

The Roles of Teachers' Knowledge and Implementation of School-Based Feeding Program on Pupils' Academic Performance

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Abstract. This study aimed to assess the extent of knowledge and implementation of the School-Based Feeding Program (SBFP) and its impact on pupils' academic performance during the school year 2022–2023. The data covered the different areas of SBFP in terms of physical facility, management of funds, supervision, food preparation and distribution, children's knowledge of health and nutrition, and community participation. The study also examined the pupils' academic performance, the coordinators' profile, and the pupils' profile. The respondents were the SBFP coordinators at the elementary level. The study applied the descriptive–correlational method of research. For the statistical treatment of data, the tools utilized were frequency distribution, percentage, weighted mean, Pearson Product–Moment Correlation Coefficient, and Kruskal–Wallis H Test. Here are the salient findings extracted from the study: (a) Teachers are very knowledgeable of the SBFP and they implement it very well; (b) Pupils' academic performance falls on the satisfactory level; (c) A significant relationship is present between the teachers' extent of knowledge of the SBFP and their extent of implementation of the program; (d) A relationship exists between the teachers' extent of implementation of the program and the pupils' academic performance; and (e) Teachers' profile in terms of age, educational qualification, and training cannot account for the differences in the pupils' performance.

Keywords: school-based feeding program (sbfp), academic performance, implementation, knowledge, pupils

1.0 Introduction

Malnutrition poses a widespread challenge, impacting individuals of all ages across the globe. It is not only a public health issue but also a barrier to eradicating poverty, hindering productivity, and impeding economic progress. This health crisis affects various segments of the population, with particular vulnerability observed among impoverished individuals, young children, adolescents, the elderly, those suffering from illnesses or weakened immune systems, and expectant or lactating women. The spectrum of malnutrition encompasses deficiencies—such as wasting, stunting, underweight, and deficiencies in minerals and vitamins—and excesses, including overweight, obesity, and diet-related noncommunicable diseases. Dealing with malnutrition leads to escalated healthcare expenses, reduced productivity, and hindered economic advancement, perpetuating the cycle of poor health and poverty. The critical phase to address malnutrition is within the initial 1000 days of life, offering a strategic opportunity for implementing interventions aimed at enhancing child growth and development (Dukhi, 2020).

Nutrient intake significantly impacts malnutrition in Filipino children, especially concerning the quality of protein consumed. To effectively address child malnutrition, interventions, and policies need to focus on increasing the

quantity of protein and enhancing its quality. According to Dominguez and Halili (2018), malnutrition remains a prevalent challenge among Filipino children. The Enhanced Basic Education Information System (EBEIS) 2019 Nutritional Assessment also revealed that 13.2% of the 12.7 million kids assessed did not fulfill the criteria for wasting or stunted children. Without intervention, these children are at continued risk of undernutrition or more severe malnutrition, leading to potential academic struggles and diminished adult productivity. A healthy diet is essential for school-age children's development, health, and academic success. To meet these demands, initiatives such as the SBFP must be established, providing undernourished K–6 public school learners with wholesome meals and milk. The objectives encompass encouraging enrollment, improving classroom attendance, supporting growth and development, enhancing immune systems, and fostering better nutritional status. The SBFP aims to help learners actively participate in education, complete their elementary schooling, and improve their overall nutritional well-being (Agriculture in the News, Dairy, and Products, Administrative, 2023).

In 2021, the SBFP was implemented in cooperation with several organizations by the DepEd allotting P6 billion in funding. Feedback and evaluation surveys of the SBFP in 2021 reflected positive responses from participants. However, in 2022, the General Appropriations Act significantly decreased the total fund allocation for the SBFP to P3.3 billion, a significant decrease from the initial P6 billion due to budget transfers to local government units. The amount allocated for 2023 is P5.7 billion. This substantial reduction raises concerns about the program's ability to cater to the growing 1.6 million beneficiaries experiencing stunted growth (United States Department of Agriculture, 2023).

Numerous studies have explored the effects of the SBFP, but not much research has been done at the district level, especially in the aspect of evaluating the SBFP coordinators' awareness level. Amidst the SBFP, challenges arise as program coordinators frequently change, burdening newly hired teachers and affecting the program's efficacy. Additionally, beneficiaries often express dissatisfaction with the nutritional quality of distributed food, highlighting the need for a balanced diet. Thus, this study aimed to delve into teachers' knowledge and practices within the SBFP and how these influence pupils' academic achievements. The researchers believed that examining educators' impact on program success would provide actionable insights for policymakers and school administrators to enhance educational outcomes through robust feeding initiatives. Hence, this inquiry serves as a subsequent evaluation conducted at the district level to assess the progress of SBFP implementation and its influence on educators, especially in relation to learners' academic achievement. Moreover, this evaluation aims to determine the program's effectiveness despite the reduced budget allocation for its operations.

2.0 Methodology

2.1 Research Design

The descriptive-correlational method of research was employed in this undertaking. Using this method, the study determined the SBFP coordinators' knowledge of the program and the extent of implementation of the SBFP in the selected schools. It also shed light on the correlation between the extent of implementation of the SBFP and the pupils' academic performance.

2.2 Research Participants

The research participants included SBFP coordinators from Valencia District, while the subjects comprised SBFP beneficiaries randomly selected from various classes. The random sampling technique used in this inquiry ensures the representation of diverse demographics and minimizes selection bias. The sample represented 40% of the total beneficiary population. In this district, 21 schools were involved in the distribution of respondents, encompassing 41 SBFP coordinators and 210 sampled beneficiaries.

2.3 Research Instrument

The research used a questionnaire crafted from Division Memorandum 189, s. 2021, with modifications. To assess the questionnaire's reliability, a dry run was conducted among a cohort of teaching staff involved in feeding programs. This trial utilized a test-retest methodology, allowing for a span of two to three weeks between the initial and subsequent administrations to ensure consistency. Notably, the coefficients of stability were high: 0.96 for Physical Facility, 0.93 for Fund Management, 0.96 for Supervision, 0.94 for Food Preparation and Distribution, 0.94 for Children's Knowledge of Health and Nutrition, and 0.95 for Community Participation.

2.4 Data Gathering Procedure

Before commencing the study, the researcher diligently pursued the requisite permissions and endorsements from authoritative figures. This included securing permission from the Schools Division Superintendent of the province. Moreover, recognizing the significance of the local context, explicit authorization was sought from the Public Schools District Supervisor (PSDS) of the target district, which served as the primary research setting, alongside the respective elementary school administrators enlisted for participation in the study. To ensure transparency and accountability, the final iteration of the questionnaire was meticulously appended to the request letter for scrutiny and endorsement. Subsequently, the researcher personally administered the instrument, providing a comprehensive elucidation of the study's objectives and procedural instructions to all respondents involved.

2.5 Ethical Considerations

In upholding ethical standards throughout the study, the researcher took several key measures. Firstly, before administering the questionnaire, the researcher made sure that all necessary approvals were obtained, including those from the Schools Division Superintendent, Public School District Supervisor, and Principal. The approved requests were attached to the questionnaire. Additionally, a letter of intent was provided to the teacher-respondents, outlining the purpose of the study and seeking their voluntary participation. Moreover, to safeguard the confidentiality of the respondents, strict measures were implemented to ensure that individual responses remained anonymous and that data would be handled with the utmost discretion and privacy.

3.0 Results and Discussion

The study focused on the data pertaining to the teachers' extent of knowledge and implementation of the SBFP across the different areas of the program, namely: Physical Facility; Management of Funds and Supervision; Food Preparation and Distribution; Children's Knowledge of Health and Nutrition; and Community Involvement and Participation.

Teachers' Knowledge of the SBFP

Table 1 data show that the teachers' knowledge of the program's physical facilities, fund management and supervision, food preparation and distribution, children's knowledge of health, and community involvement and participation falls in the Very Knowledgeable Category, although the extent of knowledge of all areas have varying magnitude.

Table 1. The extent of teachers' knowledge of SBFP

AREAS	MEAN	INTERPRETATION
A. Physical Facility	4.34	Very Knowledgeable
B. Fund Management and Supervision	4.57	Very Knowledgeable
C. Food Preparation and Distribution	4.52	Very Knowledgeable
D. Children's Knowledge of Health	4.45	Very Knowledgeable
E. Community Involvement and Participation	4.46	Very Knowledgeable

Implementation of the SBFP

Table 2 presents the extent of teachers' implementation of the SBFP. The data reveal that overall, the areas of fund management and supervision, food preparation and distribution, children's knowledge of health, and community involvement and participation are all very well implemented by the teachers with an average weighted mean ranging from 4.32 to 4.57. Only the aspect of the physical facility is well-implemented by the teachers, as signified by the average weighted mean of 3.97.

Table 2. The extent of teachers' implementation of SBFP

AREAS	MEAN	INTERPRETATION
A. Physical Facility	3.97	Well Implemented
B. Fund Management and Supervision	4.57	Very Well Implemented
C. Food Preparation and Distribution	4.67	Very Well Implemented
D. Children's Knowledge of Health	4.42	Very Well Implemented
E. Community Involvement and Participation	4.32	Very Well Implemented

Summary: Extent of Knowledge and Implementation of the Different Areas of the SBFP

Table 3 summarizes the extent of the knowledge and implementation of the SBFP, wherein it is reflected that the program coordinators are very knowledgeable (average weighted mean of 4.48) and the different areas are very well-implemented (average weighted mean of 4.38). The data further show that the indicators fall in the same descriptive category, although they vary in terms of magnitude.

Table 3. Extent of teachers' knowledge and implementation of the different areas of the school-based feeding program (SBFP) (n=41)

AREAS	EXTENT OF KNOWLEDGE		EXTENT OF IMPLEMENTATION	
	Mean	Interpretation	Mean	Interpretation
A. Physical Facility	4.34	VK	3.97	WI
B. Management and Funds	4.52	VK	4.35	VWI
C. Supervision	4.57	VK	4.57	VWI
D. Food Preparation and Distribution	4.52	VK	4.67	VWI
E. Children's Knowledge of Health	4.45	VK	4.42	VWI
F. Community Involvement & Participation	4.46	VK	4.32	VWI
OVERALL RESULT	4.48	VK	4.38	VWI

Academic Performance of SBFP Beneficiaries Based on Average Grades

Table 4 presents the academic performance profile of the SBFP beneficiaries. Out of the 210 beneficiaries, 59 (28.10%) obtained a "Very Satisfactory" rating, and a great majority of 151 (71.90%) fall on the "Satisfactory" level. On average, the beneficiaries got a mean rating of 83.64% (Satisfactory).

Table 4. Academic performance profile of SBFP beneficiaries (n=210)

RATING	VERBAL DESCRIPTION	FREQUENCY	PERCENT
90% – 100%	Outstanding	0	
85% – 89%	Very Satisfactory	59	28.10
80% – 84%	Satisfactory	151	71.90
75% – 79%	Fairly Satisfactory	0	
AVERAGE GRADE: 83.64%			

It should be noted that the SBFP beneficiaries are those pupils considered as undernourished public school learners. The SBFP is intended to encourage enrolment, improve classroom attendance, provide nourishment for growth and development, and contribute to the improvement of the beneficiaries' nutrition status to help boost their immune system.

Relationship Between Extent of Knowledge and Extent of Implementation

Table 5 data show the relationship between the extent of the teachers' knowledge and the extent of their implementation of the different areas of the SBFP.

Results of the test revealed a "Strong" to "Very Strong" relationship between the teachers' knowledge of SBFP and their manner of implementing the program as indicated by the obtained r-values of 0.6611 (physical facility), 0.5166 (management of funds), 0.8526 (supervision), 0.7205 (food preparation and distribution), 0.7112 (children's knowledge on health), and 0.6827 (community involvement and participation), values of which are very much greater compared to the r significant level of 0.3204 at 0.05, with 39 degrees of freedom. As a whole, the overall value of r is 0.7762, signifying a "Very Strong" relationship between the teachers' knowledge of the SBFP and their implementation of the program.

Table 5. Correlation between extent of teachers' knowledge and implementation of the SBFP (n=41)

AREAS OF SBFP	R	DEGREE OF RELATIONSHIP	DECISION RULE	REMARKS
A. Physical Facility	0.6611	Strong	Reject H ₀	Significant
B. Management of Funds	0.5166	Strong	Reject H ₀	Significant
C. Supervision	0.8526	Very Strong	Reject H ₀	Significant
D. Food Preparation & Funds	0.7205	Very Strong	Reject H ₀	Significant
E. Children's Knowledge on Health	0.7112	Very Strong	Reject H ₀	Significant
F. Community Involvement/Participation	0.6827	Strong	Reject H ₀	Significant
Overall	0.7767	Very Strong	Reject H₀	Significant

Relationship Between the Extent of Implementing SBFP and the SBFP Beneficiaries' Academic Performance

Table 6 presents the data determining the correlation between the extent to which SBFP is implemented and the beneficiaries' academic performance. It has been reflected in Table 3 that a significant number of the beneficiaries have a "very satisfactory" performance and a great majority fall on the "satisfactory" level. Also, nobody was categorized below the average level. In Table 5, the data reveal a significantly strong relationship between the two aforementioned variables as signified by the obtained r value of 0.4559, the value of which is greater than the r significant level of 0.3204, at 0.05, with 39 degrees of freedom.

Table 6. Correlation between the extent of SBFP implementation and the beneficiaries' academic performance (n=210)

AREAS OF SBFP	R	DEGREE OF RELATIONSHIP	DECISION RULE	REMARKS
Extent of SBFP Implementation and Beneficiaries' Performance	0.4559	Strong	Reject H_0	Significant

Based on the results, there exists a relationship between the extent of implementation and the SBFP beneficiaries' academic performance.

Difference in the Extent of SBFP Coordinators' Implementation of the SBFP in terms of their Profile

Table 7 reflects how the extent of the SBFP coordinators' implementation varies when grouped according to their age, education, and relevant training attended. The data reflect the extent of the coordinators' implementation of the feeding program is not affected by their age, their educational qualification, and the relevant training they have attended. This is supported by p -values of 0.1919 (age), 0.3093 (educational qualification), and 0.1454 (relevant training), all greater than the 0.05 level of significance, suggesting uniform implementation regardless of these factors.

Table 7. Difference in the extent of SBFP coordinators' implementation of the SBFP according to their profile (n=41)

VARIABLES	N	MEAN	H	DF	P-VALUE	DECISION RULE	REMARKS
Age							
Below 30	6	4.55	4.74	3	0.1919	Do not reject H_0	No significant difference
30-39	13	4.12					
40-49	10	4.50					
50-up	12	4.47					
Average		4.40					
Education/Qualification							
Baccalaureate	11	4.29	3.59	3	0.3093	Do not reject H_0	No significant difference
With MA Units	16	4.42					
Full-fledged MA	9	4.56					
With EdD Units	5	4.32					
Average		4.40					
Relevant Training							
Without	9	4.17	5.39	3	0.1457	Do not reject H_0	No significant difference
8 hours	17	4.30					
16 hours	7	4.48					
24 hours-up	8	4.66					
Average		4.40					

0.05 level of significance

Test on Significant Difference in the Beneficiaries' Academic Performance in terms of their Profile

Table 8. Difference in the beneficiaries' academic performance according to their profile (n=210)

VARIABLES	N	MEAN	H	DF	P-VALUE	DECISION RULE	REMARKS
Sex							
Male	138	83.48					
Female	72	83.80	1.31	208	0.1916	Do not reject H_0	No significant difference
Average		83.64					
Grade Level							
Kinder	64	83.25					
Grade I	124	83.50					
Grade II	6	83.86	5.11	4	0.2762	Do not reject H_0	No significant difference
Grade III	9	83.89					
Intermediate	7	83.69					
Average		83.64					

0.05 level of significance

Shown in Table 8 are data indicating the difference in the beneficiaries' academic performance when grouped according to their sex and grade level. Based on the data, the beneficiaries' sex and grade level have significantly nothing to do with their academic performance within the SBFP. Statistical tests failed to reject the null hypothesis, suggesting no significant difference in academic performance based on sex ($p = 0.191648$) and grade level ($p = 0.2762$), both above the 0.05 significant level.

Discussions

The SBFP coordinators showed a remarkably high level of awareness of the SBFP and all aspects related to its implementation. First, the coordinators are highly cognizant of the necessary physical facilities, as outlined by RA 110037 for the 2023-2024 school year. These measures aim to ensure cleanliness, hygiene, and adequate nutrition for beneficiaries, aiming to increase annual attendance rates to above 85% and disseminate health and nutrition knowledge through alternative teaching methods and the K-12 curriculum. Encouraging backyard gardening and the Gulayan sa Paaralan Program (GPP) further align with government nutrition and poverty reduction efforts. Iddrisu (2018) did emphasize that teachers, pivotal to student growth and development, require adequate SBFP knowledge to effectively implement the program, enhancing efficiency and contributing to its success.

Moreover, the school's authority in managing the SBFP funds and supervision aligns with DepEd Order 31, s. 2021, encompassing procurement, disbursement, and liquidation processes. The school heads oversee daily operations, while the Schools Division Technical Working Group (SDTWG) supervises deworming, food production, waste management, hygiene integration, procurement compliance, and health assessments. The establishment and maintenance of the GPP are mandated to support SBFP ingredient provision. Also, DepEd emphasizes flexible procurement procedures, including collaboration among School Division Offices (SDOs) for transparency. Regional Directors approve school-level procurement, with coordination between DepEd and the National Dairy Authority (NDA) or Philippine Carabao Center (PCC) for milk procurement. Cooling equipment acquisition follows COA budget guidelines to ensure accountability.

The teachers' fundamental role in food preparation and distribution for the SBFP is likewise stipulated by DepEd Order No. 31, s. 2021, emphasizing the need for organized distribution and adherence to hygiene standards, including the use of necessary gear like trays, aprons, and hair bands. Strict adherence to the 120 feeding days is vital to ensure consistent nutritional support for beneficiaries, with rigorous food safety measures during Nutritious Food Products (NFP) repacking, as outlined by DepEd. Parents or guardians are also encouraged to supervise food consumption to maximize nutritional benefits, particularly for items like milk. To streamline operations and support teachers, Parent-Teacher Associations (PTAs) and volunteers are enlisted, as mandated by DepEd Order No. 31, s. 2021. Furthermore, maintaining meticulous records of distributed items by schools, submitted to School Division Offices (SDOs) for accountability, is vital for program success and resource allocation efficiency, per DepEd directives.

The SBFP for the A.Y. 2021-2022 targets kindergarten and Grades 1 through 6 students classified as wasted (W) or severely wasted (SW) in the SBFP report of SY 2020-2021, excluding those progressing to Grade 7, as outlined in DepEd Order 31, s. 2021. Sanefuji et al. (2021) emphasize the significance of assessing children's nutrition, providing insights into their diet and overall health, and determining if their nutritional needs are being met. This evaluation not only aids individual health but also identifies community-wide malnutrition risks, informs healthcare program development by governmental and non-governmental organizations, and evaluates the effectiveness of dietary interventions and treatments (Sanefuji et al., 2021).

Meanwhile, Solania and Cubillas (2020) advocate for collaborative engagement and robust partnerships among stakeholders in the School-Based Feeding Program (SBFP), a sentiment echoed by Sahagun (2022) who emphasizes enhanced parental involvement to restructure program administration and implementation. To optimize impact and operational efficiency, a comprehensive school improvement plan for the SBFP is deemed necessary. Engaging diverse organizations, including national government agencies, NGOs, LGUs, partners in the Enhanced Partnership Against Hunger and Poverty (EPAHP), and the private sector, at all levels of DepEd governance is crucial.

As far as SBFP implementation is concerned, the result implies that the SBFP coordinators are doing their job well in implementing the SBFP, which is just fitting. According to Dimaculangan (2019), the school feeding program has a big impact on learners' performance in class and is essential to their education. It helps children succeed academically as well as improve educational outcomes by encouraging learners' overall wellness. To properly meet the DepEd-established goals of reducing or eliminating learner malnutrition, the SBFP must be implemented effectively and conform to best practices. Dimaculangan further asserted that following the right procedures in the school feeding program helps achieve the objectives stated in the SBFP. Moreover, the DepEd Services Manual (2010) maintains that the efficiency and effectiveness of the services that the educational system offers to the public depend largely on the quality of its human resources, which, in the case of SBFP, refers to the teachers or SBFP coordinators.

Also, the coordinators have made sure the program beneficiaries are aware of what health and nutrition are all about. According to Robertson (2021), education about nutrition during the early developmental years, especially in preschool, significantly shapes an individual's lifelong health. Early exposure to nutritional learning influences dietary habits carried into adulthood, underscoring the importance of continuous and effective nutrition education aimed at all family members. Overall, the results suggest that the SBFP coordinators exhibit an impressive dedication to implementing SBFP, making sure that the community is involved in carrying out the activities and objectives of the program. According to Solania and Cubillas (2020), effective implementation of the SBFP hinges on collaborative engagement and strong partnerships among stakeholders.

Furthermore, the results also revealed that a very strong relationship exists between the extent of teachers' SBF knowledge of SBFP and the extent of their program implementation. In other words, the teachers' knowledge of the SBFP greatly helps them in the implementation of the school feeding program. To recall, the preceding table showed that the SBFP is very well-implemented and that the teachers are very knowledgeable about the program. It can also be seen that all the results are positive, providing a favorable image of the SBFP coordinators in how well they understand their role as implementers and how they deliver the SBFP services.

Moreover, the data depicted a significantly strong relationship between the extent of SBFP implementation and the beneficiaries' academic performance. This means the implementation of the SBFP greatly influences the pupils' or beneficiaries' grades. In a study conducted by Aguilar, Villanueva, and Santos (2020) relative to the School-Based Feeding Program at Culiati High School, they found that of the 50 students involved in the study, 74% of the student respondents improved their general average by 1–5 points. It was concluded that the SBFP had an important part in improving the academic performance of the beneficiaries. Taylor and Ogbogu (2016) likewise support the current study. They disclosed that the SBFP has increased pupil enrolment (78.4%), retention rate (44.8%), regularity (58.6%), and punctuality (69%) in school attendance. They stated that the program has also enhanced pupils' performance in curricular and extra-curricular activities by 55.2%. In the same stance, Sahagun (2022), in her evaluation study on the implementation of the SBFP, unveiled that the program has an excellent impact on the key indicators of school performance.

In addition, the study findings indicate that age, educational qualification, and relevant training do not significantly influence the extent of implementation of the School-Based Feeding Program (SBFP) among coordinators. This conclusion aligns with the coordinators' self-reported high level of knowledge about the SBFP, as depicted in Table 1. Campus (2018) corroborates this, reporting a consistently high level of SBFP implementation across planning, coordination, budgeting, and monitoring. Solania and Cubillas (2020) stress the importance of collective involvement and strong partnerships in SBFP implementation, advocating for comprehensive training for all involved stakeholders. Furthermore, studies by Suyo (2021) and Graciadas (2020) support the notion that age, educational qualification, and relevant training do not significantly impact job performance, consistent with Bandura's theory of work engagement as cited in Suyo (2021).

On the part of the program, beneficiaries, the findings further signify that the pupils' profile, in terms of sex and grade level, does not significantly affect their academic performance within the SBFP. Regardless of sex or grade level, a majority of beneficiaries perform satisfactorily, with none falling below average despite previous stunted or wasted status. While some studies, such as that by Dendup, Wangmo, and Yangchen (2011), align with these findings, others, like Parajuli and Thapa (2017), Balkis and Duru (2017), and Palacios, Lahidalga, and Lasarte

(2018), suggest gender differences in academic performance, with females often outperforming males. This discrepancy may stem from factors like academic procrastination or maturity differences, which influence performance variation. DepEd policies on age-based grouping aim to create homogeneous classes to cater to similar developmental levels, as supported by Ünal (2019).

4.0 Conclusion

The findings make it clear that teachers are undeniably critical to the development and growth of students. The results demonstrate that SBFP coordinators possess substantial knowledge of the program, which is highly promising. Teachers must enhance their knowledge and skills to perform their duties efficiently and effectively. The SBFP program, which alleviates short-term hunger among public elementary pupils, must be sustained as it has a significant impact on school performance and student participation, particularly in terms of academic performance. The health and nutrition of the learners, therefore, should be given primordial importance as these areas play a vital part in their total development in terms of their physical, mental, emotional, and social aspects. Also, according to the evaluation, the physical facility of the SBFP received the lowest mean score among other areas. Although it is still considered to be "well implemented," this suggests that there is room for improvement and more effort may be required to enhance this aspect. Moreover, the study's findings underscore the robustness of the School-Based Feeding Program (SBFP), revealing that age, educational qualification, and relevant training do not substantially impact its implementation among coordinators. Similarly, the profile of SBFP beneficiaries, in terms of sex and grade level, does not significantly influence their academic performance within the program. These results suggest that the SBFP is effective in delivering its intended benefits to students, irrespective of demographic factors. As such, the SBFP demonstrates its resilience in addressing malnutrition and supporting academic achievement among beneficiaries, which emphasizes its importance in promoting holistic student well-being and educational success.

Based on the findings and conclusions presented, the researcher recommends the following:

- a) Teachers should prioritize enhancing their knowledge and skills to better fulfill their roles in the SBFP, given their crucial role in student development.
- b) The SBFP should be sustained and supported due to its significant impact on student performance and participation.
- c) Health and nutrition should be prioritized in the education system, recognizing their essential role in students' overall development across physical, mental, emotional, and social aspects.
- d) Efforts should be directed towards improving the physical facilities of the SBFP, as indicated by the evaluation's findings.

5.0 Contributions of Authors

Jesiel Mae B. Claros – writing, data gathering, data analysis, encoding, and supervising; Yvonne P. Cruz – data analysis, data treatment, and data interpretation; Angela Gabrielle B. Bacang – writing, proofreading, editing, and revising.

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7.0 Conflict of Interests

This study does not have any conflict of interest.

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