

## Perception of Parents and Teachers on the Fernando-Rosa Bautista Foundation Feeding Program

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### ABSTRACT

This study investigates the perceptions of parents and teachers regarding the Fernando-Rosa Bautista (FRB) Foundation Feeding Program in Baguio City. School feeding programs are globally recognized as vital social safety nets, improving nutrition, educational outcomes, and child well-being. While government-led initiatives in the Philippines have been widely studied, limited research exists on privately funded programs such as FRB's. Using a convergent mixed-methods design, the study integrates survey data and thematic analysis from parents and teachers across ten public elementary schools. Findings highlight perceived benefits in student health, attendance, and academic performance, alongside challenges in logistics, parental involvement, and resource sustainability. Socio-economic factors and stakeholder engagement emerged as critical influences on program effectiveness. The study underscores the importance of communication, community participation, and integration of nutrition education to enhance program sustainability. Recommendations focus on strengthening parent-school collaboration, improving operational efficiency, and ensuring long-term viability of the FRB Feeding Program.

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## **INTRODUCTION**

School Feeding Programs (SFPs) are among the largest social safety net initiatives in the world, benefiting nearly 500 million children by improving access to nutritious food, supporting learning outcomes, and promoting child health. According to the World Bank and World Food Programme (WFP, 2009), these programs serve three major purposes: to provide support for disadvantaged families, enhance educational performance, and improve children's nutrition and well-being. Across countries, feeding programs have shown positive effects on attendance, behavior, food appreciation, and dietary habits, especially when combined with nutrition education. However, studies also reveal that their success depends on proper implementation, adequate facilities, sufficient resources, and strong support from parents, teachers, and the community.

In the Philippines, malnutrition remains a continuing concern among school-aged children, making the Department of Education's School-Based Feeding Program an important intervention for undernourished learners. Local studies have shown that feeding programs can improve pupils' nutritional status, classroom behavior, and academic performance, yet challenges such as limited facilities, logistical problems, and weak parental involvement still affect their effectiveness. These findings emphasize the importance of stakeholder perception, particularly among parents and teachers, in sustaining feeding initiatives. While many studies have focused on government-led programs, limited research has examined privately funded efforts such as the Fernando-Rosa Bautista Foundation Feeding Program in Baguio City. Understanding how parents and teachers perceive its relevance, benefits, and challenges is therefore essential in strengthening its impact and long-term sustainability.

## **THEORETICAL REVIEW**

School feeding programs are widely recognized as one of the largest social safety net interventions in the world, reaching millions of learners and helping address hunger, nutrition, health, and education-related concerns. These programs are designed not only to provide meals to vulnerable children but also to improve attendance, concentration, academic performance, and overall well-being. In the Philippines, the Department of Education's School-Based Feeding Program serves as a major response to undernutrition among school-aged children, particularly those who are identified as wasted or severely wasted. This reflects the continuing need for organized and sustained feeding initiatives that support learners' physical development and educational participation.

Several international and local studies have shown that feeding programs contribute positively to learners' school performance and behavior. Studies from Ethiopia, the United States, and the Philippines revealed that regular access to nutritious meals may improve pupils' attendance, classroom focus, social engagement, and academic outcomes. However, these studies also emphasized that the success of feeding programs depends on effective implementation, including proper food preparation, consistent supply, adequate facilities, sufficient staffing, and strong coordination among schools, parents, and community partners.

In the Philippine context, recent studies in areas such as Midsayap, Borongan City, Apayao, and Opol West District highlight both the benefits and challenges of school feeding programs. While feeding initiatives have been linked to improved nutritional status, reading performance, physical energy, and classroom behavior, common problems remain, such as limited resources, poor meal facilities, irregular food distribution, lack of staff, and weak parental participation. These findings suggest that feeding programs must be supported not only through funding and logistics but also through active parent-school-community collaboration.

Parental and teacher perceptions are also important in determining the effectiveness and sustainability of feeding programs. When parents understand the purpose of the program and trust the quality, safety, and nutritional value of the meals provided, they are more likely to support their children's participation and reinforce healthy eating habits at home. Teachers, on the other hand, directly observe changes in learners' behavior, attendance, attentiveness, and classroom engagement. Thus, the views of both parents and teachers provide valuable insights into how feeding programs affect children beyond physical nourishment.

The Fernando and Rosa Bautista Foundation's Feeding Program is a privately funded initiative that provides meal augmentation to undernourished learners in selected public elementary schools in Baguio City. Although the program aims to support children's health and learning, limited research has examined how parents and teachers perceive its relevance, benefits, challenges, and overall impact. Therefore, studying their perceptions is necessary to better understand the strengths and areas for improvement of the FRB Feeding Program and to help strengthen its implementation, community support, and long-term sustainability.

## **METHODOLOGY**

### ***Research Design***

This study will use a convergent mixed-methods design to assess the perceptions of parents and teachers regarding the FRB Feeding Program. This design combines quantitative and qualitative approaches to provide both measurable data and deeper insights into the program's implementation, benefits, challenges, and socio-economic impact.

For the quantitative part, structured survey questionnaires will be given to parents and teachers, and the data will be analyzed using frequency, percentage, and weighted mean. For the qualitative part, semi-structured interviews and focus group discussions will be conducted with selected participants to gather detailed experiences and opinions. The responses will be analyzed through thematic analysis following Braun and Clarke's six-step process to identify common themes and patterns.

### ***Population and Local of the Study***

The population of this study will include parents and teachers of learners who are beneficiaries of the FRB Feeding Program in selected public elementary schools in Baguio City. The study will be conducted in ten schools: SPED Center, Aguinaldo Elementary School, Happy Hollow Elementary School, Holy Ghost Elementary School, Adiwang Elementary School, Sto. Tomas Elementary School, Crystal Cave Elementary School, Lindawan Elementary School, Pinsao Elementary School, and Irisan Elementary School.

The respondents will consist of parents whose children are enrolled in the feeding program and teachers who are directly involved in or knowledgeable about its implementation. Parents and teachers who agree to participate will be included, while those who are not involved, not aware of the program, or unwilling to join the survey or interview will be excluded. Data will be gathered only from qualified respondents who give their consent, ensuring representation from the participating schools.

For the quantitative part, the study will use stratified random sampling to ensure that parents and teachers from the ten participating public elementary schools in Baguio City are properly represented. Participants will be selected proportionally from each school based on the number of program beneficiaries. For the qualitative part, purposive sampling will be used to select feeding coordinators, active parents, and teachers with direct experience in the FRB Feeding Program to gather meaningful and relevant insights.

The questionnaire will cover the respondents' demographic profile, awareness, perceived benefits, challenges, and socio-economic factors related to the program. It will undergo expert validation and pilot testing before distribution to ensure clarity, validity, and reliability. After securing permission from school authorities and the FRB Foundation, the researcher will distribute the questionnaires, collect the responses, and analyze the data using frequency, percentage, and weighted mean. Ethical practices such as informed consent, confidentiality, and voluntary participation will be observed throughout the study.

The quantitative and qualitative findings will be combined through triangulation to provide a more complete understanding of parents' and teachers' perceptions. The results will be shared with schools, parents, the FRB Foundation, local stakeholders, and academic audiences through reports, meetings, forums, presentations, and possible publication. This dissemination aims to help improve the program's implementation, strengthen stakeholder participation, and support the long-term sustainability of the FRB Feeding Program.

### ***Data Analysis***

The data gathered in this study will be analyzed using descriptive statistical tools to interpret the perceptions of parents and teachers regarding the Fernando-Rosa Bautista Foundation Feeding Program. After securing approval from the school authorities and the FRB Foundation, the researcher will distribute validated questionnaires to selected respondents. The questionnaire

will cover demographic profile, awareness, perceived benefits, challenges, and socio-economic factors related to the program.

After collection, the responses will be organized, tabulated, and analyzed using frequency, percentage, and weighted mean. Frequency and percentage will summarize categorical data, while weighted mean will measure the level of agreement or perception on Likert-scale items. The results will be interpreted based on the objectives of the study and will serve as basis for conclusions and recommendations to improve the effectiveness and sustainability of the FRB Feeding Program.

## RESULTS AND DISCUSSION

### *Perceived Benefits of the FRB Feeding Program on Students' Academic Performance, Health, and School Attendance*

The FRB Feeding Program aims to enhance students' learning outcomes, overall health, and school attendance by providing consistent nutritious meals. Evaluating stakeholder perceptions helps determine whether the program achieves these intended benefits.

Teachers observe the program's effects directly in the classroom, noting how meals influence students' learning behavior, energy, and participation.

Table. 1 Benefits of the Program (as perceived by Teachers)

Benefits of the Program (as perceived by Teachers)	Teachers (n = 10)		
	M	SD	DE
<b>A. Academic Performance</b>			
1. The FRB feeding program has improved students' academic performance.	3.30	0.48	SA
2. Students are more attentive in class after receiving FRB meals.	3.50	0.53	SA
3. The program helps reduce hunger-related distractions during learning.	3.70	0.48	SA
4. The program contributes to students' motivation and interest in schooling.	3.60	0.52	SA
5. The program has increased students' participation in classroom activities.	3.50	0.53	SA
Sub-Area Mean	3.52	0.50	SA
<b>B. Health and Nutrition</b>			
1. The FRB feeding program has positively affected students' overall health.	3.60	0.52	SA
2. Students appear more energetic and active after receiving meals.	3.70	0.48	SA
3. The program has reduced complaints of hunger or fatigue among students.	3.80	0.42	SA
4. The program has contributed to healthier weight and growth among students.	3.70	0.48	SA

5. The program has improved students' concentration and alertness.	3.50	0.53	SA
Sub-Area Mean	3.66	0.48	SA
<b>C. School Attendance</b>			
1. The FRB feeding program has encouraged students to attend school more regularly.	3.70	0.48	SA
2. Students are less likely to be absent because of hunger-related issues.	3.60	0.52	SA
3. The program motivates students to stay in school throughout the day.	3.60	0.52	SA
4. The availability of meals increases students' willingness to attend classes.	3.60	0.52	SA
5. The program has reduced tardiness among students.	3.50	0.71	SA
Sub-Area Mean	3.60	0.53	SA
<b>OVERALL</b>	<b>3.59</b>	<b>0.51</b>	<b>SA</b>

Note. N = number of respondents. M = mean. SD = standard deviation. DE = descriptive equivalent. SA = strongly agree.

Teachers strongly agreed that the FRB Feeding Program benefits learners' academic performance, health and nutrition, and school attendance, with an overall mean of 3.59 and standard deviation of 0.51. This shows that teachers observed positive changes in students' attentiveness, participation, motivation, energy, and regular attendance in school.

From the classroom perspective, the program helps reduce hunger-related distractions and improves students' alertness and engagement in learning activities. Parents also perceived its benefits at home, particularly in improving their children's focus and energy while also providing financial relief through regular meal support.

Table. 2 Benefits of the Program (as perceived by Parents)

Benefits of the Program (as perceived by Parents)	Parents (n = 60)		
	M	SD	DE
<b>A. Academic Performance</b>			
1. I have observed that my child's academic performance has improved since joining the FRB feeding program.	3.20	0.75	A
2. My child seems more attentive when studying or doing homework after receiving FRB meals.	3.02	0.79	A
3. The program helps reduce my child's hunger-related distractions while learning at home.	3.18	0.87	A
4. My child shows more motivation and interest in schooling because of the feeding program.	3.17	0.85	A
5. My child participates more actively in school-related tasks (e.g., homework, projects, review sessions).	3.15	0.84	A
Sub-Area Mean	3.14	0.82	A
<b>B. Health and Nutrition</b>			

1. I have noticed positive changes in my child's overall health due to the FRB feeding program.	3.18	0.85	A
2. My child appears more energetic and active after receiving meals from the program.	3.25	0.84	SA
3. My child complains less about hunger or fatigue since joining the program.	3.00	0.90	A
4. The program has contributed to healthier weight and growth in my child.	3.20	0.86	A
5. My child shows better concentration and alertness when studying or doing daily activities.	3.20	0.80	A
Sub-Area Mean	3.17	0.85	A
<b>C. School Attendance</b>			
1. The FRB feeding program has encouraged my child to attend school more regularly.	3.12	0.90	A
2. My child is less likely to miss school because of hunger-related issues.	2.83	0.92	A
3. The program motivates my child to stay in school throughout the day.	3.05	0.87	A
4. The availability of meals increases my child's willingness to go to school.	3.10	0.88	A
Sub-Area Mean	3.03	0.90	A
<b>OVERALL</b>	<b>3.12</b>	<b>0.85</b>	<b>A</b>

Note. n = number of respondents. M = mean. SD = standard deviation. DE = descriptive equivalent. SA = strongly agree. A =

Parents agreed that the FRB Feeding Program provides benefits to their children, with an overall mean of 3.12 and standard deviation of 0.85. They rated the program positively in terms of academic performance, health and nutrition, and school attendance, although their ratings were slightly lower than those of teachers.

This suggests that parents observed moderate improvements at home, particularly in their children's energy, focus, and reduced complaints of hunger. While they were less certain about direct academic improvement, they recognized the program's value in supporting children's well-being, easing food-related household concerns, and indirectly promoting better learning engagement.

### ***Socio-Economic Factors Influencing Stakeholder Perceptions***

Stakeholder perceptions of school feeding programs are influenced by socio-economic conditions, which affect the perceived value and relevance of the program.

Table. 3 Socio-Economic Factors Influencing Stakeholder Perceptions

	f	%	M (DE)	SD
1. Household monthly income (n = 61)				
Less than ₱10,000	42	68.85	-	-
₱10,001-₱20,000	14	22.95	-	-
₱20,001-₱30,000	4	6.56	-	-
More than ₱30,000	1	1.64	-	-
2. Number of school-enrolled children in the household (n = 60)				
1	12	20.00	-	-
2	27	45.00	-	-
3	13	21.67	-	-
4 or more	8	13.33	-	-
3. Primary income source (n = 60)				
Father	35	58.33	-	-
Mother	14	23.33	-	-
Both parents equally	10	16.67	-	-
Others	1	1.67	-	-
4. Perceived reduction in household food expenses due to FRB (n = 60)				
Yes	37	61.67	-	-
No	5	8.33	-	-
Not sure	18	30.00	-	-
5. Estimated monthly savings if "Yes" (n = 59)				
Less than ₱500	37	62.71	-	-
₱500-₱1,000	18	30.51	-	-
₱1,001-₱2,000	3	5.08	-	-
More than ₱2,000	1	1.69	-	-
6. Meals most supported by the program (n = 50)				
Breakfast	7	14.00	-	-
Lunch	11	22.00	-	-
Snacks	15	30.00	-	-
All of the above	17	34.00	-	-
7. School attendance change since FRB started (n = 60)				
More regularly	43	71.67	-	-
No change	14	23.33	-	-
Less regularly	3	5.00	-	-
8. Main motivator for regular attendance (n = 59)				
Availability of meals	6	10.17	-	-
Improved health and energy	40	67.80	-	-
Encouragement from teachers	9	15.25	-	-
Peer interaction	2	3.39	-	-

Others	2	3.39	-	-
9. Primary factor shaping your perception of FRB (n = 60)				
Household income	9	15.00	-	-
Child's health improvements	41	68.33	-	-
Child's academic performance	8	13.33	-	-
Community feedback	2	3.33	-	-
School staff communication			-	-
10. Perception of program value (n = 30)				
The FRB program is valuable to families with lower income.	-	-	3.70 (SA)	0.47
The financial relief from FRB influences my positive view of the program.	-	-	3.67 (SA)	0.48
Community support for FRB affects how I perceive its effectiveness.	-	-	3.57 (SA)	0.50
Communication from school staff shapes my trust in FRB.	-	-	3.60 (SA)	0.50

Note. f = frequency. % = percentage. M (DE) = mean (descriptive equivalent). SD = standard deviation. n = number of respondents who responded.

The findings show that the FRB Feeding Program is especially helpful for low-income households, as many families earn less than ₱10,000 per month and reported reduced food expenses because of the program. Parents perceived the program positively mainly because of improvements in their children's health, energy, and food security. This shows that the program provides both nutritional and financial support, helping reduce household burden while encouraging children to attend school regularly.

The experiences of parents and teachers revealed several key benefits of the program, including financial relief, improved food security, better academic engagement, enhanced health and nutrition, and increased attendance. Teachers observed that students became more attentive, energetic, and participative in class, while parents noticed that their children were more active, focused on homework, and less hungry at home. However, respondents also suggested improvements such as more meal variety, consistent food supply, better monitoring of student progress, year-round feeding, and stronger parent-teacher collaboration to sustain and improve the program.

## CONCLUSIONS AND RECOMMENDATIONS

The findings show that the FRB Feeding Program has a positive impact on students' academic performance, health, and school attendance. Teachers observed improved attentiveness, participation, energy, and attendance, while parents noticed better focus, reduced hunger, and some financial relief at home. Socio-economic factors, such as low household income and children's health improvements, also influenced how parents and teachers perceived the program.

Overall, the program supports students' nutrition, learning engagement, and well-being.

### ***Recommendations***

To strengthen the FRB Feeding Program, schools and implementers should improve communication with parents by sharing updates on students' progress, health, and attendance. Meal variety and balanced nutrition should also be enhanced to maximize health benefits. Schools should regularly monitor students' attendance and academic progress, while priority should be given to low-income families who benefit most from the program. Stronger parent and community involvement, along with continuous evaluation, is also recommended to ensure the program remains effective, responsive, and sustainable.

### **FURTHER STUDY**

Future research is encouraged to expand both the scope and depth of understanding regarding the effectiveness of feeding programs implemented by organizations such as the Fernando-Rosa Bautista Foundation. Subsequent studies may consider incorporating a larger and more diverse sample across different regions to enhance the generalizability of findings. In addition, employing mixed-method approaches—combining quantitative surveys with in-depth qualitative interviews—could provide richer insights into the nuanced perceptions of parents and teachers. Researchers may also explore the long-term impacts of feeding programs on children's nutritional status, academic performance, and psychosocial well-being. Comparative studies between different feeding initiatives, including government-led and private foundation programs, would further contribute to identifying best practices and policy implications.

Moreover, future investigations could examine the role of community engagement, cultural factors, and institutional support in shaping the success and sustainability of feeding programs. It would also be beneficial to analyze the cost-effectiveness and resource management strategies employed by such programs to ensure their scalability. Integrating perspectives from additional stakeholders—such as students, program implementers, and local government units—can provide a more comprehensive evaluation. Finally, longitudinal studies that track changes over time would be valuable in assessing whether positive perceptions translate into measurable developmental outcomes for beneficiaries, thereby strengthening the evidence base for continued investment in feeding initiatives.

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