

SUSTAINABLE MANAGEMENT OF QUALITY SCHOOL BASED FEEDING PROGRAM IN THE DIVISION OF LAGUNA

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Abstract:

School Based Feeding Programs (SBFPs) are considered to be a sound investment in education. It is designed to overcome malnutrition disorders through regular school-feeding to improve the health/nutrition status and the education abilities of school children

This study aimed at determining the influence of public schools' management of school-based feeding program to their practices towards sustainable implementation of the program.

The study used the descriptive – quantitative method of research in order to determine the effects of variables to management of School Based Feeding Program. The survey questionnaire is the main data gathering tool.

The public schools' level of management of School-based Feeding Program generated a mean of 3.74, interpreted as *highly evident*.

In terms of compliance of public schools to DepEd Order 10 s. 2019 are as follows: Availability of Drinking Water: Daily with 116 or 96.7%, Once a week with 3 or 2.5%, Once a Month with 1 or 0.8%, Water Testing: Once a year with 71 or 59.2%, More than once a year with 49 or 40.8%, Provision of Toilets: Yes with 118 or 98.3%, No with 2 or 1.7%, Gender Toilets: None with 24 or 20%, One with 40 or 33.3%, More than One with 56 or 46.7%.

In addition to the level of promotion of health and nutrition information Food and Beverage safety generated a general weighted mean of 3.41, interpreted as always observed and Hygiene garnered a general weighted mean of 3.65, interpreted as always observed.

On the other hand of monitoring of the implementation of the SBFP is highly evident.

The public schools' practices towards the sustainable implementation of School-based feeding program of the department of education are always observed.

Appropriate recommendations were made to improve the preceding findings especially on the area of doing action research.

Keywords: *School-based feeding program, health, nutrition, hygiene, monitoring, best practices*

Introduction:

Structured to deal with various nutritional issues among children within the schools, School Based Feeding Programs (SBFPs) can be accounted for a great outcome in education, through a systematic process of school-feeding on a regular basis.

In the education system, specially in the Philippines, student's health and wellbeing are the primary concerns of schools next to academic performance. Thus, schools play a critical role in supporting students to make healthy lifestyle choices and to understand consequences on lifelong health and wellbeing. According to Tabunda, et alaq (2016), nutrition and good health are considered to be the determining factors for learning and education, in particular, among children of younger ages. This is proven by the connection pointed out between absenteeism, early dropout, poor classroom performance on interventions rooting from malnutrition and poor health. It is observed that when there is a lack in the nutrients the children are receiving or they are subjected to hunger, diseases and malnutrition, their ability to learn is altered as compared to healthy and well-nourished children.

It is for this reason that the researcher believes that school educators need to intensify efforts to support initiatives that will target the poorest children that are subjected to ill health, malnutrition and hunger to acquire the privilege to learn while in schools and benefit most from school based feeding programs implemented by public elementary schools in the Division of Laguna.

Thus, this study aims to find out the public elementary schools' management of the School Based Feeding Program and it's effect on the students outcomes and school performance in the Division of Laguna.

Objectives:

This study aims to find the effect of School -Based Feeding Program to school and academic performance. Specifically, it seeks to answer the following problems:

1. What is the mean level of School Based Feeding Program in terms of SBFP Strategy of Implementation?
2. What is the mean level of compliance of the different public elementary schools to Dep Ed Order 10 s. 2016?
3. What is the mean level of Promotion of Health and Nutrition Information in terms of:
3.1 food safety; and
3.2 hygiene?
4. What is the extent of Monitoring in the Implementation of School Based Feeding Program?
5. What is the mean level of practices of public elementary schools with sustainable implementation of SBFP in the Division of Laguna?
6. Is there a significant relationship between the levels of management of the School based Feeding program and the level of implementation of the SBFP?

Methodology:

This study used the descriptive evaluation design of the quantitative research method in order to determine the effects of some variables with the other variables under study.

Purposive sampling method was used in this study. To determine the sample size, the researcher assumes from the one hundred twenty two (121) schools situated in the 4th congressional district of Laguna ,121 School Based Feeding recipients, 10,436.00 Severly and Wasted learners, 121 School Feeding Coordinators and School Heads on the management of the SBFP and level of involvement respectively. Purposive sampling will be utilized for the data on the extent of participation of the stakeholders.

Literature Review

Best practices are important for processes that you need to work correctly. They are simply the best way to do things and have been worked through trial and error, and are found to be the most sensible way to proceed.

One of the indicators used in this study is best practices of public elementary schools in the sustainable management of quality School -Based feeding program is used as an important variable in this research.

According to Albert, et.al. (2016), first called the Breakfast Feeding Program that aimed to address short-term hunger in 1997, the Department of Education (DepED) has since then implemented feeding programs of that were school-based.

With the intent of addressing problems that were met for every implementation of the SBFP annually, short term hunger was changed into under-nutrition as the focus of the department. It significantly changed its modes of delivery of service, coverage and beneficiaries targeted amongst public elementary pupils. Its three goals were namely (1) the rehabilitation of at least 70 percent of the beneficiaries after the feeding days from severely wasted to normal nutritional status, (2) attain amongst the pupil beneficiaries a turnout of 85 to 100 percent in classroom attendance, and (3) improving the beneficiaries behavior, nutritional values and most certainly health. Nutritional goal was regarded as the primary goal of the program as stated by the Department of Education's Health and Nutrition Center and that other goals were considered secondary.

Oro, et.al, (2018), states that these school-based feeding programs were carried out regardless of facilities being scarce ever since it started in 1997. As the population of students have increased in the years, the challenge in facing scarcity of both classrooms and facilities have been more prominent. With certain facilities intended for the use of feeding solely are made available, learning and preparation of food as well as the satisfaction of dining are offered conducive environments. Feeding facilities also play the role of being areas wherein nutritional education through sessions during meals are promoted, as observed in sentinel schools or school research sites.

Nutritional education simultaneous to feeding has been regarded as a complementary program for SBFP and areas where feeding were held where subjected to a number of developments to make environment conducive to learning and is child-friendly at the same time in sentinel schools. Visual materials that promote nutritional information were also made available in these centers for feeding. Instead of solely relying on feeding centers, other schools also created centers for which resources for learning are available that which serve as "mini-nutrition libraries" for the use of the school. Materials were mostly supported by external individuals as with the initiative of the creation of these centers to attract possible nutrition and educational initiatives from external parties.

Aside from meals, these centers or facilities also serve as areas for which another program, the Gulayan sa Paaralan Program, is carried out together with the promotion of nutrition education. With these facilities made available, risks involved in the production and consumption of food are lessened as the activities for nutrition education are increased.

Albert, Tabunda, & Angeles-Agdeppa (2016), state that the standardization of instruments in measuring the weight, as well as the use of softwares in the production of data and recipe identification should be implemented strongly by the Department of Education. This is because of the risk of incurring different results and implementation differences across schools for it was observed that the presence of equipment and the processes followed in identifying their beneficiaries varied. It is suggested to align tools and indicators that were anthropometric in nature to national standards that are currently existing in order for the Department to have available instruments for other development of programs and researches in the future and be more up to the standards of other agencies like Food and Nutrition Research Institute-

Department of Science and Technology which is more accessible, aligned and data-driven for policy-making made more purposively.

Programs for children were made available and its implementation focusing on malnutrition. The UN decade of action on nutrition from 2016 to 2025 was proclaimed on April 2016 as a resolution adopted by the United Nations General Assembly to which aims to exert efforts mainly on stepping up and creating policies that would address malnutrition in a short amount of time and provide accessible health and nutrition in the world (World Health Organization, 2016).

Nutritional and health accessibility for the pupils have been the main goal of the programs supported by the Department of Education on the school level. The programs for the school health and nutrition was strengthened by the Department Order No. 43, series of 2011 namely for the achievement of Education For All (EFA) and Millennium Development Goals (MDGs). DepED promotes the encouragement of participating sectors both public and private in helping fight the problems on nutrition present at school level thus the creation of the DO enjoining the participation of Government Organizations (GOs), Local Government Units (LGUs), Non-government Organizations (NGOs), professional organizations, other private groups and individuals whom are concerned (DepED, 2013).

Discussion:

Table 1 shows the SBFP Strategies of Implementing in terms of SBFP Strategy Implementation.

Indicative Statement	Mean	SD	Remark
1. The school has a separate feeding area for preparing and serving the food for the recipients.	3.54	0.61	Highly Evident
2. The school feeding area has a clean and properly ventilated room.	3.36	0.53	Evident
3. The school feeding area has complete cooking and eating utensils and kept in a safe cabinet.	3.54	0.54	Highly Evident
4. The school feeding area has fresh and right quality ingredients used in the daily feeding of the School-Based Feeding program.	3.71	0.43	Highly Evident
5. The school feeding area has a "Cooking area" free from pests and insects.	3.54	0.54	Highly Evident
6. The school feeding area follows "First in, first out" rule to impose discipline on the feeding recipients.	3.59	0.64	Highly Evident
7. The school feeding area has available safe drinking water in water jugs and containers.	3.82	0.40	Highly Evident
8. Handwashing facility with a display of proper handwashing technique	3.74	0.50	Highly Evident
9. Availability of Health certificates of volunteer parents or food handlers are available and posted on strategic areas.	3.66	0.56	Highly Evident
10. The availability of proper attire of volunteer parents (facemask, apron, hairnet, gloves, close shoes) is being observed.	3.66	0.54	Highly Evident
11. The school feeding area has weighing scale and steel tape for the weighing of recipients.	3.89	0.35	Highly Evident
12. The school feeding area has a weighing scale that is accurate and reliable.	3.63	0.45	Highly Evident
13. Observed waste segregation (Biodegradable/Non-biodegradable) materials are practiced every day.	3.70	0.50	Highly Evident
14. Gulayan sa Paaralan is maintained to sustain SBFP.	3.45	0.68	Evident
15. SBFP core group organized by the Principal to support the SBFP of the school.	3.93	0.30	Highly Evident
16. Deworming is done every(July and January of the following year)	3.95	0.30	Highly Evident
17. SBFP Reports and Documents are appropriately filed	3.95	0.25	Highly Evident
18. SBFP form 4 updated and posted in the feeding area	3.73	0.45	Highly Evident
19. Liquidation submitted on time.	3.86	0.35	Highly Evident
20. Work Financial Plan(WFP)/ Project Procurement Management Plan (PPMP)	3.50	0.62	Evident
Overall Mean	3.69		Highly Evident

<ul style="list-style-type: none"> • Yes • No 	<p>119 2</p>	<p>98.35 1.65</p>	<p>1 2</p>
4. Gender Toilets			
<ul style="list-style-type: none"> • None • One • More Than One 	<p>24 40 57</p>	<p>19.83 33.06 47.11</p>	<p>3 2 1</p>

For compliance in terms of the availability of drinking water, it is recorded that 117 out of 121 or 96.69% of respondent-schools provide drinking water daily. However, six out of 10 schools (58.68%) only conduct water testing once a year.

The words of Shrestha et al. (2015) support this finding, stating that conducting activities such as school cleaning programs, access to safe drinking water, improving toilet and handwashing facilities, waste disposal pits in schools, construction of classrooms, toilets, etc. help improve the school environment. Furthermore, the result shows that there are only two schools (1.65%) that do not have toilet provisions. In addition, from 121 respondent-schools, 57 of them have more gender-responsive toilets.

Table 3 presents the level of Promotion of Health and Nutrition Information in terms of Food Safety

Indicative Statement	Mean	SD	Remark
1. The school feeding program provides free drinking water for all the children in school at all times.	3.82	0.41	Always Observed
2. The school coordinates with the LGU/ water district to test the quality of water regularly.	3.43	0.84	Observed
3. The school provides functional toilet seats for children in school.	3.65	0.64	Always Observed
4. The school feeding program has separate functional toilets secured, private, have door lock, lighting, and have adequate ventilation.	3.06	0.96	Observed
5. The school feeding program performs cleaning of sanitation facilities (toilet, hand washing & other water facilities daily.	3.66	0.63	Always Observed
6. The school feeding program has funding for regular maintenance & repair of toilets, hand washing & other water facilities that come from the regular school budget (MOOE) &/ or other Dep Ed Funds.	3.67	0.57	Always Observed
7. The school feeding program follows the proper disposal of waste.	3.76	0.43	Always Observed
8. The school feeding program has segregated trash bins with cover.	3.78	0.44	Always Observed
9. The school feeding program garbage collected from the school.	3.60	0.71	Always Observed
10. The school has a functional septic tank for toilets.	3.71	0.49	Always Observed

11. The school has functional drainage from the kitchen and wash areas.	3.60	0.57	Always Observed
Overall Mean	3.61	Always Observed	

Legend:

3.51 – 4.00 AO – Always Observed

1.51 – 2.50 RO- Rarely Observed

2.51 – 3.50 O- Observed

1.00 – 1.50 N- Never

The participants verified that the promotion of health and nutrition concerning the safety of the foods is always observed.

Meanwhile, the statement “The school feeding program has separate functional toilets secured, private, have a door lock, lighting and have adequate ventilation” obtained the lowest weighted mean of 3.06 (SD = 0.96), *observed*. These results could mean that some schools' comfort rooms that are used during the implementation of SBF could not be adequately utilized.

Interestingly, participants of the study highly observed that SBF provides free drinking water for all the children in school at all times (Mean = 3.82, SD = 0.41). However, the statement “The school coordinate with the LGU/ water district to test the quality of water regularly” got only a mean of 3.43 (0.84), *observed*. This result implies that even though the water is provided to the learner- participants, some schools do not regularly test the quality of the drinking water.

Table 3 discloses that an overall weighted mean of 3.61, always observed, is computed from the mean distribution on the level of promotion of health and nutrition information in terms of food safety.

The words of Pengpid and Peltzer (2014) support this finding and assert that respiratory infections and diarrheal disease, which can be prevented by hand washing, are the biggest killers among young children in Africa. Without proper handwashing among beneficiaries of the GSFP, there is the likelihood of ingestion of contaminated food, thereby transmitting diarrheal-causing pathogens.

Table 4 presents the level of Promotion of Health and Nutrition Information in terms of hygiene

Indicative Statement	Mean	SD	Remark
1. The school has a supervised group handwashing with soap for all children, which are led by student leaders.	3.69	0.48	Always Observed
2. The school has a supervised activity of tooth brushing with fluoride toothpaste for all children that is led by student leaders.	3.67	0.51	Always Observed
3. The school have handwashing facilities	3.74	0.56	Always Observed
4. The school utilized the repair & maintenance requirements of the school, which are reflected in SIP (School Improvement Plan) & AIP (Annual Improvement Plan).	3.68	0.49	Always Observed
5. The school provides soap, toothbrush/ toothpaste, cleaning materials/supplies, and repair and maintenance.	3.73	0.45	Always Observed
6. The school has available sanitary pads	3.45	0.66	Observed
7. The school designated rest space/changing room for girls with menstrual discomfort with IEC (Information,	3.38	0.77	Observed

Education, and Communication) materials on menstrual health.			
8. The school feeding program conducts deworming of student participants in the school	3.85	0.38	Always Observed
9. Does the school have IEC materials for WinS? (about Hygiene, menstrual health, Sanitation, food safety)z	3.69	0.50	Always Observed
10. The School Feeding Program is a part of INSET, advocated in GPTA assembly & part of co/extra-curricular program for students.	3.60	0.59	Always Observed
Overall Mean	3.65		Always Observed

Legend:

3.51 – 4.00 AO – Always Observed

1.51 – 2.50 RO- Rarely Observed

2.51 – 3.50 O- Observed

1.00 – 1.50 N- Never

This result implies that the public schools in the Division of Laguna actively promotes hygiene as part of the health and nutrition information through everyday handwashing activity as part of the daily feeding program. All students in schools shall perform supervised daily group handwashing with soap and toothbrushing with fluoride.

According to Iyer et al. (2015), washing hands with water and soap can effectively eliminate microbe-containing dirt from hands, This practice can reduce the risk of diarrhea by 47%.

However, it can be seen that two among the lowest weighted mean are statements 6 and 7, with an average of 3.45 and 3.38, respectively. The two are "The school has available sanitary pads" and "The school designated rest space/changing room for girls with menstrual discomfort with IEC (Information, Education and Communication) materials on menstrual health." These results suggest that some of the schools are not equipped or lacked materials to support girl learners in their needs during the menstrual period.

Table 5 presents the extent of monitoring in the Implementation of School-Based Feeding Program

Indicator of Monitoring	M	SD	Remark
1. Sanitary Permit (Valid/ Renewed)	3.86	0.45	Highly Evident
2. Health Certificates of canteen personnel (Valid/ Renewed)	3.83	0.44	Highly Evident
3. Clean and proper attire of canteen personnel with identification cards	3.71	0.52	Highly Evident
4. Availability of handwashing facilities	3.81	0.52	Highly Evident
5. Availability of potable water supply	3.74	0.69	Highly Evident
6. Well ventilated, well- lighted, safe and clean dining area/ Clean Canteen premises	3.85	0.40	Highly Evident
7. Canteen is generally pest-free, odor-free, with screened windows and doors	3.69	0.60	Highly Evident
8. Availability of clean plates, glasses, eating and kitchen utensils which are correctly stored	3.86	0.41	Highly Evident
9. Proper labeling of condiments	3.78	0.57	Highly Evident
10. Absence of softdrinks and junk foods	3.82	0.47	Highly Evident
11. Availability of covered garbage can/ Practice waste segregation	3.90	0.33	Highly Evident

12. Updated Financial Statement Record	3.92	0.31	Highly Evident
13. Pesticides, disinfectants and chemical agents are stored safely, away from the cooking area.	3.88	0.38	Highly Evident
14. Availability of food covers and containers for safekeeping.	3.85	0.44	Highly Evident
Overall Mean	3.82		Highly Evident

Legend:

3.51 – 4.00 HE – Highly Evident

1.51 – 2.50 SE -Slightly Evident

2.51 – 3.50 E – Evident

1.00 – 1.50 NE – Not Evident

Table 5 discloses that the overall weighted mean of 3.82, interpreted as highly evident, is obtained from the extent of monitoring the implementation of the school-based feeding program.

The Schools Division Office, through the School Management Monitoring and Evaluation Section (SMMES), shall periodically monitor overall implementation to determine its efficiency and effectiveness under Deped Order No.39,s,2017.

Specifically, result revealed that it is highly evident that there is sanitary permit (3.86), valid health certificates of canteen personnel (3.83) who wear clean and proper attire (3.71), available handwashing facilities (3.81), potable water supply (3.74), covered garbage cans (3.90), clean kitchen utensils (3.86), updated financial statement record (3.92), condiments with proper labels (3.78), and food covers for safety keeping (3.85). In addition, the facilities of the respective schools are well ventilated and clean (3.85), and pest and odor-free (3.69). Also, it is highly evident that schools are free from soft drinks and junk foods (3.82). Furthermore, harmful chemicals were found out to be stored safely (3.88). Thus, this proves that the implementation of school-based feeding program is strictly supervised.

Hand Washing helps reduce the spread of bacteria and viruses, from person to person and from people to food contact surfaces, which are the leading causes of the spread of Norovirus, the common cold. the flu. Handwashing reduce germs and bacteria found on the hands to safe levels, to prevent or to eliminate the spread of bacteria and viruses, which increase the spread of illness in the cafeteria and classrooms, reinforce and practice personal hygiene practices with all students, and provide an opportunity for the class to develop correct handwashing procedures and then apply the procedures regularly.

The findings above are supported by the words of Tay (2015), which posited that adequate and well-functioning school sanitation and handwashing facilities play a significant role in ensuring good handwashing practices. Further, access to a convenient handwashing facility is associated with a higher rate of handwashing and decreased fingertips contamination.

This finding is further supported by the words of Shrestha, et al. (2016), stating that the project included SHN activities such as general and oral health check-ups, first aid services, deworming, iron supplementation, child club activities, and individual health classes, maintaining the SHN register and providing mid-day meals. It also involved school cleaning, improving access to safe drinking water, toilet, and handwashing facilities; and constructing toilets and waste disposal pits in schools. The results showed that students in project schools had better access to various school health services, hygiene, and sanitation facilities, and more child club activities and special health classes compared to those in comparison schools.

Table 6 presents the level of Practices of Public Elementary Schools with Sustainable Implementation of SBFP

Table 6 displays the level of practices of public elementary schools with the sustainable implementation of SBFP, wherein the general weighted mean of 3.71 is construed with a descriptive rating of always observed. This implies that the respondents believe that their respective public schools practice sustainable implementation of the program.

Indicative Statement	Mean	SD	Remark
1. Orientation with the parents of recipients of SBFP is conducted by the School Head, the Canteen Teacher, and the BAC.	3.84	0.37	Always Observed
2. Information on the child's health, program objectives, and purpose, which they would take part in.	3.81	0.55	Always Observed
3. Parents were grouped into five for their daily schedule.	3.26	0.89	Observed
4. Daily schedules of parents were made by Teachers and School Coordinators at the School.	3.37	0.86	Observed
5. Construction of the School Feeding Center was made successful through the collaborative effort of the Brgy. Council, School MOOE, and school PTA.	3.37	0.91	Observed
6. Gulayan sa Paaralan supplied vegetables such as malunggay, pechay, mustasa, sitaw, and other green leafy vegetables.	3.67	0.55	Always Observed
7. Deworming, weighing, and measuring of the height and weight of the pupils in all levels are done.	3.85	0.42	Always Observed
8. Parents were hairnet, clean apron, and no pieces of jewelry while preparing and cooking the meals.	3.75	0.50	Always Observed
9. The assigned parents were cooking and preparing the menu with the supervision of the SBFP teacher Coordinator.	3.73	0.62	Always Observed
10. The School Canteener/ SBFP Coordinator checks and makes sure that the Feeding Center is clean, safe, and organized for the recipients.	3.82	0.43	Always Observed
11. Recipients of the SBFP, quietly and heartily eat their meals, which were cooked by their parents.	3.79	0.49	Always Observed
12. Feeding recipients observe the rules of falling in line, washing their hands thoroughly and setting down quietly before their tables to pray.	3.78	0.46	Always Observed
13. Fruits and milk are served after they eat for a more delightful tummy for the kids.	3.77	0.46	Always Observed
14. During the program, the School Canteen Teacher and BAC chairman keep records of the weight and height to track the progress of each pupil.	3.84	0.41	Always Observed
15. Purchasing of the ingredients for the daily menu based on the No. of days given by the Division Office was done every week by the School Canteen and the BAC.	3.93	0.35	Always Observed

16. All of the purchases were liquidated with receipts of the purchased items for transparency purposes.	3.92	0.36	Always Observed
17. Awarding of certificates to the active parents who actively participated throughout the program.	3.60	0.74	Always Observed
Overall Mean	3.71		Always Observed

Legend:

3.51 – 4.00 AO – Always Observed

1.51 – 2.50 RO- Rarely Observed

2.51 – 3.50 O- Observed

1.00 – 1.50 N- Never

DepEd Order No.18, s 2019, pointed out that there is a Year-end Program Implementation Review and Awarding of Best School-Based Feeding Implementers recognizes and appreciates best practices rendered by School-Based Feeding implementers. This is one way of evaluating the status or progress of the Implementers.

It is reflected that the participants agree that they always observe the orientation with the parents of SBFP recipients which is conducted by the school head, the canteen teacher and the BAC (3.84), information of child's health programs objectives and purposes which they would take part in (3.81), the supply of vegetables such as malunggay, pechay, mustasa, sitaw, and other green leafy vegetables were provided by gulayan sa paaralan (3.67), deworming, weighing and measuring of the height and weight of the pupils in all levels are done (3.85), parents wear hairnet, clean apron and no pieces of jewelry while preparing and cooking the meals (3.75), the assigned parents were cooking and preparing the menu with the supervision of the SBFP teacher Coor (3.73). The school Canteener/ SBFP Coor. check and make sure that the feeding center is clean, safe and organized for the recipients (3.82), recipients of the SBFP, quietly and heartily eat their meals which were cooked by their parents, (3.79), feeding recipients observe the rules of falling in line, washing their hands thoroughly and setting down quietly before their tables to pray (3.78), fruits and milk are served after they eat for a more delightful tummy for the kids. (3.77), during the program, the school canteen teacher and BAC chairman keep records of the weight and height to track the progress of each pupil (3.84), purchasing of the ingredients for the daily menu based on the no. of days given by the division office were done every week by the school canteen and the BAC (3.93), all of the purchases were liquidated with receipts of the purchased items for transparency purposes (3.92), awarding of certificates to the active parents. The latter actively participated throughout the program (3.60).

On the contrary, the respondents sometimes observe that parents were grouped into five for their daily schedule (3.26), daily schedules of parents were made by teachers and feeding coordinators the school (3.37), construction of the school feeding center was made successful through the collaborative effort of the barangay council, School MOOE, and school PTA (3.37).

Table 7 presents the Significant Relationship between Management and Implementation of the School-Based Feeding Program (SBFP)

Indicator	r	Degree of Correlation	p	Analysis
Strategies	.347	Moderate	0.00	Significant
Compliance to Dep. Ed Order 10 s 2016	0.41	Moderate	0.000	Significant
Safety	.396	Moderate	0.000	Significant
Hygiene	.450	Moderate	0.000	Significant
School Level Mgt.	.316	Small	0.000	Significant

In terms of strategies of implementation of SBFP and implementation of SBFP, the correlation value is 0.347, interpreted as moderate but positive correlation. This means that there is a direct relationship between the two variables stating that the higher the employment strategies, the higher the chance that the best practices of SBFP be implemented. Furthermore, the data arrive with a p-value of 0.000, which denotes a significant relationship between the variables mentioned above.

Added to that, the variables comply with Dep. Ed. Order 10, s. 2016 and implementation got the correlation value of 0.413, interpreted as positive moderate. This denotes that there is a direct relationship between the two variables.

Moreover, the level of promotion of health and nutrition information in terms of food and beverage safety, and hygiene, and implementation practices of SBFP got correlation values of 0.396 and 0.450, respectively. It connotes that there is a low positive correlation between the promotion of food and beverage safety. A direct relationship exists between the two abovementioned variables in which the higher the promotion of safety on food and beverage would result in the occurrence of the best practice of SBFP. Conversely, a moderate positive correlation is found between the promotion of hygiene and the implementation of best practices. Additionally, the promotion of food and beverage safety and hygiene have a significant relationship to the implementation of the best practices of SBFP with p-value both equal to 0.0000.

Lastly, the level of monitoring of the school-based feeding program and the level of practice of public elementary schools are found to have a significant relationship with a p-value of 0.0000. Their correlation value is 0.316, low positive correlation denoting that the higher the level of monitoring, the higher the chance the school would elicit best practices in the implementation of SBFP.

These findings led to the rejection of the null hypothesis stating that there is no significant relationship between the management of the School-Based Feeding program and the level of implementation of the SBFP on the level of school performance of public elementary schools in the Division of Laguna.

Conclusion:

Considering the given findings, the conclusion below was arrived at:

There is a significant relationship between the management of the School-Based Feeding Program and the level of implementation of the School-Based Feeding Program, which leads to the rejection of the hypothesis.

A significant relationship exists between the management and practices towards sustainable implementation of SBFP. This implies that a well-managed SBFP could predict best practices towards sustainable implementation of the said program. In other words, the higher the management, the higher the chance that the best practices in SBFP would be done.

Recommendations:

1. School officials may guarantee that children will have healthy school environment that allows them to develop health promoting habits and behavior for healthier future.
2. Schools officials may encourage and build partnership with the Parents, Stakeholders and other Private Organizations to actively participate and commit their services for program implementation.
3. School officials may recognize SBFP implementers to improve their SBFP Feeding Best Practices
4. School officials and teachers may formulate and adopt new scheme to ensure the safety and protection of school children from pandemic crisis.
5. School officials should have proper coordination and active engagement with LGU's, NGO's and other groups undertaking the feeding program.

6. Future research may be carried out which include other variables not covered in this study.

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