

# Practices and Experiences of School based Feeding Program (SBFP) Implementation at San Juan Elementary School

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**Abstract:** This paper presents an overview on practices and experiences of school based feeding program (SBFP) implementation at San Juan elementary school.

**Keywords:** feeding program

## 1. Introduction

The school feeding programs supports in providing meals at school and this helps enrolment and attendance since children will be attracted to school because of meals. The role of school feeding program is to provide children with nutritional supplement, increasing access and establishing attendance in the targeted areas. The purpose of this study is to know the practices and experience of School Feeding Program (SBFP) implementation at San Juan Elementary School. It is hoped that with this study they lessen the number of pupils who are malnourished.

**Methods:** This study used descriptive qualitative research which aims to know the best practices and experiences of SBFP implementation at school feeding program at San Juan Elementary School. The researchers used three data gathering procedures namely, interview method and discussion, survey method. Also, the following data gathering tools namely; checklist, questionnaire, discussion and retrospective interview guide were used to attain the objectives of this study.

**Result:** The result of this study 64.79% of the BMI of the pupils at San Juan Elementary School during end line decrease the number of the pupils who needs health attention.

**Discussion:** This study showed that school feeding program plays vital role in the pupils' education. It is also the absence of school feeding program in most of the learners has been among the contributors of insufficient performance among the pupil. The School Feeding Program helps the pupils to perform well in all the activities done in school. It also the pupils achieve a better education if they have a good health.

On the other hand School Based Feeding Program become more effective with proper implementation and practices to attain the objectives of the Deped in School Based Feeding Program (SBFP) to eliminate or to lessen the number of pupils who are malnourished. The pupils achieve the healthy body and mind with proper nutrition.

Therefore, through the proper practices of the school feeding program we attained the objectives of School Based Feeding Program (SBFP).

**Research Entry:**

Research Proponents: Khimberly L. Dimaculangan

Division: Batangas Province

School: San Juan Elementary School

Research Topic: Practices and Experience of School based Feeding Program (SBFP) Implementation at San Juan Elementary School

## 2. Context and rational

One of the chief implementers of feeding programs in the country is the Department of Education (DepED). Its school feeding programs have existed since 1997 (then called the Breakfast Feeding Program). The focus of the current DepED School-based Feeding Program (SBFP) is on dealing with undernutrition or malnutrition that is not uncommon among Filipino school-age children. In 2012, for instance, the Nutrition Status Report of DepED identified more than half a million severely wasted children enrolled in the country's public elementary schools.

The DepED SBFP, lasting for 100 to 120 days for beneficiary schools, aims to restore at least 70% of beneficiaries (from severely wasted) to normal nutritional status, and to improve class attendance by 85-100%. The DepED also works with LGUs, NGOs and partners in the private sector, for other feeding programs outside of the SBFP. Proceeds of incomes from operations of school canteens are also allowed for school feeding. The school feeding programs helps in providing meals at school and this promotes enrolment and attendance since children will be attracted to school because of meals. The role of school feeding program is to provide children with nutritional supplement, increasing access and establishing attendance in the targeted areas. Many children have not been able to go to school due to poverty. The purpose of the study was to find out if the school feeding program are effective and implemented properly. In this study, the term School Nutrition Program is used interchangeably with the School Feeding Program. The school nutrition program is implemented in

school to provide meals aimed at contributing to quality education and health. Therefore, the intention of this study to know the best practices and experience of school feeding program implementation at San Juan Elementary School.

### 3. Review of related literature

Literature review is about locating and evaluating what has been written relevant to the research title. Literature reviewing is an appropriate step in the research process which makes the research problem clear more so literature review helps a researcher to get acquainted with relevant theories to tie to the investigation. School feeding programs are a convenient means by which important nutrients can be provided for needy children in schools. Ensuring that school children have food to eat helps them to concentrate more in class than when they are hungry. Del Rosso (1999: 28) indicated that nutritional status and health maintain a strong positive impact on a child's educational outcome in school. Therefore, the school feeding program is well placed to address these challenges.

Mbusi (2005) supported that, this program by government to reduce hunger and potentially improve learner performance has badly been beset with challenges. Mbusi (2005) further reiterated that although the program was intended to help poor children and empower women, it now serves to enrich those who are involved in its implementation. In addition, Regenade (1993), feeding programs contribute to good children's performance. She stated that in most impoverished settings, short term effects are worthwhile (food as a human right). She also stated that there is impact of education and the link between hunger and learning. She also found out that children who are hungry or chronically malnourished are less able to learn regardless of the setting. Lambers (1990) mentioned that, there has been urging to establish appropriate school feeding programs.

According to the School Feeding Programmed Training handbook (2006) the objectives of the School Feeding Programmed are to:

- Improve the primary schools enrolment, enhance the attendance rates and reduce the dropout rates due to hunger.
- Reduce the disparities in enrolment, attendance rates and gender.
- Improve the children capacity to concentrate and assimilate information by relieving short term hunger.
- Contribute to improvement of nutrition intake and general health of the children from low income families.
- Enhance the participation rates and increase enrolment of children

School feeding leads to increased time spent in school, through increased enrolment and attendance and decreased drop-out rates (Ahmed, 2004).

School feeding is recognized as a way to improve children's nutrition and education and as a vehicle to fight disease. School

feeding programmed throughout the world have successfully attracted children to school and have retained them by offering them food or a nourishing snack. Such programmed have indicated an increase in children's nutritional status, raised school enrolment, improved attendance, increased attention span and are solving community health problems. School feeding provides vital nutrients, and for many children the food they eat at school is the most nutritious they will get all day (IFPRI 1994a). School feeding could be seen as one of the key strategies in contributing to household food security, and should form part of a complete package to improve the health and general well-being of a child (DoH 2005:32). School feeding programmes are effective in stimulating demand for schooling, particularly in settings where school attendance is low and where children come from rural, relatively low socioeconomic backgrounds. These programmes appear to contribute to improved attendance and enrolment when there is a good collaboration between the feeding programme design and the environment in which the programme operates (Levinger 2005: S171).

In addition, Bowlby (1988), food quantity and quality should be looked into. Children should be given right nutrients to enhance their growth, development and survival in the community. He also argued that the frequency of the meals should be noted. Food should be served regularly and the schools set good designs and programs to affect this. He also said that there should be a design or department to deal with this issue within the school. Providing proper nutrition and promoting stimulation of a child's sense are vital components of children in the sense that they enhance the development and organization of the brain.

According to Ann (1986), confirms that human body functions best when supplemented by the right kinds of food in the correct proportion Food is a basic need and a right for survival for all humanity especially for children whose rights are to enjoy the highest attainable standard of health, nutrition and education, C.R.C (1989). Food is a basic biological need, Maslow (1970) has emphasized that human beings have a hierarchy of needs ranging from lower level needs of food survival and safety to higher needs. So this should be provided before we can ask the children to be motivated to learn. Nutrients in food are like food that functions in a number of ways to keep the body healthy. The body should receive enough of each nutrient because foods also vary in their chemical composition (K.I.E 1998).

Feeding begins during programme when the expectant mother eats sufficient proteins, fresh fruits, carbohydrates and vegetables to supply enough nourishment for her and the developing fetus. There is evidence that early quality care improved brain size, complexity and show increase in dendrite, breathing, growth in support gland cells and capillaries (Michael and Moore 1995). Good nutrition which contains all the necessary food substances does not need to be expensive neither does it mean all the times and all meals are balanced but

simply means over the course of several days the body needs to take enough substance to grow and stay healthy. Nourishing foods are often less expensive than high calories food.

The benefits of School Feeding Program are far reaching. There is evidence to show that school feeding program increase children’s educational achievement so as to improve their potential future productivity and earnings, alleviate short term hunger which improves children’s cognitive functioning and attention span, improves nutritional status of children by providing them calories and nutrients in addition to their regular diet, enhance enrollment in school and better educational outcome. These lead to better health and better resistance to infectious diseases and illnesses that would keep children from attending school (Alderman, Hoddinott & Kinsey, 2006).

Despite the benefits of SFPs, many school going children especially from poor backgrounds are not able to enjoy the fruits of such program. And if they do, the very programmes are not sustainable owing to a number of challenges including poverty, managerial issues, food storage factor and poor climatic conditions (Wanjohi, 2010).

#### 4. Action research question

The researcher’s aims at practices and experience of school feeding program

Implementation at San Juan Elementary School.

Specifically, the researchers would like to answer the following research questions

- What is the level of School Feeding Program?
- What are the challenges encounter to the SBFP implementation at San Juan Elementary School?
- What are the best practices of San Juan Elementary School in implementation of SBFP?

*Proposed Innovation, Intervention and Strategy:* The scope of this research is the practices and experience of school feeding program. Implementation at San Juan Elementary School. A development of research compendium containing questionnaire form (interview), survey form (Check list) research flyers and research presentation. Also this study is focused only on the practices of school feeding program to the learners.

#### 5. Action research methods

This is a descriptive qualitative research which aims to know best practices and experiences of SBFP implementation at school feeding program on the implementation at San Juan Elementary School. The respondents of the study are the pupils who are malnourished in the school. The respondents of the study were composed of seventy – one (71) pupils from different grade level from San Juan Elementary Schools in Sto.Tomas, Batangas from the school year 2016-2017. The researcher used frequency and percentage.

The researchers used three data gathering procedures namely, interview method and discussion, survey method, Also, the following data gathering tools namely; checklist, questionnaire, discussion and retrospective interview guide

were used to attain the objectives of this study.

Table 1  
Work plan

Activity	Duration
Gathering literature	May 24 – 11 , 2017
Formulating objectives	June 12 – 16 , 2017
Analyzing and drafting literature	June 17 – 21 , 2017
Drafting the context and rationale	June 22 -26 , 2017
Identifying research design and methodology	June 27 – July 2, 2017
Drafting and peer validation of questionnaire	July 3 – 6 , 2017
Distribution and retrieval of questionnaire	July 7 – 11 , 2017
Distribution and retrieval of questionnaire	July 12 -22 , 2017
Tallying and interpretation of responses	July 23 – 30 , 2017
Drafting result and discussion	Aug. 1 -5 , 2017
Drawing conclusion and writing the recommendation	Aug. 6 - 13, 2017
Finalizing the introduction, review of related literature, result and discussion, bibliography	Aug. 14 - 22 , 2017
Drafting the research output	Aug. 23 – 28 , 2017
Encoding and polishing the entire paper and peer validation of the research output	Aug. 29 – September 4, 2017
Submission of the research to the division office and presentation to peers.	September 5 – 10 , 2017

Table 2  
Timetable for the preparation of action research

TARGETS DATES		
End of Project	First Draft	Final Report
September 6, 2017	July 27, 2017	September 10, 2017

Table 3  
Cost Estimate

Budget Item	Budget Requirement
bond paper	150 x 10 reams = Php. 1500.00
food for the peer validation	50 x 11 peers = Php. 550.00
snacks for learners	70 x 71 respondents = Php. 4,970.00
printing (ink)	150 x 9= 1,350
<b>TOTAL</b>	<b>Php. 8,370</b>

Table 4  
Action plan

Research Output	Scheme of Dissemination	Resources Needed
Using existing baseline data on BMI based on school nutritional status evaluation	Using the interview guide questions	School clinic teacher/nurse, and parents
	Survey form	Malnourished pupils from San Juan elementary school

A survey questionnaire was prepared, validated, distributed, tallied and interpreted to know the best practices of school based feeding program implementation for the action research, writing determining the extent the research title, formulating the research problem, drafting the review of related literature and studies, determining the research design and methodology, preparing research tools, conducting data gathering procedure, presenting and interpreting results, drawing conclusions, writing the recommendation and preparing the research output as well as identifying the common research topics. An interview guide questions follows after accomplishing the survey questionnaire in order to validate and confirm the responses given by the research participants.

Table 5  
 BMI of School Based Feeding Program: SY 2016-2017

Grade Level	Before		After		Before – After	Level
	Frequency	%	Frequency	%		
Pre – Elem	1	1	2	50	-1	increase
I	1	1	2	50	-1	decrease
II	5	7	10	28	-2	increase
III	17	28	2	4	15	decrease
IV	25	35	22	60	3	decrease
V	19	27	6	16	13	decrease
VI	3	4	2	8	1	decrease
Total	71		46			decrease

Table 6  
 Challenges encounter of SBFP in the implementation at San Juan Elementary School

Challenges	Frequency	Percent(%)
They regulate if school feeding is the most effective in employing the menu plan every day.	7	10
They set program objectives and goals for the success of the School feeding program.	6	9
They establish a system of effective targetin.	11	15.49
They select the type of food to be provided in school based on the need of the pupils nutrition.	7	10
They have plan, execute, and evaluate of the ongoing school feeding activities.	29	41
They evaluate the corresponding health activities such as deworming, handwashing and proper sanitation are well implemented.	11	15

Table 7  
 The best practices and experience of SBFP in the implementation at San Juan Elementary School

Practices	Frequency	Percent(%)
1. The parents of the pupils who are beneficiaries of School Feeding Program conducted an Orientation by the School Head, the Canteen Teacher, the SBFP Coordinator and the BAC	5	7
2.The school assigned the committee for every day schedule during feeding program.	6	8
3.The budget for the construction of the School Feeding Center was made successful through the collaborative effort of School MOOE, SBFP Budget and School Canteen.	9	12.68
4.The Gulayan sa Paaralan served as a partner of the SBFP. It served as provider of vegetables and other ingredient.	7	10
5.The school support the health activities such as deworming, weighing, and measuring of the heights of the pupils in all levels with parent's permit.	23	32
6. The preparations of the meals, parents wearing the proper outfit in foods handling.	6	8
7.The School Canteen Teacher, the BAC, and the School Head always supervises the preparations of the parents for the feeding program.	4	6
8. The beneficiaries of the School Feeding Program were divided in two groups every day. Kindergarten to Grade III and Grade IV-Grade VI. Both groups observes the rules during feeding program.	6	8
9.The beneficiaries of the School Feeding Program prays before and after to thank God for each meal. Then they washed their hands clean.	5	7

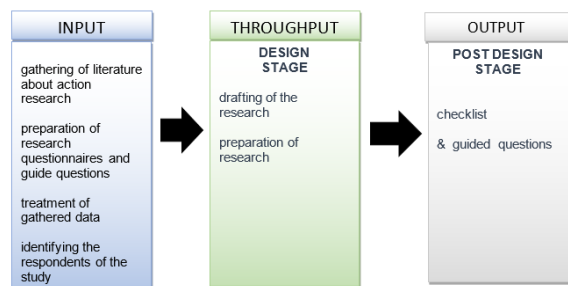


Fig. 1. The schematic representation of the significant concepts in this study

The design of the research compendium followed three phases namely the pre-design stage, the design stage and the post-design stage. The pre-design stage includes gathering of literature about action research writing, preparation of research questionnaires and guide questions, treatment of gathered data as well as identifying the respondents of the study. The design stage includes drafting of the research worksheets, research

flyers and research audio-video presentation. Finally, the post-design stage includes the pilot-test and modification of the research compendium. The entire procedure is presented.

**A. Ethical issues**

This study encounters the different issues. These are the following:

- Absence of standard weighing protocols and instruments used among schools.
- The allocated budget per beneficiaries (P15 per meal and P1 for administration).
- Monitoring of the ongoing school feeding activities.

**6. Result and discussion**

This part of the study presents the responses to the research objectives heaved in the research.

Table 5, Distribution of respondents according to the BMI of School Based Program for the school year 2016-2017, Before

undergo to the school feeding program as the result of nutritional status from the different grade level from pre-elem to grade 6 level shows that the Grade 4 level got twenty – five (35%) as the highest number of frequency of BMI , followed by 19 ( 27% ) from the grade 5 level .

Meanwhile Table 5, during Endline of the feeding program the grade 4 level decrease two percent (2%) while grade 3 pupils also decrease by eighteen percent (18%), the grade 5 decrease by 18 percent (18%).and grade VI decrease by one and four hundredths (1.4%). However, the three grade level increase, (Pre–elem and grade 1) increase by 2% while the grade II increase by 3%. Furthermore 64.79% of the BMI of the pupils at San Juan Elementary School during end line decrease the number of the pupils who needs health attention.

In the table 6 shows that the highest percentage got forty – one percent (41%) is They have plan, execute, and evaluate of the ongoing school feeding activities. While the lowest percentage got nine percent (9%) They set program objectives and goals for the success of the feeding program.

In the table 3 shows that the highest percentage got thirty – two percent (32%) The school support the health activities such as deworming, weighing, and measuring of the heights of the pupils in all levels. While the lowest percentage got six percent (6%) is the School Canteen Teacher, the BAC, and the School Head always supervises the preparations of the parents for the feeding program.

## 7. Conclusion

From the research findings, that school feeding program plays vital role in the pupils 'education. It is also the absence of school feeding program in most of the learners has been among the contributors of insufficient performance among the pupil. The School Feeding Program helps the pupils to perform well in all the activities done in school. It also the pupils achieve a better education if they have a good health.

On the other hand, School Feeding Program become more effective with proper implementation and practices to attain the objectives of the Deped in School Based Feeding Program (SBFP) to eliminate or to lessen the number of pupils who are malnourished. The pupils achieve the healthy body and mind with proper nutrition. Therefore, through the proper practices of the school feeding program we attained the objectives of School Based Feeding Program (SBFP).

## A. Recommendation

The researcher came up with the following recommendations;

- The parents should have a consciousness determination to inform and instruct the parents about the presence of the school feeding program and clearly elaborate on the goals and objectives.
- The school administration should have more training about the budgeting, food handling, proper hygiene and sanitation.
- The teachers should increase proper and constant monitoring of the learners' hygiene.
- The pupils should have an awareness about the importance of proper diet to have a good health.

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