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iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Parents' Participation and Learners' Development in a Modified School-Based Feeding Program

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Received: 15 February 2025

Revised: 16 March 2025

Accepted: 18 March 2025

Available Online: 18 March 2025

Volume IV (2025), Issue 1, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study determined the extent of parents' participation with the learners' development manifestations subjected to the modified School-Based Feeding Program (SBFP).

Methodology: This study used a descriptive-correlational method using surveys to determine the relationship between the variables. This study was conducted at Cabugao Elementary School – Milaor District with 70 respondents. Purposive sampling was employed to include study participants SBFP Nutritious Food Packs (NFP) Coordinator, SBFP Milk Coordinator, teachers and parents of SBFP beneficiaries.

Results: The extent of parental participation in the School-Based Feeding Program and the nutritional status of children was not statistically significant, $\chi^2(6, N = 61) = 7.68, p = .263$. Furthermore, the extent of parental participation also showed a strong correlation with academic performance ($r = .609, p = .000$). Moreover, the extent of parent participation was significantly correlated with students' behavior ($r = .317, p = .013$).

Conclusion: The parents show strong level of participation in general program activities, monitoring and coordinating. This shows that while parents are actively involved, their participation in planning remains low. However, parents' participation does not significantly influence children's nutritional status. Planning aspect has a significant association with children's nutritional status. The results revealed significant improvement in the nutritional status, academic performance and behavioral dynamics of the learners after the implementation of the School-Based Feeding Program. Moreover, all aspects of parents' participation showed a highly significant relationship with learners' development.

Keywords: parents' participation, learners' development, School-Based Feeding Program

INTRODUCTION

Parents' participation is a crucial factor in the successful implementation of school programs and activities. Their involvement fosters a holistic approach to child health and education by bridging the gap between the home and the school. The relationship between nutrition and education is strengthened when parents take part in the execution of school programs and activities. Proper nutrition improves learners' mental, emotional, social, and physical health. By combining the efforts of parents and school, the feeding program creates an environment that encourages students' success.

The United Nations Millennium Development Goals (MDGs) has eight goals that need to achieve by the year 2015. The first two goal aimed to eradicate extreme poverty and hunger, and to achieve universal primary education (World Health Organization, 2018). The evaluation report of the MDGs in 2015 showed that significant results have been achieved over these past 15 years (Halkos & Gkampoura, 2021). The MDGs have been superseded by the Sustainable Development Goals and its 17 goals trying to achieve by the year 2030 (World Health Organization, 2018).

According to the United Nations Development Programme, the following Sustainable Development Goals aimed to end poverty in all its forms everywhere; to achieve food security, and improved nutrition and promote sustainable agriculture; to ensures healthy lives and promote well-being for all at all ages; and to ensures inclusive and equitable education and promote lifelong learning opportunities for all. Among the 17 goals, these first four goals, part of it is consider the significance of nutrition and education. All learners in this educational context must



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have access to food as a basic physiological necessity to attain quality education as described by Sustainable Development Goal.

One location where students can acquire knowledge and could eat nutritious food is in schools. To address children who are undernourished, numerous groups launched different feeding programs. School meals were provided to 129 million children in the WFP Asia and Pacific region (World Food Programme, 2021). The World Food Programme has more than six decades of sending support to school feeding and health efforts, as well as working with over 100 nations to establish long-term national school feeding programs. The purpose is to guarantee that all school-aged children have access to nutritious school meals and are healthy and ready to learn. (World Food Programme, 2020).

The Department of Education initially conceptualized and launched the Breakfast Feeding Program (BFP) in 1997 to address the short-term hunger (STH) syndrome among the public school children. DepEd Health and Nutrition Center 2010 Report that 15.58% of the children in public school are undernourished and poor health and nutrition have ill-effect on the academic performance of the children. This program was renamed School-Based Feeding Program (SBFP) to avoid limiting feeding to just breakfast. This allows school administrators to choose the best time to feed students to meet their nutritional needs. The program will target severely wasted beneficiaries ranging from Kindergarten to Grade 6 in HNC-funded schools. As a result, this Department issues the Guidelines for the Implementation of the HNC-Funded School-Based Feeding Program (SBFP) for the 2012-2013 School Year. The goal of this program is to return at least 70% of severely wasted beneficiaries to normal nutritional status after 100-120 feeding days and aims to increase classroom attendance by 85% to 100% while also improving children's health and nutrition values and behavior (DepEd Order No. 87, s. 2012).

Over time, DepEd's feeding program has expanded and its goals have become more specific. Based on the findings of the Nutritional Assessment that was conducted at the beginning of the school year, the program gave priority to pupils from kindergarten to grade 6 who were severely wasted and wasted. There's an expanding of the coverage and the budget allocation. These changes reflects both inflation and expanded scope of the program to support more feeding beneficiaries. Additionally, the feeding beneficiaries was given a hygiene kits, iron supplements, and milk products as it enhances the programs holistic impact on beneficiaries' health and well-being. The program integrates health education and hygiene practices to promote health and nutrition awareness. It encourages Gulayan sa Paaralan as a source of ingredients for the SBFP.

The School Governance and Operation Division-School Health Section-School-Based Feeding Program (SGOD-SHS-SBFP) continued the SBFP implementation this school year 2023-2024 through Division procurement and distribution. The SBFP commodities and milk products shall be delivered to every drop-off point in the district. As recorded in the 2022-2023 Nutritional Status, the number of wasted and severely wasted learners in kindergarten to Grade 6 will receive the nutritious food packs (NFP) for 86 feeding days and milk products for 31 feeding days. In case of excess funds, the secondary beneficiaries which are the severely stunted, stunted, pupils at risk of dropping out, indigenous people, those coming from indigent families, shall be considered in the feeding program. The NFP's budgetary allotments for school operating expenses are P2.00 and P18.00, respectively, multiplied by the number of feeding days and beneficiaries. The budget allocation for the milk component is P19.00 and P1.00 for school operational expenses multiplied by the number of feeding days and beneficiaries (Division Memorandum No. 389, s. 2023).

The School-Based Feeding Program requires parents' participation and support because this will benefit their children. This will establish a strong partnership between the school and parents. The presence of parents simply gives the learners a feeling of being valued. Parents can monitor the class standing of their children by coordinating with the teachers (Manalo, 2022). Senator Grace Poe as a staunch advocate of addressing hunger and Senator Bam Aquino said that Department of Education will be mandated to ensure that learners from Kindergarten to Grade 6 are provided with proper meals. These feeding programs will be sustained and empowered by community engagements and volunteerism (Senate of the Philippines, 2016). Schools need to keep the primary responsibility for the academic success of each learner. Parents should be partners in this endeavor although their primary goal should be the social and emotional growth of their children (Evans, 2013).

This study was conducted to determine the extent of parents' participation in the implementation of modified school-based feeding program and its relationship to the learners' development manifestation along the aspects of nutritional status, academic performance and behavioral dynamics. The results will help the implementers to identify strategies in addressing the issues and concerns. The proposed intervention plan may be used to make the program more effective and efficient.



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Objectives

This study was conducted to determine the relationship of parents' participation with the development of learners subjected to the modified School-Based Feeding Program of Cabugao Elementary School, Milaor District.

Specifically, this study sought to answer the following questions:

1. What is the extent of participation of parents on the modified School-Based Feeding Program?
 - a. Planning
 - b. Coordinating
 - c. General program activities
 - d. Monitoring
2. What is the level of learners' development manifestations along the following aspects:
 - a. Nutritional Status
 - b. Academic Performance
 - c. Level of manifestations of learners' behavioral dynamics
3. Is there a significant relationship between parents' participation and learners' development manifestations?

Hypothesis

There is a significant relationship between parents' participation and learners' development manifestations in the implementation of modified School-Based Feeding Program.

METHODS

Research Design

This study used descriptive-correlational method to know the extent of participation of parents on the modified School-Based Feeding along planning, coordinating, general program activities, and monitoring. This was also used to determine the learners' development manifestations along nutritional status, academic performance, and behavioral dynamic before and after the feeding program. It also measured the relationship between the parents' participation and the learners' development.

Population and Sampling

This study was conducted at Cabugao Elementary School – Milaor District with 70 respondents. Purposive sampling was employed to include study participants SBFP Nutritious Food Packs (NFP) Coordinator, SBFP Milk Coordinator, teachers and parents of SBFP beneficiaries.

Instrument

Survey questionnaire was used as main instrument in gathering the data in this study. A modified research instrument was utilized to know the extent of participation of parents on the modified School-Based Feeding Program and the learners' development manifestations on behavioral dynamics. The researcher conducted a pilot testing of the survey instrument to examine the validity of each question.

Data Collection

The data were collected, reviewed and organized in alignment with the study's objective and in compliance with all research protocols.

Treatment of Data

This study employed the following statistical treatment using IBM SPSS Version 20. The researcher used descriptive statistics to be able to determine the extent of participation of parents and learners' development on the modified School-Based Feeding Program by using frequency, percentage, and mean distribution. The researcher used the Pearson and Chi-square test to examine the relationship between the parents' participation and learners' development.

Ethical Considerations

The ethical requirements of research adhered to meticulously in this study. The generated data were treated with utmost confidentiality and adhered to the ethical considerations of research. Data would only be used



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for research purposes. In line with the provisions of the Philippine Data Privacy Act of 2012, the anonymity would be strictly maintained, and no identifiable information would be disclosed.

RESULTS and DISCUSSION

The discussion was focused on the extent of parents’ participation and learners’ development manifestations along the nutritional status, academic performance and behavioral dynamics. The teacher respondents were all female composed of 1 SBFP NFP Coordinator, 1 SBFP Milk Coordinator, 14 teachers and 54 parents of feeding beneficiaries.

Extent of Participation of Parents on the Modified School-Based Feeding Program

The extent of participation parents on the modified School-Based Feeding Program was evaluated in terms of planning, coordinating, general program activities and monitoring. Table 1 gives the summary of the extent of parents’ participation on the modified SBFP.

Table 1
Summary of the Extent of Participation of Parents on the Modified School-Based Feeding Program

Extent of Parents’ Participation	Mean	Interpretation
Participation in General Program Activities	3.31	Very High
Monitoring	3.22	High
Coordinating	2.95	High
Planning	1.81	Low
Over-all Mean	2.82	High

- 1.00 - 1.75 *Very Low*
- 1.76 - 2.50 *Low*
- 2.51 - 3.25 *High*
- 3.26 - 4.00 *Very High*

The data shows varying levels of parents’ participation along the aspects of planning, coordinating, general program activities and monitoring on the modified SBFP. Parent’s participation in general program activities of School-Based Feeding Program has a mean of 3.31 (very high). It reveals how parents are highly involved in their tasks and ensuring that their children will receive the full nutritional benefits of the program. Parents’ monitoring with a mean of 3.22, showing that parents actively track their child’s progress in terms of their nutritional status and behavior as well. While in coordinating aspect has a mean of 2.95 (high) and planning has a mean of 1.81 (low). Parents are moderately participating in coordination and involvement in planning was notably limited. The disparity suggests that while parents are willing to coordinate in the activities, they may lack of confidence and knowledge to take part in planning process.

The overall mean of 2.82 was interpreted as high. The parents show strong level of participation in general program activities, monitoring and coordinating. This shows that while parents are actively involved, their participation in planning remains low. The findings underscore the significance of strengthening parental participation in all aspects, particularly planning, to increase the effectiveness of the School-Based Feeding Program. Programs without plan has no direction at all. Schools may empower and motivate parents to participate more as early as possible before implementing any programs or projects in school.

According to Achwal (2023), the strong school-parent partnership laid the foundation for children to understand that they are not embarking on their life’s journey alone. The initiatives were essential for student success because schools are unable to resolve issues on their own (Carter, 2013). The implementation of School-Based Feeding Program is important in providing children with nourishment in primary schools. It was determined in the study of Flores (2023) that active parental participation in the feeding program fosters a culture of involvement, communication, engagement, support, and a healthy environment that all contribute to the well-being of the learners and the community.



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Learners' Development

The learners development manifestations along nutritional status, academic performance and behavioral dynamics before and after the implementation of SBFP was presented in this study. The researcher used mean percentage and frequency distribution in analyzing the gathered data.

Pursuant to the DepEd Order No. 39, s. 2017, nutritional status is defined as the condition of the body resulting from the intake, absorption, and utilization of food. At the beginning of the school year, the class advisers conducted a nutritional assessment to determine the nutritional status of the learners. The baseline data shall be taken before the start of feeding. The endline data shall be taken upon program termination.

To ensure accuracy of BMI Computation, the school installed and use the BMI Software provided by the SDO/BLSS_SHD. The result of this assessment will be the basis for identifying the target SBFP beneficiaries and assessing the improvement of the nutritional status of the children at the end of the program.

Based from the school nutritional assessment report, the results revealed significant improvement in the nutritional status of the learners after the implementation of the School-Based Feeding Program. Before feeding, 12 or 20% of the learners classified as Severely Wasted, and 35 or 57% were Wasted, indicating that 77% of the learner's beneficiaries were undernourished. However, Severely Wasted dropped to 5 or 8% after the feeding implementation, and Wasted learners decreased to 27 or 44%, while the number of Normal nutritional status increased from 14 or 23% to 29 or 48%. These changes appears that the program has a great impact on addressing undernutrition and improving overall health.

Overall, the SBFP has significantly improved the nutritional status of the learners. Despite this improvement, it is notable that 44% of the feeding beneficiaries remain wasted. There is a need to continue the feeding program and ensure its sustainability to reduce the number of undernourished children to achieve the goals and objectives of SBFP.

The implications of these findings suggest the continued and expanded implementation of such intervention of feeding program. Constant monitoring and evaluation of the program to assess the outcomes and its sustainability. Furthermore, collaborative efforts involving schools, parents, the community, and other stakeholders can intensify the effectiveness of the program. According to Maslow's Hierarchy of Needs, proper food and nutrition must be taken in by the learners as it correlates with the nutritional status, academic performance, and behavioral dynamics of the learners. It allows the learners to engage in school activities and overall learning development. The feeding program continued and expanded, focusing on the remaining undernourished learners and involving parents in maintaining and sustaining nutritional improvements at home.

The level of learners' development manifestations along academic performance before and after the SBFP implementation was improved. The academic record of the 51 learners (Grades 1 to 6) during the first and fourth grading was obtained from their respective class advisers. While the 10 kindergarten pupils were not included as their grades are adjectival. The average grades would determine the academic performance with the following descriptors and grading scale found in their progress report card.

Before the feeding program, there are 12 learners (12%) achieved an *outstanding* grade ranging an average of 90-100. This number increased to 18 learners (24%) after the program. An improvement was seen in the number of learners who excel in their academic performance. There are 20 learners (39%) were in the *very satisfactory* range of 85-89 average grade before the feeding program and slightly decreased to 18 learners (35%) after the feeding. However, some learners are moved into an outstanding level as evidenced in the increased of its number. While *satisfactory* ranging an average of 80-84 has 16 learners (31%) before the SBFP implementation and after the program, a little decreased to 15 learners (29%). This is again likely reflecting some learners moving to a higher performance level. There are 3 learners (6%) found to be in *fairly satisfactory* with an average of 75-79 before the feeding and after the program, no learner fell in this category. It really shows that School-Based Feeding Program create a high percentage in terms of academic performance. There were no learners did not meet expectation or got an average grade below 75 either before or after the feeding program. This demonstrates that all learners continued to maintain their academic performance above expectations.

The overall mean from 85.94 before the feeding program to 87.24 after, has led to significant improvement in academic performance. School-Based Feeding Program gave a positive impact to the learners' development along their academic performance. Improved nutritional status headed to a higher grade. These are linked to their cognitive development that improved the attendance rate, full concentration and active participation in class. Sustainable SBFP gives a long-term benefit to the undernourished school children. A clear vision to the learners to have a great chance of success in higher education and future career in life.



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The School Feeding Program improved performance and promoted completing basic education, according to this study as well (Oluwakemi et al, 2021). The program's implementation of the SBFP is beneficial in improving the academic performance of program recipients, as seen by the considerable changes in the beneficiaries' academic performance before and after the program (Vizcocho, 2022). Epstein's theory was associated with the participation of parents to their children's academic performance. Children's learning at home was guided by parents pertaining to the curriculum including their homework.

Table 2 presents the summary of level of learners' development manifestations in terms of behavioral dynamics towards classroom tasks, towards teachers, towards classmates, self-esteem and confidence.

Table 2
Summary of Level of Learners' Development Manifestations along Behavioral Dynamics Before and After the Implementation of Modified School-Based Feeding Program

Level of Learners' Development Manifestations along Behavioral Dynamics	Before		After	
	Mean	Interpretation	Mean	Interpretation
Towards Teachers	2.90	High	3.58	Very High
Towards Classmates	2.73	High	3.46	Very High
Towards Classroom Task	2.57	High	3.32	Very High
Self-Esteem and Confidence	2.46	Low	3.33	Very High
Mean	2.67	High	3.42	Very High

1.00 - 1.75 Very Low

1.76 - 2.50 Low

2.51 - 3.25 High

3.26 - 4.00 Very High

The learners demonstrated a significant improvement in their behavioral dynamics across all indicators. The result on the first indicator, "Towards Teacher," was improved from 2.90 (*high*) before the feeding program to 3.58 (*very high*) after the program. Learners' behavior towards classmates was 2.73 (*high*), and after the feeding, it increased to 3.46 (*very high*). It reflects an increase in respect, cooperation, and positive interactions with teachers. There has been a notable improvement in social interactions with classmates. Learners' ability to mingle with others can boost their social skills and promote positive behavior. These improvements suggest that feeding programs continue to gain positive behavior and respectful interactions with both classmates and teachers.

Another indicator that revealed notable improvement was the learners' behavior "Towards classroom tasks" has a mean of 2.57 (*high*) before the SBFP and increased to 3.32 (*very high*). The result of the learners' self-esteem and confidence from 2.46 (*low*) before the feeding program was increased to 3.33 (*very high*) after the feeding program. This indicates a boost in learners' behavior as they acquire their ability to become assertive, believing on their abilities and overall confidence. The learners demonstrate active engagement in classroom tasks. Their initiative to complete the given tasks can lead to higher sense of responsibility.

The overall mean of 2.57 (*high*) before the feeding program and improved to 3.32 (*very high*) after the feeding program. The remarkable improvement across all indicators suggests that the feeding program demonstrates an enhancement in their behavior regarding class engagement and involvement in any classroom tasks given. These findings give an importance on nutrition supporting not only physical health but also emotional and social development of the learners. The School-Based Feeding program had a profound and positive impact on learners' behavior. The improvement from high to very high reflects from the improved nutrition of the learners that contributed to better classroom engagement, improved relationship both teachers and classmates, boost learners' self-esteem and confidence. The learners developed their social skills in peer interaction and collaboration with other learners. The emotional strength is also seen as positive improvement among feeding beneficiaries. It is also evident in the learner's physical appearance that changes happened as they nourished their body with nutrition food. Both teachers and parents noticed any changes occurred to the feeding beneficiaries.

The effectiveness brought by the School-Based Feeding Program to the learners are highly invaluable. This is considered as greatest accomplishment for the implementation of the feeding program. The SBFP objective is an



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excellent mechanism for select interventions in the school-age learners as it offers an opportunity not only to enhance and improve their health and nutrition as well as their behavior (DO No. 39, s. 2017).

The relationship between the extent of participation of parents and learners’ development manifestations along nutritional status

Table 3 describes the relationship between the extent of participation of parents on the modified School-Based Feeding Program and learners development manifestations along nutritional status.

Table 3

Relationship between the extent of participation of parents on the modified SBFP and learners development along nutritional status

Aspects of Extent of Participation	Chi-Square Value	df	Asymp. Sig.	Interpretation
Planning	18.595	6	.005	Highly Significant
Coordinating	10.082	9	.344	Not Significant
Participation in general program activities	8.137	6	.228	Not Significant
Monitoring	7.642	6	.280	Not Significant
Extent of Participation	7.680	6	.263	Not Significant

- $p \leq 0.001$ - very highly significant
- $p \leq 0.01$ - highly significant
- $p \leq 0.05$ - significant
- $p > 0.05$ - not significant

The relationship between the extent of parental participation in various aspects of the Modified School-Based Feeding Program and the nutritional status of their children was evaluated using Chi-square analysis. This analysis was conducted with 61 participants, concentrating on four aspects of participation: planning, coordinating, general program activities, monitoring, and the overall participation. It was found to be statistically highly significant, $\chi^2(6, N = 61) = 18.595, p = .005$ the relationship between the extent of participation in planning and nutritional status. This result proposes a strong association between the level of parents’ participation in planning and the nutritional status of their children. This suggests that when parents are present in the planning of implementing the feeding program, it has an impact on the nutritional status of the learners. Planning gives an opportunity to identify actions needed by the undernourished children that would help them become nourished and eradicate number of malnutrition in school.

The relationship between the extent of participation along the aspects of coordinating and nutritional status was not statistically significant, $\chi^2(9, N = 61) = 10.082, p = .344$, indicating that parents’ participation in coordinating the SBFP does not significantly impact children’s nutritional status. Similarly, the analysis found no significant relationship between participation in general program activities and nutritional status, $\chi^2(6, N = 61) = 8.137, p = .228$. This suggests that the level of parents’ participation in the general program activities is not significantly associated with the nutritional status of their children. The relationship between the extent of parents’ participation in monitoring and nutritional status was also not significant, $\chi^2(6, N = 61) = 7.642, p = .280$. This result specifies that parents’ participation in monitoring the program does not have a significant impact on children's nutritional status. The overall extent of parents’ participation in the SBFP and the nutritional status of children was not statistically significant, $\chi^2(6, N = 61) = 7.68, p = .263$. This suggests that the overall level of parents’ participation does not significantly influence children's nutritional status.

The implications of these findings emphasize the importance of parents’ participation in the planning phase of the School-Based Feeding Program, as this aspect is strongly associated to improving the nutritional status of the learners. It suggests that parent’s opinion, suggestions and reactions will matter during the planning process to achieve the specific objectives of SBFP. The results indicate that among the various aspects of parents’ participation, only planning has a significant association with children's nutritional status. In contrast, there’s no significant impact in coordinating, participating in general program activities, monitoring, and overall participation. The study emphasizes the significance of parents’ participation in the planning phase of the SBFP, which is significantly associated with the nutritional status of the children. The school need to encourage and facilitate greater parents’ participation in planning activities to improve the effectiveness of the program.



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Emphasizing the importance of family engagement in school programs, specifically in initiatives aimed at improving children's health and nutritional well-being was the findings aligned to several research. Several studies have reliably shown that when parents actively participate in planning and decision-making processes, the results are more favorable. The study by Buyco et al. (2022) found that parents' participation, particularly by mothers, positively influences children's eating behaviors.

Parents' participation in educational activities creates a stronger connection between home and school, fostering a collaborative atmosphere that enhances children's learning and well-being (Achwal, 2023). Similarly, Taylor and Ogbogu (2016) stressed the importance of participating parents in school-based program, showing that contributions really improved nutritional outcomes. Planning is vital aspect which parents' participation such as monitoring and participating in general program activities, promotes a sense of community and shared responsibility that enhance children's social behaviors and emotional well-being (Rivera, 2016).

The relationship between the extent of participation of parents on the modified SBFP and learners development along academic performance

Table 4 describes the relationship between the extent of participation of parents on the modified SBFP and learners development along academic performance

Table 4
 Relationship between the extent of participation of parents on the modified SBFP and and learners development along academic performance

Aspects of Extent of Participation	Pearson Correlation	Sig. Value	Interpretation
Planning	.473	.000	Very Highly Significant
Coordinating	.577	.000	Very Highly Significant
Participation in general program activities	.557	.000	Very Highly Significant
Monitoring	.559	.000	Very Highly Significant
Extent of Participation	.609	.000	Very Highly Significant

- $p \leq 0.001$ - very highly significant
- $p \leq 0.01$ - highly significant
- $p \leq 0.05$ - significant
- $p > 0.05$ - not significant

The findings of the study found significant positive correlations in all aspects of parental participation in the SBFP and learners' academic performance. The extent of parents' participation in planning was moderately correlated with academic performance, $r=.473$, $p=.000$. Stronger correlations were observed for coordinating, $r=.577$, $p=.000$; participation in general program activities, $r=.557$, $p=.000$; and monitoring, $r=.559$, $p=.000$. The overall extent of parental participation also showed a strong correlation with academic performance, $r=.609$, $p=.000$. All correlations indicate very highly significant relationships. This suggests that when parents are actively involved, there is a strong and positive impact on the academic performance of the learners. According to Epstein's Framework of Six Types of Involvement, parents' participation enhances communication between the school and family as it leads to improved learners' academic performance. The Epstein's theory of school-family relationships also highlights active participation of parents fosters a supportive environment and better results in their children academically.

The results are supported by some studies emphasizing parents' participation that improved the cognitive development of the learners. Based on the relationship between students' academic achievement and school activities, research by Topor et al. (2020) suggests that parents' involvement in school activities may be declining. By involving parents in the educational process, their participation provides schools with a huge chance to enhance the quality of the current school programs (Đurišić, 2017).

According to Devereux et al. (2018), school feeding programs "have the benefit of increasing school attendance and helping students boost academic performance." Hablero (2018) stated that School-Based Feeding Programs are implemented because they have many positive effects on children, including reducing the negative



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effects of malnutrition and childhood illnesses on their health and development, boosting students' energy and concentration, increasing school attendance, and lowering dropout rates.

In addition, several studies looked after the results of the SBFP as evident in increasing the school attendance and even performed well in class. For instance, the study of Yendaw and Dayour's (2015) found that the SBFP has a significant impact on students' patterns of school attendance in the study area. Another study by Oluwakemi and Ogunrinade (2021) stated that the government's school feeding program is an initiative that has contributed to an increase in student enrollment over time. The School Feeding Program improved performance and promoted completing basic education. Desalegn et al. (2022) acknowledged in their study that dropout rates were considerably lower among SBFP beneficiaries compared to non-beneficiaries. Lu & Dacal (2020) emphasized the critical role that SBFP plays in enhancing students' academic performance.

It is highlighted to national news posted in Manila Bulletin by Malipot (2023), School-Based Feeding Program realized the connection between learners' academic performance and proper nutrition. The family and school have a stake in learners' academic success considering the kind and level of participation does the parents demonstrate. According to Achwal (2023), expanding the definition of involvement, schools can effectively involve parents in their educational process. It is more a matter of thinking that family and school have a stake in students' academic success. Schools need to see parents as collaborators in the teaching and learning process. A strong school-parent partnership laid the groundwork for children to understand that they are not embarking on their life's journey alone.

School-Based Feeding Program gave a long-term advantage to improve the nutritional status as well as the academic performance of the learners. A study of Chaula (2015) found that the program had a major effect on students' academic achievement. According to Lara and Saracosti (2019), parental involvement in school has been demonstrated to be a key factor for children's academic outcomes. This simply means that parents' participation greatly affects the learners' development in school. The learner somehow feels the importance of their parents' participation in the school program and activities. The invaluable contributions of parents were recognized for their efforts and dedication to support the school. The school and parent partnership create a suitable learning environment for their children.

The relationship between the extent of participation of parents on the modified SBFP and learners' development manifestations along behavioral dynamics

Table 5 presents the relationship between the extent of participation of parents on the Modified School-Based Feeding Program and learners' development manifestations along behavioral dynamics.

Table 5
Relationship between the extent of participation of parents on the modified SBFP and learners' development manifestations along behavioral dynamics

Aspects of Extent of Participation	Aspects of Behavior	Pearson Correlation	Sig. Value	Interpretation
Planning	Towards Classroom Task	.173	.182	Not Significant
	Towards Teacher	.040	.758	Not Significant
	Towards Classmates	.272	.034	Significant
	Self-esteem and Confidence	.283	.027	Significant
Coordinating	Towards Classroom Task	.263	.041	Significant
	Towards Teacher	.158	.225	Not Significant
	Towards Classmates	.372	.003	Highly Significant
	Self-esteem and Confidence	.353	.005	Highly Significant
Participation in general program activities	Towards Classroom Task	.254	.048	Significant
	Towards Teacher	.130	.316	Not Significant
	Towards Classmates	.320	.012	Significant
	Self-esteem and Confidence	.290	.023	Significant
Monitoring	Towards Classroom Task	.297	.020	Significant
	Towards Teacher	.157	.227	Not Significant
	Towards Classmates	.285	.026	Significant
	Self-esteem and Confidence	.285	.026	Significant



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Extent of Participation	Behavior	.317	.013	Significant
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- $p \leq 0.001$ - very highly significant
- $p \leq 0.01$ - highly significant
- $p \leq 0.05$ - significant
- $p > 0.05$ - not significant

The relationship between the extent of participation of parents on the Modified SBFP and students' behavior was examined using Pearson correlation analysis as shown in Table 7. The two highest correlation was reflected in "Coordinating" (0.372, $p = 0.003$) with "Towards Classmates (0.353, $p = 0.005$), both are classified as *highly significant*. These findings specify that when parents' participation in coordinating the feeding program, their child demonstrate positive behavior towards their classmates and an increased self-esteem and confidence was seen. The children who perceived support from parents, feels likely to demonstrate positive behavior in towards their classmates. Additionally, "Monitoring" with "Towards Classroom Task" (0.297, $p = 0.020$) and "Self-esteem and Confidence" (0.285, $p = 0.026$) also had a significant relationship. The findings show an impact to learners' behavior towards classroom tasks and their self-esteem and confidence. Parents participation enhance their children's motivation to become competent in accomplishing the given classroom tasks.

Conversely, "Planning" with "Towards teacher" (0.040, $p = 0.758$) and "Towards Classroom Task" (0.173, $p = 0.182$), both of which were not significant. These findings indicates that parents' participation in planning doesn't influence the learners' behavior towards their teacher or classroom tasks. The overall extent of parent participation was significantly correlated with learners' behavior ($r = .317$, $p = .013$). The results highlight the importance of involving parents in school programs such as SBFP to enhance student development. These results suggest that parents' participation in planning and coordinating positively affects learners' behavioral dynamics, including classroom tasks, towards classmates and self-esteem and their confidence.

These findings occurred in several studies, for instance, the study of Karaba et al (2019), established that there is a positive link between school feeding program and class participation. This suggested that students' capacity to comprehend complex ideas and learn quickly is enhanced when they have access to food within the school premises. The study also showed that offering this feeding programs makes students happier, which in turn makes them more likely to participate. This is because pupils who eat a balanced diet at school are healthier and have greater academic satisfaction. Added by Kiilu and Mugambi (2019) findings, most students, instructors, and head teachers attested to the importance of the feeding program for student retention. In fact, Solania and Cubillas (2021) stated that the improvement of the children's' health and nutrition values were highly attained because of the improvement noticed in the behavior of the beneficiaries during the program implementation.

As highlighted in the news stated by Vito (2020), the children's accomplishments demonstrated the critical importance of the relationships between parents, schools, and teachers and students. The academic success and socio-emotional growth of their children were influenced by their parents' active participation in school activities. However, the importance of parental participation cannot be negated. They are needed in the school. Parents must be highly visible to their children in the classroom.

Conclusions and Recommendations

Parents play an essential role in the planning, coordinating, general program activities, and monitoring of School-Based Feeding Program. The parents demonstrated strong level of participation in general program activities, monitoring and coordinating. Parents are not significantly engaged in planning aspect of the School-Based Feeding Program. Parents' participation does not significantly influence children's nutritional status. Planning aspect has a significant association with children's nutritional status. However, all aspects of parents' participation showed a highly significant relationship with learners' development.

There is an increased number of learners who have improved their nutritional status from severely wasted and wasted to normal. However, it is notable that some feeding beneficiaries remain wasted. The learners' development in academic performance before and after the implementation of the program was very satisfactory. There has been an improvement in their academic performance. The learners' developmental manifestations in behavioral dynamics have shown substantial improvement across all indicators. Their behavior was observed as they participated more actively in class, engaged better with their classmates, and became more assertive and optimistic.



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Parents' participation can have a substantial impact on the effectiveness, sustainability and overall success of the School-Based Feeding Program. Parents may allow themselves to participate during the planning to increase their awareness on how combat the malnutrition among school children. This can be done through attending meetings, orientations, consultations and by involving them in different committees in implementing the program. Parents' participation is highly encouraged for long-term sustainability of the feeding program. Allow parents to give their insights, suggestions or feedback regarding the execution of the program to improve the coordination. This will lead to be more effective and sustainable program in school.

Parents' participation guarantees that the program is well-planned, properly implemented, and constantly improved, thereby benefiting the learners' health and academic performance. Proper channeling of the information through various mode of communication such as phone call, text message, direct message via FB messenger or group chat. It is important to recognize the effort of the parents and teachers by giving awards and recognition for their unwavering support to the program.

The school may consider strategies to foster and increase parental engagement, recognizing that such involvement is crucial not only for improving nutritional outcomes but also for supporting academic success. This highlights the importance of integrated approaches that involve parents as key stakeholders in educational interventions.

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