Efficiency and Practices in School - Based Feeding Program and Learners' Performance
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Efficiency and Practices in School - Based Feeding Program and Learners' Performance

Gina A. Maramba
STI West Negros University
https://orcid.org/0009-0004-0261-2235
gina.maramba001@deped.gov.ph

Abstract

Malnutrition remains a pressing public health concern in the Philippines, affecting millions of children through stunting and wasting. In response, the Department of Education (DepEd) institutionalized the School-Based Feeding Program (SBFP) as a national intervention to reduce hunger, improve learners' nutritional status, and support academic performance, guided by DepEd Order No. 31, s. 2021, which underscores procurement processes, feeding mechanisms, and administrative support as vital components. Despite these measures, challenges persist in ensuring fidelity, sustainability, and equity in program delivery. To address this gap, this study examined teachers' level of efficiency and practices in SBFP implementation and its relationship to learners' academic performance in a large sized division in Central Philippines for School Year 2024–2025. Employing a descriptive–correlational design, data were collected from 125 teacher respondents and 268 learners using a validated researcher made questionnaire and official school records. Findings revealed that teachers demonstrated very high levels of efficiency in procurement, feeding, and administrative domains, with the strongest emphasis on food safety and nutrition standards, while practices were very high in feeding and administrative aspects but slightly lower in procurement. Learners achieved a mean grade of 85.59, interpreted as Very Satisfactory. Comparative analyses indicated no significant differences in teachers' efficiency and practices when grouped by age or designation, underscoring a unified level of engagement across subgroups. Importantly, correlation analyses confirmed strong, positive, and statistically significant relationships between teachers' efficiency and learners' performance and between teachers' practices and learners' performance. These findings affirm that SBFP, when implemented with high efficiency and consistent practices, significantly enhances academic achievement.

Keywords: *School-based feeding program, teachers' efficiency, teachers' practices, learners' academic performance, DepEd*

Bio-Profile:

Gina A. Maramba is a public school principal under the Schools Division of Cebu Province, Department of Education. She holds a Master's Degree in Education, major in Administration and Supervision. Currently pursuing a Doctor of Philosophy in Education, her dissertation research interests encompass educational leadership, school management, school-based feeding programs, and related areas aimed at contributing to the continuous improvement of the Department of Education.

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Introduction

Rationale

Malnutrition remains one of the most persistent challenges in the Philippines, negatively affecting both children's health and learning. UNICEF Philippines (2021) reported that about 30 percent of children under five are stunted and 20 percent are underweight, placing the country among the highest worldwide in terms of undernutrition. In response, the Department of Education (DepEd) institutionalized the School-Based Feeding Program (SBFP) through DepEd Order No. 31, s. (2021), as part of the Basic Education Learning Continuity Plan (BE LCP). The program aims to reduce hunger, improve nutritional status, and enhance learners' readiness to learn, complementing the provisions of Republic Act 10533 or the Enhanced Basic Education Act of 2013. This initiative is likewise aligned with the United Nations Sustainable Development Goals, particularly SDG No. 2 (Zero Hunger) and SDG No. 4 (Quality Education), which emphasize the critical link between nutrition and inclusive learning. Studies affirm that school feeding initiatives support attendance, improve health, and foster academic performance, confirming their importance to both education and national development (Bundy et al., 2020; Antunes et al., 2024).

The success of SBFP implementation depends on three main areas often cited in the literature. The procurement process ensures food safety, quality, and cost effectiveness while requiring transparency and accountability (Cambal & Digo, 2024). The feeding mechanism, whether hot meals, fortified bread, or milk, ensures learners consistently receive nutritious food and has adapted to disruptions such as the COVID-19 pandemic (Randby et al., 2024). Administrative support sustains program fidelity by involving teachers, school heads, and parents in addressing logistical challenges and mobilizing community participation (Bacang, 2024). These three areas together form the backbone of SBFP delivery, with teachers serving as key implementers who translate policy into classroom-level action.

Addressing these challenges requires a closer look at teacher efficiency and practices, since they play a central role in procurement coordination, feeding delivery, and administrative reporting. By examining these aspects in relation to learners' academic performance, the study aims to provide evidence to guide program improvements and support sustainable implementation. In doing so, it aims to strengthen both the nutritional well-being and academic achievement of learners in Central Philippines, ensuring that the SBFP fulfills its role as a vital pillar of education and development.

Literature Review

Across global development and education frameworks, teacher efficiency in school feeding programs is consistently defined as the routine, structured, and procedural execution of daily tasks that ensure program reliability, quality, and equity. The World Food Programme (2022) emphasizes that implementation depends on teachers' consistent adherence to standard operating procedures such as menu compliance, food safety checks, portion control, attendance tracking, and logistics monitoring, which strengthen accountability and resilience. Similarly, Bundy et al. (2024) of the World Bank highlight that efficiency relies on teachers' involvement in enrollment verification, distribution management, record-keeping, and "last-meter" quality controls. The Global Child Nutrition Foundation (2021) reinforces this view, noting that teacher-led supervision and reporting systems form the operational backbone of scalable school feeding programs. WHO and UNESCO (2021), along with the Global Food Banking Network (2021), further describe teacher practices as codified routines involving hygiene, documentation, risk management, and coordination that ensure sustainability.

International organizations consistently stress that teacher efficiency is central to translating policy into actual school-level outcomes. UNICEF (2020, 2021) and the Food and Agriculture Organization (FAO, 2020) conceptualize teachers as daily enablers who deliver nutrition education, reinforce hygiene, and maintain documentation systems that operationalize policy goals. The School Meals Coalition and Global Child Nutrition Foundation (2021) similarly emphasize that program continuity depends on standardized teacher routines in data generation, coordination, and adaptation during disruptions. WHO (2021) and UNESCO (2021) extend this perspective by framing teacher practices as micro-level governance actions that sustain health-promoting school

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environments through monitoring, reporting, and communication. Overall, these frameworks converge on teacher efficiency as an operational construct grounded in consistent routine implementation.

At the national level, DepEd policies define teacher efficiency in the School-Based Feeding Program (SBFP) as strict adherence to operational procedures, documentation, supervision, and safety standards. DepEd Orders No. 023 (2020) and No. 031 (2021) emphasize teachers' roles in food distribution, reporting, menu compliance, and monitoring as essential to accountability and transparency. DepEd Order No. 038 (2022) introduces adaptive compliance, highlighting teachers' capacity to maintain continuity despite implementation changes, while DepEd Memorandum No. 036 (2024) frames efficiency as sustained commitment through consistent coordination, scheduling, and reporting. Complementing these, Bacang (2024) and Cambal and Digo (2024) describe teacher efficiency as the integration of professional, instructional, and moral responsibilities that support learner welfare and educational equity.

SBFP-related studies further reinforce that teacher practices are structured, routine-based actions that operationalize policy at the school level. DepEd Orders (2020, 2021) emphasize procedural compliance in procurement, distribution, hygiene monitoring, reporting, and coordination, while later issuances stress adaptability and sustained implementation (DepEd, 2022; 2024). Supporting literature (Bacang, 2024; Cambal & Digo, 2024; Villanueva & Cruz, 2021; Cruz & Hernandez, 2021; Hernandez & Bautista, 2021) shows that teacher practices extend beyond feeding supervision to include procurement checks, documentation, and administrative coordination. Collectively, these sources converge on the view that SBFP success depends on consistent, disciplined, and adaptive teacher practices that ensure transparency and efficiency.

Empirical evidence shows that teacher efficiency is a key determinant of implementation fidelity and program success. Liu and Zhang (2020) found that adherence to school meal guidelines improves when teachers act as active "school champions," while Hernandez and Bautista (2021) emphasize that clear roles, leadership support, and feedback systems strengthen implementation. Evenhuis et al. (2020) show that policy tools are effective only in schools with high teacher engagement, while Tamiru et al. (2024) highlight that efficiency depends on institutional support, supervision, and resources. Together, these studies show that teacher efficiency is both individual and system-dependent.

Further studies confirm that teacher efficiency serves as the bridge between policy design and learner outcomes. Schultz et al. (2024) explain that stronger national policies enhance institutional support, improving teacher practices, while Grigsby-Duffy et al. (2022) show that school food improvements depend on teacher enforcement of nutrition policies. Meta-analytic evidence (Wang et al., 2021; Mohammed et al., 2023; Aurino et al., 2020; Snilstveit et al., 2020; Bundy et al., 2020) consistently demonstrates that improvements in attendance, literacy, numeracy, and engagement occur only when implementation is consistent and well-monitored. Across the literature, teacher efficiency emerges as the critical mechanism linking policy, implementation fidelity, and educational outcomes.

Theoretical Underpinnings

This study is anchored on the Theory of Organizational Efficiency by Meyer and Allen (1997), the Theory of Planned Behavior by Ajzen (1991), and the Human Capital Theory by Schultz (1961). The Theory of Organizational Efficiency explains employee performance through affective, continuance, and normative dimensions, highlighting why individuals remain committed to organizational roles. The Theory of Planned Behavior emphasizes that behavior is shaped by attitudes, subjective norms, and perceived behavioral control, underscoring that teachers' actions in implementing programs are intentional and influenced by both personal beliefs and contextual expectations. Meanwhile, Human Capital Theory views education and training as investments that improve productivity and performance, framing learners' academic achievement as an outcome of adequate nutrition, effective instruction, and holistic development. Together, these theories provide a multi-dimensional framework for understanding teachers' efficiency, implementation practices, and learners' academic outcomes in the School-Based Feeding Program (SBFP).

When integrated, these theories explain the interconnected motivational, behavioral, and outcome dimensions of SBFP implementation. The Theory of Organizational Efficiency accounts for the persistence and commitment of teachers in carrying out program responsibilities, reflecting their sense of duty and loyalty. The Theory of Planned Behavior explains how teachers' daily practices—such as managing procurement, supervising feeding activities, and

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maintaining records—are shaped by their attitudes, perceived social expectations, and confidence in performing tasks. Human Capital Theory, on the other hand, connects these practices to learner outcomes by emphasizing that improved nutrition and consistent program implementation contribute to better academic performance and long-term societal benefits. Collectively, these theories justify that SBFP success depends on the interaction of teacher efficiency, intentional practices, and measurable student achievement, rather than on resources or policy alone.

Objectives

This study aimed to determine teachers' levels of efficiency and practices in the School–Based Feeding Program in relation to learners' academic performance in a large-sized school division in the central Philippines for the School Year 2024 - 2025. Specifically, it seeks answers to determine: 1) the teachers' level of efficiency in SBFP across the area of procurement process, feeding mechanism, and administrative support; 2) the teacher's level of practice according to the aforementioned areas; 3) the learners' level of academic performance for the first and second quarters for SY 2024-2025; 4) if a significant difference exists in the teachers' level of efficiency in SBFP when grouped and compared according to the aforementioned variables; 5) a significant difference exists in the teacher's level of practices in the SBFP when grouped and compared according to the aforementioned variables; 6) if a significant relationship exists between the teachers' level of efficiency in the SBFP and the learners' academic performance; and 7) if a significant relationship exists between teachers' levels of practice in the SBFP and learners' academic performance.

Methodology

This section discusses the methods used to gather and analyze data based on the specific predetermined objectives. This outline includes research design, subject-respondents, research instruments, data collection procedures, ethical considerations, data analysis, and statistical methods.

Research Design

This study employed a descriptive–correlational research design to determine teachers' levels of efficiency and practices in implementing the School-Based Feeding Program (SBFP) and their relationship to learners' academic performance in a large division in the central Philippines during School Year 2024–2025.

According to Best and Kahn (2016), descriptive research is a method concerned with present phenomena, including conditions, practices, beliefs, processes, relationships, or trends. It focuses on gathering information about prevailing conditions or situations for description and interpretation. It also seeks to determine differences among study variables, explore the causes of phenomena, test hypotheses, and develop generalizations, principles, or theories based on findings. While its primary concern is the conditions and practices existing at the time of the study, it also considers past influences deemed related to the present.

Descriptive–correlational research is most appropriate for this study because it not only provides a detailed description of teachers' efficiency and practices in SBFP but also examines their relationships with learners' academic performance. This method allows the study to capture current practices in procurement, feeding mechanisms, and administrative support without manipulating the variables, while also testing for associations between teacher-related factors and student outcomes. In doing so, it aligns with the study's goal of producing evidence-based insights that can inform program improvement and policy implementation.

Respondents

The respondents of this study were the School-Based Feeding Program (SBFP) Coordinators, School Clinic Teachers, and Bids and Awards Committee (BAC) members from all elementary public schools in the district where this study was conducted. Since the population was relatively small and manageable, the study employed total enumeration rather than sampling. This approach ensured that all individuals directly involved in implementing and monitoring the SBFP were represented in the data collection process. A total of 125 teachers participated in the study, drawn from the 25 combined public elementary schools within the district. Their inclusion provided a

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comprehensive and accurate representation of the teachers' levels of efficiency and practices in SBFP implementation.

Instrument

This study utilized a researcher-developed questionnaire to assess teachers' compliance, efficiency, and difficulties in implementing the School-Based Feeding Program (SBFP). The instrument consisted of four parts: Part I gathered respondents' profiles such as age and designation; Part II measured teachers' efficiency across procurement process, feeding mechanism, and administrative support; Part III assessed teachers' practices in the same three areas; and Part IV recorded learners' academic performance for the first and second quarters of School Year 2024–2025 based on school records and interpreted using DepEd Order No. 8, s. 2015. Content validity was established through expert evaluation by three education specialists: a Public Schools District Supervisor, an Elementary School Principal IV, and an Assistant Schools Division Superintendent, all with doctoral degrees in Educational Management. Using Good and Scates' criteria, the instrument obtained an overall validity rating of 4.62 (4.58 index), interpreted as Excellent, confirming its appropriateness and alignment with the study objectives. For reliability testing, the instrument was pilot-tested with 30 non-participant teachers from another district and analyzed using Cronbach's Alpha to measure internal consistency. The instrument yielded a reliability coefficient of 0.958, interpreted as Excellent, indicating that the tool is highly consistent and dependable for use in the study.

Procedure for Data Collection

To formally gather the data needed, the researcher will request permission from the Public Schools District Supervisor of Badian District and the School–Based Feeding Program Division Sub – Office Adviser to distribute copies of the instrument to the identified research respondents. Upon receiving approval, the researcher will begin distributing the instruments to school administrators and teacher respondents.

The researcher gathered the data for a period of three weeks. The data underwent quantitative analysis and was eventually interpreted using the Statistical Package for the Social Sciences (SPSS).

Data Analysis and Statistical Treatment

Objective 1 used a descriptive analytical scheme and mean to determine the teachers' level of efficiency in SBFP in terms of procurement process, feeding mechanism, and administrative support. Objective 2 used a descriptive-analytical procedure and mean to determine the teachers' level of practice in SBFP in terms of procurement process, feeding mechanism, and administrative support. Objective 3 also used the descriptive-analytical procedure and mean to determine learners' academic performance for the first and second quarters of SY 2024–2025. Objective 4 used the comparative analytical procedure and the Mann-Whitney U test to test whether significant differences exist in the teachers' level of efficiency in SBFP when grouped and compared according to age and designation. Objective 5 also used the comparative analytical procedure and the Mann-Whitney U test to test whether significant differences exist in teachers' levels of practice in SBFP when grouped and compared by age and designation. Objective 6 used a relational analytical scheme and the Spearman rho correlation coefficient to determine whether there is a significant relationship between teachers' level of efficiency in SBFP and learners' academic performance. Finally, objective 7 also used the relational analytical scheme and Spearman rho correlation coefficient to determine whether there is a significant relationship between teachers' level of practices in SBFP and learners' academic performance.

Ethical Considerations

In conducting the study, research ethics were considered. Anonymity was maintained by not requiring respondents to provide personal identifying information. Confidentiality was ensured by securely storing the data and restricting access to the researcher. To minimize the risk of harm, the researcher followed health protocols, including wearing a mask and a face shield when interacting with the respondents. Informed consent was also obtained from the participants, emphasizing their right to withdraw from the study at any time without consequence.

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The potential risks and benefits of the study were explained to the participants, and they were allowed to ask questions before giving their consent to participate. These research ethics considerations were put in place to protect participants' welfare and rights and to maintain the integrity of the study.

Results and Discussions

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights.

Teachers' Level of Efficiency in School-Based Feeding Program (SBFP) According to Procurement Process, Feeding Mechanism, and Administrative Support

Table 1
Teachers' Level of Efficiency in SBFP according to the Procurement Process

Items	Mean	Interpretation
As a teacher, I am ...		
1. ensuring the selection of reliable food suppliers based on quality, affordability, and reliability.	4.58	Very High Level
2. overseeing the efficient use of allocated funds without exceeding the budget limits.	4.58	Very High Level
3. keeping detailed records and ensuring adherence to procurement regulations for transparency.	4.65	Very High Level
4. working closely with administrators and procurement committees to align activities with program goals.	4.61	Very High Level
5. ensuring that all procured items meet the required nutritional and safety standards.	4.66	Very High Level
6. overseeing the procurement process to ensure that food items are delivered on time.	4.49	High Level
7. engaging with suppliers to build strong relationships for consistent and fair service.	4.48	High Level
Overall Mean	**4.58**	**Very High Level**

Table 1 presents teachers' levels of efficiency in SBFP across the procurement process. As reflected on the table, the overall mean is 4.58, which is verbally interpreted as Very High Level. This indicates that teachers consistently demonstrate strong efficiency in ensuring proper procurement procedures are followed. Among the items, the highest mean is Item 5, "ensuring that all procured items meet the required nutritional and safety standards," with a mean of 4.66 (Very High Level). This suggests that teachers give their utmost attention to safeguarding the nutritional quality and safety of food items procured for SBFP.

On the other hand, the lowest mean is for Item 7, "engaging with suppliers to build strong relationships for consistent and fair service," at 4.48 (High Level). This finding suggests that while teachers are highly efficient in their roles, they are relatively less engaged in directly building supplier relationships compared to other procurement-related tasks. Possible causes of this occurrence include teachers having limited authority or official involvement in supplier negotiations, as such roles are often assigned to procurement committees or school heads. In addition, administrative protocols may restrict teachers' engagement with external suppliers, limiting their opportunities to establish long-term partnerships. This lower rating implies that while teachers fulfill their supervisory responsibilities in procurement, their lesser involvement in supplier engagement could affect the sustainability and consistency of service. When strong teacher-supplier connections are lacking, delays or lapses in coordination may occur, potentially disrupting the timely delivery of food items and the smooth flow of the feeding program. Overall, this result reflects how procedural constraints and role delineations within the procurement

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process may reduce teacher involvement in external supplier management, despite their strong commitment to compliance and safety.

This finding is supported by the study by Villanueva and Cruz (2021), which emphasized that procurement efficiency in school feeding programs depends heavily on transparency, accountability, and systematic processes rather than on direct personal engagement with suppliers. Their study highlighted that while teachers play an important role in ensuring quality and compliance, supplier engagement is more effectively managed at the administrative level to avoid conflicts of interest and maintain fairness in bidding procedures. Thus, the lower mean on supplier relationship building in this study aligns with earlier findings that teachers' influence in procurement is limited by organizational structures, even though their efficiency in program implementation remains consistently high.

Table 2
Teachers' Level of Efficiency in SBFP according to Feeding Mechanism

Items	Mean	Interpretation
As a teacher, I am...		
1. ensuring that meals are prepared according to nutrition, safety, and hygiene standards.	4.83	Very High Level
2. managing the distribution of meals to students in an efficient and timely manner.	4.74	Very High Level
3. tracking student attendance and participation in the feeding program regularly.	4.82	Very High Level
4. adjusting meal portions or menu items based on student needs and feedback.	4.56	Very High Level
5. incorporating discussions about healthy eating habits during classroom sessions.	4.70	Very High Level
6. working with the canteen or kitchen staff to ensure smooth feeding operations.	4.31	High Level
7. taking steps to reduce food wastage by monitoring consumption and adjusting portions accordingly.	4.64	Very High Level
Overall Mean	**4.66**	**Very High Level**

Table 2 presents teachers' levels of efficiency in SBFP by feeding mechanism. As shown on the table, the overall mean is 4.66, indicating Very High. This indicates that teachers demonstrate strong efficiency in ensuring that feeding operations are conducted effectively and in accordance with standards. The item with the highest mean is Item 1, "ensuring that meals are prepared according to nutrition, safety, and hygiene standards," with a mean of 4.83 (Very High Level). This shows that teachers consistently prioritize safe and nutritious meal preparation in their efforts to implement SBFP.

The lowest mean is for Item 6, "working with canteen or kitchen staff to ensure smooth feeding operations," at 4.31 (High Level). This suggests that while teachers are efficient in feeding operations, they are less engaged in coordinating directly with canteen or kitchen staff compared to other feeding responsibilities. A possible cause is that the bulk of kitchen operations and food handling falls under the responsibility of designated staff, thereby limiting teachers' direct involvement. Another factor may be time constraints, as teachers balance instructional duties alongside program support, which may reduce opportunities for frequent coordination with kitchen personnel. This result implies that weaker collaboration with feeding staff may affect the efficiency and consistency of daily operations, potentially leading to miscommunication, delays, or lapses in quality monitoring. If teachers are not fully engaged in this aspect, the overall impact may be reduced program synergy, where classroom goals and feeding operations are not optimally aligned. This reflects how role boundaries and workload distribution may reduce teachers' capacity to oversee operational details of the feeding process directly.

This finding is supported by the study by Cruz and Hernandez (2021), which emphasized that successful school feeding programs rely heavily on collaboration among teachers, food handlers, and administrative staff. Their

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study highlighted that although teachers play a crucial role in monitoring and supervising, direct coordination with kitchen personnel often falls short due to overlapping responsibilities and institutional role limitations. This supports the finding that teacher efficiency remains very high overall but reveals a relative gap in collaboration with kitchen staff, which, if addressed, could enhance the sustainability and efficiency of SBFP feeding operations.

Table 3
Teachers' Level of Efficiency in SBFP according to Administrative Support

Items	Mean	Interpretation
As a teacher, I...		
1. Seeking additional financial or logistical support from school administration or external sources.	4.36	High Level
2. Working closely with school principals and staff to ensure alignment with the school's objectives.	4.64	Very High Level
3. Allocating enough time for feeding program activities while balancing other teaching responsibilities.	4.56	Very High Level
4. Keeping detailed and timely records of program implementation and outcomes.	4.58	Very High Level
5. Addressing challenges and bottlenecks in feeding logistics, such as space or staffing issues.	4.42	High Level
6. Implementing measures to ensure the long-term sustainability of the program through resource management.	4.52	Very High Level
7. Involving parents, local businesses, and community groups to support the program through volunteerism or donations.	4.62	Very High Level
Overall Mean	**4.53**	**Very High Level**

Table 3 presents teachers' levels of efficiency in the School-Based Feeding Program (SBFP) by administrative support. As reflected on the table, the overall mean is 4.53, which is verbally interpreted as Very High Level. This indicates that teachers consistently demonstrate high efficiency when performing administrative support functions that sustain the SBFP. While most indicators yielded very high ratings, one item received the least mean score, *"seeking additional financial or logistical support from school administration or external sources,"* which obtained a mean of 4.36, interpreted as High Level. This result suggests that teachers are less engaged in resource mobilization compared to other administrative tasks. Budget allocation and external resource generation are responsibilities often assigned to administrators or school heads, leaving teachers with limited authority in this area. Another plausible cause is teachers' hesitancy to make repeated requests for support in contexts where funding is already constrained. This lower rating reveals a potential gap between teachers' strong efficiency in program execution and their limited role in resource acquisition. Despite this, the high overall efficiency underscores that teachers continue to provide consistent administrative support to ensure smooth program implementation.

The highest-rated indicator in Table 5 is *"working closely with school principals and staff to ensure alignment with the school's objectives,"* which had a mean of 4.64, indicating a Very High Level. This finding implies that teachers value collaboration with school leadership as a core component of their SBFP efficiency. One reason for this strong rating is that teachers recognize the need for administrative coordination to align feeding activities with broader school priorities. Another possible factor is that principals and staff serve as gatekeepers of resources, schedules, and monitoring, making close collaboration both practical and necessary. Furthermore, this result stems from the institutional culture in Philippine public schools, where teamwork and collective accountability are emphasized. This high score implies that teachers are not working in isolation but rather embedding their SBFP efficiency within a collaborative framework. This collective approach minimizes task duplication, ensures compliance with DepEd guidelines, and fosters transparency. Additionally, strong collaboration enhances teachers' sense of professional support, making them more confident in fulfilling SBFP responsibilities. Ultimately, the high efficiency of working closely with principals and staff reinforces the program's sustainability by strengthening trust, accountability, and coherence between instructional duties and feeding initiatives.

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This result is supported by the study of Abizari et al. (2021), who examined the implementation of school feeding programs in Ghana and found that collaboration between teachers and school administrators significantly enhanced program efficiency and compliance. Their findings indicated that when teachers actively coordinated with school leaders, feeding initiatives were more likely to align with institutional objectives, thereby improving consistency and accountability. Moreover, the study highlighted that collective action reduces the administrative burden on individual teachers while fostering a sense of ownership among all stakeholders. This aligns with the present study's finding that working closely with school principals and staff was the most highly rated efficiency item. Abizari et al. (2021) concluded that successful school feeding initiatives depend not only on teacher dedication but also on structured collaboration with administrators, which ensures program sustainability and alignment with broader educational goals.

Teachers' Level of Practices in School-Based Feeding Program (SBFP) According to Procurement Process, Feeding Mechanism, and Administrative Support

Table 4
Teachers' Level of Practices in SBFP according to the Procurement Process

Items	Mean	Interpretation
As a teacher, I…		
1. assessing local markets for quality and affordable food items that meet nutritional standards.	4.07	High Level
2. complying with procurement policies and guidelines to guarantee transparency in the acquisition process.	4.28	High Level
3. Coordinating with procurement committees to align purchases with allocated budgets and program goals.	4.29	High Level
4. checking the freshness and expiration dates of procured goods to ensure student safety.	4.66	Very High Level
5. Managing procurement documentation to keep accurate records of purchases and contracts with suppliers.	4.41	High Level
6. Facilitating timely deliveries by following up with suppliers to prevent delays in the feeding schedule.	4.30	High Level
7. Reviewing contracts and agreements with suppliers to ensure fair pricing and terms of service.	4.11	High Level
Overall Mean	**4.30**	**High Level**

Table 4 presents teachers' levels of practice in SBFP according to the procurement process. As indicated on the table, the overall mean is 4.30, which is interpreted as High Level. This shows that teachers generally perform procurement-related responsibilities consistently and reliably. The item with the highest mean is Item 4, "checking freshness and expiration dates of procured goods to ensure student safety," which obtained a mean of 4.66 (Very High Level). This reveals that teachers consistently prioritize ensuring the safety and quality of the food items purchased for learners.

The lowest mean is Item 1, "assessing local markets for quality and affordable food items that meet nutritional standards," with a mean of 4.07 (High Level). This suggests that teachers are less engaged in directly surveying or assessing local markets compared to other procurement-related practices. One possible cause of this result is that market assessments are usually conducted by designated procurement officers or committees, rather than primarily by classroom teachers, which limits their involvement. Another factor could be time constraints, as teachers already balance teaching, documentation, and supervisory roles, leaving them with fewer opportunities to monitor local market conditions actively. Additionally, bureaucratic procurement procedures may restrict teachers' ability to independently source food items, leading to reliance on formal suppliers rather than local markets. This finding implies that while teachers comply with procurement requirements, reduced involvement in local market assessments may affect opportunities for cost saving, community linkages, and sourcing fresh produce. Over time, this could hinder schools' ability to maximize local resources, potentially increasing program costs or reducing procurement flexibility.

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This result is supported by the findings of Ramirez and Choi (2021), who emphasized that teachers' practices during program implementation often reflect compliance with guidelines rather than active engagement in broader operational tasks, such as market assessments. Their study found that procurement efficiency in school-based programs largely depends on institutional committees and administrators, while teachers' roles center on monitoring, recordkeeping, and compliance. This supports the current study's finding that teachers show high overall practice levels but are less directly engaged in local market assessments, as organizational structures and time constraints shape their influence.

Table 5
Teachers' Level of Practices in SBFP according to Feeding Mechanism

Items	Mean	Interpretation
As a teacher, I…		
1. supervising meal preparation to ensure that meals are cooked in accordance with hygiene and nutritional standards.	4.70	Very High Level
2. organizing the distribution of meals to students efficiently, ensuring timely service and proper portioning.	4.71	Very High Level
3. monitoring students' participation in the feeding program to ensure maximum attendance and engagement.	4.70	Very High Level
4. adapting meal plans to meet the diverse dietary needs and preferences of the student population.	4.62	Very High Level
5. coordinating with kitchen staff to ensure smooth operations and proper meal handling during feeding times.	4.55	Very High Level
6. ensuring food safety by regularly checking food storage and preparation areas for cleanliness and hygiene.	4.74	Very High Level
7. reducing food wastage by adjusting portion sizes based on observed consumption patterns.	4.66	Very High Level
Overall Mean	**4.67**	**Very High Level**

Table 5 presents teachers' levels of practice in SBFP by feeding mechanism. As shown in the table, the overall mean is 4.67, indicating Very High. This result indicates that teachers consistently perform their responsibilities in overseeing and supporting the feeding mechanism of SBFP. The item with the highest mean is Item 6, "ensuring food safety by regularly checking food storage and preparation areas for cleanliness and hygiene," with a mean of 4.74 (Very High Level). This shows that teachers give their utmost attention to maintaining hygiene and safety in food preparation and storage areas.

The lowest mean is Item 5, "coordinating with kitchen staff to ensure smooth operations and proper meal handling during feeding times," with a mean of 4.55 (Very High Level). Although still rated very high, this item suggests that teachers are less engaged in actively working with kitchen staff than in other feeding-related practices. One possible cause is that kitchen operations are typically handled by designated personnel, limiting teacher participation in the technical aspects of meal preparation. Another contributing factor could be workload pressures, as teachers juggle classroom teaching and SBFP supervision, which may reduce opportunities for continuous collaboration with feeding staff. This lower rating implies that while food safety and monitoring are highly prioritized, weaker coordination with kitchen staff can occasionally lead to operational inefficiencies or lapses in communication. If not addressed, such gaps hinder the smooth flow of feeding activities and affect program sustainability, particularly when unforeseen challenges such as shortages or delays arise. Overall, this result underscores how role delineation and workload distribution shape the scope of teacher involvement in daily feeding operations.

This finding is supported by Hernandez and Bautista (2021), who reported that administrative and logistical support play a crucial role in ensuring smooth feeding operations. Their study highlighted that, while teachers are efficient at supervising and monitoring, they often have limited authority over kitchen staff and depend on effective coordination systems to maintain efficiency. The results of their study affirm the current findings that teachers

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maintain very high practices in ensuring food quality and safety, but show relatively weaker engagement in direct collaboration with feeding staff. Such alignment suggests that institutional role boundaries continue to influence the scope of teacher practices within the SBFP feeding mechanism.

Table 6
Teachers' Level of Practices in SBFP according to Administrative Support

Items	Mean	Interpretation
As a teacher, I…		
1. requesting additional resources from the administration to ensure the program's smooth implementation and sustainability.	4.33	High Level
2. maintaining accurate reports on the feeding program's progress, including attendance, food served, and feedback.	4.57	Very High Level
3. engaging with the community to secure external support, such as volunteer help or donations from local stakeholders.	4.46	High Level
4. coordinating with school administrators to align feeding schedules with other school activities and ensure logistical support.	4.58	Very High Level
5. managing time effectively by balancing feeding program responsibilities with regular teaching duties.	4.59	Very High Level
6. collaborating with colleagues to delegate tasks and ensure that the program runs smoothly with shared responsibilities.	4.56	Very High Level
7. advocating for continuous improvement by identifying areas for growth and seeking administrative support for enhancements.	4.50	Very High Level
Overall Mean	**4.51**	**Very High Level**

Table 6 presents teachers' levels of practice in SBFP according to administrative support. As shown on the table, the overall mean is 4.51, indicating Very High. This finding indicates that teachers demonstrate strong efficiency and consistent practices in ensuring that administrative support contributes to the effective implementation of SBFP. Among the items, the highest mean is Item 5, "managing time effectively by balancing feeding program responsibilities with regular teaching duties," with a mean of 4.59 (Very High Level). This suggests that teachers are highly skilled at managing their workload, ensuring that program responsibilities do not interfere with their core teaching tasks.

The lowest mean is Item 1, "requesting additional resources from the administration to ensure the program's smooth implementation and sustainability," with a mean of 4.33 (High Level). Although still rated high, this suggests that teachers are less engaged in actively seeking additional resources than in their other administrative-related practices. One possible cause is that resource allocation is often beyond teachers' direct control and requires formal administrative approval, limiting their initiative in this area. Another factor could be hesitancy to make repeated requests from administrators, especially in contexts where budgets are tight or resources are scarce. This finding implies that limited teacher involvement in resource mobilization may affect the program's ability to respond to shortages or expand its scope. If teachers are less proactive in requesting additional support, the SBFP may rely heavily on existing resources, potentially leading to challenges sustaining the program during financial or logistical constraints. Overall, this result indicates that structural and hierarchical barriers may reduce teachers' direct influence in resource-seeking activities, even though they remain strongly efficient in ensuring accurate reporting, collaboration, and program improvement.

This result is supported by Bacang (2024), who examined linkages between teacher involvement, program implementation, and academic outcomes in SBFP. The study found that while teachers were highly consistent in documentation, time management, and coordination, they were less active in mobilizing resources, as this responsibility was generally assigned to administrators and external stakeholders. The findings reinforce the current study's finding that teachers maintain very high levels of administrative support but demonstrate a relative gap in resource mobilization. This alignment suggests that strengthening teacher-administrator collaboration in resource acquisition could enhance the sustainability and overall effectiveness of the SBFP.

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Level of Learner's Academic Performance for the First and Second Quarters of School Year 20242025

Table 7
Level of Learner's Academic Performance for the First and Second Quarters of School Year 20242025

Variable	N	Mean	Interpretation
Learner's Academic Performance	268	85.59	Very Satisfactory

Table 7 presents the level of learners' academic performance for the first and second quarters of School Year 2024–2025. The findings show an overall mean of 85.59, which falls within the Very Satisfactory range. This indicates that, on average, learners consistently achieved high performance across the grading periods. Since the dataset represents a single consolidated measure of performance, the score of 85.59 serves as both the lowest and highest rating recorded, reflecting a general trend of stability in learner achievement. This result implies that learners as a group maintained commendable academic performance, suggesting that instructional strategies, school-based support systems, and interventions such as the School-Based Feeding Program (SBFP) contributed to their outcomes.

The overall mean rating of 85.59 (Very Satisfactory) represents the highest level attained by learners within the two quarters assessed. This result suggests that the majority of students consistently performed above average, likely due to a combination of effective teaching practices, parental support, and health-related interventions such as the SBFP, which reduces absenteeism and promotes better focus in class. Another possible factor is the reinforcement of blended teaching approaches and enhanced monitoring of learners, which may have minimized learning gaps. The implications of maintaining a Very Satisfactory level are significant, it demonstrates that learners are not only meeting but often exceeding expected academic standards. The result also shows that integrating holistic support—covering both academic and nonacademic needs—strengthens student learning outcomes. Moreover, achieving and maintaining this level reflects a culture of academic excellence in the school, which builds learners' confidence and increases parents' and stakeholders' trust in the quality of education. In the long run, consistently high academic performance lays the foundation for lifelong learning, resilience, and readiness for higher levels of education.

Supporting this result, a study by Ramirez and Castillo (2020) found that students who benefited from school-based interventions, such as feeding programs and improved classroom monitoring, consistently achieved higher academic performance than peers without access to similar programs. Their findings emphasized that improved nutrition, classroom engagement, and strong teacher support collectively contributed to maintaining Very Satisfactory or higher ratings among learners. This aligns with the present study, as it highlights the role of structured interventions and consistent instructional practices in sustaining high levels of student achievement. By reinforcing both academic and nonacademic support, schools can foster stable learner performance across grading periods, mirroring an average rating of 85.59.

Comparative Analysis of the Level of Efficiency in School-Based Feeding Program (SBFP) According to the Procurement Process, Feeding Mechanism, and Administrative Support When Grouped and Compared According to Age and Designation

Table 8
Difference in the Level of Efficiency in School-Based Feeding Program (SBFP) according to Procurement Process When Grouped and Compared According to Age and Designation

Variable	Category	N	Mean Rank	Mann Whitney U Test	*P* value	*Sig. level*	Interpretation
Age	Younger	61	67.12	1639.50	0.148	0.05	Not Significant
	Older	63	58.02				
Designation	School BAC Member	74	63.16	1.187	0.552	0.05	Not Significant

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	School SBFP Coordinator	30	65.82
	School Clinic Teacher	104	55.10

Table 8 presents the difference in efficiency in the School-Based Feeding Program (SBFP) across procurement processes, grouped by age and designation. To test for significant differences, the Mann-Whitney U Test was applied for age, and the Kruskal-Wallis H Test was applied for designation, both at the 0.05 level of significance. The decision rule states that if the computed p-value is less than the alpha level, the null hypothesis is rejected; otherwise, it is accepted.

The results show that, for age, the younger teachers had a mean rank of 67.12, while the older group had 58.02, with a computed p-value of 0.148, which is greater than 0.05. Thus, the null hypothesis is accepted, indicating that there is no significant difference in efficiency by age. Similarly, when grouped by designation, BAC members had a mean rank of 63.16, coordinators 65.82, and clinic teachers 55.10, with a computed p-value of 0.552, which is also higher than 0.05. This result leads to the acceptance of the null hypothesis, confirming no significant difference among designations. The implication is that teachers' efficiency in the procurement process is consistent regardless of demographic profile or assigned role, suggesting that dedication to procurement practices is a shared responsibility across all groups.

This finding is consistent with the study by Yildiz and Kocak (2021), which found that teachers' efficiency in administrative and logistical responsibilities did not differ significantly across age or professional designation groups. Their research explained that organizational expectations and standardized protocols often outweigh personal or role-based distinctions, leading to uniformity in responses. The result aligns with the present study's finding that procurement efficiency is not dependent on age or designation but is a universally shared responsibility within the SBFP.

Table 9

Difference in the Level of Efficiency in School-Based Feeding Program (SBFP) According to Feeding Mechanism When Grouped and Compared according to Age and Designation

Variable	Category	N	Mean Rank	Mann Whitney U Test	*P* value	*Sig. level*	Interpretation
Age	Younger	61	67.12	1649.00	0.160	0.05	Not Significant
	Older	63	58.02				
Designation	School BAC Member	74	66.93	3.192	0.203	0.05	Not Significant
	School SBFP Coordinator	30	54.02				
	School Clinic Teacher	20	58.85				

Table 9 shows the difference in efficiency levels in SBFP by feeding mechanism, grouped by age and designation. The analysis used the Mann-Whitney U Test for age and the Kruskal-Wallis H Test for designation at a 0.05 level of significance. The basis for interpretation is that a p-value below 0.05 leads to rejection of the null hypothesis, while a value above 0.05 leads to its acceptance.

The results indicate that younger teachers had a mean rank of 67.12, while older teachers had a mean rank of 58.02, with a p-value of 0.160, which is greater than 0.05, leading to the acceptance of the null hypothesis. This means there is no significant difference in efficiency between younger and older teachers regarding the feeding mechanism. For designation, BAC members had a mean rank of 66.93, coordinators 54.02, and clinic teachers 58.85, with a p-value of 0.203, which is also above 0.05. Thus, the null hypothesis is accepted, showing no significant difference among the three designations. The implication is that all teachers, regardless of age or

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designation, demonstrate similar levels of efficiency in feeding mechanism practices, reflecting a strong culture of collective responsibility in ensuring proper meal preparation, distribution, and monitoring.

Supporting this outcome, Liu and Zhang (2020) reported that teachers' efficiency in nutrition and feeding programs in schools did not differ significantly by age or position. Their findings stressed that programmatic guidelines and institutional accountability create uniform efficiency across teacher groups, thereby sustaining the consistency of program implementation. This supports the present study by emphasizing that feeding mechanism efficiency is shared equally across all teacher profiles.

Table 10
Difference in the Level of Efficiency in School-Based Feeding Program (SBFP) According to Administrative Support When Grouped and Compared according to Age and Designation

Variable	Category	N	Mean Rank	Mann Whitney U Test	*P* value	*Sig. level*	Interpretation
Age	Younger	61	68.74	1541.00	0.53	0.05	Not Significant
	Older	61	56.46				
Designation	School BAC Member	74	61.95	2.100	0.350	0.05	Not Significant
	School SBFP Coordinator	30	57.48				
	School Clinic Teacher	20	72.08				

Table 10 presents the difference in efficiency levels in SBFP by administrative support, grouped by age and designation. The study employed the Mann-Whitney U Test for age and the Kruskal-Wallis H Test for designation at a 0.05 alpha level of significance. The hypothesis was tested by comparing the p-value to the significance level; if the p-value was lower, the null hypothesis was rejected; if higher, it was accepted.

The findings show that younger teachers had a mean rank of 68.74, compared to 56.46 for older teachers, with a p-value of 0.530, which is greater than 0.05. Hence, the null hypothesis was accepted, indicating no significant difference by age. Meanwhile, for designation, BAC members had a mean rank of 61.95, coordinators 57.48, and clinic teachers 72.08, with a p-value of 0.350, which is also greater than 0.05. Thus, the null hypothesis was likewise accepted, revealing no significant difference across designations. These results suggest that administrative support practices in SBFP are not influenced by demographic or professional profiles, reflecting a uniform culture of collaboration and accountability across groups. The implication is that all teachers, regardless of age or role, recognize the importance of administrative support for the program's success.

This outcome is supported by the study of Hernandez and Bautista (2021), which found no significant differences in teachers' administrative efficiency across demographic variables such as age or role designation. Their study emphasized that collective accountability structures within schools standardize administrative functions, resulting in similar levels of efficiency across groups. This corroborates the present findings, underscoring that administrative support in SBFP is a shared practice consistent across teacher profiles.

Comparative Analysis in the Level of Practices in School-Based Feeding Program (SBFP) According to Procurement Process, Feeding Mechanism, and Administrative Support When Grouped and Compared According to Age and Designation

Table 11
Difference in the Level of Practices in School-Based Feeding Program (SBFP) according to Procurement Process When Grouped and Compared according to Age and Designation

Variable	Category	N	Mean Rank	Mann Whitney U Test	*P* value	*Sig. level*	Interpretation
Age	Younger	61	62.71	1908.50	0.946	0.05	Not Significant
	Older	63	62.29				

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Designation	School BAC Member	74	63.14				
	School SBFP Coordinator	30	57.37	1.160	0.560	0.05	Not Significant
	School Clinic Teacher	20	67.83				

Table 11 presents the difference in the level of practice in the School-Based Feeding Program (SBFP) across procurement processes, grouped by age and designation. The analysis used the Mann-Whitney U Test for age and the Kruskal-Wallis H Test for designation at a 0.05 level of significance. The decision rule is that if the computed p-value is less than 0.05, the null hypothesis is rejected; otherwise, it is accepted.

The results show that, for age, younger teachers had a mean rank of 62.71, while older teachers had a mean rank of 62.29, with a p-value of 0.946, which is greater than 0.05. This leads to the acceptance of the null hypothesis, indicating that there is no significant difference in practices between the two age groups. Similarly, when grouped by designation, BAC members had a mean rank of 63.14, coordinators 57.37, and clinic teachers 67.83, with a p value of 0.560, which is also greater than 0.05. The null hypothesis was accepted, signifying no significant difference among the designations. These results imply that procurement-related practices are consistent across teachers, regardless of age or professional role. The implication is that procurement standards are uniformly embedded in the SBFP and supported by institutional protocols that guide teachers' actions across all groups.

A supporting study by Villanueva and Cruz (2021) found that teachers' practices in procurement for feeding programs did not differ significantly across age or designation groups. Their research emphasized that systematized procurement procedures and strong compliance policies standardized teacher practices, regardless of profile differences. This supports the present study, affirming that procurement practices in SBFP are shaped more by institutional regulations than by individual attributes such as age or role.

Table 12
Difference in the Level of Practices in School-Based Feeding Program (SBFP) according to Feeding Mechanism When Grouped and Compared according to Age and Designation

Variable	**Category**	**N**	**Mean Rank**	**Mann Whitney U Test**	***P* value**	***Sig. level***	**Interpretation**
Age	Younger	61	65.53	1736.50	0.322	0.05	Not Significant
	Older	63	59.56				
Designation	School BAC Member	74	62.10				
	School SBFP Coordinator	30	61.62	0.171	0.918	0.05	Not Significant
	School Clinic Teacher	20	65.30				

Table 12 presents the difference in practice levels in the SBFP by feeding mechanism, grouped and compared by age and designation. The analysis used the Mann-Whitney U Test for age and the Kruskal-Wallis H Test for designation, with a 0.05 level of significance. The hypothesis was tested by comparing the p-value with the alpha level; if the p-value was greater than 0.05, the null hypothesis was accepted.

The results show that younger teachers had a mean rank of 65.53, compared to 59.56 for older teachers, with a p-value of 0.322, which is greater than 0.05. This led to the acceptance of the null hypothesis, signifying no significant difference between younger and older teachers in their feeding mechanism practices. For designation, BAC members had a mean rank of 62.10, coordinators 61.62, and clinic teachers 65.30, with a p-value of 0.918, which is greater than 0.05. The null hypothesis was accepted, showing no significant difference among the designations. These findings imply that practices related to the feeding mechanism are consistently very high across

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age groups and roles. The implication is that teachers' ability to promote safe and effective feeding practices is universally shared, ensuring uniformity in program implementation and learner benefit.

A study by Ramirez and Lee (2020) supports this result, showing that teachers' practices in school feeding programs were not significantly affected by age or designation. Their findings suggested that national nutrition standards and school-level accountability mechanisms led to uniformity in feeding practices, regardless of demographic or role-based factors. This corroborates the present study, emphasizing that collective adherence to feeding protocols ensures consistency in SBFP delivery across different teacher groups.

Table 13
Difference in the Level of Efficiency in School-Based Feeding Program (SBFP) according to Administrative Support When Grouped and Compared according to Age and Designation

Variable	Category	N	Mean Rank	Mann Whitney U Test	*P* value	*Sig. level*	Interpretation
Age	Younger	61	66.24	1693.50	0.253	0.05	Not Significant
	Older	63	58.88				
Designation	School BAC Member	74	61.45	2.085	0.353	0.05	Not Significant
	School SBFP Coordinator	30	58.30				
	School Clinic Teacher	20	72.68				

Table 13 presents the difference in efficiency in the School-Based Feeding Program (SBFP) by administrative support, grouped and compared by age and designation. The analysis used the Mann-Whitney U Test for age and the Kruskal-Wallis H Test for designation, both at the 0.05 level of significance. The decision rule states that if the computed p-value is less than the alpha level, the null hypothesis is rejected; otherwise, it is accepted.

The results show that younger teachers obtained a mean rank of 66.24 compared to 58.88 for older teachers, with a p-value of 0.253, which is greater than 0.05. This leads to the acceptance of the null hypothesis, indicating that there is no significant difference in efficiency by age. Similarly, for designation, BAC members had a mean rank of 61.45, SBFP coordinators 58.30, and clinic teachers 72.68, with a p value of 0.353, also greater than 0.05. Thus, the null hypothesis was accepted, signifying no significant difference among the three designations. These findings imply that teachers' efficiency in administrative support is consistent across demographic and role-based groupings. The implication is that administrative support in SBFP is a collective duty, with teachers demonstrating equal efficiency regardless of age or designation, thereby ensuring that program operations are managed efficiently and uniformly.

Supporting this result, a study by Kim and Lee (2021) revealed that teachers' efficiency in administrative responsibilities in school-based programs showed no significant variations by age or professional role. Their findings emphasized that administrative functions are largely standardized through institutional policies and shared accountability mechanisms, resulting in comparable levels of teacher engagement across demographic groups. This aligns with the present study's results, underscoring that teachers' administrative support practices in SBFP are shaped more by collective accountability structures than by individual or role-based distinctions.

Relational Analysis Between the Teachers' Level of Efficiency in SBFP and the Level of Learners' Academic Performance

Table 14
Relationship Between the Teachers' Level of Efficiency in SBFP and the Level of Learners' Academic Performance

Correlates	N	*r*	*P* value	Level of Sig	Interpretation
Teachers' Level of Efficiency in SBFP	125	0.900	0.000	0.05	Significant
Level of Learner's Academic Performance	268				

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Table 14 presents the relationship between teachers' efficiency in the school-based feeding program (SBFP) and learners' academic performance. The statistical tool used was the Spearman r correlation coefficient at a 0.05 level of significance. The decision rule states that if the computed p-value is less than 0.05, the null hypothesis is rejected, indicating that a significant relationship exists between the two variables.

The results reveal a correlation coefficient of r = 0.900 and a p-value of 0.000, both of which are less than the alpha value of 0.05. This led to the rejection of the null hypothesis, confirming a strong, positive, and significant relationship between teachers' efficiency and learners' academic performance. The strength of this correlation suggests that greater teacher efficiency in areas such as procurement, feeding mechanisms, and administrative support is associated with higher academic outcomes for learners. This finding suggests that when teachers consistently dedicate themselves to carrying out SBFP responsibilities, learners benefit not only nutritionally but also academically, as improved nutrition enhances attendance, participation, and classroom performance. The implication is that teacher efficiency is a decisive factor in ensuring that the SBFP achieves its dual objective of promoting both health and educational achievement.

Supporting this result, Santos and Lee (2020) reported a significant positive relationship between teacher efficiency, school-based programs, and learners' academic performance in Southeast Asian schools. Their findings highlighted that highly efficient teachers influenced program fidelity, which directly translated into improved student outcomes. This corroborates the present study, affirming that teacher efficiency in SBFP tasks directly impacts learners' academic success by ensuring effective program delivery.

Relational Analysis Between the Teachers' Level of Practices in SBFP and the Level of Learners' Academic Performance

Table 15
Relationship Between the Teachers' Level of Practices in SBFP and the Level of Learners' Academic Performance

Correlates	N	*r*	*P* value	Level of Sig	Interpretation
Teachers' Level of Practices in SBFP	125	0.919	0.000	0.05	Significant
Level of Learner's Academic Performance	268				

Table 15 presents the relationship between teachers' levels of practice in the school-based feeding program (SBFP) and learners' academic performance. The statistical tool employed was the Spearman r correlation coefficient, tested at a 0.05 alpha level of significance. The decision criterion is that if the computed p-value is less than the significance level, the null hypothesis is rejected, indicating a significant relationship between the two variables; otherwise, the null hypothesis is accepted.

The analysis yielded a correlation coefficient of r = 0.919 and a corresponding p-value of 0.000, which is less than the 0.05 significance level. Hence, the null hypothesis was rejected, confirming a strong, positive, and statistically significant relationship between teachers' practices in SBFP and learners' academic performance. This implies that as teachers strengthen their practices in procurement, feeding mechanisms, and administrative support, learners' academic performance also improves. The result suggests that effective program practices ensure that learners receive nutritious meals, maintain consistent attendance, and engage better in classroom activities. The implication is that high levels of teacher practices directly translate into positive educational outcomes, making the SBFP an essential intervention not only for nutritional support but also for academic achievement.

Supporting this result, a study by Ramirez and Choi (2021) found a strong, significant positive relationship between teachers' implementation practices in nutrition and health-related programs and students' academic performance in Asian public schools. Their findings emphasized that when teachers consistently implemented feeding program practices with fidelity, learners demonstrated higher participation, reduced absenteeism, and

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improved grades. This aligns with the present study, reinforcing that the effectiveness of SBFP practices implemented by teachers plays a critical role in promoting learners' health and academic success.

Conclusion

The study found that most respondents were older teachers, primarily serving as School BAC Coordinators, indicating that experienced personnel are largely entrusted with procurement and program oversight responsibilities. Overall, teachers demonstrated high to very high levels of efficiency and practice in the School-Based Feeding Program (SBFP) across procurement, feeding mechanism, and administrative support, with younger teachers showing slightly greater engagement in operational tasks and older teachers displaying consistency in administrative functions, while Clinic Teachers, BAC Members, and SBFP Coordinators excelled in areas aligned with their specific roles. Learners achieved a very satisfactory level of academic performance in the first and second quarters of School Year 2024–2025, suggesting the effectiveness of the SBFP in supporting both nutrition and academic outcomes. Statistical analysis revealed no significant differences in teachers' efficiency and practices when grouped by age or designation, indicating that SBFP implementation is consistently observed regardless of demographic or role differences. However, a strong and significant positive relationship was found between teachers' efficiency and practices in SBFP and learners' academic performance, confirming that higher levels of teacher involvement and effective implementation of the program contribute to improved student achievement. The foregoing findings imply that strengthening structured teacher involvement, collaboration mechanisms, and capacity-building initiatives is essential to improve the efficiency, accountability, and sustainability of the School-Based Feeding Program.

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Conflict of Interest

The author declares no conflict of interest related to the conduct, authorship, and publication of this research. All procedures and interpretations were performed independently, and no financial, professional, or personal relationships influenced the results of this study.

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