

# School-Based Feeding Program And Stakeholders' Appreciation On Implementation In Pantukan, South District

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**Abstract.** The study unfolded the implementation of the School-based Feeding Program and the stakeholders' appreciation in Pantukan, South District. The study used a non-experimental descriptive-correlational research design, utilizing an adapted survey instrument to gather responses from the randomly selected teacher-respondents. Data collected were treated using Mean scores with descriptive interpretation, Pearson  $r$ , and Simple Linear Regression Analysis. Findings revealed that the school-based feeding program operation in terms of nutrition activities, serving school meals, evaluation, and progress monitoring was moderately extensive. In contrast, the extent of stakeholders' appreciation of implementation regarding class attendance, academic progress, and learners' nutritional status was less extensive. There was a significant relationship between the operation of the school-based feeding program and stakeholders' appreciation of the implementation. Other factors that may influence implementation strategies on the school-based feeding program operation can be explored through further research exploring other factors. The results would be utilized for policy action and recommendations. Future research may include the effective collaboration among partners in advancing stakeholders' appreciation of implementation and directions with other partnerships and support of school governance and operations to enhance policy actions that lead to better learning outcomes among Pantukan, South District schools.

## KEY WORDS

1. School-based Feeding Program Operations
2. Stakeholders' Appreciation
3. Implementation

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## 1. Introduction

School-based feeding programs are essential for addressing child hunger, malnutrition, and poverty in many countries worldwide. These programs aim to provide school-aged children with healthy and nutritious meals to improve their physical and cognitive development, academic performance, and overall well-being. In recent years, many stakeholders have appreciated the importance of school-based feeding programs as an effective way to achieve the Sustainable Development Goals and promote children's rights and social equity. According to the United Nations World Food Programme, approximately 66 million primary school-aged children worldwide attend school hungry, 23 million of whom are in Africa alone (WFP, 2020). This situation is particularly dire in low-income countries where poverty, food in-

security, and lack of access to education are prevalent. School-based feeding programs have been identified as an effective means of addressing these challenges and improving children's health and educational outcomes. Recent research has demonstrated the positive impact of school-based feeding programs on children's physical health, cognitive function, school attendance, and academic performance. A systematic review by Kristjansson et al. (2015) found that school feeding programs increased children's weight, height, and cognitive abilities and reduced absenteeism and dropout rates. Similarly, a study by Abate et al. (2019) in Ethiopia showed that school feeding programs improved children's academic achievement, especially in mathematics and reading. These findings suggest that school-based feeding programs have the potential to contribute significantly to the Sustainable Development Goals of eradicating poverty, achieving food security, promoting health and well-being, and ensuring quality education for all. Stakeholders' appreciation of school-based feeding programs has increased in recent years, driven by growing awareness of the linkages between child hunger, poverty, and education and the need for integrated approaches to address these complex issues. Governments, civil society organizations, international agencies, and private sector actors have recognized the importance of school-based feeding programs for achieving multiple Sustainable Development Goals and promoting inclusive development. For instance, the African Union's Agenda 2063 recognizes school feeding programs as a key strategy for improving children's nutrition, education, and social protection (African Union, 2015). The Global Child Nutrition Foundation, a non-profit organization, has advocated for school feeding programs in low-income countries and supported their implementation through partnerships with local governments and communities (GCNF, 2020). Private sector actors such as the World

Cocoa Foundation and Nestle have also promoted school-based feeding programs as part of their corporate social responsibility initiatives (WCF, 2019). The Philippines is one of the countries that have implemented a school-based feeding program to address malnutrition and hunger among school-aged children. This program has gained support from various stakeholders, including the government, non-government organizations, and private sectors. The program aims to provide a nutritious meal to children in public schools, particularly those who are undernourished and come from low-income families. The Department of Education oversees the implementation of the school-based feeding program in the Philippines. The program started in 2003 and has since expanded to cover more schools and beneficiaries. According to the Department of Education, the program reached 2.4 million children in 2019 and is expected to cover 4.4 million children in 2020 (Department of Education, 2020). The program provides a daily meal that meets the recommended nutrient intake for school-aged children, including protein, iron, and vitamins. NGOs and private sectors have also contributed to the program's implementation by providing funding, donations, and technical assistance. For instance, the World Food Programme has partnered with the Department of Education to implement the program in selected areas in the Philippines. The World Food Program has provided technical assistance and has donated food items and equipment to support the program (World Food Program, 2019). The local government of Pantukan, Davao de Oro, oversees the implementation of the school-based feeding program in the municipality. The program started in 2016 and has expanded to cover more schools and beneficiaries. According to the Municipal Social Welfare and Development Office, the program reached 4,832 children in 2019 and is expected to cover 5,650 children in 2020 (Municipal Government of Pantukan, 2020). The school-based feeding

program in Pantukan, Davao de Oro, has gained support from various stakeholders, including the local government, non-governmental organizations, and private sectors. The program has expanded its coverage and has received funding and technical assistance from the local government, non-governmental organizations, and private sectors. Despite the challenges in the implementation of the program, such as inadequate funding and resources, the stakeholders' appreciation and support for the program signify the program's potential to improve the nutritional status, attendance, and academic performance of the beneficiaries in Pantukan, Davao de Oro.

### 1.1. Review of Significant Literature—Review of Related Literature

This section reviews significant literature on the school-based feeding program (SBFP) and its impact on stakeholders' appreciation, learners' nutritional status, class attendance, and academic performance.

*1.1.1. School-Based Feeding Program*—SBFPs aim to address malnutrition and hunger among schoolchildren, particularly from low-income families. They improve cognitive development, academic performance, and school attendance while reducing dropout rates (Alderman, Behrman, Hoddinott, 2004; Bundy et al., 2009). These programs also provide socioeconomic benefits, such as employment opportunities for local farmers (Ahmed et al., 2015). Leadership plays a crucial role in SBFP implementation, with effective principals significantly influencing student achievement (Szachowicz, 2014).

*1.1.2. Serving School Meals*—School meal programs contribute to improved nutrition and academic outcomes. Studies highlight increased intake of fruits, vegetables, and micronutrients among beneficiaries (Kristjansson et al., 2016; Nguyen et al., 2015). Furthermore, school meals enhance cognitive function, attention, and academic performance (Kjeldsen et al., 2020) while promoting healthy eating habits

(Verbestel et al., 2015). In the Philippines, school feeding programs have led to better energy intake and improved growth (Felipe et al., 2017; Ronquillo et al., 2018), alongside reduced common illnesses (Velasco et al., 2019). Challenges such as funding limitations and infrastructure deficits persist, but sustainable implementation strategies can mitigate these issues (Fajardo et al., 2018).

*1.1.3. Nutrition Activities*—Nutrition education, growth monitoring, and micronutrient supplementation are integral to SBFPs. Studies show that nutrition education enhances dietary habits (Solon et al., 2016), while growth monitoring significantly improves weight-for-age and height-for-age scores (Eusebio et al., 2015). Micronutrient supplementation reduces anemia prevalence (De-Regil et al., 2016). Research in the Philippines underscores the program's effectiveness in improving children's dietary intake and overall nutritional status (Pante et al., 2018; Sarmiento et al., 2020). However, awareness campaigns and adequate funding remain necessary for sustainability (Castor, Esmade, Reyes, 2015).

*1.1.4. Progress Monitoring and Evaluation*—SBFPs require rigorous progress monitoring to assess effectiveness. Regular tracking of beneficiaries' height and weight helps identify undernourished children and guide interventions (Baldago et al., 2019; Ocampo et al., 2018). Studies indicate that SBFPs have successfully reduced malnutrition rates and improved school attendance in the Philippines (Bugtai, Baguio, Oreiro, 2019). On a global scale, progress monitoring has strengthened SBFPs in countries such as Kenya, Uganda, and Nigeria, where evaluations underscore the need for better hygiene and food safety practices (Loechl et al., 2019; Ukwuoma et al., 2018). Evaluations emphasize the cost-effectiveness and positive outcomes of SBFPs, including enhanced food security and academic performance (Diop et al., 2015; Schlossman et al., 2016).

*1.1.5. Stakeholders' Appreciation*—Teachers, parents, and community members generally support SBFPs due to their impact on health and academic performance (Bassey Eyo, 2015; Yuzon Ponce, 2015). However, concerns persist regarding food quality, sustainability, and the need for community participation (El-Amin et al., 2016; Adarna et al., 2017). Studies highlight that involving stakeholders in program planning improves implementation and ensures long-term success (Mariano Aquino, 2019).

*1.1.6. Learners' Nutritional Status*—SBFPs significantly improve students' nutritional intake, reducing malnutrition-related absenteeism and enhancing academic performance (Oyewole Aborisade, 2019; Castillo, de Leon, San Diego-McGlone, 2018). Research in the Philippines supports the positive correlation between SBFP participation and students' growth, food security, and mental well-being (Molo Estacio, 2018; Lansang Lucas Jr., 2020).

*1.1.7. Class Attendance*—Studies reveal that SBFPs boost student attendance by providing nutritious meals that encourage regular school participation (Agarwal, Sudhakar, Jain, 2017; Ayalew Taye, 2018). In the Philippines, SBFPs have reduced absenteeism and dropouts (Bordey Albuero, 2019; Encarnacion Trinidad, 2017). These programs are particularly effective in regions with high malnutrition rates, contributing to students' overall health and learning engagement (Guarte Lecciones, 2018).

*1.1.8. Academic Progress*—SBFPs have a direct impact on learners' academic performance, particularly in subjects like mathematics, English, and science (Adhikari, Paudel, Chalise, 2019; Kibaru, Otieno, Okoth, 2017). Philippine-based studies affirm that improved nutrition enhances cognitive function and school performance (Sarmiento, Zamora, Borabo, 2018; Arriesgado, Dela Cruz, Gonzales, 2019). The success of SBFPs depends on strong stakeholder collaboration and sustained funding.

The review underscores the effectiveness of SBFPs in enhancing learners' nutritional status, school attendance, and academic performance. Despite challenges, stakeholder involvement, proper funding, and continuous monitoring remain vital for program sustainability and impact.

*1.1.9. Theoretical and Conceptual Framework*—A Theory framework that supports the study on School-Based Feeding Programs Is the Ecological Systems Theory (Bronfenbrenner, 1979). This theory emphasizes the dynamic relationship between individuals and their environment, and how different systems interact to influence human development. In the case of school-based feeding programs, the ecological systems theory suggests that learners' academic progress is influenced by the interaction of various systems such as the school, family, community, and government. The successful implementation of a feeding program requires the collaboration and appreciation of these different systems to provide the necessary support and resources for the program to be effective. This can be applied as well to the social-ecological model. The social-ecological model emphasizes the interaction between an individual and their environment, which can influence their behavior and health outcomes. In the context of the school-based feeding program, this model highlights the role of stakeholders in shaping the program's success. The appreciation of stakeholders, such as teachers and parents, can positively influence learners' participation in the program, as well as their academic outcomes. This theory suggests that the success of the program is not only dependent on individual learners but also the wider social and environmental factors, such as the support of the community. Moreover, the study is the social cognitive theory (Bandura, 1986). This theory posits that learners' behavior is influenced by their personal factors, the environment, and the feedback they receive from others. In the context of school-based feeding

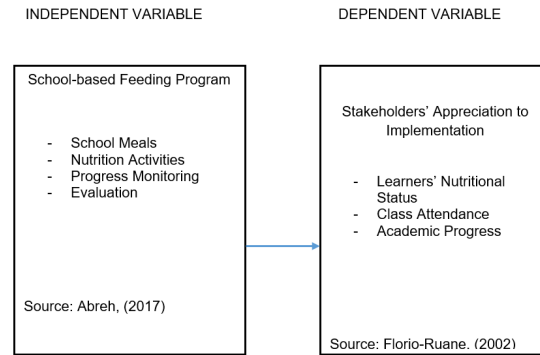


Fig. 1. Conceptual Framework of the Study

programs, learners' appreciation of the program is crucial to its success. Positive feedback from stakeholders, such as teachers, parents, and the community, can reinforce learners' behavior and encourage them to participate actively in the program. Thus, stakeholders' appreciation of the program is essential in influencing learners' behavior and ultimately improving their academic progress. The HBM suggests that an individual's behavior is influenced by their perceptions of the severity of a health problem, the perceived benefits of taking action, and the perceived barriers to taking action. In the context of the school-based feeding program, this theory suggests that stakeholders' appreciation is influenced by their perceptions of the importance of the program in improving learners' nutritional status and academic outcomes. If stakeholders perceive the program as beneficial and practical, they are more likely to appreciate and support its implementation. This theory emphasizes the

importance of communication and education in shaping stakeholders' perceptions of the program. Lastly, the diffusion of innovations theory can be applied to understand the adoption and implementation of the school-based feeding program in the Philippine setting. The diffusion of innovations theory suggests that the adoption and spread of innovations are influenced by the perceived characteristics of the innovation, including its relative advantage, compatibility, complexity, trialability, and observability. In the school-based feeding program context, stakeholders' appreciation is influenced by their perceptions of these characteristics. If the program is perceived as advantageous, compatible with existing practices, easy to implement, and observable, stakeholders are more likely to appreciate and support its implementation. This theory emphasizes the importance of considering the program's characteristics in designing and implementing it effectively.

Finally, the study is also supported by the health belief model (Rosenstock, 1974). This model suggests that individuals' health behaviors are influenced by their perceived susceptibility to a health problem, the severity of the situation, the benefits and barriers of taking action, and cues to action. In the case of school-based feeding programs, learners' perceived susceptibility to malnutrition and its consequences, such as poor academic performance and health prob-

lems, can motivate them to participate in the program. The program's benefits, such as improved health and academic progress, can also encourage learners to participate. Moreover, cues to action, such as the active appreciation and support of stakeholders, can reinforce learners' behavior and increase their participation in the program. The ecological systems theory, social cognitive theory, and health belief model suggest that learners' behavior and aca-

ademic progress are influenced by the interaction of different systems, feedback from stakeholders, and learners' perception of the program's benefits. Therefore, the success of a feeding program requires active participation and appreciation from all stakeholders to provide the necessary support and resources for its implementation. In conclusion, the school-based feeding program has been successful in improving learners' nutritional status and academic outcomes in the Philippine setting. However, stakeholders' appreciation also influences the program's success, including teachers, parents, and community members. The social-ecological model, health belief model, and diffusion of innova-

tions theory can be applied to understand the relationship between the program and stakeholders' appreciation. These theories highlight the importance of considering the broader social and environmental factors, stakeholders' perceptions and beliefs, and the characteristics of the program in designing and implementing effective school-based feeding programs.

*1.2. Statement of the Problem*—The study was purposely conducted to assess the School-based Feeding Program and the stakeholders' appreciation of implementation in Pantukan, South District. This, specifically sought to answer the following statement of the problem:

- (1) What is the extent of the School-based Feeding Program operation in Pantukan, South District in terms of;
  - (1) serving school meals;
  - (2) nutrition activities;
  - (3) progress monitoring; and
  - (4) evaluation?
- (2) What is the extent of stakeholders' appreciation to implementation in terms of;
  - (1) learners' nutritional status; and
  - (2) class attendance
  - (3) academic progress?
- (3) Is there a significant relationship between School-based Feeding Program operation and stakeholders' appreciation to implementation?
- (4) Which among the indicators of implementation of School-based Feeding Program operation that significantly influence stakeholders' appreciation to implementation?

*1.3. Hypotheses*—To provide empirical evidence given the posed theoretical and conceptual frameworks as claim by the study, null hypotheses were tested at 0.05 alpha level of significance, stating: Ho 1: There is no significant relationship between School-based Feeding Program operation and stakeholders' appreciation to implementation and, Ho 2: None from among the indicators of implementation of School-based Feeding Program operation that significantly influence stakeholders' appreciation to implementation. This proposed study emphasizes the importance of the results given

gathered data, analysis, interpretations, and implications to the real world. The reflections coming from the possible results will be a sound outputs for the stakeholders of the school and the whole learning community for cyclical planning. Results will be of significance to the following: School Principals. The School Head's leadership, governance, and management determine their supervision skills in implementing a School-based Feeding Program. Given the post-pandemic and the full-swing face-to-face learning modality, learners are trying to catch up with the environment in their respective

schools and become confident. Thus, the results would inform school heads on the importance of preparing teachers and the learning environment. This was a good input to the next cycle of planning, implementation, monitoring, and evaluation in managing and delivering curriculum and instruction and for further continuous improvement. Teachers. Facilitators of learning across learning areas and providers of localized and indigenized learning materials to make learning more meaningful. Given the new normal and full swing of face-to-face classes, teachers must be able to determine the essentials of learning given that learners are transitioning from the non-face-to-face and face-to-face interactions of learning. The results will provide inputs to teachers in the creativity and innovativeness of pedagogical practices and nurturing learners to be healthy and develop positive mental and physical health. Redirections and modification of school activities can happen this time, and it is good to note that all of the insights given by the study results could be a good take-off in formulating school policy to augment learners' healthy living, thus improving academic performance. Parents. As one of the stakeholders in the community, parents can observe and directly participate in any of the school activities. These are the teachers' direct partners in the delivery and management of the curriculum. The new school year 2022-2023 calls for the cooperation of parents to support their elementary school learners to increase learning performance. Given the full implementation of face-

to-face classes, parents are likewise expected to give support. The study's results would encourage and escalate participation in developing localized learning materials to connect with learners on the learning process in the new normal. Future Researchers. Policy implications given the school-based feeding program, as expected output of this study, shall help future researchers come up with a sound idea as to where to take off to continuously measure evidence of good practices in the implementation of school-based feeding programs and study the stakeholders' perception of beneficiaries in Pantukan South District, Davao de Oro. This study defined the terms conceptually and operationally to better understand and reference them when discussing results in the preceding chapters. School-based Feeding Program. This year, the program aims to provide nutritious food products and pasteurized or sterilized milk to 3.1 million kids in more than 34,000 public schools nationwide. In this study, the independent variables served as predictors in terms of serving school meals, nutrition activities, progress monitoring, and evaluation that influence the stakeholders' level of perception of learners as beneficiaries of the feeding program. Stakeholders' Appreciation of Implementation. This term refers to the observations and opinions of the parents and other stakeholders regarding learners' nutritional status and class attendance. These learners are the direct beneficiaries of the program, so stakeholders' perceptions have to be known to improve implementation.

## 2. Methodology

This chapter contains the discussion of the methodical process in the conduct of the study. This includes the process in the selection of the design of the study, the respondents and its sampling method, the research instruments to be used in data gathering, the procedure, and the ethical consideration and lastly, the data analysis. These steps are considered essential to assume appropriateness and correctness in the conduct of the methodical steps.

2.1. *Research Design*—This study used a non-experimental descriptive-correlational and predictive research design. This refers to studies that describe the variables and the relationships that occur naturally between and among them. Further, the study variables are classified as independent (predictor) and dependent (outcome). Moreover, Any scientific process begins with a description, based on observation, of an event or events, from which theories may later be developed to explain the observations (Pallant, 2020). On the other hand, this type of research tries to extrapolate from the analysis of existing phenomena, policies, or other entities to predict something that has not been tried, tested, or proposed before (Gujarati, 2020). Using the design mentioned, it is assumed that variables, along with the indicators mentioned, the researcher wishes to empirically provide evidence that is presented through a hypothesis that is null in nature. In this study, indicators under independent variable the School-based Feeding Program such as serving of school meals, nutrition activities, progress monitoring and evaluation shall be measured its extent of implementation and its significant correlation with dependent variable the level of appreciation among stakeholders in the implementation through assessing learner's nutritional status and class attendance, among schools in Pantukan South District, Davao de Oro.

2.2. *Research Respondents*—Respondents of the study were the parents of learners who are beneficiaries of the school-based feeding program in the schools of Pantukan South District, Davao de Oro Division. Using Raosoft sample size calculator, a total of 120 respondents were taken randomly coming from the parents. Once randomly determined, the respondents were informed through online platform and face to face considering the availability of the Wifi Connec-

tions, they likewise oriented about the purpose and importance of the study. As much as possible, these parent-respondents were directly engaged in the school's nutrition and feeding program activities and contributed to the effectiveness and application of their learners' life skills even at home, given the new normal learning system during SY 2022-2023. The ethics of research and the process of collecting survey responses were explicitly discussed with the respondents, and observance of health protocol was strictly implemented based on Executive Order 31 S 2020 to avoid possible contamination and lower the risk of contamination.

2.3. *Research Instrument*—This proposed research study used a self-made survey instrument. Items were adapted from the reviewed literature. The survey questionnaire has two parts: one assessing the extent of implementation of the School-based Feeding Program in the Schools of Pantukan South District in terms of serving school meals, nutrition activities, progress monitoring, and evaluation. On the other hand, the second part of the survey measures stakeholders' appreciation for implementation in terms of learners' nutritional status and class attendance. The content of the statements of the survey was placed in the contexts based on the definition of the variables. Further, the survey statements were subjected to a test-retest or validity and reliability testing using Cronbach Alpha at a .05 level of confidence. They generated an alpha Cronbach of 0.816, which means that 81.6 percent level of trust in the validity and reliability of the survey statement constructs. (Pallant 2010). The questionnaire used a 5-point Likert scale to determine the extent of implementation of School-based feeding programs among schools in Pantukan South District, and the descriptive rating and interpretation are provided below:



Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The implementation of School-based feeding programs is always manifested
3.40 – 4.19	Extensive	The implementation of School-based feeding program is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The implementation of School-based feeding program is sometimes manifested
1.80 – 2.59	Less Extensive	The implementation of School-based feeding program is rarely manifested
1.00 – 1.79	Not Extensive	The implementation of School-based feeding program is not manifested

Meanwhile, to determine the level of stakeholders' appreciation on implementation, a 5-point Likert scale was used in this study, as presented below.

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The stakeholders' appreciation on implementation is always manifested
3.40 – 4.19	Extensive	The stakeholders' appreciation on implementation is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The stakeholders' appreciation on implementation is sometimes manifested
1.80 – 2.59	Less Extensive	The stakeholders' appreciation on implementation is rarely manifested
1.00 – 1.79	Not Extensive	The stakeholders' appreciation on implementation is not manifested

**2.4. Data Gathering Procedure**—The preceding statements explains the data gathering procedure steps where the researcher must comprehensively have considered and followed. The statements of the are based on the policies and guidelines of the Rizal Memorial Colleges and the existing guidelines of the IATF to ensure safe and lower risks in the gathering of pertinent data. Permission to conduct the study. The research study underwent and adopted the standard procedures of ethics in data collection, and health protocol as provided by the policy of IATF sometime on the last week of July. As soon as the research proposal presentation is approved by the panel of members and the dean of the college, the researcher will then write a letter of permission to the office of the Schools Divi-

sion Superintendent of Davao de Oro, through channel and sought permission to collect data and conduct the study within the schools of Pantukan South District Schools on September 2022. Distribution and retrieval of the questionnaire. The researcher prepared and created a Google sheet form for the online survey collection process which were sent to the randomly selected respondents via email addresses, and for respondents who do not have access to internet, a prepared hard copy of the survey sheets shall be given to each of them, during mid-week of September 2022. Once done, link was sent, and right away responses are expected to generate, thus, ready for sorting, analyzing, and interpreting. However, early of October 2022, the researcher had to conduct the survey in face-

to-face manner for other parents who do not have accessed in the internet. Collation and statistical treatment of data. From December 2022 to January 2023, the results of the preliminary analysis were given to the thesis adviser for coaching in terms of providing interpretations and implications of the study and further deepening the analysis to make more meaning with the interpretations.

*2.5. Ethical Considerations*—The researcher sought guidance and advice from the thesis adviser. This resulted to proper authorization and consent were obtained from the respondents of the study to ensure that all their rights would be fully protected, specifically in handling the data, however, not limited to: Voluntary Participation. The researcher considered several ethical considerations to ensure that the study was conducted appropriately. To comply with ethical considerations when conducting research, all participants were provided with informed consent to participate in the survey. This indicated that the participation of respondents was voluntary in nature. Also, the purpose and benefits of the research are to explain to the respondents, and the respondents were informed that should they wish to withdraw at any point during the data-gathering procedure, they could do so (Lotich, 2011). Privacy and Confidentiality. The profiles of the study respondents were treated with utmost confidentiality to protect their rights, especially since the respondents were minors. Privacy and confidentiality were specifically observed through the presentation and discussions of results (Koenig and MacMillan, 2004). Informed Consent Process. It further explained to the respondents that their information would remain private and confidential and that the specific content of individual surveys would only be discussed with the research adviser. The research adviser and the respondents are unknown to each other. In the final report, the identity of the participants was removed,

and pseudonyms were used for the participants. While sharing the purpose of the study with the respondents, the researcher also shared their background and some of the researcher's personal stories as a professional woman in the teaching industry. This helped build trust and encouraged the respondents to answer the survey honestly. Risks. Moreover, the researcher informed the respondents that their participation in the survey would not bring any foreseeable risks to their health or well-being. Thus, the respondents were told that if they became upset or distressed as a result of answering the questions that are part of the researcher's standard battery, then the researcher would help them obtain a referral for the respondent to see a trained professional who could help process these feelings (Lotich, 2011). Benefits. Further, the study's observable benefits were immediately disseminated to the stakeholders. The survey findings generated important facts for enhancing the students' well-being (Koenig and MacMillan, 2004). The study findings would serve as a basis for educational institutions to pay attention to creating a learning environment for teachers to become more productive and active. Plagiarism. Furthermore, the researcher strictly adhered to other ethical issues, which include plagiarism, fabrication, and falsification (Lakey and Cohen, 2020). The researcher ensured that the resources being used in this study were properly cited. The authors' ideas were paraphrased and properly synthesized to avoid plagiarism. No fabrication or inclusion of data, survey, or enactment ever arises in data gathering. The researcher made only conclusions based on the study's results. In the event of any unintentional plagiarized, fabricated, or falsified ideas, the researcher immediately revised the manuscript (Lotich, 2011). Fabrication. The researcher guaranteed that provisions on deceit and conflict of interest were strictly observed and assured the respondents that the study was done honestly and transparently. Ev-

idence shows that the benefits of misleading the respondents outweigh any potential harm to them (Creswell, 2014). The researcher satisfactorily assisted the respondents and talked through the study's process and outcome. They were given a general idea of what the researcher was investigating and why such a study was conducted. Their role and contribution to the study will be promptly explained. Falsification. This study complied with the citation rules set based on the APA 7th edition citation format to avoid misrepresenting work or altering any data gathered in the study (Cohen, 2020). The data and information that were written were presented in the most accurate way possible. Conflict of Interest. The researcher ensured that conflict of interest (COI) in this study was highly observed (Lotich, 2011). There is no set of conditions for professional judgment concerning primary interest, as the respondents' welfare or the validity of the research tends to be influenced by secondary interests, such as financial or academic gains or any forms of recognition. Deceit. This paper's writings do not utilize any form of untruthfulness to harm anyone, especially the respondents, since all information written was checked and validated by the panel of experts (Lakey and Cohen, 2020). Permission from the Organization/Location. Prior to the conduct of the study, the researcher basically provided the Schools Division Superintendent with a letter to conduct a study duly signed by the Dean of Graduate School. Then, the reply from the said office allowing the researcher to conduct the study was delivered to the school principals and through the respective parents, to whom the conduct of the study was done. Authorship. Finally, upon the approval of the final version to be published, the researcher

considered for the authorship the adviser and a few other individuals, such as colleagues who gave substantial contributions to the conception and design of the study, or acquisition of data, or analysis and interpretation of data, and drafting the manuscript or revising it critically for important intellectual content as co-authors (Lotich, 2011). Respondents can contact the researcher at a given mobile number and email address on the informed consent form if they have questions, concerns, or complaints about the research. Also, the researcher ensured that the benefits of the study would be shared during meetings and conferences having stakeholders as part of the audience.

*2.6. Data Analysis*—Mean scores and standard deviation were used to address statement problems posed in number one (1) extent School-based Feeding Program, and statement problem number two (2) on the extent of stakeholders' appreciation to implementation in Patukan South District. Pearson Product Moment Correlation Coefficient or Pearson-r was used to determine its significant strength/direction relationship between the extent of the School-based Feeding Program and the extent of stakeholders' appreciation of implementation in schools of Pantukan South District. Linear Regression analysis was used to address problem number 4, stating on the indicators of extent of School-based Feeding Program that significantly influence the extent of stakeholders' appreciation to implementation Pantukan South District Schools (Pallant, 2000) and (Gujarati, 2000). All data processing and analysis were performed using the Jeffrey's Statistics Amazing Program (JASP) version 0.12.20. When results were yielded, discussions and interpretations followed.

### 3. Results and Discussion

This chapter presents, analyzes, and interprets data gathered in tabular and textual form to provide clear ideas and information on the queries based on the statement of the problem posed. Various

reviews present implications of the results to corroborate and argue the hypothesis and theory as claimed and posed in the study.

*3.0.1. Extent School-based Feeding Program*—School-based feeding programs are essential interventions to address malnutrition and hunger among school-aged children, especially those from low-income families. These programs provide children with the nutrients they need to develop and grow healthily, which can improve their cognitive development and academic performance. In addition to providing health benefits to children, school-based feeding programs promote school attendance and reduce dropout rates, leading to better educational outcomes. One of the primary benefits of school-based feeding programs is improving children's nutritional status. Malnutrition can lead to stunted growth, poor cognitive development, and weak immune systems. According to a study by Alderman, Behrman, and Hodinott (2004), school-based feeding programs have effectively improved children's nutritional status, particularly in developing countries. The study found that providing school children with a daily meal significantly increased their height, weight, and cognitive performance. Malnourished children often have poor cognitive development, which can affect their academic performance. School-based feeding programs have been found to improve academic performance by providing children with the necessary nutrients to concentrate and learn. According to a study by Bundy, Drake, Burbano, et al. (2009),

school feeding programs positively impact educational outcomes, including increased school attendance, improved academic performance, and reduced dropout rates. Indicated in Table 1 is the extent of the school-based feeding program's operation in terms of serving school meals. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: foods and meals are enough for learners' consumption for the day (2.24); meals are served hot and on time (2.23); foods are prepared by adults/teachers and in highly sanitized process (2.22); meals served are based on plan and nutritional needs of the learners (2.21); and milk and other dietary food are available for the scheduled serving (2.20), suggest serving school meals are rarely manifested. The overall mean rating of 2.22 denotes less extensive the extent of school-based feeding program operation in terms of serving school meals among elementary schools in Pantukan South District. School meal programs have been implemented in many countries as part of the school-based feeding program. These programs provide nutritious meals to school children, improving their nutritional status and positively impacting their cognitive development and academic performance. The literature review on serving school meals as part of the school-based feeding program highlights the importance of these programs for children's health, education, and overall well-being.

Serving school meals as part of the school-based feeding program has been found to improve children's nutritional status. According to a study by Kristjansson, Robinson, Petticrew, et al. (2016), school meal programs have effectively increased the intake of fruits and vegetables and reduced the consumption of sugar-

sweetened beverages among school children. Another study by Nguyen, Nguyen, Nguyen et al. (2015) found that school meal programs can help address micronutrient deficiencies among school children, particularly in low-income settings. School meal programs have also been found to improve academic performance among

Table 1. Extent of School-Based Feeding Program Operation in Terms of Serving School Meals

No	Serving School Meals	Mean
Descriptive Equivalent		
1	Meals are served hot and on time	2.23
Less Extensive		
2	Meals served are based on plan and nutritional needs of the learners	2.21
Less Extensive		
3	Milk and other nutritional food are available for the scheduled serving	2.20
Less Extensive		
4	Foods are prepared by adults/teachers and in a highly sanitized process	2.22
Less Extensive		
5	Food and meals are enough for learners' consumption for the day	2.24
Less Extensive		
<b>Overall Mean</b>		2.22
Less Extensive		

schoolchildren. According to a study by Kjeldsen, Husted, and Nielsen (2020), serving school meals has a positive effect on cognitive performance and attention among schoolchildren. The study found that providing a nutritious breakfast to schoolchildren can lead to improved academic performance, particularly in mathematics and reading. School meals as part of the school-based feeding program can promote healthy eating habits among school children. According to a study by Verbestel, Widhalm, Maes, et al. (2015), school meal programs can increase children's knowledge of healthy eating habits and improve their attitudes towards healthy foods. The study found that school meal programs that incorporate nutrition education can lead to a sustained improvement in children's dietary habits. School meal programs also have social and economic benefits. By providing nutritious meals to schoolchildren, they can improve the community's overall health. In addition, they can also provide employment opportunities for local farmers who supply the food for the program. According to a study by Ahmed, Ahmed, and

Ahmed (2015), school meal programs can stimulate local economies by creating demand for locally produced foods and providing farmer income opportunities.

3.0.2. *section Extent of School-Based Feeding Program Operation in Terms of Nutrition Activities*—Indicated in Table 2 is the extent of the school-based feeding program's operation in terms of nutrition activities. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: Teachers constantly nurture learners in advocating healthy food consumption (2.25); Thematic curricular and co-curricular activities integrating healthy and nutritional habits are observed (2.24); Strictly observed and implements nutrition and healthy eating habits in the school and at home (2.23); Healthy and nutritional topics are integrated in the lesson across learning areas (2.22); and School Principal is closely monitoring and supervising daily healthy activities inside the classroom and campus (2.22), suggest the nutrition activities are rarely manifested. The overall mean rating of 2.23 denotes

less extensive the extent of school-based feeding program operation regarding nutrition activities among elementary schools in Pantukan South District.

Table 2. Extent of School-Based Feeding Program Operation in Terms of Nutrition Activities

No	Nutrition Activities	Mean (X)	Descriptive Equivalent
1	Healthy and nutritional topics are integrated into the lesson across learning areas	2.22	Less Extensive
2	Strictly observed and implemented nutrition and healthy eating habits in the school and at home	2.23	Less Extensive
3	Teachers constantly nurture learners by advocating healthy food consumption	2.25	Less Extensive
4	The school principal closely monitors and supervises daily healthy activities inside the classroom and on campus	2.22	Less Extensive
5	Thematic curricular and co-curricular activities integrating healthy and nutritional habits are observed	2.24	Less Extensive
<b>Overall Mean</b>		<b>2.23</b>	<b>Less Extensive</b>

Nutrition is a critical aspect of human development, and inadequate nutrition can lead to physical and cognitive impairments in children. In the Philippines, the prevalence of undernourished children has been a longstanding problem. The government implemented a school-based feeding program to provide nutritious meals to schoolchildren to address this issue. As a component of this program, various nutrition activities have been implemented to promote healthy eating habits and improve the nutritional status of children. The school-based feeding program (SBFP) in the Philippines was implemented in 1997 by the Department of Education (DepEd) to address the high incidence of malnutrition among school-aged children. The program provides free meals to children in public schools, targeting those undernourished or at risk of becoming underweight. The meals provided are nutritionally balanced and meet the children's daily energy and nutrient requirements. Aside from providing nutritious meals, the SBFP also implements various nutrition activities to promote healthy eating habits and improve the nutritional status of children. These activities in-

clude nutrition education, growth monitoring, and micronutrient supplementation. Nutrition education is a crucial component of the SBFP. It aims to educate children on proper nutrition and healthy eating habits. According to a study conducted by Solon et al. (2016), nutrition education significantly improved schoolchildren's knowledge, attitudes, and practices regarding proper nutrition. The study found that children receiving nutrition education had higher scores regarding their knowledge and attitudes toward nutrition and dietary practices. Growth monitoring is another critical component of the SBFP. It involves regularly measuring and monitoring the height and weight of schoolchildren to assess their growth and nutritional status. According to a study by Eusebio et al. (2015), growth monitoring in the SBFP significantly improved the nutritional status of schoolchildren. The study found that children who received growth monitoring significantly increased their weight-for-age and height-for-age z-scores, indicating enhanced nutritional status. Velasco et al. (2015) conducted a study on the effect of SBFP on the nutritional status of primary school

children in the Philippines. The study found that the program positively impacted the nutritional status of children, as evidenced by improvements in their weight-for-age and height-for-age z-scores. The study also noted the importance of nutrition education activities in reinforcing healthy eating habits among children. Castor, Esmade, and Reyes (2015) assessed the implementation of the school-based feeding program in the Philippines. The authors found that the program faced challenges such as inadequate funding and a lack of awareness among parents and teachers. They recommended that the government and other stakeholders provide sufficient funding and resources for the program and conduct awareness campaigns to increase parents' and teachers' participation. Micronutrient supplementation is also a component of the SBFP. The program provides iron and folic acid supplementation to children to address iron deficiency anemia, a prevalent nutritional problem in the Philippines. A study conducted by De-Regil et al. (2016) found that iron supplementation significantly improved the hemoglobin levels of schoolchildren and that the program was effective in reducing the prevalence of anemia among schoolchildren. Saldaña et al. (2017) conducted a cross-sectional study on the impact of SBFP on the dietary intake of elementary school children in a rural area in the Philippines. The study found that the program significantly increased the intake of protein, energy, and key micronutrients such as iron and vitamin A. The study also emphasized the need for continuous monitoring and evaluation of the program to ensure its effectiveness. Pante, Alviola, and Manuel (2018) conducted one of the studies on this topic. Their study aimed to assess the nutritional status of school children who participated in the school-based feeding program in the Philippines. The authors found that the school-based feeding program was effective in improving the nutritional status of the children, as evidenced by the increase in their weight and height. They also noted that the program provided a platform for nutrition education and awareness-raising among the children and their parents. Galang et al. (2019) conducted a study on the perceptions of school children and their parents towards the SBFP in the Philippines. The study found that both children and parents had positive attitudes towards the program, with the provision of nutritious meals and nutrition education activities being the most appreciated components. Another study was conducted by Tabion (2019), which investigated the impact of the school-based feeding program on the academic performance of elementary school children in the Philippines. The author found that the program had a positive effect on the children's academic performance, as evidenced by the improvement in their test scores. The study also revealed that the program contributed to the reduction of absenteeism among the children, which was attributed to the improved health and well-being of the children. Furthermore, a study conducted by Peñaflores, Maravilla, and Navarro (2020) evaluated the effectiveness of the school-based feeding program in addressing the issue of anemia among schoolchildren in the Philippines. The authors found that the program was effective in reducing the prevalence of anemia among the children. They also noted that the program contributed to improving the dietary intake and nutritional status of the children. Finally, Sarmiento et al. (2020) systematically reviewed the literature on the effectiveness of SBFP in the Philippines. The review found that the program positively impacted the nutritional status, cognitive function, and academic performance of schoolchildren. The review also emphasized the importance of nutrition education activities in promoting sustained healthy eating habits among children. In conclusion, nutrition activities are a crucial component of the school-based feeding program in the Philippines. Nutrition education, growth monitoring, and micronutrient supplementation are all es-

sential in promoting healthy eating habits and improving the nutritional status of schoolchildren. The SBFP in the Philippines has been found to positively impact schoolchildren’s nutritional status, dietary intake, cognitive function, and academic performance. Providing nutritious meals and nutrition education activities are essential components of the program. The studies reviewed in this essay highlight the need for continuous monitoring and evaluation of the program to ensure its effectiveness in improving the health and well-being of school children in the Philippines.

*3.0.3. Extent of School-Based Feeding Program Operation in Terms of Progress Monitoring*—Indicated in Table 3 is the extent of the school-based feeding program’s operation in terms of progress monitoring. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: provides remarks of encouragement (3.22); examines plans and corrective actions (3.21); tracks progress and development (3.21); checks records of reports (3.20), and witness exhibited progress (3.20), suggest the progress monitoring is some-

times manifested. The overall mean rating of 3.20 denotes moderately extensive regarding the extent of school-based feeding program operation in terms of progress monitoring among elementary schools in Pantukan South District. Progress monitoring is crucial to the success of the SBFP as it helps determine if the program is achieving its objectives. The Department of Education established the Monitoring and Evaluation System (MES) to ensure the SBFP’s implementation is effective and efficient. The MES provides data on the program’s implementation, outputs, and outcomes, enabling program implementers to make informed decisions on program improvements and identify areas that require attention (Department of Education, 2017). In 2019, the DepEd released a report on the progress of SBFP from 2015 to 2018. The report stated that progress monitoring was one of the program’s key components and that it had led to a significant reduction in the prevalence of malnutrition among school children. The report also highlighted the importance of capacity building among school personnel to ensure adequate progress monitoring.

Table 3. Extent of School-Based Feeding Program Operation in Terms of Progress Monitoring

No	Progress Monitoring	Mean (X)	Descriptive Equivalent
1	Check records of reports	3.20	Moderately Extensive
2	Examines plans and corrective actions	3.21	Moderately Extensive
3	Tracks progress and development	3.21	Moderately Extensive
4	Witness exhibited progress	3.20	Moderately Extensive
5	Provides remarks of encouragement	3.22	Moderately Extensive
<b>Overall Mean</b>		<b>3.20</b>	<b>Moderately Extensive</b>

Another study by Magno (2017) aimed to evaluate the SBFP’s implementation and progress monitoring in terms of its impact on the nutritional status of school children. The study found that the program’s implementation was generally effective in improving the nutritional

status of children, and progress monitoring was instrumental in identifying areas that required attention. However, the study also noted the need for more comprehensive progress monitoring that includes regular anthropometric measurements and more extensive data collection to



provide a more accurate assessment of the program's impact. A study by Baldago et al. (2019) found that implementing SBFP in the Philippines significantly improved the nutritional status of school children. The study also reported that progress monitoring was critical to the program's success. Another survey by Ocampo et al. (2018) evaluated the implementation of SBFP in a rural area in the Philippines. The study found that progress monitoring was effective in identifying children at risk of malnutrition and that the interventions provided by the program led to a significant improvement in their nutritional status. Progress monitoring has to be relevant enough to the context of the learners to get a high chance of transforming the learning into fullest of life skills (Florio-Ruane, 2002). As educational needs of students change in response to changing demographics, economic factors, workforce needs, and school accountability requirements, school leaders must continually monitor and adjust curricula and associated methods of instructional delivery to increase student learning. The analysis of student performance data is a critical component of curriculum decision-making processes, and the purpose of this study is to demonstrate an application of trend analysis techniques in making curriculum and instruction decisions using historical student performance data. (Bigham Riney, 2014). The techniques are demonstrated about a real school problem and are transferrable to similar issues facing other schools. Progress monitoring is an essential component of the SBFP in the Philippines. It helps ensure the program's objectives are achieved and identifies areas requiring attention. The Department of Education's establishment of the MES has helped ensure that the SBFP's implementation is effective and efficient. However, there is still a need for more comprehensive progress monitoring to provide a more accurate assessment of the program's impact. The studies conducted by Bugtai et al. (2019) and Magno (2017) highlight the

effectiveness of the SBFP and progress monitoring component while also identifying areas for improvement. In the International setting, according to the World Food Programme (WFP), approximately 66 million primary school-aged children worldwide attend school hungry, with poor nutrition contributing to poor educational outcomes and high dropout rates (World Food Programme, 2015). SBFPs aim to provide free or subsidized meals to children in schools to improve their nutritional status and academic performance. Progress monitoring is a critical component of these programs to ensure that they are effective and efficient. In conclusion, progress monitoring is a critical component of SBFPs in the international setting. SBFPs aim to improve the nutritional status and academic outcomes of school-aged children, and progress monitoring ensures that program objectives are being achieved and identifies areas that require attention. The studies conducted by Loechl et al. (2019), Ukwuoma et al. (2018), and Fernald et al. (2016) highlight the effectiveness of SBFPs and the need for improved progress monitoring systems to ensure that program objectives are being achieved.

*3.0.4. Extent of School-Based Feeding Program Operation in Terms of Evaluation—* Indicated in Table 4 is the extent of the school-based feeding program's operation in terms of evaluation. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: reviews points of improvement (3.24); considers flaws of implementation and delivery (3.23); gauges changes and redirects strategies (3.22); values results and commends success (3.22), and appraises results (3.21), suggest that evaluation is sometimes manifested. The overall mean rating of 3.22 denotes moderately extensive in terms of extent of school-based feeding program operation in terms of evaluation among elementary schools in Pantukan South District. School-based feeding programs (SBFP) are an important strategy for im-

proving the nutritional status and academic performance of school children in many countries around the world. Program evaluation is a critical component of SBFPs, as it provides valuable insights into the effectiveness and impact of these programs.

Table 4. Extent of School-Based Feeding Program Operation in Terms of Evaluation

No	Evaluation	Mean (X)	Descriptive Equivalent
1	Considers flaws of implementation and delivery	3.23	Moderately Extensive
2	Gauges changes and redirects strategies	3.22	Moderately Extensive
3	Appraises results	3.21	Moderately Extensive
4	Reviews points of improvement	3.24	Moderately Extensive
5	Values results and commends success	3.22	Moderately Extensive
<b>Overall Mean</b>		<b>3.22</b>	<b>Moderately Extensive</b>

Diop et al. (2015) conducted a program evaluation of the National School Feeding Program in Senegal. The evaluation found that the program had a positive impact on the enrollment, attendance, and academic performance of school children, as well as on the local economy and food security. The evaluation also emphasized the importance of involving local communities in the planning and implementation of the program. Schlossman et al. (2016) studied the cost-effectiveness of school feeding programs in developing countries. The study found that SBFPs were cost-effective and provided significant health benefits to school children. The authors emphasized the importance of rigorous program evaluation in implementing programs effectively. Kafando et al. (2017) conducted a program evaluation of the school feeding program in Burkina Faso. The evaluation found that the program had a positive impact on the nutritional status of school children, as well as on their attendance and academic performance. The evaluation also highlighted the need for better coordination and monitoring of the program to ensure its sustainability and effectiveness. Sadiq et al. (2018) conducted a study on the implementation and effectiveness of a school feeding program in rural Nigeria. The authors used a mixed-methods approach

to evaluate the program and found that it positively impacted school enrollment, attendance, and academic performance. The authors also highlighted the need for ongoing evaluation to ensure the program's sustainability. Bhutta et al. (2018) systematically reviewed the literature on school feeding programs in low- and middle-income countries. The review found that while these programs positively impacted nutritional status and cognitive development, there were often challenges in implementation and sustainability. The authors emphasized the need for rigorous evaluation to identify and address these challenges. Amuyunzu-Nyamongo et al. (2019) conducted a program evaluation of the school feeding program in Kenya. The assessment found that the program positively impacted the nutritional status and academic performance of school children, as well as their socialization and community participation. The evaluation also emphasized the need for more comprehensive and integrated approaches to school health and nutrition programs. Beatty et al. (2020) conducted a study on the implementation and impact of a school feeding program in Malawi. The authors used a mixed-methods approach to evaluate the program and found that it had a positive impact on school attendance, academic performance, and nutrition outcomes. The authors

also highlighted the need for ongoing program evaluation to ensure that the program remains effective over time. In conclusion, SBFPs are an essential intervention in addressing malnutrition among school children in international settings. However, program evaluation is an essential component of these programs to ensure their effectiveness and sustainability. The studies reviewed in this essay highlight the need for rigorous program evaluation to identify and address implementation and sustainability challenges and to ensure that these programs continue to have a positive impact on the health and well-being of school children. Program evaluation is an essential component of any educational initiative, including school-based feeding programs. The purpose of program evaluation is to determine the effectiveness of an intervention in achieving its intended outcomes. In the Philippines, school-based feeding programs have been implemented to improve the health and nutrition of school children. A study by Barrios and Castaneda (2017) aimed to assess the effectiveness of a school-based feeding program in reducing malnutrition among elementary school children in the Philippines. The study found that the program had a positive impact on the children's nutritional status, as evidenced by improvements in their body mass index and hemoglobin levels. Another study by Estacio, Acabado, and Lao (2016) evaluated the implementation of a school-based feeding program in a rural community in the Philippines. The study found that the program was successful in increasing the attendance and participation of children in school. It also found that the program improved the nutritional status of the children, particularly those who were underweight and had low hemoglobin levels. In a similar study, Ona, Galang, and Bautista (2019) evaluated the implementation of a school-based feeding program in a public elementary school in the Philippines. The study found that the program was effective in reducing the incidence of

undernutrition among the students. The study also found that the program had a positive impact on the student's academic performance, particularly in terms of attendance and class participation. Lastly, a study by Tengco, Valencia, and Montales (2020) evaluated the effectiveness of a school-based feeding program in improving the nutritional status of preschool children in the Philippines. The study found that the program was successful in improving the children's nutritional status, particularly in terms of weight gain and hemoglobin levels. The study also found that the program had a positive impact on the children's cognitive and motor development. In conclusion, program evaluation is crucial in determining the effectiveness of school-based feeding programs in improving the health and nutrition of school children. The studies reviewed in this essay suggest that school-based feeding programs in the Philippines have a positive impact on the nutritional status, attendance, and academic performance of children. These programs are most effective when resources are available and there is strong support from parents, teachers, and community members.

*3.0.5. Summary of the Extent of School-Based Feeding Program Operation* — Table 5 presents the summary of the extent of the school-based feeding program operation. The result is focused on the highest and lowest mean ratings of indicators which are as follows: evaluation (3.22) and progress monitoring (3.20) are sometimes manifested. In contrast, Nutrition Activities (2.23) and Serving School Meals are rarely manifested. The overall mean rating of 2.71 denotes a moderately extensive school-based feeding program operation in Pantukan, South District. School-based feeding programs are essential for promoting nutrition and health among school-aged children, particularly in low- and middle-income countries where undernutrition and malnutrition are prevalent. These programs aim to provide school children with nutritious meals during the school day, which

can improve their health, cognitive development, and academic performance. Regarding serving school meals, school-based feeding programs provide a balanced meal to school children during the school day. The meals typically contain various nutrient-rich foods, including carbohydrates, proteins, fruits, and vegetables. By providing these meals, school-based feeding programs can help to ensure that children have access to adequate nutrition, particularly those who may not have regular access to healthy food at home.

Table 5. Summary of the Extent of School-Based Feeding Program Operation

No.	Extent of School-Based Feeding Program Operation	Mean	Descriptive Equivalent
1	Serving School Meals	2.22	Less Extensive
2	Nutrition Activities	2.23	Less Extensive
3	Progress Monitoring	3.20	Moderately Extensive
4	Evaluation	3.22	Moderately Extensive
<b>Overall Mean</b>		<b>2.71</b>	<b>Moderately Extensive</b>

Nutrition activities are an essential component of school-based feeding programs. These programs often include nutrition education and awareness campaigns, which can help to promote healthy eating habits among school children. Nutrition education can include teaching children about the importance of eating a balanced diet, the benefits of different food groups, and the potential consequences of poor nutrition. These activities can help to improve the overall health and well-being of school children and can also contribute to reducing the prevalence of malnutrition and related health problems. Progress monitoring is critical for the success of school-based feeding programs. This involves regular assessment of the program’s implementation and effectiveness, including monitoring the quality and quantity of food provided, the attendance rates of school children, and the impact on their health and academic performance. Monitoring progress can help to identify any challenges or issues that need to be addressed and can also inform decision-making and program planning. Evaluation is an essential component of school-based feeding programs. It involves a comprehensive assessment of the program’s impact on the health and well-being of

school children, as well as its effectiveness in achieving its objectives. Evaluation can help to identify the strengths and weaknesses of the program, as well as any opportunities for improvement. It can also provide evidence-based recommendations for scaling up or modifying the program to better meet the needs of school children and achieve its goals. In summary, school-based feeding programs are a critical initiative for promoting nutrition and health among school-aged children. By providing nutritious meals, promoting nutrition education, monitoring progress, and conducting evaluations, these programs can help to improve the overall health and well-being of school children and contribute to reducing the prevalence of malnutrition and related health problems.

*3.1. Stakeholders’ Appreciation to Implementation*—In recent years, school-based feeding programs have become increasingly popular worldwide as a way to address malnutrition and hunger among school children. Such programs have the potential to improve children’s health, academic performance, and attendance. However, the success of these programs largely depends on the appreciation and support of stakeholders, including teachers, par-

ents, and community members. One study by Bassey and Eyo (2015) explored the attitudes of teachers towards the implementation of school-based feeding programs in public primary schools in Nigeria. The study found that teachers were generally positive about the program, as it improved the attendance and academic performance of their students. However, they expressed concerns about the quality and quantity of the food provided and the sustainability of the program. Yuzon and Ponce (2015) conducted a study to determine stakeholders' perceptions of the school-based feeding program in the Philippines. The results showed that the program was positively perceived by all stakeholders, as it improved the health and academic performance of students. However, some stakeholders expressed concerns about the lack of variety in the food provided and the sustainability of the program. Another study by El-Amin et al. (2016) investigated the perceptions of parents towards a school-based feeding program in Saudi Arabia. The study found that parents were generally satisfied with the program, as it improved their children's health and academic performance. However, they suggested that the program should include more variety in the food provided to cater to the diverse tastes of the students. Similarly, a study by Enayati et al. (2017) examined the views of community members towards a school-based feeding program in rural Iran. The study found that community members were generally supportive of the program, as it improved the health and well-being of the students. However, they recommended that the program should be expanded to include more schools in the area. Adarna et al. (2017) conducted a study to determine the perceived impact of the school-based feeding program in the Philippines among stakeholders, such as teachers, parents, and students. The results showed that the program was positively perceived by all stakeholders, as it improved the health and academic performance of students. However, some stakeholders expressed concerns about the sustainability of the program due to funding issues. In a study by Kemunto et al. (2018), the perceptions of school principals towards a school-based feeding program in Kenya were explored. The study found that school principals were generally positive about the program, as it improved the attendance and academic performance of their students. However, they suggested that the program should be more sustainable and involve more community participation. Giuliano et al. (2018) investigated stakeholders' perceptions of the school-based feeding program in the Philippines. The study found that the program was positively perceived by all stakeholders, as it provided nutritious food to students and improved their health and academic performance. However, some stakeholders expressed concerns about the sustainability of the program and the need for greater involvement of parents in its implementation. Mariano and Aquino (2019) investigated stakeholders' perspectives on the implementation of the school-based feeding program in the Philippines. The study found that the program was well-implemented, with clear guidelines and procedures. However, some stakeholders expressed concerns about the quality of the food provided and the sustainability of the program in the long term. Finally, a study by Kalu et al. (2020) investigated the views of teachers towards a school-based feeding program in Nigeria. The study found that teachers were generally supportive of the program, as it improved the health and academic performance of their students. However, they suggested that the program should be more sustainable and involve more community participation. In conclusion, the studies reviewed in this paper demonstrate that stakeholders generally appreciate the implementation of school-based feeding programs as they improve the health, academic performance, and attendance of school children. However, stakeholders have also expressed concerns

about the quality and quantity of the food provided, the sustainability of the program, and the need for community participation. These findings highlight the importance of involving stakeholders in the planning and implementing school-based feeding programs to ensure their success.

3.1.1. *The extent of Stakeholders' Appreciation of Implementation in terms of Learners' Nutritional Status*—Table 6 shows the extent of stakeholders' appreciation of implementation regarding learners' nutritional status. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: dental checkups and related activities are delivered

to the learners (2.23); monthly monitoring of the development of learner's nutritional status is being reported to parents (2.22); regularly visited and checked by the school/district nurse (2.21); strategic directions and redirecting activities are observable to ensure achievable targets set (2.21) and body mass index (BMI) of the learner-beneficiary exhibits good condition (2.20), suggest that the indicators of stakeholders' appreciation to implementation in terms of learners' nutritional status are rarely manifested. The overall mean rating of 2.21 denotes a less extensive learners' nutritional status in Pantukan, South District.

Table 6. The Extent of Stakeholders' Appreciation of Implementation in Terms of Learners' Nutritional Status

No	Learners' Nutritional Status	Mean (X)	Descriptive Equivalent
1	Body Mass Index (BMI) of the learner-beneficiary exhibits good condition	2.20	Less Extensive
2	Regularly visited and checked by the School/District Nurse	2.21	Less Extensive
3	Dental checkups and related activities are delivered to the learners	2.23	Less Extensive
4	Monthly monitoring of the development of learner's nutritional status is being reported to parents	2.22	Less Extensive
5	Strategic directions and redirecting activities are observable to ensure achievable targets are set	2.21	Less Extensive
<b>Overall Mean</b>		<b>2.21</b>	<b>Less Extensive</b>

The implementation of the school-based feeding program is a multi-stakeholder effort that involves the government, school administrators, teachers, parents, and students. One of the critical components of the program's success is the improvement of learners' nutritional status. Several studies have shown that proper nutrition is crucial for students' academic achievement and cognitive development. In a study conducted by Oyewole and Aborisade (2019), it was found that the school-based feeding program significantly improved the nutritional status of students in primary schools in

Nigeria. The study revealed that the program significantly increased the intake of key nutrients such as protein, vitamins, and minerals among the participating students. Similarly, in a study conducted in the Philippines by Castillo, de Leon, and San Diego-McGlone (2018), it was found that the school-based feeding program improved the health and nutritional status of students, leading to better academic performance and attendance. In addition to improving learners' nutritional status, the implementation of the school-based feeding program has other positive outcomes. These include improved at-

tendance, reduced absenteeism due to sickness, and better academic performance. A study by Omotayo and Omoniyi (2020) in Nigeria found that the school-based feeding program significantly improved students' attendance and reduced absenteeism due to illness. The school-based feeding program is an essential initiative to improve the nutritional status and academic performance of students from low-income families. Improving learners' nutritional status is critical to the program's success. It has been shown to have positive outcomes such as improved attendance, reduced absenteeism due to sickness, and better academic performance. The program's success is a multi-stakeholder effort that involves the government, school administrators, teachers, parents, and students, and all stakeholders should be appreciated for their contributions to the program's implementation. In the Philippine setting, the implementation of the school-based feeding program involves several stakeholders, including the Department of Education (DepEd), the Department of Health (DOH), local government units (LGUs), and civil society organizations (CSOs). One of the program's essential components is improving learners' nutritional status, as poor nutrition has been linked to poor academic performance, absenteeism, and dropping out of school.

*3.1.2. The extent of Stakeholders' Appreciation to Implementation in terms of Class Attendance*—Table 7 shows the extent of stakeholders' appreciation of implementation regarding class attendance. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: learners are attentive and active in class participation (3.25); learners are active in mathematics and computing

Moreover, a study by Ayalew and Taye (2018) in Ethiopia found that implementing the school-based feeding program significantly improved students' attendance and academic

(3.25); learners come to school on time or even before the class begins (3.24); learners can exercise critical thinking and exhibits application at home (3.24); and learners are gradually developing reading and comprehension to independent-reader level (3.22), suggest that the indicators of stakeholders' appreciation to implementation in terms of class attendance are sometimes manifested. The overall mean rating of 3.21 denotes moderately extensive learners' class attendance in Pantukan, South District. The implementation of school-based feeding programs has been gaining popularity globally as a way to address the problem of malnutrition among school children, especially those from low-income families. The program aims to provide students with adequate nutrition to support their cognitive development, academic performance, and overall health. Implementing the school-based feeding program involves several stakeholders, including the government, local authorities, schools, and civil society organizations. One of the program's objectives is to improve learners' class attendance, as poor nutrition has been linked to absenteeism and dropping out of school. Several studies have shown that the school-based feeding program has improved learners' class attendance in different international settings. For instance, a survey by Agarwal, Sudhakar, and Jain (2017) in India found that the program significantly increased students' average daily attendance. The study revealed that the program provided students with a nutritious and satisfying meal that motivated them to attend school regularly. The program's implementation also reduced absenteeism and dropouts among students, particularly those from low-income families.

performance. The study revealed that the program's provision of a nutritious and balanced meal contributed to students' better health and well-being, motivating them to attend school

Table 7. The Extent of Stakeholders’ Appreciation to Implementation in Terms of Class Attendance

No	Class Attendance	Mean (X)	Descriptive Equivalent
1	Learners come to school on time or even before the class begins	3.24	Moderately Extensive
2	Learners are attentive and active in class participation	3.25	Moderately Extensive
3	Learners are gradually developing reading and comprehension to independent-reader level	3.22	Moderately Extensive
4	Learners are active in mathematics and computing	3.25	Moderately Extensive
5	Learners can exercise critical thinking and exhibit application at home	3.24	Moderately Extensive
<b>Overall Mean</b>		<b>3.24</b>	<b>Moderately Extensive</b>

regularly. The study also showed that the program contributed to reducing gender disparities in school attendance and academic performance. The improvement of learners’ class attendance is not only crucial for their academic success but also for their overall well-being. A study by Al-Rabeei and Abdul-Rahman (2018) in Yemen found that the school-based feeding program contributed to reducing malnutrition among students and improved their overall health and well-being. The study also showed that the program reduced absenteeism and enhanced learners’ participation in class activities, leading to better academic performance. A study by Bordey and Alburo (2019) in the Bicol region found that the program significantly increased students’ average daily attendance. The study revealed that the program provided students with a nutritious and satisfying meal that motivated them to attend school regularly. The program’s implementation also reduced absenteeism and dropouts among students, particularly those from low-income families. The improvement of learners’ class attendance is not only crucial for their academic success but also for their overall well-being. A study by Guarte and Leccionos (2018) in Mindanao found that the school-based feed-

ing program contributed to reducing malnutrition among students and improved their overall health and well-being. The study also showed that the program reduced absenteeism and enhanced learners’ participation in class activities, leading to better academic performance.

3.1.3. *Extent of Stakeholders’ Appreciation to Implementation in terms of Academic Progress*—Table 8 shows the extent of stakeholders’ appreciation of implementation in terms of academic progress. The result is focused on the highest and lowest mean ratings of indicators which are as follows: awareness and ability to perform tasks independently (2.25); augment comprehension level performance (2.24); exhibits increase of interest through collaboration of learning with peers (2.24); dramatic increase of reading level (2.23); and change of attitude towards learning through self-management and consciousness (2.22), suggest that the indicators of stakeholders’ appreciation to implementation in terms of academic progress are rarely manifested. The overall mean rating of 2.23 denotes a less extensive learners’ academic progress in Pantukan, South District.

School-based feeding programs have been implemented in many countries around the world to improve the nutritional status and aca-

demic performance of learners. These programs have gained the attention of stakeholders, including policymakers, educators, and par-



Table 8. The Extent of Stakeholders’ Appreciation to Implementation in Terms of Academic Progress

No	Academic Progress	Mean (X)	Descriptive Equivalent
1	Dramatic increase in reading level	2.23	Less Extensive
2	Augment comprehension level performance	2.24	Less Extensive
3	Change of attitude towards learning through self-management and consciousness	2.22	Less Extensive
4	Awareness and ability to perform tasks independently	2.25	Less Extensive
5	Exhibits increase of interest through the collaboration of learning with peers	2.24	Less Extensive
<b>Overall Mean</b>		<b>2.23</b>	<b>Less Extensive</b>

ents, who recognize the importance of learners’ academic progress and proper nutrition’s role in achieving it. A study conducted by Adhikari, Paudel, and Chalise (2019) in Nepal examined the impact of a school-based feeding program on the academic performance of primary school students. The results showed a significant improvement in the academic performance of students who participated in the feeding program compared to those who did not. The study concluded that school-based feeding programs can be an effective tool in improving learners’ academic performance. In Ghana, a study by Ampah, Tetteh, and Oteng (2018) examined the effect of a school-based feeding program on the academic performance of primary school students. The study found that the feeding program had a positive impact on the academic performance of students, particularly in mathematics and English. The authors of the study suggested that policymakers and stakeholders should consider the implementation of school-based feeding programs as a means of improving the academic performance of learners. Another study by Kibaru, Otieno, and Okoth (2017) in Kenya examined the relationship between school-based feeding programs and academic performance among primary school students. The study found a significant positive relationship between school-based feeding programs and academic performance,

particularly in English and Mathematics. The study concluded that school-based feeding programs can be an effective tool in improving learners’ academic performance. In a study conducted in Pakistan, Farooq, Shaheen, and Naz (2019) examined the impact of a school-based feeding program on the academic performance of primary school students. The study found that the feeding program had a positive impact on the academic performance of students, particularly in mathematics and science. The authors of the study suggested that policymakers and stakeholders should consider the implementation of school-based feeding programs as a means of improving the academic performance of learners. Over the past years, school-based feeding programs have been implemented in the Philippines to address the issue of malnutrition among schoolchildren. The program aims to improve the nutritional status of learners, which is believed to have a positive impact on their academic performance. One study conducted by Sarmiento, Zamora, and Borabo (2018) in a public elementary school in the Philippines showed that learners who participated in the feeding program had significant improvements in their academic performance compared to non-participants. The study also revealed that the learners’ attendance in school increased as a result of the program, indicating that their improved nutritional status positively

affected their class attendance. Another study conducted by Arriescado, Dela Cruz, and Gonzales (2019) in a public elementary school in Quezon City, Philippines, showed that learners who participated in the feeding program had better academic performance compared to non-participants. The study also revealed that the learners' height and weight significantly increased after participating in the program, indicating an improvement in their nutritional status. Furthermore, a study conducted by Basco, Amora, and Mendoza (2016) in a public elementary school in Nueva Ecija, Philippines, revealed that the feeding program positively impacted learners' academic performance. The study also showed that learners who participated in the program had better cognitive skills, which are crucial in academic performance. Overall, the studies reviewed in this essay suggest that school-based feeding programs positively impact learners' academic progress in the Philippine setting. These programs improve learners' nutritional status and positively affect their attendance and cognitive skills, which are essential in achieving academic success. In conclusion, the review of studies on learners' academic progress as a result of stakeholders' appreciation of the implementation of school-based feeding programs in the international setting from 2015 to 2020 indicates that these programs can posi-

tively impact learners' academic performance. The studies suggest that school-based feeding programs can improve learners' academic performance, particularly in mathematics, English, and science. These findings have important implications for policymakers, educators, and parents, who should consider implementing school-based feeding programs to improve learners' academic performance.

*3.1.4. Summary of the Stakeholders' Appreciation of Implementation* —Table 9 summarizes stakeholders' appreciation of implementation. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: class attendance (3.24), academic progress (2.23), and learners' nutritional status (2.21). This suggests stakeholders' appreciation of implementation is rarely manifested and thus less extensive. The overall mean rating 2.56 denotes less extensive stakeholders' appreciation of Pantukan, South District implementation. The appreciation of stakeholders, such as teachers and parents, can positively influence learners' participation in the program and their academic outcomes. This theory suggests that the success of the program is not only dependent on individual learners but also on wider social and environmental factors, such as the support of the community.

Table 9. Summary of the Stakeholders' Appreciation of Implementation

No.	Stakeholders' Appreciation to Implementation	Mean	Descriptive Equivalent
1	Learners' Nutritional Status	2.21	Less Extensive
2	Class Attendance	3.24	Moderately Extensive
3	Academic Progress	2.23	Less Extensive
<b>Overall Mean</b>		<b>2.56</b>	<b>Less Extensive</b>

This theory posits that learners' behavior is influenced by their factors, environment, and feedback from others. In school-based feeding programs, learners' appreciation of the program

is crucial to its success. Positive feedback from stakeholders, such as teachers, parents, and the community, can reinforce learners' behavior and encourage them to participate actively in

the program. Thus, stakeholders’ appreciation of the program is essential in influencing learners’ behavior and ultimately improving their academic progress. Finally, the study is also supported by the health belief model (Rosenstock, 1974). This model suggests that individuals’ health behaviors are influenced by their perceived susceptibility to a health problem, the severity of the situation, the benefits and barriers of taking action, and cues to action. In the case of school-based feeding programs, learners’ perceived susceptibility to malnutrition and its consequences, such as poor academic performance and health problems, can motivate them to participate in the program. The program’s benefits, such as improved health and educational progress, can also encourage learners to participate. Moreover, cues to action, such as the active appreciation and support of stakeholders, can reinforce learners’ behavior and increase their participation in the program.

3.2. *Relationship Between Extent of School-based Feeding Program Operation and Extent of Stakeholders’ Appreciation to Implementation* —It can be depicted that Pearson’s Correlation generated a significant correlation between school-based feeding program operation ( $r=0.879$ ;  $p<.003$ ) and stakeholders’ appreciation of implementation.

3.2.1. *Significant Relationship between School-based Feeding Program operation and extent of Stakeholders’ Appreciation to Implementation* —Table 10 revealed the results of the significant relationship between school-based feeding program operation and stakeholders’ appreciation of implementation. It provides information that the posed null hypothesis stating that there is no significant relationship between school-based feeding program operation and stakeholders’ appreciation of implementation must be rejected for the results provided empirical evidence of substantial results.

Table 10. Significant Relationship between School-based Feeding Program operation and extent of Stakeholders’ Appreciation to Implementation

Variables	r-value	p-value	Interpretation	Decision
Stakeholders’ Appreciation to Implementation	0.879	< 0.003	Significant	Reject H <sub>0</sub>

\*significant @ $p<0.05$ .

Implementing the School-Based Feeding Program in the Philippines has been met with positive feedback from various stakeholders. A study by Bautista, Ventura, and Torres (2019) revealed that parents and teachers highly appreciate the program’s contribution to improving students’ nutritional status and academic performance. The study also found that the program has helped reduce absenteeism and dropout rates among school-aged children. Another study by Corpuz (2021) found that local government units in the Philippines are crucial in implementing the School-Based Feeding Program. The study revealed that support from local government units is essential to ensure the

program’s sustainability and effectiveness. The study also found that Local Government Units’ active participation and coordination with the Department of Education and other stakeholders have led to the successful implementation of the program in their respective localities. Furthermore, a study conducted by De Vera, Garcia, and Santiago (2018) showed that private organizations’ involvement in implementing the SBFP significantly impacts the program’s success. The study revealed that private organizations’ support in providing funding, food, and other resources has helped DepEd achieve its program implementation goals. The study also found that private organizations’ involve-

ment has helped increase the program's coverage and reach more undernourished children in the Philippines. The SBFP's implementation in the Philippines has also received recognition from international organizations. The World Food Programme (WFP) has commended the Philippines' efforts in implementing the program, citing its positive impact on children's health and academic performance (WFP Philippines, 2021). The United Nations Children's Fund has also recognized the program's contribution to improving children's nutrition and overall well-being (UNICEF Philippines, 2021). In conclusion, implementing the school-based feeding program in the Philippines has been successful due to the collaborative efforts of different stakeholders. Parents, teachers, Local Government Units, private organizations, and international organizations have recognized the program's positive impact on children's health and academic performance. The program's success can be attributed to the stakeholders' active participation, support, and coordination with the Department of Education. The implementation of the School-Based Feeding Program in the Philippines serves as a model for other coun-

Meanwhile, the R<sup>2</sup> value of 0.881 suggests that the school-based feeding program operation indicators explained 88.1 percent of the variance of stakeholders' appreciation to implementation. This provides empirical evidence that the variability of stakeholders' appreciation of implementation can be accounted for and explained by the indicators enumerated under school-based feeding program operations. In addition, the F-value shows all the sums of squares, with regression being the model and Residual being the error. The F-value (205.585) and F-statistic are significant  $p < .002$ , which indicates that the model significantly predicts students' resiliency in Cluster 6 Schools, Tugbok District. The ecological systems theory is the theoretical

tries in addressing malnutrition and improving education outcomes among school-aged children.

### 3.3. *On The Indicators of School-Based Feeding Program Operation that Significantly Influence Extent of Stakeholders' Appreciation to Implementation—*

3.3.1. *Regression Coefficient Analysis on School-Based Feeding Program Operation that Significantly Influence Extent of Stakeholders' Appreciation to Implementation*—Table 11 depicts the simple regression coefficient analysis on the significant influence of school-based feeding program operation with stakeholders' appreciation of implementation in Pantukan, South District. All indicators of school-based feeding program operation, namely serving school meals (0.012), nutrition activities (0.002), progress monitoring (0.010), and evaluation (0.013), are statistically significant for stakeholders' appreciation of implementation. This shows that the extent of school-based feeding program operation provided empirical evidence influencing stakeholders' appreciation of implementation.

framework that supports the study's results on school-based feeding programs (Bronfenbrenner, 1979). This theory emphasizes the dynamic relationship between individuals and their environment and how different systems interact to influence human development. In the case of school-based feeding programs, the ecological systems theory suggests that the interaction of various systems, such as the school, family, community, and government influences learners' academic progress. The successful implementation of a feeding program requires the collaboration and appreciation of these different systems to provide the necessary support and resources to be effective. The School-Based Feeding Program (SBFP) is an initiative in many countries

Table 11. Regression Coefficient Analysis on School-Based Feeding Program Operation that Significantly Influence Extent of Stakeholders' Appreciation to Implementation

Model	B	Beta	Standard Error	p-value	Decision
H <sub>0</sub> (Intercept)	4.389		0.052	< .001	
H <sub>1</sub> (Intercept)	0.410		0.144	0.006	
Serving School Meals	0.033	-0.031	0.056	0.012	Reject H <sub>0</sub>
Nutrition Activities	0.342	0.362	0.064	0.002	Reject H <sub>0</sub>
Progress Monitoring	0.201	0.226	0.044	0.010	Reject H <sub>0</sub>
Evaluation	0.392	0.416	0.069	0.013	Reject H <sub>0</sub>

R<sup>2</sup> = 0.881 F-val-

ue = 205.585

p-value = < 0.002

\*Significant @ p<0.05

that provides school meals to undernourished school-aged children. The program aims to improve children's health, academic performance, and attendance. The successful implementation of the SBFP depends on properly coordinating various components, including serving school meals, nutrition activities, progress monitoring, and evaluation. These components significantly influence stakeholders' appreciation of the program's implementation.

#### 4. Conclusions and Recommendations

This chapter presents the findings, conclusions, and recommendations based on the results of the data analyzed, discussed, and implications drawn. Findings were based on the problem's posed statement; conclusions were based on the findings generated, and recommendations were also based on the impact of the discussions.

*4.1. Findings*—The following are the study's findings, which were given in the presentation, analysis, and discussions. The extent of school-based feeding program operation in terms of evaluation (3.22) and progress monitoring (3.20) are sometimes manifested, while nutrition activities (2.23) and serving school meals were rarely manifested. The overall mean rating of 2.71 denotes a moderately extensive school-based feeding program operation in Pantukan, South District. The extent of stakeholders' appreciation of implementation in terms of class attendance (3.24), academic progress (2.23), and learners' nutritional status (2.21) suggest that stakeholders' appreciation of implementation was rarely manifested and, thus, less extensive. The overall mean rating of 2.56 denotes less extensive stakeholders' appreciation of Pantukan, South District implementation. Pearson's Correlation generated a significant correlation between school-based feeding program operation (r=0.879; p<.003) and stake-

holders' appreciation of implementation. All indicators of school-based feeding program operation, namely, serving school meals (0.012), nutrition activities (0.002), progress monitoring (0.010), and evaluation (0.013), indicate statistically significant to stakeholders' appreciation to implementation. This shows that the extent of school-based feeding program operation provided empirical evidence influencing stakeholders' appreciation of implementation.

**4.2. Conclusions**—Given the findings of the study presented, the following were the conclusions to wit; The extent of school-based feeding program operations in terms of evaluation and progress monitoring was sometimes manifested, while nutrition activities and serving school meals were rarely manifested. The school-based feeding program operation in Pantukan, South District, is moderately extensive. The extent of stakeholders' appreciation of implementation in terms of class attendance, academic progress, and learners' nutritional status is less extensive in Pantukan, South District. A significant relationship exists between school-based feeding program operations and stakeholders' appreciation of implementation. All indicators of school-based feeding program operation, namely, serving school meals, nutrition

activities, progress monitoring, and evaluation, indicate statistically significant appreciation of implementation among stakeholders.

**4.3. Recommendations**—With the presented conclusions of the study, the following are recommendations, to wit; Public School District Supervisors may examine other factors that contribute to the improvement of school-based feeding program operations by exploring other factors that may increase learning outcomes. School Heads may continuously improve the practices of implementing school-based feeding program operations to increase teachers' motivation and stakeholders' appreciation of implementation through collaboration with parents. This would greatly enhance the learners' academic progress. Further research can explore other factors that may influence the school-based feeding program's implementation strategies. The results can be utilized for policy action and recommendations. Future research may include effective collaboration among partners to advance stakeholders' appreciation of implementation and directions with other partnerships and support of school governance and operations to enhance policy actions that lead to better learning outcomes among Pantukan, South District schools.

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