Privately-Funded Feeding Program of Binog Elementary School, Division of Northern Samar: An Intervention for Quality Education

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Abstract

A descriptive study conducted at Binog Elementary School, Division of Northern Samar, Department of Education, Catarman, Northern Samar, Philippines. It sought to augment the needs of the school children of Binog Elementary School; determine the effect of having privately funded feeding program in parallel to the existing feeding program of the Department of Education in relation to school based management. This study involved thirty-three pupils belonged to critical point to qualify the DepEd feeding program. Results showed that both feeding programs are effective. The stakeholders of the school supported for the privately funded feeding program. It sustained two months for two years program implementation. The program deterred the dropping of children from school; academic performance increased; served as benchmark for accountability between the publicly and privately funded feeding programs. The data on the nutritional status of the learner beneficiaries, n-33, in terms of height and weight were measured in meter and kilogram units. Both girls and boys pupils gained normal height and weight after two years period of two months feeding program. The weight and height of the children increased. The data on the academic standing of the pupil beneficiaries before and after the two stages of implementation showed effective intervention for quality education. It recommended for a rotation of delegating personnel for the program; continue the privately feeding program; consider some other nutritional parameters to be included in the future studies; and consider the micro-minerals and vitamins of food for the feeding.

Keywords: Feeding program, intervention for quality education, Northern Samar Schools Division, Philippines

Introduction

The school classrooms became empty once crisis attacks to the Binog Elementary School. It happens after successive calamities brought havoc to the province of Northern Samar.

The privately funded feeding program started and initiated in year 2015 after the typhoon Ruby. The parents of most of the children of Binog Elementary school are farmers. The most affected by the calamity were the farmers. Eventually it affected the attendance of the pupils in the school. The school interfered. The existing DepEd feeding program did not suffice. The number of beneficiaries increased. But critically not qualified in terms of standard requirement of the program. The intervention program saved the hungry children. Reaching out the different stakeholders made it reality. The support came voluntarily.

It is believed, physiologically the readiness to learn is affected once hunger strikes Chronic hunger can prevent students from making the most of a formal education, no matter how hard they try to ignore its effects. The sad truth is that hunger can have physical and psychological effects on young people that make learning substantially difficult.

Food is the fuel necessary to get through a normal day. Calories in food provide energy to carry out regular day-to-day activities. Without an adequate amount of this energy, students may fall asleep in school or lack the energy to pay attention to an entire day of classes. The brain, like the lungs, heart, arms and legs, is a part of the human body. It requires energy to function properly. Children experiencing hunger are more likely to have problems with memory and concentration because they do not have the energy to carry out these functions. Malnutrition can tamper with sleeping patterns as well, making a child too tired to get anything out of a full day of school. Additionally, the brain develops rapidly at a young age. Without the right nutrients, the brain cannot develop properly, resulting in long term effects on learning abilities. Studies from the American Psychological Association reveal the psychological effects of hunger on education. Hunger has been observed to cause depression, anxiety and withdrawal, all of which are obstructions to a child trying to focus on education.

Hunger can also cause behavioral problems. In a classroom setting, a single child's behavior can affect the rest of the students, the teacher's attention and the overall learning atmosphere. In this case, hunger not only disturbs the affected child's learning, but the learning of others as well.

Food, more specifically nutrient-rich food, is necessary for a school-aged child to make the most of a formal education. Though foreign aid efforts to increase funding for educational programs are extremely important, their effects may not have a significant impact if the problem of hunger is not addressed first.

Objectives of the Study

The main objective of this study was to determine the effect of privately-funded feeding program to the academic performance of the beneficiaries. Specifically,

1. Determine the nutritional status of the learner beneficiaries, in terms of
1.1 height
1.2 weight
2. Find out the academic standing of the pupil beneficiaries before and after the two stages of implementation of the feeding program.

Methodology

The study was conducted at Binog Elementary School, Barangay Libjo, Catarman, Northern Samar. The researchers used the descriptive design. The beneficiaries were assessed in terms of weight and height and categorized accordingly. The most critical weight determined as priority of the privately funded program. The most critical food crisis hit in December to February. This is the period of the implementation of the program. The program was implemented for two years. The volunteers cooked the food necessary for the day. The residents assigned rotationally for the cooking. The menus served every lunch. The implementation continues to February. The committee on funds accessed the alumni and friends around the globe. All expenditures were posted on the bulletin board for transparency. The record was periodically checked by the project auditor and the school principal. The weight and height were measured at the end of the month of the implementation.

Findings

Table 1 presents data on the nutritional status of the learner beneficiaries, n-33, in terms of height and weight. The height was measured in meter unit. And the weight was measured in kilogram unit. Both girls and boys pupils gained normal height and weight after two years period of two months feeding program. It implies that the weight and height of the children increased. Therefore, the feeding program was effective.

Table 1. The nutritional status of the learner beneficiaries, in terms of height, and weight

Name	2016-2017 (FIRST STAGE)			2017-2018 (SECOND STAGE)		
	Weight	Height	Remarks	Weight	Height	Remarks
MALE						
1.Bahia, Mark Rhaiver C.	29	1.35	Normal	28	1.36	Normal
2.Benesisto, Angelo E.	24	1.13	Normal	22	1.21	Normal
3.Benesisto, Jullian M.	19	1.13	Normal	20.5	1.16	Normal
4.Caranog, Jhon Mark	20	1.14	Normal	22	1.23	Normal
5.Cardenas, Mark John Paul	20	1.17	Normal	22	1.2	Normal
6.Gallano, Jean Marc P.	20	1.25	Wasted	21	1.25	Wasted
7.Goco, Michael	20	1.21	Normal	22	1.27	Normal
8.Joson, Richmar	21	1.18	Normal	22	1.2	Normal
9.Moreno, Adrean G.	18	1.06	Normal	20	1.15	Normal
FEMALE						
1.Abendano, April Joy G.	21	1.22	Normal	22	1.23	Normal
2.Abendano, AxcelleJhade G.	28.5	1.35	Normal	29	1.37	Normal
3.Agonias, Renalyn	19	1.12	Normal	19	1.14	Stunted
4.Benesisto, Apple Joy M.	33	1.38	Normal	27	1.35	Normal
5.Benesisto, Jhana M.	18	1.05	Normal	22.5	1.21	Normal
6.Cabales, Liezel J.	20	1.22	Normal	22	1.28	Normal
7.Daculan, Marich Joy J.	14.5	1.06	Normal	16	1.12	Normal
8.Domiquel, Angel N.	17	1.12	Normal	20	1.16	Normal
9.De Asis, Rhea	25	1.23	Normal	26	1.26	Normal
10.Espelimbergo, Syle Rose	23	1.32	Wasted	24	1.32	Wasted
11.Eva, Dimple B.	23	1.31	Wasted	28	1.4	Normal
12.Jumao-as, Shiela Mae	18	1.04	Normal	20	1.16	Normal
13.Marques, Nica B.	23	1.26	Normal	32	1.35	Normal
14.Otias, Raquel S.	23	1.28	Wasted	28	1.36	Normal
15.Padit, Alyza C.	23	1.26	Normal	29	1.32	Normal
16. Panao, Vivian C.	24	1.32	Wasted	27	1.39	Wasted
17.Prito, Jasmin D.	18	1.08	Normal	20	1.19	Normal
18.Romero, Reynalyn Joy I.	22	1.24	Normal	23	1.33	Normal
19.Sagario, Raffy Mae D.	23	1.25	Normal	19	1.13	Normal
20.Saludario, Jackielyn C.	19	1.12	Normal	21	1.23	Normal
21.Tido, Criselle	25	1.33	Normal	28	1.35	Normal
22.Tidong, Aizel C.	26	1.28	Normal	21	1.22	Normal
23.Ubane, Emerlyn E.	20	1.26	Wasted	28	1.31	Normal
24.Ubane, Yessa Mae E.	19	1.126	Normal	21	1.14	Normal

Table 2 shows the data on the academic standing of the pupil beneficiaries before and after the two stages of implementation. This was after two years or two school years. The data were based on the general weighted average of the children. Data revealed 6 or 18.2 percent outstanding academic performance. This implies that the feeding program was effective intervention for quality education.

Table2. The academic standing (GENERAL WEIGHTED AVERAGE GRADE) of the pupil beneficiaries before and after the two stages of implementation of the feeding program

Name	2015- 2016	2016-1017 (FIRST STAGE)
MALE		
1.Bahia, Mark Rhaiver C.	82	82
2.Benesisto, Angelo E.	83	83
3.Benesisto, Jullian M.	79	82
4.Caranog, Jhon Mark	84	84
5.Cardenas, Mark John Paul	81	77
6.Gallano, Jean Marc P.	80	79
7.Goco, Michael	77	77
8.Joson, Richmar	77	77
9.Moreno, Adrean G.	84	86
FEMALE		
1.Abendano, April Joy G.	86	92
2.Abendano, AxcelleJhade G.	87	92
3.Agonias, Renalyn	79	80
4.Benesisto, Apple Joy M.	83	85
5.Benesisto, Jhana M.	81	82
6.Cabales, Liezel J.	82	85
7.Daculan, Marich Joy J.	Advanced	90
8.Domiquel, Argel N.	88	90
9.De Asis, Rhea B.	82	85
10.Espelimbergo, Syle Rose	83	88
11.Eva, Dimple B.	86	90
12.Jumao-as, Shiela Mae	81	82
13.Marques, Nica B.	78	82
14.Otias, Raquel S.	86	92
15.Padit, Alyza C.	80	80
16. Panao, Vivian C.	80	81
17.Prito, Jasmin D.	80	81
18.Romero, Reynalyn Joy I.	82	85
19.Sagario, Raffy Mae D.	86	91
20.Saludario, Jackielyn C.	78	81
21.Tido, Criselle	86	90
22.Tidong, Aizel C.	82	81
23.Ubane, Emerlyn E.	85	89
24.Ubane, Yessa Mae E.	Advanced	89

Conclusion

Based on the findings of the study the following conclusions were drawn:

1. Both girls and boys pupils beneficiaries gained normal height and weight after two years period of two months feeding program.
2. Data revealed 6 or 18.2 percent outstanding academic performance after the two years feeding program.

Recommendations

1. Continue the privately feeding program.
2. Consider some other nutritional parameters to be included in the future studies.
3. Consider the micro-minerals and vitamins as food supplements.

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