created to address calorie deficiency among recipients.

In addition, the process evaluation showed that there was a very low parents' participation; pupils' attendance and nutritional status improved, yet there was no significant difference between the body mass index of the pupils before and after program implementation. Product evaluation revealed that SBFP beneficiaries were all promoted to the next grade level, but few of them were found to belong to the wasted nutritional status category. An action plan was created to further enhance the implementation of the program.

In this study, the variables are categorized into independent and dependent. The independent variables include the practices in implementing the SBFP in terms of strategy, food safety, and hygiene. While the dependent variable was the teachers' assessment of the program.

Methodology

The study utilized the descriptive correlational design. A correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and/or direction of the relationship between two or more variables. The direction of a correlation can be either positive or negative (Bhandari, 2022). Descriptive correlational design was appropriate in this study hence the researcher wanted to establish if an association between the practices in implementing and assessment of the SBFP existed.

The respondents of the study were the teachers at West City Central School in the Division of Cagayan de Oro City. A total of 144 teachers from Kindergarten to Grade Six comprised the participants of the study. The sample size was determined using the Slovin Formula. The teachers were chosen as respondents of the study because they are directly involved in the implementation of the school feeding program.

The research instruments utilized in this study was adapted from the work of Galema (2020) who conducted a study on the Sustainable Management of Quality School-Based Feeding program in the Division of Laguna. The research instrument was divided into four parts. Part I sought to determine the extent of implementation of the school's feeding program in terms of strategy, food safety, and hygiene. Part II tried to find out the teachers' assessment of the implementation of the school's feeding program. The instrument was tried out to thirty (30) respondents who were not included in the final administration of the revised questionnaire. The results of the try out showed that the instrument was reliable as evident of the Cronbach's Alpha of 0.982. However, one (1) item was deleted because the corrected item-total correlation did not reach 0.30.

The following statistical treatments were utilized to analyse the data of the study:

Mean values and Standard Deviation were used to present the extent of implementation and the level of assessment of the School-Based Feeding Program. Pearson-Product Moment Correlation Coefficient or Pearson-r was utilized to ascertain the significant relationship between the extent of implementation of the school-based feeding program and the level of assessment.

Results and Discussions

Problem 1. What is the extent of practice of the school's feeding program in terms of:

- 1.1 Strategy;
- 1.2 Food Safety and
- 1.3 Hygiene?

Table 1

Extent of Practice of School's Feeding Program in terms of Strategy

Indicators	Mean	Standard Deviation	Description	Interpretation
1. The school has a separate feeding area for preparing and serving the food for the recipients.	4.49	0.50	Strongly Agree	Very Highly Practiced
2. The school feeding area has a clean and properly ventilated room.	4.27	0.73	Strongly Agree	Very Highly Practiced
3. The school feeding area has complete cooking and eating utensils and kept in a safe cabinet.	4.48	0.50	Strongly Agree	Very Highly Practiced
4. The school feeding area has fresh and right quality ingredients used in the daily feeding of the School-Based Feeding program.	4.53	0.50	Strongly Agree	Very Highly Practiced
5. The school feeding area has a "Cooking area" free from pests and insects.	4.46	0.50	Strongly Agree	Very Highly Practiced
6. The school feeding area follows "First in, first out" rule to impose discipline on the feeding recipients.	4.51	0.51	Strongly Agree	Very Highly Practiced
7. The school feeding area has available safe drinking water in water jugs and containers.	4.41	0.49	Strongly Agree	Very Highly Practiced
8. Handwashing facility with a display of proper handwashing technique.	4.33	0.47	Strongly Agree	Very Highly Practiced
9. The availability of proper attire of volunteer parents (facemask, apron, hairnet, gloves, close shoes) is being observed.	4.40	0.49	Strongly Agree	Very Highly Practiced
10. The school feeding area has weighing scale and steel tape for the weighing of recipients.	4.52	0.50	Strongly Agree	Very Highly Practiced
11. The school feeding area has a weighing scale that is accurate and reliable.	4.48	0.50	Strongly Agree	Very Highly Practiced
12. Gulayan sa Paaralan is maintained to sustain SBFP	3.47	0.61	Agree	Highly Practiced
13. SBFP core group organized by the principal to support the SBFP of the school.	4.39	0.49	Strongly Agree	Very Highly Practiced
14. Observed waste segregation (Biodegradable/Nonbiodegradable) materials are practiced every day.	4.56	0.50	Strongly Agree	Very Highly Practiced
15. Deworming is done every(July and January of the following year)	4.57	0.49	Strongly Agree	Very Highly Practiced
16. SBFP Reports, and Documents are appropriately filed	4.65	0.48	Strongly Agree	Very Highly Practiced
17. SBFP form 4 updated and posted in the feeding area	4.50	0.50	Strongly Agree	Very Highly Practiced
18. Liquidation submitted on time.	4.49	0.50	Strongly Agree	Very Highly Practiced
19. Work Financial Plan(WFP)/ Project Procurement Management Plan (PPMP)	4.49	0.50	Strongly Agree	Very Highly Practiced
Overall Mean	4.42	0.51	Strongly Agree	Very Highly Practiced

Note: 4.21 – 5.00 Very Highly Practiced; 3.41 – 4.20 Highly Practiced; 2.61 – 3.40 Moderately Practiced; 1.81 – 2.60 Less Practiced ; 1.00 – 1.80 Very Less Practiced

Table 1 below presents the extent of practice of the school's feeding program in terms of Strategy. It has an overall Mean of 4.42 with SD=0.51 which is described as Strongly Agree and interpreted as Very Highly Practiced. This entails that the school's

strategies in carrying out the feeding program are well implemented. The indicator, “SBFP Reports, and documents are appropriately filed” has the highest Mean of 4.65 with SD=0.48 which is described as Strongly Agree and interpreted as Very Highly Practiced. The data imply that the school has a very good mechanism in keeping the records relative to the school-based feeding program. The findings are in accord with the study conducted by Galema (2020) on Sustainable Management of Quality School Based Feeding Program in the Division of Laguna. The study revealed that “Deworming is done every (July and January of the following year)” and “SBFP Reports, and Documents are appropriately filed” got the highest mean value in the SBFP Strategy Implementation.

On the other hand, the table 1 also shows the indicator rated low by the teachers. The indicator, “Gulayan sa Paaralan is maintained to sustain SBFP” got the lowest Mean of 3.47 with SD=0.61, described as Agree and interpreted as Highly Practiced. The findings may be due to the fact that during the pandemic there was no in-person classes and most likely it was difficult to maintain the Gulayan sa Paaralan. In addition, the operational guidelines on the implementation of the school-based feeding program during the pandemic was revised through DepEd Order No. 31 s, 2021.

Furthermore, the venue for the school feeding program and the handwashing facility were not maintained due to the remote learning modality and the skeletal work scheme implemented by the Department of Education. Additionally, DepEd also ensures the safety and health security of the stakeholders that is why these contributed to the low maintenance of the facilities used in the school-based feeding program.

Table 2
Extent of Practice of School’s Feeding Program in terms of Food Safety

Indicators	Mean	Standard Deviation		Interpretation
1. The school feeding program always provides free drinking water for all the children in school.	4.35	0.48	Strongly Agree	Very Highly Practiced
2. The school coordinates with the LGU/ water district to test the quality of water regularly.	4.60	0.49	Strongly Agree	Very Highly Practiced
3. The school provides functional toilet seats for children in school.	4.42	0.50	Strongly Agree	Very Highly Practiced
4. The school feeding program has separate functional toilets secured, private, have door lock, lighting, and have adequate ventilation.	4.53	0.50	Strongly Agree	Very Highly Practiced
5. The school feeding program performs cleaning of sanitation facilities (toilet, hand washing & other water facilities daily.	4.31	0.56	Strongly Agree	Very Highly Practiced
6. The school feeding program has funding for regular maintenance & repair of toilets, hand washing & other water facilities that come from the regular school budget (MOOE) &/ or other Dep Ed Funds.	4.40	0.49	Strongly Agree	Very Highly Practiced
7. The school feeding program follows the proper disposal of waste.	4.35	0.48	Strongly Agree	Very Highly Practiced
8. The school feeding program has segregated trash bins with cover.	4.38	0.49	Strongly Agree	Very Highly Practiced
9. The school feeding program garbage collected from the school.	4.55	0.50	Strongly Agree	Very Highly Practiced
10. The school has a functional septic tank for toilets.	4.69	0.46	Strongly Agree	Very Highly Practiced
11. The school has functional drainage from the kitchen and wash areas.	4.55	0.60	Strongly Agree	Very Highly Practiced
Overall Mean	4.47	0.52	Strongly Agree	Very Highly Practiced

Note: 4.21 – 5.00 Very Highly Practiced; 3.41 – 4.20 Highly Practiced; 2.61 – 3.40 Moderately Practiced; 1.81 – 2.60 Less Practiced; 1.00 – 1.80 Very Less Practiced

Table 2 shows the extent of practice in the implementation of the school-based feeding program in terms of Food Safety. It can be discerned from the table that the school ensures strict compliance set for the food safety to be used in the program as revealed by the overall Mean of 4.47 with SD=0.52, described as Strongly Agree and interpreted as Very Highly Practiced. The finding further implies that the school observed strict compliance to food safety standards. Food-safe schools take a school-wide approach to food safety and with the help of partners in the school community, create a culture of food safety (*USDA Food and Nutrition Service, 2020*).

The indicator, “The school has a functional septic tank for toilets” obtained the highest Mean of 4.69 with SD=0.46 which is

described as Strongly Agree and interpreted as Very Highly Practiced. This implies that the school facilities are complete and well planned. This is similar to the study conducted by Morillos (2018) that availability of adequate water supply and comfort rooms for girls and boys are in place that would give children an access into a health promoting school environment.

On the other hand, the indicator, “The school feeding program performs cleaning of sanitation facilities (toilet, hand washing & other water facilities daily” got the lowest Mean of 4.31 with SD=0.56 but still described as Strongly Agree and interpreted as Very Highly Practiced. The result can be attributed to the pandemic because of the modality implemented by the DepEd which is Modular Distance Learning and the skeletal work scheme that is why it is difficult to observe if these practices are done by the teachers in school. In Modular Distance Learning, parents come to school only once a week. Parents cannot observe the teachers every day.

Table 3

Extent of Practice of School’s Feeding Program in terms of Hygiene

Indicators	Mean	Standard Deviation	Description	Interpretation
1. The school has a supervised group handwashing with soap for all children, which are led by student leaders	4.23	0.42	Strongly Agree	Very Highly Practiced
2. The school has a supervised activity of tooth brushing with fluoride toothpaste for all children that is led by student leaders.	4.42	0.50	Strongly Agree	Very Highly Practiced
3. The school have handwashing facilities	4.26	0.59	Strongly Agree	Very Highly Practiced
4. The school utilized the repair & maintenance requirements of the school, which are reflected in SIP (School Improvement Plan) & AIP (Annual Improvement Plan).	4.41	0.49	Strongly Agree	Very Highly Practiced
5. The school provides soap, toothbrush/ toothpaste, cleaning materials/supplies, and repair and maintenance.	4.47	0.50	Strongly Agree	Very Highly Practiced
6. The school has available sanitary pads	4.46	0.50	Strongly Agree	Very Highly Practiced
7. The school designated rest space/changing room for girls with menstrual discomfort with IEC (Information, Education, and Communication) materials.	4.53	0.50	Strongly Agree	Very Highly Practiced
8. The Department of Health in coordination with the school nurse conducts deworming of pupil participants in the school.	4.40	0.49	Strongly Agree	Very Highly Practiced
9. The school have IEC materials for WinS (about Hygiene, menstrual health, Sanitation, food safety)	4.52	0.50	Strongly Agree	Very Highly Practiced
10. The School Feeding Program is a part of IN-SET, advocated in GPTA assembly & part of co/extra-curricular program for students.	4.40	0.49	Strongly Agree	Very Highly Practiced
Overall Mean	4.41	0.50	Strongly Agree	Very Highly Practiced

Note: 4.21 – 5.00 Very Highly Practiced; 3.41 – 4.20 Highly Practiced; 2.61 – 3.40 Moderately Practiced; 1.81 – 2.60 Less Practiced ; 1.00 – 1.80 Very Less Practiced

The data in Table 3 reflect the extent of practice of School’s Feeding Program in terms of Hygiene. It is evident in the table that the school practices hygiene protocols to a very high extent as revealed by the overall Mean of 4.41 with SD=0.50. This implies that strict adherence to hygiene practices is in place in the school relative to the implementation of the school-based feeding program. This is in accord with the study conducted by Morillos (2018) which revealed that deworming, essential health care program, waste segregation, proper handwashing, good grooming and personal hygiene, and adherence to food safety were well observed and regularly practiced.

Indicators “The school designated rest space/changing room for girls with menstrual discomfort with IEC (Information, Education, and Communication materials)” obtained the highest Mean value of 4.53 with SD=0.50, described as Strongly Agree and interpreted as Very Highly Practiced. Further, the school practices are in accordance with OSHA (2021) standards on personal hygiene which is the basic concept of cleaning, grooming, and caring for the body.

On the other hand, the table also reveals the indicators rated low by the teachers. The indicator “The school has a supervised group handwashing with soap for all children, which are led by student leaders” with a Mean of 4.23 with SD=0.42 which is described as Strongly Agree and interpreted as Very Highly Practiced. The findings imply that although these indicators are Very Highly Practiced the school can still do something to improve these areas in the implementation of the SBFP. In like manner, Sollania and Cubillas (2020) pointed out that the best practices in the SBFP implementation includes teaching and instilling proper hygiene and good grooming among the beneficiaries

Table 4
Summary Table on the Extent of Practice of School-Based Feeding Program

Practices	Mean	Standard Deviation	Description	Interpretation
Strategy	4.42	0.51	Strongly Agree	Very Highly Practiced
Food Safety	4.47	0.52	Strongly Agree	Very Highly Practiced
Hygiene	4.41	0.47	Strongly Agree	Very Highly Practiced

Note: 4.21 – 5.00 Very Highly Practiced; 3.41 – 4.20 Highly Practiced; 2.61 – 3.40 Moderately Practiced; 1.81 – 2.60 Less Practiced ; 1.00 – 1.80 Very Less Practiced

Table 4 shows the summary table on the extent of practice of School-Based Feeding Program. It can be inferred from the table that the Strategy, Food Safety, and Hygiene are Very Highly Practiced as evident on the Mean values of the three indicators. The highest Mean of 4.47 with SD=0.52 is obtained by Food Safety. This is followed by Strategy with a Mean of 4.42 with SD=0.51 and Hygiene with a Mean of 4.41 with SD=0.47. This means that the promotion of health and nutrition concerning the safety of the foods is always observed by the school. In like manner, the results suggest that the school-based feeding program of the school is well-managed. The findings collaborate with the results of the study conducted by Galema (2020) that “SBFP Reports, and Documents are appropriately filed” got the highest mean value in the SBFP Strategy Implementation.

Problem 2. What is the teachers’ level of assessment on the implementation of the School Based Feeding Program?

Table 5
Level of Assessment of the Implementation of the School Based Feeding Program

Indicators	Mean	Standard Deviation	Description	Interpretation
1. Sanitary Permit (Valid/ Renewed)	4.19	0.52	Very Satisfactory	Very Highly Evident
2. Health Certificates of canteen personnel (Valid/ Renewed)	4.10	0.31	Very Satisfactory	Very Highly Evident
3. Clean and proper attire of canteen personnel with identification cards	4.18	0.39	Very Satisfactory	Very Highly Evident
4. Availability of handwashing facilities	4.28	0.45	Very Satisfactory	Very Highly Evident
5. Availability of potable water supply	4.50	0.50	Very Satisfactory	Very Highly Evident
6. Well ventilated, well- lighted, safe, and clean dining area/ Clean Canteen premises	4.51	0.50	Very Satisfactory	Very Highly Evident
7. Canteen is generally pest-free, odor-free, with screened windows and doors	4.51	0.50	Very Satisfactory	Very Highly Evident
8. Availability of clean plates, glasses, eating and kitchen utensils which are correctly stored	4.42	0.49	Very Satisfactory	Very Highly Evident
9. Proper labeling of condiments	4.56	0.50	Very Satisfactory	Very Highly Evident
10. Absence of soft drinks and junk foods	4.63	0.48	Very Satisfactory	Very Highly Evident
11. Availability of covered garbage can/ Practice waste segregation	4.48	0.50	Satisfactory	Very Highly Evident
12. Pesticides, disinfectants and chemical agents are stored safely, away from the cooking area.	4.49	0.50	Very Satisfactory	Highly Evident
13. Availability of food covers and containers for safekeeping.	4.77	0.42	Very Satisfactory	Very Highly Evident
Overall Mean	4.43	0.47	Very Satisfactory	Very Highly Evident

Note: 4.21 – 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Less Evident; 1.00 – 1.80 Very Less Evident

Table 5 presents the level of assessment of the school-based feeding program as perceived by the teachers. It can be deduced

from the table that the overall assessment is Very Highly Evident as depicted by the Mean of 4.43 with SD=0.47. Further, this means that all the mechanisms in implementing the school-based feeding program are in proper order. Although, there are areas to be strengthened for the program to be more successful.

The indicator “Availability of food covers and containers for safekeeping” got the highest Mean of 4.77 with SD=0.42, described as Very Satisfactory and interpreted as Very Highly Evident. This implies that the school strictly followed the guidelines of the DepEd relative to the implementation of the school-based feeding program. The findings are in accord with the results of the study conducted by Galema (2020) revealing that availability of food covers and absence of soft drinks and junk foods were highly evident. Further, this indicates that the implementation of the school-based feeding program is highly supervised.

On the other hand, the table also reflects the items rated low by the teachers. Indicator “Health certificates of canteen personnel are valid and renewed” obtained the lowest Mean of 4.10) with SD=0.3 which is described as Satisfactory and interpreted as Highly Evident. This indicates that these areas need immediate attention of the SBFP program coordinator when the full blast of in-person classes will resume this coming November to ensure the safety and security of the beneficiaries of the SBFP. The work of Galema (2020) also confirms this finding in her study that clean and proper attire of canteen personnel with identification cards was one of the items rated low by the respondents. In like manner, the study of Dimaculangan (2020) corroborates with the finding which divulged that the preparations of the meals, parents wearing the proper outfit in food handling as one of the indicators that obtained the lowest frequency.

Problem 3. Is there a significant relationship between the extent of practice of school’s feeding program and the teachers’ assessment?

Table 6

Correlation Analysis between the Assessment of the Implementation and the Extent of Practice of School’s Feeding Program

Variables	Correlation Coefficient (r)	Probability	Decision on Ho
Strategy	0.273*	0.001	Reject
Food Safety	0.411*	0.000	Reject
Hygiene	0.108	0.197	Accept

Note: Correlation is significant at the 0.05 level (2-tailed).

Table 6 displays the correlation analysis between the assessment of the implementation and the extent of practice of school’s feeding program. It can be noted from the table that Strategy with (P-value=0.001<0.05) and (R-value=0.273) and Food Safety with (P-value=0.000) and (R-value=0.411) This means that Strategy and Food Safety are statistically related to the assessment done by the teachers regarding the implementation of school-based feeding program. Therefore, the null hypothesis is rejected for this reason. It means that it has a Significant Relationship.

On the other hand, Hygiene is not statistically related to the assessment in implementing the SBFP as evident on the (P-value=0.197>0.05) and (R-value=108). Thus, the null hypothesis is Accepted. Further, this means that the Hygiene practices of the school as perceived by the teachers has no significant association to their assessment on the SBFP implementation. More so, the data further suggest that the higher is the level of practice of the strategies and food safety measures the better is the assessment of the SBFP implementation. This is in accord to the study conducted by Galema (2020) and Morillos (2018).

Problem 4. What action plan can be designed based on the results of the study?

**Proposed Action Plan
Enhanced School-Based Feeding Program Implementation**

Areas of Concern	Objectives	Activities	Budgetary Requirements	Person/s Involved	Time Frame	Success Indicator
Gulayan sa Paaralan	-To sustain the Gulayan sa Paaralan program -To build a strong partnership with the parents to strengthen	-meeting and consultation with the parents -encourage the active participation and volunteerism of the parents to	MOOE and PTCA funds	- School administrator -SBFP coordinator -Teachers -Parents -Community -PTCA officers	On the onset of the opening of classes in August 2022	-Revival of the Gulayan sa Paaralan -Strong partnership with the stakeholders

	the program	activate the program				
Maintenance and sanitation of health-related facilities	-to maintain the sanitation of health facilities (toilets, hand-washing area, and other water facilities (potable water)	-link and collaborates with GO's and NGO's for possible outsourcing -fund raising to be initiated by the PTCA	20k from MOOE/PTCA funds	-School head --SBFP coordinator -Teachers -Parents -Community -PTCA officers	At the start of the opening of classes in August 2022	-Functional and safe health facilities -Improved hygiene practices -Potable water for the learners
Canteen personnel with health certificates and identification cards	-to ensure the safety and security of the learners and stakeholders	-require canteen personnel with updated health certificates -regular health check-up of canteen personnel	Personal budget of the personnel	-Health worker -Canteen personnel -School head -SBFP coordinator	Opening of classes in August 2022	-Updated health certificate of canteen personnel
Wide dissemination of the SBFP to stakeholders	-to disseminate the SBFP to all stakeholders for possible support and collaboration	-conduct consultation with the stakeholders (parents, community, GO's and NGO's)	MOOE/PTCA funds	- School administrator -SBFP coordinator -Teachers -Parents -Community -PTCA officers	Opening of classes in August 2022	-Strong support and collaboration from the stakeholders -Sustained and effective implementation of the SBFP

Conclusions

1. The school has best practices in Food Safety in implementing the school-based feeding program. However, there are areas that need to be strengthened once the in-person classes will be resumed this year.

2. The level of assessment on the implementation of the program is Very Highly Evident which means that SBFP is well implemented even during the pandemic. The school can strive to further enhance the implementation of the program for a much higher assessment. The school can strive to further enhance the implementation of the program for a much higher assessment.

3. The Strategies and Food Safety practices are statistically associated with the teachers' assessment of the program. This implies that the higher is the practices of these areas of implementing the program the higher is the teachers' assessment. In other words, the higher is the assessment, the higher the chance that the best practices in school-based feeding program will be implemented.

Recommendations

Based on the findings of this study, the researcher came up with the following recommendations:

1. The Gulayan ng Paaralan can be revived by the school with the collaboration of the parents and other stakeholders. Through this the school can provide nutritious food to be used in the program.

2. The school can conduct regular orientation to the parents about their roles in the implementation of the school-based feeding program to get their full support and to promote health habits among their children.

3. The school head can establish linkages and partnerships with Government and Non-government organizations for possible funding to improve the school's health equipment and facilities.

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