

School Based Feeding Program (SBFP) and Adherence to Food Service on Learners' Well-Being

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Abstract—This study refers to the implementation of the School-Based Feeding Program (SBFP) and its influence on Learners' Well-being at Integrated High Schools within SDO Laguna for the School Year 2025-2026. The research examines the execution of nutritional interventions and the level of Adherence to Food Service Standards, specifically regarding quality, safety, variety and sanitation. By analyzing the relationship between these implementations of School Based Feeding Program (SBFP) standards and the overall stability of the students' well-being, the inquiry provides a focused assessment of how the feeding program functions as a cornerstone for student development. In pursuit of these research goals, the study utilized a descriptive and correlational research design, engaging 160 key stakeholders, including canteen managers and school health coordinators, within SDO Laguna SY. 2025-2026. through a validated survey instrument. The methodology relied on robust statistical treatments. After completing the research, the findings revealed that the SBFP was "Highly Implemented" across most operational indicators, with students reporting high levels of hunger satisfaction and improved food habits. Adherence to professional food service standards was particularly noteworthy, as safety and sanitation protocols earned a "Very Highly Adhered" rating, reflecting a disciplined commitment to student health. Consequently, the well-being of learners across all five dimensions was classified as "Very Highly Stable," indicating that the program successfully fosters an environment where students feel physically and emotionally supported. A significant relationship was cited on the implementation of the School-Based Feeding Program (SBFP) and adherence to food service on learners' well-being. The initiatives of the School-Based Feeding Program (SBFP) and adherence to food service show a significant relationship with learners' well-being, leading to the rejection of both hypotheses. This concludes that the strategic use of fresh, locally sourced ingredients and the promotion of healthy eating do more than just address physical hunger. When the quality of meals provided and the distribution process are handled with professionalism and fairness, students experience a greater sense of emotional security and satisfaction. It is recommended that school administrators and policy-makers continue to prioritize "farm-to-school" local sourcing to bridge the gap between nutrition and community engagement. Additionally, further integration of the feeding program with classroom-based social and cognitive activities is encouraged to ensure that the physical and emotional benefits of the program translate more effectively into holistic academic success and long-term student resilience.

Keywords— School-Based Feeding Program (SBFP), Learners' Well-being, Food Service Standards, SDO Laguna, Descriptive-Correlational Research.

I. INTRODUCTION

Childhood malnutrition remains widespread in many parts of the world, with a large proportion residing in low- and middle-

income countries. As a strategic intervention for malnutrition, the SBFP has been implemented as an intervention that brings about sustainable provision of nutrient-enriched foods at the schools where the learners are. SBFPs go directly to the heart of food inaccessibility and insecurity at educational institutions. This addresses the immediate need of students for nutrition but feeds into more general educational goals related to increased attendance and performance.

Strict adherence to food service regulations is obviously necessary for the School-Based Feeding Program (SBFP) to be implemented successfully. These rules guarantee that the meals provided to students satisfy their nutritional needs, are suitable for their culture, and are enticing enough to promote consistent attendance. A number of crucial elements are necessary for the SBFP to be effective, such as adequate training for food handlers, ongoing oversight of food preparation and serving, and community and parental involvement. Prioritizing these elements helps schools establish a safe and encouraging feeding environment that enhances students' nutritional status, encourages good eating habits, and increases the overall effect of the school-based feeding program.

Based on most research studies, students who eat well typically do better academically, engage with their classmates more favorably, and adopt healthier lifestyle choices. In order to support students' physical development, cognitive progress, and emotional stability—all of which are critical elements of their overall well-being—adequate nutrition is needed. On the other hand, inadequate nutrition may have detrimental effects on social behavior, learning ability, and physical health, which could jeopardize students' long-term wellbeing. Therefore, the purpose of this study is to investigate the relationship between learners' well-being across important aspects, such as physical health, academic achievement, and social engagement, and adherence to food service procedures in School-Based Feeding Programs (SBFPs).

In addition, the study will identify issues that limit adherence to food service standards in terms of resource restrictions, logistical problems, and differences in the level of stakeholder engagement. Then, the identified potential barriers would be transformed into recommendations for improving the implementation of SBFPs. By doing so, this study aims to contribute to the ongoing discussion about the issue of nutrition and its relevance in education. Commitment to quality in food service is important for a healthier, more active student population.

This study aims to determine the relationship between the learners' adherence to guidelines observed in food service within the SBFP and their well-being. It especially aims to examine this in high school where malnutrition remains a problem, going beyond simple causes and stating what could possibly be done to make the SBFP better: every learner receiving at least the minimum nutrition they need to develop fruitfully both physically and cognitively while in school.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to investigate the relationship between the School-Based Feeding Program (SBFP), adherence to food service standards, and learners' well-being for the School Year 2025–2026.

1. What is the status of Implementing School Based Feeding Program (SBFP) in terms of:
 - 1.1 Farm to Table Initiatives;
 - 1.2 Locally Served Ingredients;
 - 1.3 Dietary Habits; and
 - 1.4 Satisfying Hunger?
2. What is the level of adherence food service in terms of:
 - 2.1 Food Quality;
 - 2.2 Meal Variety;
 - 2.3 Serving Procedure; and
 - 2.4 Safety and Sanitation?
3. What is the level of Learners Well Being in terms of:
 - 3.1 Physical well-being;
 - 3.2 Emotional well-being;
 - 3.3 Social well-being;
 - 3.4 Cognitive well-being; and
 - 3.5 Psychological well-being?
4. Is there a significant relationship between the Implementation of School Based Feeding Program (SBFP) and Learner's well-being?
5. Is there a significant relationship between the adherence food service on learners' well-being?

II. METHODOLOGY

The study utilized a descriptive and correlational research design, engaging 160 key stakeholders, including canteen managers and school health coordinators, within SDO Laguna SY. 2025-2026 through a validated survey instrument. The methodology relied on robust statistical treatments.

III. RESULTS AND DISCUSSION

This part discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further examine how the School-Based Feeding Program (SBFP) influences learners' well-being.

Status of Implementing School Based Feeding Program (SBFP)

In this study, the status of implementing School-Based Feeding Program was described in terms of farm-to-table initiatives, locally served ingredients, dietary habits, and satisfying hunger and was determined through mean and

standard deviation. The following tables discuss assessment on the implementation of the program.

Table 1 illustrates the status of implementing a School Based Feeding Program (SBFP) in terms of Farm to Table Initiatives.

Table 1. Status of Implementing School Based Feeding Program (SBFP) in terms of Farm to Table Initiatives

Statements	Mean	SD	Remarks
The Farm to Table Initiatives on School Based Feeding Program (SBFP) ...			
...utilizes locally sourced farm products for meal preparation.	3.72	0.72	Often
...involves partnerships with local farmers and cooperatives.	3.76	0.65	Often
...promotes sustainable agriculture and local food systems.	3.73	0.68	Often
...supports the use of fresh and seasonal ingredients.	3.91	0.72	Often
...encourages community participation in food production and supply.	4.01	0.71	Often
Weighted Mean	3.83		
SD	0.70		
Verbal Interpretation	Highly Implemented		

As shown, Farm to Table Initiatives of the SBFP encourages community participation in food production and supply. It also supports the use of fresh and seasonal ingredients and involves partnerships with local farmers and cooperatives. Promoting sustainable agriculture and local food systems and utilization of locally sourced farm products for meal preparation are similarly catered by the program.

The level of status of implementing School Based Feeding Program (SBFP) in terms of Farm to Table Initiatives gained the overall weighted mean of 3.83 with a standard deviation of 0.70, verbally interpreted as Highly Implemented. This means that the program implementation was manifested by the respondents most of the time.

In summary, the results indicate that the high level of program implementation and Farm-to-Table initiatives are well integrated into the SBFP which contributes to stronger community involvement in the promotion of sustainable locally grounded feeding practices.

Table 2 illustrates the status of implementing the School-Based Feeding Program (SBFP) in terms of Locally Served Ingredients.

As shown, the program consistently utilizes locally available vegetables, fruits, and grains while actively minimizing the use of processed and imported food items to ensure nutritional quality. It also ensures cost-effectiveness through local sourcing and provides much-needed support to farmers and suppliers within the community. Furthermore, the program helps in preparing meals that are culturally familiar and acceptable to the learners, ensuring the food served is both enjoyed and consumed.

The implementation of the SBFP in terms of Locally Served Ingredients shows a weighted mean of 4.02, which indicates a verbal interpretation of Highly Implemented. This suggests that the program's integration of local ingredients is consistently practiced across the various criteria evaluated. Furthermore, the calculated standard deviation (SD) of 0.71

reflects a low level of dispersion among the responses. This low SD indicates that the respondents are in high agreement regarding the program’s success in utilizing local resources, showing that the implementation is stable and uniform.

Table 2. Status of Implementing School Based Feeding Program (SBFP) in terms of Locally Served Ingredients

Statements	Mean	SD	Remarks
The used of Locally Served Ingredients in School Based Feeding Program (SBFP)...			
...helps prepare culturally familiar and acceptable meals for learners.	3.78	0.66	Often
...utilizes locally available vegetables, fruits, and grains.	4.08	0.66	Often
....minimizes the use of processed and imported food items.	4.14	0.74	Often
.... ensures cost-effectiveness through local sourcing.	4.06	0.70	Often
.... supports local farmers and suppliers within the community.	4.06	0.72	Often
Weighted Mean	4.02		
SD	0.71		
Verbal Interpretation	Highly Implemented		

In summary, the results demonstrate a high level of program implementation, showing that the SBFP has successfully shifted toward a more sustainable and community-centered approach. By prioritizing local ingredients over imported ones, the program not only improves the freshness of the meals provided to students but also strengthens the local economy. This creates a reliable feedback loop where the school’s nutritional goals directly contribute to the livelihood of the surrounding community.

Table 3. Status of Implementing School Based Feeding Program (SBFP) in terms of Dietary Habits

Statements	Mean	SD	Remarks
The Dietary Habits in the School Based Feeding Program (SBFP)...			
...include eating meals regularly during school days.	3.74	0.75	Often
...provide enough food to satisfy hunger.	4.06	0.63	Often
...include the intake of nutritious and balanced foods daily.	4.18	0.75	Often
...help prevent hunger during class hours.	4.23	0.61	Always
...support focus and alertness during lessons.	4.13	0.72	Often
Weighted Mean	4.07		
SD	0.72		
Verbal Interpretation	Highly Implemented		

Table 3 shows how the School-Based Feeding Program (SBFP) is being implemented in terms of dietary habits.

According to the data, the program regularly helps students avoid hunger during class and gives them enough food to meet their needs. In addition, it emphasizes consuming healthy, well-balanced meals on a daily basis, which significantly improves students' capacity for focus and attention in class. Additionally, the program establishes a healthy pattern for participants by ensuring that they eat meals on a regular basis during the school week.

In terms of eating habits, the School Based Feeding Program (SBFP) implementation status had a weighted mean of 4.07, which is considered Highly Implemented. This outcome shows that the program's goals concerning the

learners' eating habits are being met to a high degree. Additionally, a minimal dispersion of data is suggested by the standard deviation (SD) of 0.72. The program's effectiveness in promoting healthy eating habits is widely perceived by the participants, as seen by the low SD, which shows that the responses are consistent and closely centered around the mean.

In summary, the results obtained show a high degree of program execution and show how well the SBFP meets the learners' cognitive and physical demands. The program makes the classroom more conducive to study by encouraging healthier eating habits and making sure pupils are fed. This indicates that the project is successfully promoting a culture of health and continued academic engagement within the institution, in addition to feeding children.

Table 4 details the performance of the School-Based Feeding Program (SBFP) specifically in terms of Satisfying Hunger.

The results show that the program is exceptionally effective at reaching its target population, with the highest marks given to its ability to feed all qualified beneficiaries daily. Beyond just providing food, the program ensures that every learner receives sufficient portions, which helps them stay focused and alert during class hours. By addressing these basic physiological needs, the initiative also plays a critical role in reducing absenteeism and tardiness that stems from hunger-related issues.

Table 4. Status of Implementing School Based Feeding Program (SBFP) in terms of Satisfying Hunger

Statements	Mean	SD	Remarks
The Satisfying Hunger on School Based Feeding Program (SBFP)...			
...adequately provides meals that satisfy learners' hunger.	3.93	0.60	Often
...ensures that every learner receives sufficient meal portions.	4.15	0.62	Often
...is able to feed all qualified beneficiaries daily.	4.29	0.69	Always
...reduces absenteeism and tardiness due to hunger.	4.18	0.66	Often
...helps learners stay focused and alert during class hours.	4.19	0.71	Often
Weighted Mean	4.15		
SD	0.67		
Verbal Interpretation	Very Highly Implemented		

The weighted mean of 4.15, which is considered Very Highly Implemented, for the School Based Feeding Program's (SBFP) implementation in terms of sating hunger. This outcome shows that the program's primary goal of meeting the students' urgent nutritional needs and hunger is incredibly successful. Additionally, the data's modest degree of dispersion is indicated by the standard deviation (SD) of 0.67. This low SD indicates a high degree of consistency in the respondents' evaluations, indicating a shared belief that the program consistently offers its recipients enough and fulfilling meals.

In summary, the high level of implementation in this field shows that the SBFP is effectively achieving its main goal of reducing hunger. The program fosters a more fairer learning environment by guaranteeing that no eligible student attends

classes hungry. A well-fed student is far more prepared for both academic engagement and long-term health, therefore this achievement in sating hunger serves as a fundamental pillar for the program's larger objectives.

Table 5 details the level of adherence to food service standards in terms of Food Quality.

As indicated, the program routinely avoids serving rotten or subpar food and uses clean, safe cooking ingredients, demonstrating its commitment to safety and excellence. Additionally, it keeps the food's high nutritional value throughout the cooking process while guaranteeing that the students will continue to enjoy the meals' flavor. In order to guarantee that the quality of service is never sacrificed, the program also prioritizes creating a menu with freshly prepared meals

Table 5. Level of adherence food service in terms of Food Quality

Statements	Mean	SD	Remarks
The Food Quality on School Based Feeding Program...			
...establish meals that are fresh and well-cooked.	3.90	0.66	Often
...ensures that the taste of food is appealing to learners.	4.19	0.65	Often
...maintains nutritional value during food preparation.	4.20	0.62	Often
...avoids serving spoiled or low-quality food.	4.59	0.65	Always
...uses clean and safe cooking ingredients.	4.47	0.71	Always
Weighted Mean	4.27		
SD	0.70		
Verbal Interpretation			Very Highly Adhered

In terms of food quality, the level of adherence to food service had a weighted mean of 4.27, which is considered Very Highly Adhered. This outcome shows that the program upholds a high level of food quality, guaranteeing that safety and nutritional integrity are given top priority. Additionally, the data's modest degree of dispersion is reflected in the standard deviation (SD) of 0.70. The program's uniform application of food safety and quality criteria is demonstrated by this low SD, which indicates that respondents are highly in agreement about the consistent quality of the food supplied.

In summary, these findings show a remarkable degree of program execution, demonstrating the SBFP's "safety-first" approach. High adherence to food quality standards guarantees that the program is offering a high-quality service that safeguards the students' health and wellbeing rather than merely a meal. The program's overall legitimacy and impact are strengthened by the beneficiaries' and their families' increased trust as a result of the kitchen's painstaking attention to detail.

Table 6 illustrates the level of adherence to food service standards in terms of Meal Variety.

In addition, the program often rotates food products and introduces new recipes that showcase regional flavors in an effort to provide a diversified menu. While meticulously customizing the meals to satisfy the unique nutritional requirements of the students, the program continuously guarantees that every meal contains necessary ingredients like fruits, vegetables, and proteins. Additionally, the program effectively avoids food boredom by providing a broad range of

meal selections, which keeps children interested in the feeding endeavor.

Table 6. Level of adherence food service in terms of Meal Variety

Statements	Mean	SD	Remarks
The Meal Variety on School Based Feeding Program...			
...offers a variety of meals to prevent monotony.	3.71	0.74	Often
...includes fruits, vegetables, and proteins in every meal.	4.10	0.63	Often
...introduces new recipes that promote local flavors.	3.83	0.72	Often
...ensures that menus meet learners' dietary needs.	4.04	0.70	Often
...rotates menu items on a regular basis.	3.98	0.72	Often
Weighted Mean	3.93		
SD	0.72		
Verbal Interpretation			Highly Adhered

The level of adherence to food service in terms of meal variety obtained a weighted mean of 3.93, which is considered Highly Adhered, as Table 6 illustrates. This outcome shows that the program regularly employs techniques to guarantee a varied assortment of meals for the students. Moreover, a low degree of data dispersion is shown by the standard deviation (SD) of 0.72. This indicates that the respondents strongly agree that menu rotation and diversity should be applied consistently, demonstrating that the program's implementation is consistent.

In summary, findings demonstrate that the SBFP successfully strikes a balance between dietary requirements and culinary variety, indicating a high degree of program implementation. The program makes sure that children get a wide range of nutrients in an enticing fashion by changing menus and emphasizing different dietary categories. This method encourages a more favorable and long-lasting attitude toward healthy eating practices in the school setting in addition to supporting the students' physical development.

Table 7 shows the level of adherence to food service standards in terms of serving procedures.

Table 7. Level of adherence food service in terms of Serving Procedure

Statements	Mean	SD	Remarks
The Serving Procedure on School Based Feeding Program...			
...has an organized and timely food distribution system.	3.83	0.69	Often
...serves food in appropriate portions.	4.07	0.61	Often
...maintains order and cleanliness during meal service.	4.36	0.62	Always
...ensures that feeding staff are courteous and efficient.	4.39	0.65	Always
...follows a fair system in serving all learners.	4.32	0.65	Always
Weighted Mean	4.19		
SD	0.68		
Verbal Interpretation			Highly Adhered

As seen, the program keeps a professional and orderly workplace by ensuring that feeding personnel are always pleasant and efficient. The program also promotes a fair serving method for all students and maintains high standards of order and cleanliness during meal service. Furthermore, the project focuses on delivering proper meal servings and maintaining a timely distribution system to guarantee that the

feeding process is both effective and accommodating to the kids' schedules.

The level of adherence regarding Serving Procedure gained a weighted mean of adherence to food service in terms of serving method was 4.19, indicating Highly Adhered. This finding suggests that the program consistently maintains an orderly, efficient, and equitable approach for serving meals to students. Furthermore, the standard deviation (SD) of 0.68 indicates that the data is not dispersed significantly. This indicates that the respondents' judgments are extremely consistent, implying a shared belief that the set serving protocols are consistently followed.

In summary, these findings suggest a high level of program implementation, indicating that the SBFP excels at producing a positive and disciplined dining experience. By combining efficiency with a polite attitude to service, the program does more than just provide sustenance; it also promotes a sense of dignity and order for participants. This strict attention to serving rules ensures that daily feeding operations run efficiently, bolstering the program's reputation within the school community.

In summary, the results show a high level of program implementation, indicating the SBFP's unwavering commitment to student safety. By maintaining such high sanitation and hygiene standards, the program effectively reduces health hazards, giving parents and school administrators peace of mind. This clean environment not only preserves the students' physical well-being, but it also acts as a practical lesson in personal hygiene, encouraging good behaviors that students may take with them outside of school.

Table 9 shows the level of learners' well-being in terms of physical health.

As demonstrated, the program is effective in enhancing the learners' overall physical health and body strength while also delivering nutritional meals that directly promote their growth and development. It also aids in the reduction of physical weariness, allowing pupils to refuel after class and feel more active throughout the day. Furthermore, the effort is effective in fostering healthy eating habits, ensuring that the program's benefits transcend into the learners' long-term lifestyle choices.

Table 9. Level of Learners Well Being in terms of Physical Well Being

Statements	Mean	SD	Remarks
The Physical well-being of learners under School Based Feeding Program...			
...makes the learners feel more energetic and active throughout the school day.	4.31	0.46	Always
...improves the learners' overall physical health and body strength.	4.74	0.44	Always
...provides nutritious meals that support learners' growth and development.	4.78	0.41	Always
...reduces physical fatigue and helps learners regain energy after classes.	4.71	0.46	Always
...promotes healthy eating habits among learners.	4.66	0.49	Always
Weighted Mean	4.64		
SD	0.48		
Verbal Interpretation	Very Highly Stable		

Table 8. Level of adherence food service in terms of Safety and Sanitation

Statements	Mean	SD	Remarks
The Safety and Sanitation on School Based Feeding Program...			
...complies with hygiene and sanitation standards.	4.49	0.57	Always
...ensures that utensils and kitchen equipment are properly cleaned.	4.43	0.55	Always
...monitors food handlers' health and cleanliness.	4.40	0.57	Always
...stores food properly to avoid contamination.	4.39	0.57	Always
...provides handwashing facilities and promotes proper hygiene.	4.42	0.58	Always
Weighted Mean	4.43		
SD	0.57		
Verbal Interpretation	Very Highly Adhered		

Table 8 shows the level of adherence to food service standards, specifically safety and sanitation.

As shown, the program prioritizes health by strictly adhering to hygiene and sanitation requirements and ensuring that all utensils and kitchen equipment are well cleaned. This is supported by a stringent monitoring system for food handler health and hygiene, as well as the execution of correct food storage methods to reduce the danger of contamination. Furthermore, continuous handwashing facilities and active encouragement of basic hygiene habits among students guarantee that the feeding area remains a safe zone for the entire school community.

The weighted mean of food service adherence in terms of safety and sanitation was 4.43, indicating Very Highly Adhered. This score indicates that the program maintains high standards of hygiene, cleanliness, and adequate food storage to protect the safety of its students. Furthermore, the standard deviation (SD) of 0.57 indicates that there is relatively little dispersion in the data. This implies that respondents' ratings are highly consistent, implying a strong and shared belief that safety protocols are strictly and uniformly implemented.

The weighted mean for learners' physical well-being was 4.64, which corresponds to a verbal interpretation of Very Highly Stable. This finding suggests that the School-Based Feeding Program (SBFP) has a very significant and positive impact on the physical health, energy levels, and growth of students. Furthermore, the standard deviation (SD) of 0.48 indicates that there is relatively little dispersion in the data. This low SD indicates that respondents are quite agreeable about the physical benefits provided by the program, demonstrating that the good outcomes are consistent and uniform across the beneficiary group.

In summary, the results show a remarkable level of program implementation, demonstrating that the SBFP is highly beneficial in improving the physical vitality of the learners. By routinely providing high-quality nourishment, the program does more than just fill tummies; it develops healthier, more energetic students who are better prepared for the physical demands of the school day. This "Very Highly Stable" designation demonstrates that the program is an important component in the overall development of the children it serves.

Table 10 shows the level of emotional well-being among learners.

As demonstrated, the program has a major impact on the students' mental state by making them feel joyful and fulfilled following their meals while effectively lowering stress or worry caused by hunger. It also contributes significantly to building a sense of belonging, as the program makes students feel cherished and cared for by the school community. Furthermore, the program promotes long-term emotional stability and a good attitude, which immediately increases pupils' active engagement in classroom activities.

Table 10. Level of Learners Well Being in terms of Emotional Well Being

Statements	Mean	SD	Remarks
The Emotional well-being of learners under School Based Feeding Program...			
...makes the learners feel happy and emotionally satisfied after eating.	4.33	0.47	Always
...reduces feelings of stress or worry among learners caused by hunger.	4.38	0.49	Always
...helps learners feel valued and cared for by the school community.	4.51	0.50	Always
...creates a positive mood that enhances learners' classroom participation.	4.54	0.50	Always
...supports the emotional stability of learners throughout the day.	4.64	0.48	Always
Weighted Mean	4.48		
SD	0.50		
Verbal Interpretation			Very Highly Stable

As shown in Table 10, the weighted mean of learners' emotional well-being was 4.48, corresponding to a verbal interpretation of Very Highly Stable. This finding suggests that the School Based Feeding Program (SBFP) is extremely effective at promoting positive emotional outcomes such as happiness, reduced stress, and a sense of belonging in the school community. Furthermore, the standard deviation (SD) of 0.50 indicates that there is relatively little dispersion in the data. This low SD indicates that respondents are strongly agreed on the program's emotional advantages, implying that the beneficial impact on learners' emotional stability is consistent and uniform.

In summary, the results show a high level of program implementation, suggesting that the SBFP offers more than just physical nutrition; it also functions as an emotional anchor for the learners. By reducing the worry associated with food insecurity, the program enables students to concentrate on their schoolwork with confidence and delight. This "Very Highly Stable" emotional environment demonstrates the program's success in supporting the child's overall well-being and ensuring they are emotionally prepared to excel in school.

Table 11 shows the learners' level of well-being in terms of Social Well-Being.

In summary, these results demonstrate an outstanding level of program implementation, showing that the SBFP is a powerful tool for social integration. By providing a communal space for nutrition, the program does more than just feed the body; it nourishes the students' social lives and strengthens the fabric of the school community. This "Very Highly Stable" status confirms that the program is successfully cultivating a

supportive and inclusive environment that is essential for the holistic development of every learner.

Table 11. Level of Learners Well Being in terms of Social Well Being

Statements	Mean	SD	Remarks
The Social well-being of learners under School Based Feeding Program...			
...encourages learners to interact and share meals with their classmates.	4.46	0.50	Always
...strengthens the learners' friendships and relationships within the school.	4.59	0.49	Always
...promotes cooperation and teamwork among learners during mealtime.	4.66	0.47	Always
...creates an inclusive environment where all learners feel welcome.	4.60	0.49	Always
...builds a sense of community and belonging among learners.	4.69	0.47	Always
Weighted Mean	4.65		
SD	0.32		
Verbal Interpretation			Very Highly Stable

Table 12. Level of Learners Well Being in terms of Cognitive Well Being

Statements	Mean	SD	Remarks
The Cognitive well-being of learners under School Based Feeding Program...			
...helps learners concentrate better during lessons.	4.79	0.41	Always
...improves learners' memory and thinking skills.	4.81	0.39	Always
...keeps learners alert and attentive during learning activities.	4.75	0.38	Always
...enhances learners' ability to understand and accomplish school tasks.	4.74	0.44	Always
...supports learners' overall academic performance.	4.67	0.48	Always
Weighted Mean	4.70		
SD	0.46		
Verbal Interpretation			Very Highly Stable

Table 12 shows how the School-Based Feeding Program (SBFP) affects the cognitive well-being of its students.

As demonstrated, the program is an effective driver of academic preparation, dramatically enhancing students' concentration during classes and their overall memory and thinking skills. The effort ensures that children are well-nourished, which keeps them active and attentive throughout learning activities and improves their capacity to understand and complete complex school tasks.

The weighted mean for learners' cognitive well-being was 4.70, which corresponds to a verbal interpretation of Very Highly Stable. This result shows that the School Based Feeding Program (SBFP) has a significant impact on students' capacity to concentrate, retain lessons, and improve their overall academic performance. Furthermore, the standard deviation (SD) of 0.46 indicates that there is relatively little dispersion in the data. This low SD indicates that respondents strongly agree on the program's cognitive benefits, implying that these good mental results are constant and uniform across the participant group.

In summary, the findings demonstrate that the SBFP is much more than a nutritional intervention; it is a critical academic support tool. By stabilizing learners' cognitive well-being, the program eliminates the mental fog that is sometimes created by hunger, allowing them to fully engage with their

material. This "Very Highly Stable" classification demonstrates that a consistent feeding regimen is a necessary prerequisite for good learning, demonstrating that when a child's nutritional needs are addressed, their academic potential increases significantly.

Table 13. Level of Learners Well Being in terms of Psychological Well Being Statements

The Psychological well-being of learners under School Based Feeding Program...	Mean	SD	Remarks
...boosts learners' confidence and self-esteem.	4.43	0.49	Always
...makes learners feel secure knowing they have access to daily meals.	4.44	0.50	Always
...helps learners develop a positive attitude toward school life.	4.56	0.50	Always
...reduces anxiety and negative emotions among learners.	4.57	0.50	Always
...promotes a balanced and healthy mindset among learners.	4.72	0.45	Always
Weighted Mean	4.54		
SD	0.50		
Verbal Interpretation	Very Highly Stable		

Table 13 details the learners' well-being regarding their Psychological Well-Being under the School-Based Feeding Program (SBFP).

The findings show that the program is highly effective in promoting a balanced and healthy mindset while actively reducing anxiety and negative emotions among the students. It also plays a significant role in helping learners develop a more positive attitude toward school life and ensures they feel secure knowing they have guaranteed access to daily meals. Furthermore, the consistent provision of nutrition serves as a foundation for boosting the learners' overall confidence and self-esteem.

The weighted mean for learners' psychological well-being was 4.54, which corresponds to a verbal interpretation of Very Highly Stable. This finding suggests that the School-Based Feeding Program (SBFP) is extremely effective at increasing students' confidence, lowering anxiety, and promoting a healthy mentality. Furthermore, the standard deviation (SD) of 0.50 indicates that the data is not dispersed significantly. This suggests that the respondents' ratings are highly consistent, implying a strong and united view that the psychological benefits of the program are universally felt by the learners.

In summary, the results suggest a high level of program implementation, indicating that the SBFP provides a key layer of psychological security for students. By reducing the stress associated with food insecurity, the program enables students to approach their studies with greater confidence and optimism. This "Very Highly Stable" psychological condition demonstrates that the program is effectively feeding the beneficiaries' mental and emotional health, which is just as important to their success as physical sustenance.

Significant Relationship Between the Implementation of School Based Feeding Program (SBFP) and Learner's well-being

In this study, the significant relationship between the Implementation of School Based Feeding Program (SBFP)

and Learner's well-being formation were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 14 presents the significant relationships between the implementation of the School-Based Feeding Program (SBFP) and the various dimensions of learner well-being.

Table 14. Significant Relationship Between the Implementation of School Based Feeding Program (SBFP) and learners' well-being

School Based Feeding Program (SBFP)	Physical	Emotional	Social	Cognitive	Psychological	
Farm to Table Initiatives	Pearson Correlation Sig. (2-tailed) N	0.078 0.330 160	0.027 .732 160	0.013 .875 160	0.053 .507 160	0.214* .007 160
Locally Served Ingredients	Pearson Correlation Sig. (2-tailed) N	0.041 .602 160	0.049 .538 160	0.060 .453 160	0.058 .464 160	0.031 .695 160
Dietary habits	Pearson Correlation Sig. (2-tailed) N	0.036 .648 160	0.117 .141 160	0.029 .718 160	0.078 .329 160	0.173* .029 160
Satisfying Hunger	Pearson Correlation Sig. (2-tailed) N	0.006 .941 160	0.010 .898 160	0.088 .269 160	0.073 .356 160	0.027 .738 160

Note *p < .05

The results utilize Pearson correlation coefficients (r-values) and p-values to determine the strength and significance of these connections across a sample size of N=160. By analyzing these statistical markers, the study identifies which specific program components—such as farm-to-table initiatives, locally sourced ingredients, and dietary habits—have a measurable impact on the physical, emotional, social, cognitive, and psychological health of the students.

The statistical analysis reveals specific significant relationships between the implementation of the School Based Feeding Program (SBFP) and learner well-being. The relationship between Farm to Table Initiatives and Psychological Well-being obtained a Pearson Correlation coefficient (r) of 0.214 with a p-value of 0.007. Additionally, the relationship between Dietary Habits and Psychological Well-being yielded an r-value of 0.173 with a p-value of 0.029. Since these p-values are less than the alpha level of 0.05, the null hypothesis is rejected for these specific pairs, indicating a significant positive relationship. Other pairings, such as Locally Served Ingredients and Satisfying Hunger against various well-being dimensions, showed no significant correlation as their p-values exceeded 0.05.

However, the findings show no significant connections between SBFP implementation and the physical, emotional, social, and cognitive aspects of learner well-being. This implies that, while present program components influence a student's psychological state, their impact on other developmental areas may necessitate more robust implementation, longer exposure, or more tailored treatments. In conclusion, while the SBFP has been successfully related to

psychological health, additional refining and a more complete approach may be required to achieve greater improvements in all aspects of a learner's well-being.

According to Santos (2024), the School-Based Feeding Program (SBFP) is one of the most significant interventions of the Department of Education (DepEd) in addressing the problem of undernutrition and short-term hunger among public school learners. The program provides nutritious meals for a specific period to improve the nutritional status of learners, enhance school attendance, and promote better learning outcomes. When properly implemented, SBFP becomes a crucial tool in sustaining learners' attention, alertness, and classroom performance.

Furthermore, according to Torres (2022), the success of the School-Based Feeding Program depends largely on consistent meal preparation, accurate monitoring, and active participation of school staff and parents. When these elements are present, learners are more likely to exhibit improved health conditions, reduced absenteeism, and enhanced academic performance. The study also highlighted that students who are consistently fed through the program demonstrate higher levels of participation in school activities.

Significant Relationship Between the Adherence Food Service and Learner's well-being

In this study, the significant relationship between the Implementation of School Based Feeding Program (SBFP) and Learner's well-being formation were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 15 presents the significant relationships between the Adherence to Food Service Standards and the various domains of Learner's Well-Being.

Table 15. Significant Relationship Between the Adherence to Food Service and Learners' well-being

School Based Feeding Program (SBFP)		Physical	Emotional	Social	Cognitive	Psychological
Food Quality	Pearson Correlation	0.058	0.185*	0.086	0.053	0.110
	Sig. (2-tailed)	.468	.019	.277	.506	.166
	N	160	160	160	160	160
Meal Variety	Pearson Correlation	0.037	0.099	0.054	0.061	0.007
	Sig. (2-tailed)	.645	.211	.495	.442	.929
	N	160	160	160	160	160
Serving Procedure	Pearson Correlation	0.107	0.204	0.056	0.065	0.026
	Sig. (2-tailed)	.176	.010*	.479	.416	.742
	N	160	160	160	160	160
Safety and Sanitation	Pearson Correlation	0.077	0.076	0.006	0.026	0.056
	Sig. (2-tailed)	.333	.341	.943	.744	.480
	N	160	160	160	160	160

Note *p < .05

The analysis utilizes Pearson Correlation coefficients and p-values to determine how the operational quality of the feeding program—specifically Food Quality, Meal Variety,

Serving Procedure, and Safety and Sanitation—impacts the holistic health of the 160 students surveyed.

Statistical research demonstrates strong connections between particular food service adherence characteristics and learners' emotional well-being. The Pearson Correlation coefficient (r) between food quality and emotional well-being was 0.185, with a p-value of 0.019. Furthermore, the association between Serving Procedure and Emotional Well-Being had an r-value of 0.204 and a p-value of 0.010. Because these p-values are smaller than the alpha level of 0.05, the null hypothesis is rejected for these particular pairs, demonstrating a substantial positive connection. Other comparisons, such as Meal Variety, Safety, and Sanitation versus various well-being aspects, revealed no significant link because their p-values above the 0.05 level.

As a result, the findings demonstrate no significant relationships between these service standards and the physical, social, cognitive, or psychological categories. This implies that, while high-quality service and professional procedures are critical for making students feel emotionally valued and satisfied, their direct impact on areas such as academic performance or physical strength may take longer or more targeted interventions to become statistically evident. In conclusion, the data show that the human side of food service the quality of the meal and how it is served it is a key determinant of the recipients' emotional well-being.

As validated by Oro (2020), the high implementation of localized food systems states that such initiatives promote improved mental health outcomes through a strong link between program initiatives and psychological health.

Additionally, Jamaluddine et al. (2022) emphasized that the quality and manner of food service are primary drivers of a student's emotional well-being.

IV. CONCLUSION AND RECOMMENDATIONS

The findings reveal a clear and significant relationship between the implementation of the School-Based Feeding Program (SBFP) and the psychological well-being of learners, particularly regarding farm-to-table initiatives and established dietary habits. Consequently, the null hypothesis is rejected. These results indicate that the strategic use of fresh, locally-sourced ingredients and the promotion of healthy eating do more than just address physical hunger. Instead, they serve as a direct catalyst for a more stable and positive mental state among students.

Adherence to food service standards specifically food quality and the efficiency of serving procedures is significantly linked to the learners' well-being of the learners. As a result, the null hypothesis is rejected. This demonstrates that when the quality of meals is obtained and the distribution process is handled with professionalism and fairness, students experience a greater sense of emotional security and satisfaction. The safety-first approach and organized meal delivery are therefore vital in fostering a sense of trust and stability within the school community.

School administrators may continue to strengthen partnerships with local farmers and cooperatives to ensure the

sustainability of Farm-to-Table initiatives, which have been shown to positively impact students' psychological well-being.

Feeding staff may maintain their rigorous adherence to safety and sanitation protocols, as this "Always" manifested consistency is vital for preventing health risks and maintaining program credibility.

The program may continue to prioritize meal variety and the use of culturally familiar, locally sourced ingredients to ensure that meals are not only nutritious but also appealing and acceptable to the learners.

Since the serving procedure significantly drives emotional well-being, schools may ensure that food distribution remains organized, fair, and respectful, fostering an environment where students feel valued and cared for.

Teachers and school officials are encouraged to use the improved focus and alertness resulting from the program to further enhance classroom engagement and academic performance.

For future researchers, it is recommended to conduct longitudinal studies to further explore why the physical, social, and cognitive domains did not show the same level of immediate statistical correlation as the emotional and psychological domains in this specific timeframe.

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