

Parental involvement in school-based feeding program

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Abstract

This study examined parental involvement in the School-Based Feeding Program (SBFP) at Calongbuyan Elementary School in Candon City, Ilocos Sur. The researchers analyzed the respondents' profile, level of involvement, and its impact on the program. The study revealed a moderate level of parental engagement (3.15) with no strong correlation to demographic characteristics. Active parental involvement positively influenced the program, creating a supportive environment and promoting student well-being. To enhance parental engagement, the study recommended fostering psychosocial elements, offering inclusive opportunities, and addressing socioeconomic concerns. The researchers developed a well-accepted brochure on parental involvement to improve the program's effectiveness. For future research, deeper correlations could be explored, stakeholders could be engaged, and the findings could be disseminated widely for greater impact. Overall, the study emphasized the importance of parental involvement in the SBFP and its potential benefits in creating a positive learning environment for students.

Keywords: school based-feeding program, parental involvement, guided book brochure

Parental involvement in school-based feeding program

1. Introduction

Good nutrition is important for every child. The first five to six years of a child's life are marked by rapid brain development, and much of this development is finished before the age of two. Children need nutrients such as vitamins, minerals, carbohydrates, protein, and fats. At different ages, children require varied amounts of various nutrients. Therefore, they can focus on their education when they are not distracted by food concerns. They are more likely to stay in school longer if they have access to enough food to learn and grow. School attendance rates considerably rise when food is supplied.

Understanding which foods contain the necessary vitamins and nutrients for a child's health, and which ones are lacking, can decrease the likelihood of children developing nutritional deficiencies and promote their overall cognitive health. It is important for parents of young children to understand the importance of nutrition and the effect that poor nutrition can have. Development in early childhood is associated with a higher demand for nutrients and energy in order to support the physical needs of the body for rapid growth and brain development, rapid recovery following infection, and for general movement; hence, preschool aged children are particularly vulnerable to nutritional deficiency (Taylor & McCullough, 2004).

In Asia, according to UNICEF (United Nations International Children's Emergency Fund Statistics) (2016), 50 million children under 5 were wasted and 16 million were severely wasted. This translates into a prevalence of almost 8 percent and just less than 3 percent, respectively. While figures from the United Nations, there are 108, 507, 181 people living in the Philippines as of 2019.

Meanwhile, in the Philippines, the costs of food insecurity, malnutrition, and disease are children in school who pose a significant obstacle to achievement the Millennium Development Goals and the Education for All goals for education (MDGs) (Bundy, 2012). Poor nutrition and health among schoolchildren contribute to the inefficiency of the educational system (Pollitt, 2009). Children with impaired cognitive capacities naturally perform less, are more likely to repeat classes, and drop out of school; they also enroll later, if at all, and complete fewer years of schooling (Jukes, et al.2007). The irregular school attendance of malnourished and unhealthy children is one of the key factors in poor performance. Even short-term hunger, common in children who are not fed before going to school, can have a can negatively impact learning (Pollitt, Jacoby and Cueto 1998). Children with food insecurity have greater difficulty focusing and performing complex tasks(Grantham-McGregor, et al. 1998). Monitoring information from the World Food Program in 2006 WFP school feeding programs revealed that, on average, 63% of students in recently assisted schools do not have any dietary intake prior to class (WFP, 2007).

Additionally, according to the 2015 data for the Philippines, 21.6% of the population is considered to be living in poverty. Additionally, it was determined that the Filipino population's incidence of subsistence was 16.2 percent in the first semester of 2018. The percentage of Filipinos whose income falls below the food criterion is another name for this. These figures demonstrate how persistent poverty is in the Philippines indicating the percentage of school children afflicted is steadily increasing.

Given that they are the ones with fewer options and abilities to influence their circumstances. It had been found out that the impact of poverty is not exclusively physical but very much psychological. It affects an individual in so many ways including his/her mental health and human behaviour. Every form of poverty being material or racial has an impact on children's health. Unemployment and very low income create an environment where kids can't simply go to school for educational opportunities. As what has been proven through research, children who have been living in poverty have much lower school attendance and completion rate and malnutrition remains a significant public health concern with a staggering 3.4 million children who are stunted (short for their age) and more than 300,000 children under 5 years who are severely wasted.

With the aforementioned, school feeding program has been one of the solutions to poverty. That is why it has been launched and implemented in Philippine schools with the belief that it can contribute to the education and well-being of children. It is to note that a hungry child does not grow, cannot learn as well and faces many health risks in the future. School feeding can bring children into school and out of hunger. It is far more than food-giving. They are an investment in the world's poorest children. They are an investment to common future and global stability. School feeding can bring children into school and out of hunger. Thus, strong partnerships can increase factors that pull children to school. It is a springboard for many positive outcomes for poor children and their families. School feeding programs engage parents and communities in the promotion of public health, education and the creation of an independent future. Few safety-net programs provide so many multi-sector benefits education- gender equality, food security, poverty alleviation, nutrition and health-in one single intervention (WFP, 2016).

As cited in D.O. No. 37, s. 2014, the Department of Education (DEPED) recognizes the importance of good nutrition for the improvement of the academic performance of learners. It is considered to be a sound investment in education as it is associated with increased enrolment, improved attendance, better performance, decreased repetition, and decreased dropout. That is why both Sahagun (2022) and Dimmaculangan (2015) argued that it is important to strengthen the community participation in organizing and implementing School Based-Feeding Program (SBFP). This is because community assisted schools offer certain advantages such as increasing the contact, and hence communication between parents and teachers, officials, and others; offering parents the opportunity to become more informed of what goes on at schools; and serving to improve the value of education/the school for parents and the broader community.

In addition, there were problems encountered in the implementation of the SBFP, such as the inability of helper or parents to attend regularly in the preparation of food, additional work in bringing commodities, marketing, and the dislike for vegetables among the beneficiaries. Inadequate performance among students has also been attributed to the absence of a school nutrition program in the majority of cases. The SBFP helps the pupils to perform well in all the activities done in school because if they are healthy, then they can perform all school activities. Besides, the SBFP become more effective with proper implementation and practices to attain the objectives of the DEPED to eliminate or to lessen the number of pupils who are malnourished. The pupils achieve the healthy body and mind with proper nutrition (Kwatubana & Makhalemele, 2015).

Schools need to understand the importance of actively involving parents in all phases of the implementation of the SBFP. Effective involvement of parents can be a gateway to more active involvement in other activities within the schools. It was observed by the researcher that parents' involvement on feeding program, and positive attitude of parents towards the schooling of their child and the overall operation of SBFP in school are all on average or fairly observed while being positive towards the schooling of their child was the least observed among other impacts.

Consequently, Candon City Division should have a conscious determination to inform and to instruct the parents about the presence of the school feeding program. It should clearly elaborate its goals and objectives to the parents. Also, the school administration should have more training about the budgeting, food handling, proper hygiene and sanitation. Thus, this study was designed to assess parental on SBFP. Through this study, inputs in strengthening parental involvement on SBFP surface which shall serve as bases in improving the delivery of the program. After all, the success of every school is dependent on the synergy of all involved actors.

2. Literature Review

School-Based Feeding Program - In the Philippines, the feeding program of the DepED was first launched in 1997 to address short-term hunger among public school children. Through the years, the program underwent changes in target beneficiaries, coverage, delivery mode, and focus (i.e., from addressing short-term hunger to that of addressing undernutrition). In 2006 the program, then called the Malusog na Simula, Yaman ng Bansa program

and also known as the Food for School (FSP) program, had families as beneficiaries; it was addressing severe hunger among families in selected geographic areas. Each beneficiary family received a kilo of rice for each day that the family's pre-school or Grade 1 child attended class or attended the Day Care Center (DCC); the rice was given to the pupil after class to ensure school attendance. DepEd implemented the FSP for the beneficiaries. The SBFP aims to (1) address hunger and encourage learners to enroll; (2) contribute to the improvement of their nutritional status; (3) provide nourishment for their growth and development and help boost their immune system, and (4) enhance health and nutrition values and behaviour.

School Feeding Programs (SFPs) are considered to be a sound investment in education. There is evidence that SFPs increase school enrollment (Gelli et al., 2007; Ahmed, 2004), cognition (Jukes et al., 2008; Kristjansson et al., 2007; Whaley et al., 2003) and educational achievement (Adelman et al., 2008; Ahmed, 2004), particularly if supported by complementary actions such as deworming and micronutrient fortification or supplementation (Jukes et al., 2002).

It was stated by Briones (2021) that nurturing healthy learners has been one of our priorities in the Department ever since. With the current health situation, we will continue to collaborate with the local government units in the distribution of nutritious food and milk packs directly to the homes of the learner. DepEd was in partnership with the Philippine Carabao Center (PCC), the National Dairy Authority (NDA), and other various farmer cooperatives and small and medium enterprises engaged in the dairy business for the milk component. Meanwhile, the Department tapped cooperatives and SME producers accredited by the Food and Nutrition Research Institute (FNRI) of the Department of Science and Technology (DOST) for the NFP component.

The School Feeding Program (SFP) as noted by Chepkwony (2013) is an essential aspect of child growth and holistic development. To establish a functional SFP, parents should be involved in all procedures to ensure sustainability of the program which will cater for children from diverse socio-economic background hence academic achievements among Early Childhood and Development (ECDE) children. In the study conducted by Dalma et al. (2016), most of the parents referred to the Mediterranean diet as a healthy dietary pattern. Nearly all parents were aware of their effect as role models and commented on the benefits of eating together as a family, as well as on the importance of improving their own dietary habits. Parents reported using various methods to promote a healthy diet, as part of their parenting role. They perceived their role as difficult, as they have to deal with children's resistance, financial constraints arising from the current economic crisis in Greece and busy work schedules.

All students perceived the school feeding program as health-promoting, reflecting their parents' perceptions. Ickes (2016) concluded the involvement of parents in school-based programs, and in children's PAN more broadly, is an important and modifiable underlying influence of children's nutrition. The results from this study provide support for the hypothesis that the abilities of parents to perform nutrition and physical practices relate to interrelated capacities for parenting. Studies in School Feeding Programs and its impact to educational achievement, role in forming eating habits and or improving the physical and psychosocial health of disadvantaged were also conducted. For instance, Tabunda et al. (2016) studied on the impact evaluation study on DepEd's SBFP found out that except for inaccurate measurement of nutritional status variable and improper documentation of the program in all its three phases (pre-feeding, feeding and post-feeding) the program was generally implemented well by the beneficiary schools and welcomed not only by the program beneficiaries and their parent.

Mancuso et al. (2013) conducted a study on the School Feeding Program's role in forming eating habits to identify teaching managers' perceptions regarding the relationship of school feeding and the promotion of healthy eating habits among students. School feeding program's role and the Concept of food and nutrition security, which indicate that they considered meals as part of school routine in order to attain physiological needs of energy and nutrients. Their answers also indicated that they did not consider school meals as a pedagogical action related to their specific responsibilities.

The benefits of SFP are far reaching. There is evidence to show that school feeding program increase children's

educational achievement to improve their potential future productivity and earnings, alleviate short term hunger which improves children's cognitive functioning and attention span, improves nutritional status of children by providing them calories and nutrients in addition to their regular diet, enhance enrollment in school and better educational outcome. These lead to better health and better resistance to infectious diseases and illnesses that would keep children from attending school (Alderman et al. 2006). Despite the benefits of SFPs, many school going children especially from poor backgrounds are not able to enjoy the fruits of such program, and if they do, the very programs are not sustainable owing to a number of challenges including poverty, managerial issues and foods. When designing a feeding program, considering the psychosocial, social, and socioeconomic factors is crucial for promoting positive outcomes and addressing the holistic needs of individuals. Here's a brief overview of how these factors can be relevant in a feeding program.

Socio Economic Factors - Education plays an integral role in increasing economic growth in developing countries, while improving overall standard of living. Thus, policy initiatives that provide access to primary school education for children in the lowest socio-economic levels are crucial for economic success (Bonds, 2012). In this review, the researcher found positive, significant effects of school feeding on weight in lower-income countries and mixed, but generally positive effects in higher income countries. In terms of height, results from lower income countries were mixed, but in higher income countries, results were moderate and positive. Interestingly, evidence from our subgroup analyses in lower income countries shows that height gain was significantly greater for younger children than for mixed age groups. However, it is difficult to determine whether this trend is due to age, or low energy content of the interventions that did not separate out children by age.

It is difficult to determine clinical significance for growth, particularly in this review. There are several reasons for this: 1) lack of standards for weight and height gain in school age children, 2) few studies presented data on baseline nutritional status and the importance of change depends on this, and 3) growth velocity will differ among different ages of school age children, and in most studies, results were not presented by age group. It is important to note, however, that effects on weight were small. Socioeconomic factors relate to an individual's economic status, access to resources, and financial constraints, which can significantly impact their ability to maintain a healthy diet. In a feeding program, it is important to consider the economic realities of individuals and provide appropriate support. This may include strategies to access affordable nutritious food, educating individuals on budget-friendly meal planning, and connecting them with community resources such as food banks or assistance programs. By considering these factors within a feeding program, it becomes possible to develop a comprehensive approach that addresses not only the nutritional aspects but also the psychological, social, and socioeconomic aspects of feeding and eating. This can lead to more effective and sustainable outcomes for individuals seeking support.

Social Factors - Social factors refer to the influence of one's social environment on feeding and eating behaviors. This includes the impact of family dynamics, cultural practices, peer influence, and societal norms. In a feeding program, it is essential to consider the social context in which individuals eat. This may involve involving family members or caregivers in the program, promoting healthy family meals, or providing strategies for navigating social situations involving food. Additionally, addressing peer pressure and promoting a supportive social network can be beneficial in fostering positive eating behaviors. To increase the parents' participation in School-Based Feeding Program, the researchers found out that intensive monitoring and recording of distribution and retrieval of reply slip of letters by the school-Based Feeding Program Core Group. Identify lost and undelivered letters for another issuances. Giving of letter to a known responsible parent a week before the meeting then checking of the reply slip. Text brigade to follow up the delivery and School-Based Feeding Program Core group/Committee familiarization of task (Accad, 2017).

Psychosocial Factors - Psychosocial factors encompass the psychological and social aspects that influence an individual's relationship with food and eating behaviors. These factors can include emotions, attitudes, beliefs, self-esteem, body image, and cognitive processes. Addressing psychosocial factors in a feeding program may involve interventions such as cognitive-behavioral therapy (CBT), counseling, psychoeducation, and mindfulness

techniques. By addressing emotional issues, improving self-esteem, and challenging negative thoughts and behaviors, individuals can develop healthier attitudes towards food.

Demographic Factors - The meta-analysis conducted by Baker et al. (2017) found that demographic factors, including socioeconomic status, gender, and age, did not significantly influence the effects of the school feeding program on educational outcomes. The study revealed no substantial differences in the program's impact based on these demographic variables. This suggests that the benefits of the program, in terms of educational outcomes, were consistent across different socioeconomic backgrounds, genders, and age groups. However, in the study conducted by Joyce Kinabo et al. (2017) on school feeding program participation among poor households in rural Tanzania, several socio-demographic factors were identified as influential determinants. The findings indicated that household income levels, maternal education, and household size played significant roles in determining the participation in the school-based feeding program (SBFP).

Firstly, household income levels were found to have a notable impact on program participation. Lower-income households were less likely to participate in the SBFP, potentially due to financial constraints or limited resources for food provision. This finding suggests that the cost of participation may present a barrier for families with lower income, highlighting the need for targeted support and strategies to ensure access to nutritious meals for economically disadvantaged households. Secondly, maternal education was identified as another important factor. The study revealed that higher levels of maternal education were positively associated with SBFP participation. This finding suggests that mothers with higher education levels may possess a better understanding of the benefits of the program, leading to a greater likelihood of enrolling their children. It also highlights the importance of educational campaigns and awareness programs to promote program participation and ensure that all eligible households are informed about the opportunities provided by the SBFP.

Furthermore, the study did not specify the exact relationship between household size and program participation, but it noted that household size was a significant determinant. It could imply that larger households may face different challenges or considerations when deciding to participate in the program, such as the number of children to be enrolled or the logistics of meal distribution within the household. Overall, these findings emphasize the importance of considering socio-demographic factors, such as household income, maternal education, and household size, when designing and implementing school feeding programs. Tailoring interventions and addressing specific barriers associated with these factors can help improve program participation rates among poor households in rural Tanzania and ensure the equitable provision of nutritious meals to children in need.

Involvement of Parents to School-Based Feeding Program - In the scoping review conducted by Jones et al. (2020) on parental involvement in school-based feeding programs (SBFPs), it was observed that the level of parental involvement can vary significantly, ranging from passive participation to active engagement in program activities. This finding highlights the diverse ways in which parents can participate in SBFPs and suggests that involvement levels may depend on factors such as parental motivation, awareness, and availability. Furthermore, the review revealed that parental involvement in SBFPs had a positive impact on program outcomes. When parents were actively involved, there was an increase in program attendance by their children. This finding suggests that when parents are engaged in the program, they may encourage their children to regularly participate and take advantage of the provided meals, potentially leading to better overall attendance rates.

Additionally, parental involvement was associated with improved nutrition knowledge and healthier eating behaviors among children. This suggests that when parents actively participate in SBFPs, they have the opportunity to learn about nutrition and reinforce healthy eating habits at home. By promoting nutritious food choices and providing guidance, parents can contribute to the long-term health and well-being of their children. However, the review also identified several barriers to parental involvement in SBFPs. Time constraints emerged as a significant obstacle, as parents may have competing responsibilities or limited availability to actively engage in program activities. Lack of awareness or understanding about the program was another barrier, indicating that effective communication and outreach efforts are crucial to ensure parents are well-informed about the benefits and logistics

of the SBFP. Additionally, limited communication between schools and parents was found to hinder parental involvement. Enhancing communication channels and providing clear avenues for parental feedback and participation could help address this barrier and promote greater engagement in SBFPs.

In conclusion, the scoping review highlighted the diverse levels of parental involvement in SBFPs and the positive impacts it can have on program outcomes. However, barriers such as time constraints, lack of awareness, and limited communication need to be addressed to foster increased parental participation. By addressing these barriers, SBFPs can tap into the potential of parental involvement to enhance program effectiveness and improve the nutritional well-being of participating children.

Material Development - In the systematic review conducted by Eicher-Miller et al. (2017) on the development and evaluation of nutrition education materials for school-based feeding programs (SBFPs), several key findings emerged regarding the characteristics of effective materials. The review emphasized the importance of tailoring nutrition education materials to the cultural context. Materials that recognized and incorporated local dietary habits and traditions were found to be more effective in engaging participants and promoting behavior change. By aligning with familiar food practices and using culturally appropriate language and images, the materials were better received and more likely to resonate with the target audience. Furthermore, interactive and engaging elements were found to enhance the effectiveness of nutrition education materials. Rather than relying solely on passive information dissemination, materials that encouraged active participation, such as through games, discussions, or hands-on activities, were more effective in promoting learning and behavior change. This highlights the importance of incorporating interactive elements to captivate participants' attention, encourage their involvement, and create a more dynamic learning experience.

The review also emphasized the practical application of nutrition knowledge as a crucial aspect of effective nutrition education materials. Materials that provided practical tips, strategies, and resources for participants to apply their newfound knowledge in their daily lives were found to be more effective in promoting positive dietary behaviors. By focusing on practical application, participants were better equipped to make informed choices and adopt healthier eating habits. Importantly, the review found that effective nutrition education materials were associated with improved knowledge, attitudes, and dietary behaviors among participants. This suggests that well-designed materials can contribute to positive outcomes in terms of increased nutrition knowledge, improved attitudes towards healthy eating, and actual behavior change. By providing participants with accurate information, engaging content, and practical tools, nutrition education materials can play a crucial role in empowering individuals to make healthier food choices and adopt sustainable dietary habits.

In summary, the systematic review highlighted the importance of culturally tailored materials, interactive and engaging elements, and a focus on practical application of nutrition knowledge in SBFPs. These findings underscore the need for thoughtful and context-specific development of nutrition education materials to effectively engage participants, promote positive attitudes and knowledge, and facilitate behavior change towards healthier dietary practices.

3. Methodology

Design - The researcher utilized descriptive-developmental research. This is employed to describe the profile of the respondents and the level of involvement of parents on the feeding program of the school. In addition, descriptive-developmental research is a valuable tool for understanding the development of a particular phenomenon over time. This type of research can be used to answer questions about how a phenomenon changes over time, as well as to identify factors that may influence this change. According to Travers (2000), is used to describe the nature of a situation as it exists at the time of the study and explore the causes of particular phenomena. It also a collection of information about people's attitudes, opinions according to feelings or any of the variety of education or social issues (Kombo & Tromp, 2006). Kosie et al. (2022), Descriptive developmental research seeks also to document, describe and analyze the conditions under which infants and children live and learn.

Participants - This study was conducted at Calongbuyan Elementary School. The study utilized a purposive sampling (Frechette et al., 2020) and The identification and selection of information-rich cases for the most effective use of limited resources and the saturation process used (Gandeza 2023). as a technique for selecting the 92 parent- participants. They were chosen using purposive sampling in which three criteria were set. First, their children are studying at Calongbuyan Elementary School. Second, they are parents whose children are undergoing School Based Feeding Program. Third, they are willing to participate in the study. With these criteria, the number of participants were identified.

Instrument - In gathering the data, a questionnaire was used. This contains indicators on the level of involvement of parents on the feeding program of the school along social, psychosocial, and socioeconomic. It underwent validity testing.

Procedure - In the conduct of the study, permission to conduct the study was sought first from respective Department of Education of Candon City Division of Ilocos Sur and other school officials. After getting the approval, the researcher showed the letter to the parents for the conduct of the study. Subsequently, the researcher discussed thoroughly the consent letter that contains a short introduction regarding the study of the researcher (title, objectives and importance of the study), their rights as participants, expected duration that they will finish answering and the consent form. Henceforth, the researcher let the participants sign the agreement form according to their will. This is to prove that they agreed to participate in the study.

After completing the agreement form, the researcher explained briefly but comprehensively the content of the instrument to those participants who signed the agreement form. Only then did the researcher let the participants to respond to the survey sheet when they were certain that the participants had understood what they would do in answering. The researcher retrieved the signed consent form and survey sheets according to their specialization for an easier transaction between the researcher and participants if there is a problem found in the signed consents and survey sheets afterwards. Finally, the answers of the participants were tallied and statistically treated using frequency count and percentages to get the profile of the respondents, whereas weighted mean was used to determine the level of involvement of parents on the feeding program of the school. After the data analysis, the researcher developed a guidebook brochure on child and adult care food program as an output of the study. Last, it was evaluated by the three experts in the field.

Data Analysis - In the analysis of data, frequency count and percentages were used to describe the profile of the respondents. Mean was used to describe the level of involvement of parents on the feeding program of the school and the level of acceptability of the guidebook brochure on child and adult care food program as an output of the study.

Data Categorization - The norms below were used interpreting the data.

On Level of Parental Involvement

Relative Value	Statistical Limit	Descriptive Equivalent	Overall DE
5	4.21 – 5.00	Almost Always	Very High
4	3.41 – 4.20	Often	High
3	2.61 – 3.20	Sometimes	Moderate
2	1.81 – 2.60	Seldom	Fair
1	1.00 – 1.80	Never	Poor

On Level of Acceptability of the Guided Book Brochure

Relative Value	Statistical Limit	Descriptive Equivalent
5	4.21 – 5.00	Very Highly Acceptable (VHA)
4	3.41 – 4.20	Highly Acceptable (HA)
3	2.61 – 3.20	Moderately Acceptable (MA)
2	1.81 – 2.60	Slightly Acceptable (SA)
1	1.00 – 1.80	Not Acceptable (NA)

4. Results and Discussion

Profile of the Respondents - The succeeding charts show the profile of the respondents in terms of age, highest educational attainment of father and mother, occupation of father and mother, and family monthly income.

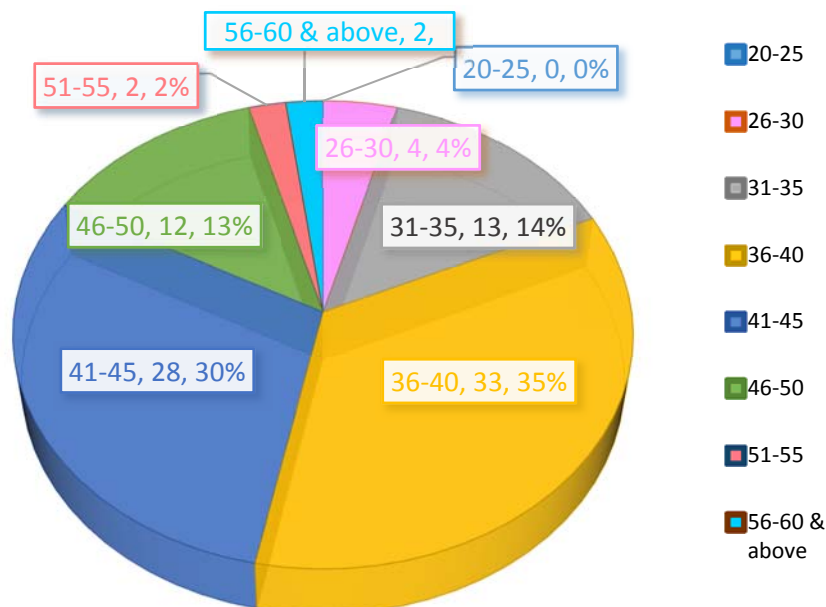


Figure 1. Age of the Respondents

Age. Most of the respondents were aged 36-40 with 33 (35.87%) followed by aged 41-45, 31-35, 46-50, 26-30, 51-55, 56-60 and above with 28 (30.43%), 13 (14.13%), 12 (13.04%), 4 (4.35%), 2 (2.17%), and 2 (2.17%), respectively. There was no respondent who is aged 20-25. Most of the parents are in their early adulthood, and as such they are more mature in terms of their idea and outlook towards the feeding program like the purpose of the program, what needs to be done, how they can help the teacher and the school and the like.

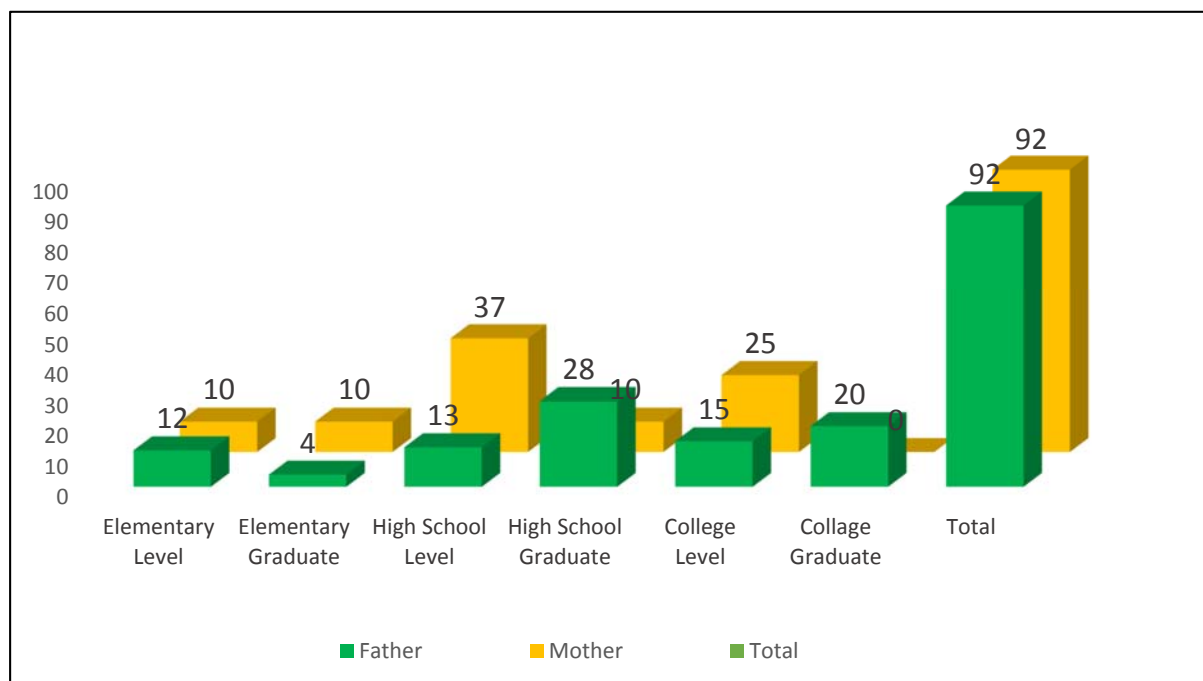


Figure 2. Highest Educational Attainment of the Father and Mother

Highest Educational Attainment of the Father and Mother. Most of their fathers were high school graduates with 28 (30.43%) while a great percentage of their mothers were high school graduate with 40.22%. From this result, it implies that most parents have not gone to college or have not finished a college degree. The educational attainment of parents is a factor in the child’s nutrition. If the parents have finished a degree, chances are, they will be able to land on a better and high-paying job in which they will be able to provide much of the family’s needs. The above result is likened to what Bundy et al (2009) mentioned that the level of education of parents is a strong predictor of child growth and development.

Occupation of Father and Mother. A great number of their mothers were housewife/no work with 42 (45.65%) while also, a great number of their fathers were drivers with 22 (23.91%). Conventionally, mothers are assigned at home and do the household chores aside from taking care of the children. But in today’s society, most housewives look for a job to help their husband earn a living. The mothers in this study who are housewives with no work can focus more on their roles, however, as mentioned earlier, they too need to look for a job to help their husband in meeting the day-to-day needs of the family.

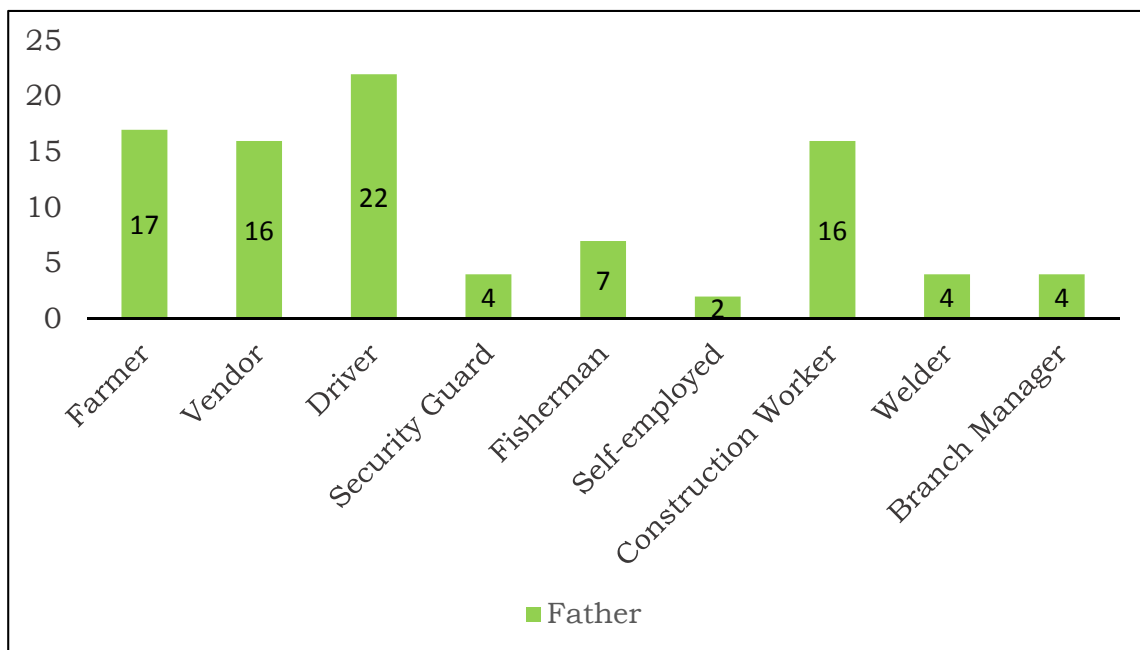


Figure 3. Occupation of Father

On the other hand, because most of the mothers are housewives, then they have much time to attend to their children’s needs. Meanwhile, most of the husbands in this study are drivers and their earnings as such is not enough for the family. As drivers, these fathers spend most of the time in the busy streets earning for a living, so they depend on their wives concerning the physical and biological needs of their children.

In the study of Abillar and Florida (2019), they said that full-time mothers represent a value concerned with the development of each family member. They maintain a positive social and communication relationship with their family and relatives. Filipino mothers portray an important role in social life and the idea that they contribute to humanization. They are described as dedicated, hardworking, and faithful individuals. The society expects them to be concerned with their needs and committed to the growth of their family. Abillar & Florida(2019) stated that family, Career and Intellectual Pursuits of Full-Time Mothers in Selected Local Villages from one Province in the Philippines.

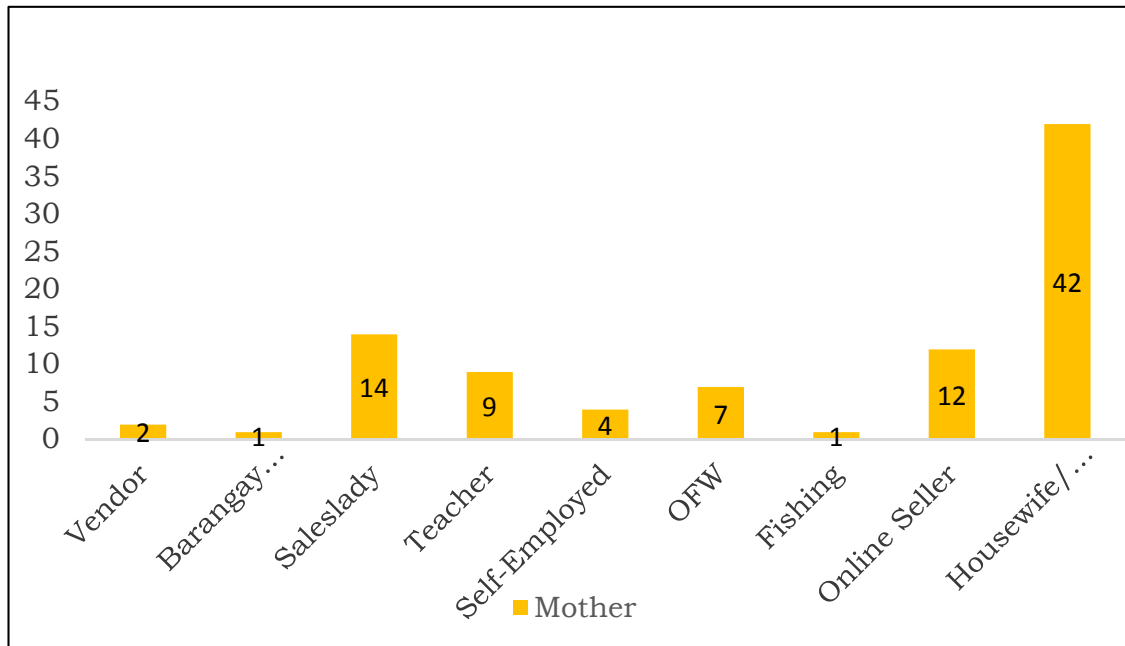


Figure 4. Occupation of Mother

Family Monthly Income. Most of the respondents' family income were P6,001-P8,000 monthly with 20 (21.74%). There was no respondent with P2,001 and below monthly family income. This means that having a low monthly income is contributory for not meeting the family's needs and food is not an exemption.

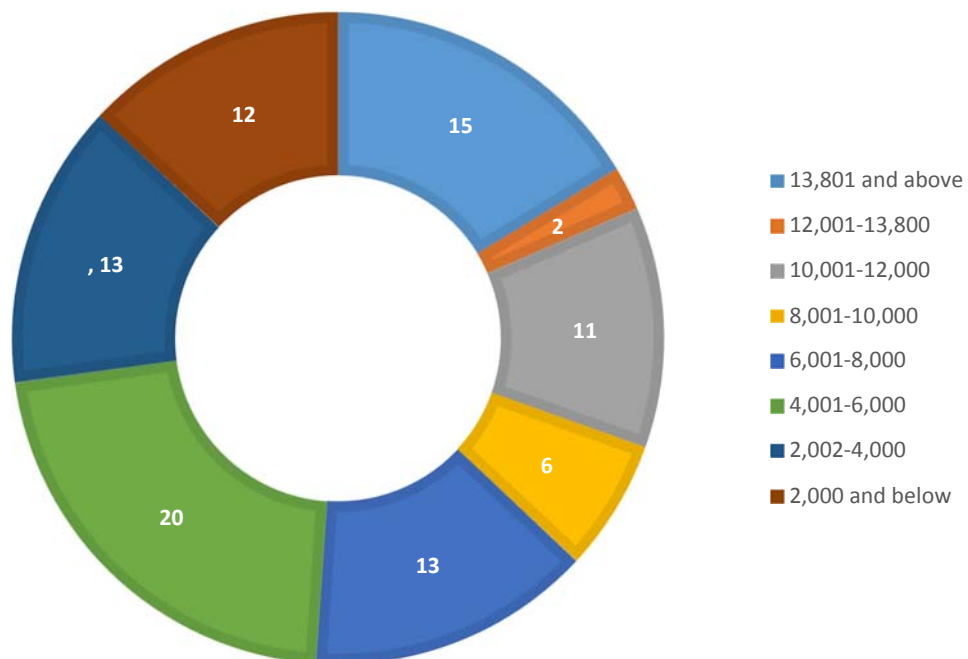


Figure 5. Family Monthly Income

It was found out from the study of Bilbar (2020) that children from low-income families are more likely to experience hunger, homelessness, illness, physical and mental disabilities, violence, teen parenthood, family stress,

and educational failure. Students from low-income families who are exposed to these environmental factors are four times more likely to fail. Students from low socioeconomic backgrounds are more likely to have learning disabilities, whereas a combination of these environmental factors accelerates academic success.

Level of Involvement of Parents on the Feeding Program

Table 1

Level of Involvement of Parents on the Feeding Program of the School along Social

Criterion	Mean	DER
1. Parents actively participate in the School-Based Feeding Program activity.	3.31	Sometimes
2. Parents' participation in School-Based Feeding Program undergoes an intensive monitoring and recording of distribution and retrieval of reply slip of letters by the school-Based Feeding Program Core Group.	2.64	Sometimes
3. Parents freely express their opinions and needs relative to the implementation of School-Based Feeding Program.	2.97	Sometimes
4. Parents actively participate during the conduct of orientation and other meetings of the School Based Feeding Program.	2.62	Sometimes
Sub-Mean	2.88	Moderate

Based from Table 1, the indicator stating that *Parents actively participate in the School-Based Feeding Program activity* got the highest mean score of 3.31 described as Sometimes. Evidently, parents are actively involved in the School-Based Feeding Program. Their involvement and participation contribute to several positive effects on the overall success and impact of the program since they are able to contribute valuable insights and suggestions regarding their children's dietary needs, preferences, and cultural considerations.

Overall, the level of involvement of parents on the feeding program of the school along social is moderate as supported by the 2.88 submean. In the study of Calub et al. (2020), parents improve their sense of responsibility in ensuring a year-round availability of diverse nutritious food and engaging in other school activities for values strengthening bonds with the school. However, Al Sahagun (2022) deduced that the positive attitude of parents toward their child's schooling is the least attributed effect of SBFP.

Table 2

Level of Involvement of Parents on the Feeding Program of the School along Psychosocial Factors

Criterion	Mean	DER
1. Parental support on the teacher has a positive impact on the pupils' academic performance and behavior.	3.88	Often
2. Parental attitude toward education produces a positive attitude toward the pupils' education.	3.72	Often
3. Parents who attend school functions with their children help them develop school spirit.	3.74	Often
4. Parents who spend time with their children doing homework have children who do better academically in school.	3.51	Often
Sub-Mean	3.71	High

Table 2 shows that along the indicator, *Parental support on the teacher has a positive impact on the pupils' academic performance and behavior* the mean of 3.88 which means Often was arrived at. The result implies that parental involvement in school is said to have a positive influence on children's academic outcomes. However, overall, when parents and teachers collaborate and work together to support students, it can lead to positive outcomes in terms of academic performance and behavior.

Empirical findings have demonstrated a positive association between parental involvement in education and academic achievement (Pérez Sánchez et al. 2013; Tárraga et al. 2017), improving children's self-esteem and their academic performance (Garbacz et al., 2017) as well as school retention and attendance (Ross, 2016). Further, family involvement has also been found to be associated with positive school attachment on the part of children (Alcalay et al., 2005) as well as positive school climates (Cowan et al., 2012).

Research has also proven that programs that focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Jeynes, 2012; Catalano & Catalano, 2014). Parental help with homework benefits numerous learning outcomes, especially when parents are emotionally supportive and encourage children’s autonomy (Pomerantz et al., 2007). Researchers have also found that parents’ attendance in parent-teacher conferences and school is a positive predictor of students’ academic progress (Shen et al., 2014).

Meanwhile, the indicator stating that Parents who spend time with their children doing homework have children who do better academically in school garnered the lowest mean of 3.51 still described as Often. This indicates that some parents spend a lesser number of their time helping their children with their school works and activities. In school, teachers and school administrators often count on parents as their partners in the academic performance of the learners. This partnership can take the form of parents discussing education matters with their child, helping with homework, supervising their child’s progress through education, communicating with school personnel, participating in decision making, and being involved in school activities (LaRocque et al., 2011). In addition, parental involvement has been found to play a profound role in children’s well-being, particularly in academic performance and cognitive development. For example, children displayed improved reading skills when parents encourage reading time at home (Crosby et al., 2014).

Evidently, the level of involvement of parents on the feeding program of the school along psychosocial factors is high as indicated by the 3.71 mean rating. This means that parents are involved directly in their children’s school affairs. From the result of Table 3, the highest mean of 3.21 with a descriptive rating of Sometimes for the indicator Parents encounter problems buying the school needs of their children is evident. The lack of school supplies becomes an increased burden on parents. Many parents are asked to purchase supplies in excess of what would be needed for their own child to help supplement supplies for families who cannot afford the increased expense. This becomes frustrating for parents because they are not able to provide for some of their children’s needs in school.

Despite current research on parent involvement that challenges the assumption those parents are problems to be overcome (Barton et al., 2001; Civil et al., 2002; Fine, 1993; Henry, 1996; Trumbull et al., 2004; Vincent, 1996). The idea that parents, particularly those from low-income communities are deficits to their children’s needs remains in circulation in schools (Lawson, 2003).

Table 3

Level of Involvement of Parents on the Feeding Program of the School along Socio-Economic

Criterion	Mean	DER
1. Parents encounter problems buying the school needs of their children.	3.21	Sometimes
2. Parents have problems buying nutritious foods for their children and the family.	2.72	Sometimes
3. Parents have problems supporting the school allowance of their children.	2.79	Sometimes
4. Parents have problems allotting budget for school- related transportation concerns.	2.69	Sometimes
Sub-mean	2.85	Moderate

The indicator *Parents have problems allotting budget for school- related transportation concerns* garnered a mean of 2.69 described as Sometimes. Aside from problems arising from buying the needs of their children, another concern among parents is on the fare in going to school. There are some who need to commute in going to school because their house is not within the vicinity of the school. This then poses another budget to be allocated for transportation. These are also the identified challenges of the SFP including storage problems and transportation resulting in delayed delivery of food which could be solved through more effective community participation (Zenebe et al.2018).

An overall mean of 2.85 described as moderate is what was found out under socio-economic factors. It implies that these factors sometimes affect parental involvement. Socio-economic factors foster an inclusive environment where schools can encourage active parental participation and create a more equitable and supportive feeding program for all learners especially when the learners’ socio-economic needs are met.

Table 4

Summary on the Level of Involvement of Parents on the Feeding Program of the School

Indicators	Mean	Overall DE
Social	2.88	Moderate
Psychosocial	3.71	High
Socioeconomic	2.85	Moderate
Grand Mean	3.15	Moderate

Table 4 presents a summary on the level of involvement of parents on the SBFP. Overall, the level of involvement of parents on the SBFP is moderate as supported by the overall mean of 3.15. This means that the parents are not that much involved in the SBFP of the school. As such, their active participation needs to be strengthened. Also, the overall results show that of the three factors on the level of involvement of parents on the SBFP, the psychosocial factors garnered a mean score of 3.71 described as high. It implies then that these factors are in many instances, the one affecting the level of involvement of parents on the SBFP. Thus, parental involvement greatly lies on these. According to Yin et al. (2022), psychosocial factors can have a significant impact on parental involvement in their children's academic development. Parents who participate in school events, activities, or programs have been shown to be an important factor in their children's academic achievement.

Relationship between the Profile of the Respondents and Their Level of Parental Involvement - Table 5 shows the relationship between the profile of the respondents and their level of parental involvement.

Table 5

Relationship between the Profile of the Respondents and their Level of Parental Involvement

Profile		Social	Psychosocial	Socioeconomic	Parental Involvement	Decision	Interpretation
Age	r-value	.002	-.106	-.140	-.173	Accept Ho	NS
	p-value	.983	.319	.184	.099	Accept Ho	NS
Educational Attainment of Father	r-value	-.065	-.001	-.222*	-.101	Accept Ho	NS
	p-value	.540	.993	.034	.337	Accept Ho	NS
Educational Attainment of Mother	r-value	-.009	.056	-.311**	-.104	Accept Ho	NS
	p-value	.930	.599	.003	.322	Accept Ho	NS
Occupation of Father	r-value	-.071	-.038	-.120	-.068	Accept Ho	NS
	p-value	.502	.720	.257	.518	Accept Ho	NS
Occupation of Mother	r-value	-.162	-.105	-.221*	-.157	Accept Ho	NS
	p-value	.124	.322	.035	.135	Accept Ho	NS
Family Monthly Income	r-value	.039	-.095	.165	-.003	Accept Ho	NS
	p-value	.711	.373	.118	.979	Accept Ho	NS

It can be seen in the table that the variables namely the respondents' demographic profile and their level of involvement, do not show a strong or meaningful association based on the data presented in the table. This implies that the characteristics or attributes captured in the respondents' profile, such as age, educational attainment, occupation, and monthly income, are not significant determinants or predictors of their level of involvement on the feeding program of the school.

Brochure on Parental Involvement

Rationale. The School-Based Feeding Program is implemented with the involvement of parents for several reasons. Firstly, parents play a crucial role in ensuring the success and effectiveness of the program. By actively participating, parents can provide valuable insights and feedback to the school administration, helping them tailor the feeding program to meet the specific needs of the students. Parents can offer important information about their children's dietary requirements, allergies, and cultural preferences, which can be taken into consideration when designing the menu. Their involvement also fosters a sense of ownership and responsibility for the program, as parents become partners in promoting the health and well-being of their children.

Secondly, parental involvement in the School-Based Feeding Program promotes a holistic approach to child

development. When parents participate in the program, they gain a better understanding of the nutritional needs of their children and the importance of a balanced diet. This knowledge can extend beyond the school setting, influencing the food choices and habits at home. By engaging parents in discussions and workshops related to nutrition, cooking, and meal planning, they can develop skills that contribute to the overall health and nutrition of their families. Moreover, the involvement of parents in the program fosters a strong sense of community and collaboration between the school and the parents, leading to a more supportive and conducive learning environment for the students.

In summary, involving parents in the School-Based Feeding Program is essential for its success and effectiveness. Parents' active participation ensures that the program aligns with the specific needs of the students and promotes a holistic approach to child development. It also cultivates a sense of ownership and responsibility among parents and strengthens the partnership between the school and families, creating a supportive and healthy learning environment for the students.

There are a number of ways that a brochure about a feeding program as parental involvement in the school can be disseminated. Some of the most common methods include:

a. *Giving Brochure to Parents*: This involves sending the brochure directly to the homes of parents or guardians of children who are eligible to participate in the feeding program. b. *School-wide distribution*: This involves distributing the brochure to all students and staff at the school, either during school hours or at a community event. c. *social media*: This involves posting the brochure on the school's social media pages or sharing it through other social media channels. d. *Website*: The brochure can be posted on the school's website or on a dedicated website for the feeding program. e. *Community events*: The brochure can be distributed at community events, such as fairs, festivals, or health fairs. f. *Word-of-mouth*: Parents and guardians can be encouraged to share the brochure with their friends and neighbors.

The best way to disseminate the brochure will depend on the specific school and community. Some factors to consider include the size of the school, the demographics of the community, and the availability of resources. Here are some additional tips for disseminating a brochure about a feeding program as parental involvement in the school:

- Make sure the brochure is well-designed and easy to read. The brochure should be visually appealing and should use clear and concise language and Keep the brochure brief. Parents and guardians are busy people, so they are more likely to read a short brochure than a long one.

- Highlight the benefits of the feeding program. The brochure should emphasize the benefits of the feeding program for both children and families. Make it easy for parents and guardians to get involved. The brochure should include information about how parents and guardians can get involved in the feeding program and promote the brochure. The brochure should be promoted through a variety of channels, such as social media, school newsletters, and community events.

Level of Acceptability of the Brochure on Parental Involvement

Table 6 shows the level of acceptability of the proposed learning material. There are four indicators along the level of acceptability of the brochure namely, adequacy, coherence, appropriateness, and usefulness. Along adequacy, the indicator stating the content is up to date had a mean score of 4.40 described as Very Highly Acceptable. This means that the content or the topics in the brochure are very timely, new, and recent.

In addition, it implies that the brochure contains topics which are current particularly on parental involvement. If this is so, then the reader of the brochure, which in this case would preferably the parents themselves, will be given the latest information on anything that relates their involvement and the SBFPP itself in general. On coherence, the indicator stating that The language and terminology used in the content are consistent and coherent had a mean score of 4.40 described as Very Highly Acceptable. This result implies that the words used lead to ideas that are

connected. There is also clarity in the words that were used in the brochure.

Table 6*Level of Acceptability of the Brochure on Parental Involvement*

Indicators	Mean	DER
A. Adequacy		
1. The content is up to date.	4.4	VHA
2. Content is accurate.	4.2	HA
3. Content is appropriate.	4.2	HA
4. Content includes adequate advice/tips/information's for to the parents' involvement in the feeding program	4.2	HA
5. Content is relevant to the parents' involvement in the feeding program	4.2	HA
Submean	4.24	VHA
B. Coherence		
1. The content logically organized and structured.	4.2	HA
2. The cohesive devices and evidence of coherence in texts alone is not enough	4.2	HA
3. The language and terminology used in the content are consistent and coherent.	4.4	VHA
4. The content maintain a consistent tone and style all throughout.	4	HA
5. The content is coherent and easy to follow.	4	HA
Submean	4.16	HA
C. Appropriateness		
1. Information presented in the brochure is factually correct, up to date, and free from errors. It helps in avoiding any misleading or false information that may confuse or misinform the readers.	4.6	VHA
2. Consistency of the information presented within the brochure	4.4	VHA
3. The content, design, and messaging align with the needs, interests, and preferences of the target audience. This helps in making the brochure more relevant and engaging for the readers.	4.2	HA
4. It ensures that the content does not violate any laws, regulations, or copyrights. Additionally, it helps in avoiding any potentially offensive or inappropriate content that may harm the reputation of the organization or offend the readers.	4.4	VHA
5. The design elements, including layout, colors, fonts, and images, to ensure that they are visually appealing and enhance the overall message of the brochure. It helps in creating a visually engaging and attention-grabbing document.	4	HA
Submean	4.32	VHA
D. Usefulness		
1. The content provided valuable information or insights related to the topic.	4	HA
2. The content offer practical tips, strategies, or actionable steps that can be applied in real-life situations.	4.6	VHA
3. The content presents a unique perspective, innovative ideas, or fresh insights.	4.2	HA
4. The content cater to different levels of expertise or knowledge.	4.4	VHA
5. The content offer useful information for both beginners and more advanced individuals in the development of the brochure	4.2	HA
Submean	4.28	VHA
Overall Mean	4.25	VHA

The next indicator is on appropriateness and the indicator Information presented in the brochure is factually correct, up to date, and free from errors. It helps in avoiding any misleading or false information that may confuse or misinform the readers had a mean score of 4.60 described as Very Highly Acceptable. This implies that the information provided for in the brochure are true. Since this is so, the information is believable and is trustworthy. Besides, it is also free from grammatical errors. The last is on usefulness where the indicator The content offer practical tips, strategies, or actionable steps that can be applied in real-life situations got a mean score of 4.60 described as Very Highly Acceptable. This implies that the brochure gives real-life and authentic situations considering the context in which these parents are. In so doing, they can easily adapt with the content of the brochure, thus they can also apply this in their everyday life.

In summary, the brochure made are valuable tools for promoting parental involvement by effectively communicating information, increasing visibility, ensuring accessibility, capturing attention, accommodating language and cultural considerations, and providing a continued point of reference. By utilizing brochures, schools can enhance parental engagement, strengthen the home-school partnership, and foster a supportive and inclusive

educational environment. The overall mean for the level of acceptability of the proposed brochure on parental involvement is 4.25 described as Very Highly Acceptable which means that the brochure is worthy to be accepted for use. Further, the brochure really serves its purpose; thus, it is very reasonable to be used.

5. Conclusion

Based on the findings, the following conclusions were drawn: (1) Despite their specific demographic characteristics, they were actively involved in parental participation in the feeding program; (2) Active parental involvement in the feeding program promotes a positive environment, healthy habits, student well-being, and community through communication, engagement, support, and a culture of involvement; (3) Parental participation in the feeding program can be encouraged by recognizing and fostering the psychosocial elements, such as active participation opportunities, a warm and inclusive environment, and emphasizing the benefits of parental involvement; (4) Greater parental involvement in the feeding program can be encouraged by implementing policies that address socioeconomic concerns, such as flexible meeting hours, transportation assistance, bilingual communication, and tailored instructional materials, which create a welcoming environment and promote active parental participation; and (5) Parental involvement in the feeding program varies based on individual factors, and schools should offer diverse opportunities, recognize all contributions, and foster an inclusive environment to enhance the effectiveness of the program.

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