OPLAN KALUSUGAN SA DEPED PROGRAM IMPLEMENTATION AND CHALLENGES AMIDST PANDEMIC

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Abstract

The study conducted in Zamboanga City Division assessed the implementation of Oplan Kalusugan sa DepEd, focusing on the WASH in School and School-Based Feeding programs. The research aimed to evaluate the implementation levels and challenges faced in these programs during the 2021-2022 school year. The study was quantitative and descriptive in nature, with data analysis employing methods like the Arithmetic Mean, ANOVA, and T-test. The results showed that schools in Quadrant 1.1 moderately implemented Oplan Kalusugan sa DepEd in terms of WASH in School and School-Based Feeding programs. Key challenges included the availability of toothbrushes and soap for all students, as well as establishing systems for clean water access for handwashing, toilet use, menstrual hygiene management, and cleaning. Importantly, these challenges were consistent across schools of different sizes. School-Based Feeding program, challenges varied depending on the school's size and location. These findings suggest that a one-size-fits-all approach may not be effective, and tailored strategies may be necessary to address specific issues faced by schools in urban and rural areas, and small and large institutions. Several policy recommendations have been proposed. It includes ensuring the provision of necessary resources, implementing training and capacity-building programs, encouraging community involvement, establishing a robust monitoring and evaluation system, promoting interagency coordination, supporting research and innovation, allowing flexibility in program implementation, fostering effective communication and awareness, and regularly reviewing and adapting policies to changing circumstances. The Oplan Kalusugan sa DepEd can significantly improve its impact on the health, well-being, and educational outcomes of students in Zamboanga City Division, creating a more conducive learning environment for all.

Keywords: *Challenges; Implementation Oplan Kalusugan; Pandemic*

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Introduction

The School-Based Feeding Program (SBFP), National Drug Education Program (NDEP), Adolescent Reproductive Health Education (ARH), and Water, Sanitation, and Hygiene (WASH) in Schools (WinS) and medical, dental, and nursing services are all part of Oplan Kalusugan sa DepEd, the Department of Education's primary school health and nutrition program. Other nutrition and health initiatives will continue supporting these five main initiatives (DepEd Order No. 28, s. 2018).

Since the Covid-19 epidemic, the system has been altered. In the Philippines, a method of education was established. Several limitations were imposed across the country, and significant gatherings were prohibited. Some educational programs were halted because they were strongly discouraged.

The majority of countries in the world have momentarily halted educational facilities to stop the virus' spread and reduce illnesses (Tria 2020, 2). The school has also stopped having students and staff interact in person. The Philippines is shifting to a new normal style of education, and the success of this change is fueled by educators' continual innovations and active involvement from other stakeholders.

The harsh climate of the world has an effect on children's health and academic achievement, keeping them stuck in a cycle of illness and poverty for the rest of their lives (Rivera and MPA-HM 2020). Despite the pandemic, the Department of Education remains committed to providing students with a healthy diet through the School Health Division of the Bureau of Learner Support Services. As a result, the department's major school health and nutrition programs, such as the School-Based Feeding Program (SBFP), Water, Sanitation, and Hygiene (WASH) in Schools (WinS), National Drug Education Program (NDEP), Adolescent Reproductive Health Education (ARH), and Medical, Dental, and Nursing Services, will continue to be implemented. These programs address the issue of nutritional status and provide nourishment for the learners (Llego 2019, 1).

Based on the literature reviewed, the researcher is stirred to conduct a study to assess the degree of Oplan Kalusugan sa DepEd implementation, particularly this study will evaluate the level of implementation of WASH in School Program and School-Based Feeding Programs amidst the pandemic for School Year 2021-2022. The findings of this study may be used to improve program implementation and enhance policies for OK sa DepEd.

Literature Review

This section presents the review of related readings, literature and studies, research hypothesis, and the operational definition of key variables and other terms used in the study.

School-Based Feeding Program (SBFP). The Department of Education issued DepEd Order No. 39, s. 2017 to fight undernutrition among pupils attending public schools. Hence, all schools must adopt the School-Based Feeding Program (SBFP) during School Year (SY) 2017-2022.

All Severely Wasted (SW) and Wasted (W) pupils are covered by the school-based Feeding Program. The program aims to improve the nutritional status of the beneficiaries by at least 70% at the conclusion of 120 feeding days, increase school attendance by 85 percent to 100 percent, and promote the health, nutrition values, and behaviors of the children.

According to Buada (2019), in her study on the "Oplan Kalusugan sa DepEd" implementation status in Bayambang District 1, the three groups of respondents, One element of the School-Based Feeding Program is part of the "Oplan Kalusugan sa

DepEd" program. Has not been adequately implemented. This implies that efforts in these areas must be improved to achieve the maximum degree of implementation.

Wash in School (WinS) Program. Teachers' and focal individuals' water, sanitation, and hygiene knowledge still needs to be improved in this component. This needed to have been adequately implemented for them. However, school administrators believed that this WASH was applied correctly and that there was no need for improvement (Buada 2019).

The Department of Education issued DepEd Order No. 10, s. 2016 on the Comprehensive WASH in Schools Program to encourage children to maintain good hygiene and sanitation and a clean environment inside and outside of schools to keep students safe and healthy.

The WinS has six objectives: avoid hygiene-linked disease, encourage life skills and health-seeking behavior, increase attendance and engagement, assist them in thriving and learning, promote gender equality, and impact children's health rights (Rivera and MPA-HM 2020).

WASH in Schools seeks to advance health equity, give students access to inclusive, hands-on learning, and improve student health. The WHO and UNICEF established the Joint Monitoring Programmme (JMP) for Water Supply, Sanitation, and Hygiene, which has generated global standards and indicators to benchmark and evaluate WASH progress, particularly in schools (UNICEF: WHO 2018).

Research Questions

This study aims to determine the implementation level of Oplan Kalusugan sa DepEd at Quadrant 1.1, Zamboanga City Division.

Specifically, it sought to address the following questions:

1. What is the level of Implementation of Oplan Kalusugan sa DepEd in terms of?
   a. WASH in Schools (WinS),
   b. School-Based Feeding Program (SBFP)
2. What challenges does the school encounter in implementing Oplan Kalusugan sa DepEd regarding WASH in School and School-Based Feeding Programs?
3. Is there a Significant Difference in the implementation of Oplan Kalusugan sa DepEd in terms of WinS and SBFP when data are categorized according to the school's size and location?
4. Is there a Significant Difference in the challenges the school encounters in implementing Oplan Kalusugan sa DepEd in terms of WinS and SBFP when data are categorized according to the school's size and location?

Scope and Limitation

This study involved the School Heads, School Designated WinS, School-Based Feeding program coordinators, and selected teachers at Secondary Schools under Quadrant 1.1, Zamboanga City, for the School Year 2021-2022. This study identified the Oplan Kalusugan sa DepEd degree of implementation at Quadrant 1.1. This study delimited the two programs under DepEd's Oplan Kalusugan: WASH in School (WinS) and School-Based Feeding Program (SBFP).

Method

Research Design

A Descriptive- quantitative research method was used in this study. It determines the level of implementation of Oplan Kalusugan sa DepEd in terms of WASH in School Programs and School-Based Feeding Programs. The Level of Implementation Checklist was adapted from Buada's (2019) research, and the test results were shown, recorded, and analyzed.

Research Participants

The respondents for this study were the School Heads, Coordinators of WASH in School Programs, and School-Based Feeding Programs. They selected teachers at Secondary Schools under Quadrant 1.1, Zamboanga City Division, for School Year 2021-2022. The study's target demographic was the School heads, secondary school coordinators of WASH in School programs and School-Based Feeding Programs, and selected teachers. Because each program has only one coordinator per school and school head, the total enumeration sample approach was used in this study, and simple random sampling using the lottery was employed in determining the teacher participants.

Research Instrument

The research instrument that was used in this study is adapted. The items in the questionnaire were derived from the indicators of the instrument from the research of Buada (2019) on the Implementation of DepEd's Oplan Kalusugan in Bayambang District 1. There are two (2) parts of the instruments in this study. Part I is about the profile of the schools in terms of Size and Location. The Part II of the instruments is the Oplan Kalusugan sa DepEd Checklist Implementation in terms of the WASH in Schools Program and School-Based Feeding Program.

Data Gathering Procedure

The researcher drafted an authorization letter directed to the Schools Division Superintendent, which was submitted through the Planning and Research Office for authorization to conduct data collection. Once the letter was approved by the Schools Division Superintendent, a cover letter was also prepared and sent to the Quadrant Head (Q1.1), with a copy provided to the School Principals for data gathering purposes. Subsequently, the researcher conducted the data collection by utilizing adapted research instruments. Visits were made to various schools in order to meet with potential participants for the data gathering process. These individuals were approached for their consent and willingness to participate in the study. Following their consent, the researcher proceeded with an orientation session and commenced the data collection process.

Data Analysis

The data were analyzed and interpreted utilizing the following statistical tools: Arithmetic Mean was used to compute the Mean of the implementation of Oplan Kalusugan sa DepEd in terms of WASH in Schools (WinS) and School-Based Feeding Programs. The t-test was utilized to identify the Difference in WASH in School (WinS) and School-Based Feeding Program (SBFP) implementation of Oplan Kalusugan sa DepEd, as well as the differences in challenges confronted by the school when data are grouped according to the curriculum. Analysis of Variance (ANOVA) was used to determine the difference in challenges faced by the school and in the implementation of Oplan Kalusugan sa DepEd in terms of WASH in School (WinS) and School-Based

Feeding Program (SBFP) when data are categorized according to the size and location of the school.

Results and Discussion

Implementation of the DepEd's Oplan Kalusugan. Table 1 presents the level of DepEd's Oplan Kalusugan in terms of a) WASH in School Program; b) School- SBFP stands for School-Based Feeding Program.

Table 1: Level of Implementation of Oplan Kalusugan sa DepEd in Terms of WASH in the School Program

Statement	Mean	Interpretation
WATER		
1. A regular supply of safe drinking water in school.	2.96	Moderately Implemented
2. Regular monitoring of water quality by the latest National Standards for drinking water to protect the water supply from all types of contamination within the school premises	2.62	Moderately Implemented
3. An organized system to make adequate clean water for hand washing, toilet use, menstrual hygiene management, and cleaning purposes available to all students during school hours.	2.98	Moderately Implemented
4. Installed rainwater catchment system to ensure water supply for proper hygiene and sanitation during emergencies	2.81	Moderately Implemented
5. Regular cleaning and maintenance activities, as well as repair of water supply facilities.	3.04	Moderately Implemented
Mean	**2.88**	**Moderately Implemented**
SANITATION		
6. Access functional toilets with individual hand washing for boys and girls in school.	2.98	Moderately Implemented
7. Adequate and proper septage and wastewater disposal.	2.92	Moderately Implemented
8. Proper segregation and disposal of biodegradable and non-biodegradable waste materials.	2.77	Moderately Implemented
9. Follow the prohibition on the burning of garbage.	2.85	Moderately Implemented
10. School personnel in charge of food handling and preparations are adequately trained and certified based on the standards of the Code of Sanitation.	2.87	Moderately Implemented
Mean	**2.88**	**Moderately Implemented**
HYGIENE		
11. Adequate toothbrushes and soap are available to all students.	2.75	Moderately Implemented
12. Availability of sanitary pads in school facilities such as the school canteen, clinic, or guidance	2.90	Moderately Implemented

Statement	Mean	Interpretation
counselor's office, as well as covered garbage bins for proper disposal.		
13. Advocacy materials on reproductive health and hygiene education for boys and girls that integrate related components shall be provided to teachers. essential menstruation	2.96	Moderately Implemented
14. Privacy and securities facilities used for menstrual hygiene management.	2.79	Moderately Implemented
Mean	**2.85**	**Moderately Implemented**
Overall Mean	**2.87**	**Moderately Implemented**

Legend: 3.51 – 4.00 – Highly Implemented; 2.51 – 3.50 – Moderately Implemented; 1.51 -2.50 -Slightly Implemented; 1.00 – 1.50 – Not Implemented

Table 1 shows the level of Oplan Kalusugan sa DepEd execution in terms of the WASH in School Program. It reveals that the implementation of the WASH in school program in terms of water is moderately implemented with a mean of 2.88. It shows that cleaning and maintenance activities on a regular basis, in addition to fixing water supply infrastructure, are moderately implemented with a mean of (3.04); organized system for all students to have access to clean water during school hours for cleaning, menstrual hygiene management, hand washing and using the lavatory with a mean of (2.98); dependable source of clean drinking water in schools, with a mean of (2.96); installation of a rainwater catchment system to guarantee a supply of water for hygienic practices and sanitation in times of emergency, with a mean of (2.81); and regular monitoring of water quality by the most recent National Standards for drinking water, with a mean of (2.62), all of which are described as moderately implemented. Moreover, in terms of sanitation, it is implemented to a moderate extent, with a mean of 2.88. Access to functional restrooms with separate hand washing for boys and girls in school (2.98) is moderately implemented. Proper and sufficient septage and wastewater disposal (2.92), employees at schools who handle and prepare food must receive the appropriate training and certification in accordance with the Code of Sanitation's requirements (2.87), following the prohibition on the burning of garbage (2.85), and appropriate separation and disposal of waste items that decompose (2.77) were also moderately implemented. Furthermore, in the information age, teachers should have access to campaign materials on reproductive health and hygiene education for boys and girls that include covered garbage bins for correct disposal together with related components like sanitary pads in school facilities like the school canteen, clinic, or guidance counselor's office was also implemented with a mean of (2.90). Facilities for privacy and security are utilized to control menstrual hygiene were also moderately implemented, with a mean of (2.79). Adequate toothbrushes and soap available to all students were also moderately implemented, with a mean of (2.75). The overall Mean of 2.85 in terms of sanitation indicates that they were moderately implemented.

As a result, implementing the WASH in School program under quadrant 1.1 is moderately implemented with an overall mean of 2.87.

From a practical perspective, these results serve as a valuable resource for policymakers and educators. They highlight specific areas that demand attention and targeted improvements. For instance, the lower mean score for the regular monitoring of water quality suggests a need for a more robust quality control system. This information can guide resource allocation, enabling authorities to direct efforts and

funding where they are most needed. Moreover, it provides a foundation for the development of more effective policies and interventions within the education sector.

Theoretical implications are equally noteworthy. These results create opportunities for further research into the factors influencing the implementation of WASH programs in school settings. Researchers can delve into the underlying reasons behind the moderate implementation scores, investigating potential barriers and facilitators. Comparative analyses with similar studies in different contexts can offer insights into the variability of program implementation, contributing to a broader understanding of the subject.

To strengthen the link with existing literature, it is crucial to connect these findings to prior research emphasizing the crucial role of WASH programs in schools. This connection underscores the theoretical and practical significance of the results. Existing studies frequently highlight the positive impacts of improved WASH facilities on students' health, attendance, and educational outcomes. Referencing these studies provides vital context and support for the importance of the current findings. Furthermore, any deviations in mean scores from expectations based on prior research should be explored, shedding light on the unique challenges faced in this specific context.

The assessment of the WASH in School Program's implementation reveals a moderate level of execution, with practical implications for policy, resource allocation, and intervention planning. Theoretical implications involve opportunities for further research and comparative analysis. Connecting these findings to relevant literature reinforces the importance and context of these results within the broader field of WASH in schools.

Table 2: Level of Implementation of Oplan Kalusugan sa DepEd in Terms of School-Based Feeding Program

	School-Based Feeding Program	Mean	Interpretation
1	Conduct orientation training for school implementers on the mechanics of the feeding's respective roles and responsibilities.	2.58	Moderately Implemented
2	Assess the nutritional status of the program, including their (a). baseline data (b). endline data	2.63	Moderately Implemented
3	Conduct medical and dental examinations before the start of the feeding program.	2.10	Slightly Implemented
4	Conduct deworming for the beneficiaries	2.81	Moderately Implemented
5	Conduct feeding utilizing the feeding program menu cycle.	2.21	Slightly Implemented
6	Conduct feeding to the beneficiaries for 120 feeding days.	1.85	Slightly Implemented
7	Discussion on health and nutrition topics during the feeding activity.	2.19	Slightly Implemented
8	Establishment of "Gulayan sa Paaralan Program" and backyard vegetable gardening to augment the program.	2.69	Moderately Implemented
9	Conduct group daily hand washing and tooth brushing activities to impart the development of positive health-promoting values and behaviors.	2.50	Moderately Implemented

10	Conduct monitoring of the program	2.50	Moderately Implemented
Mean		**2.41**	**Moderately Implemented**

Legend: 3.51 – 4.00 – Highly Implemented; 2.51 – 3.51 – Moderately Implemented; 1.51 -2.50 -Slightly Implemented; 1.00 – 1.50 – Not Implemented

Table 2 shows that conducting deworming to the beneficiaries (students) was moderately implemented, with a mean of 2.81. It was also moderately implemented in the establishment of the "Gulayan sa Paaralan Program" and backyard vegetable gardening to supplement the program and in assessing nutritional status for the program, including their (a) baseline data and (b) endline data, with a mean of 2.69 and 2.63, respectively. Moreover, in conducting group daily hand washing and tooth brushing activities to instill the development of ideals and practices that promote health, and monitoring of the program, they were moderately implemented, with a mean of 2.50. However, the feeding program menu cycle was only partially implemented, as were medical and dental examinations before the feeding program, discussions on health and nutrition topics during the feeding activity, and feeding to the beneficiaries for 120 days.

The mean scores reflect a slightly implemented program, with an overall mean of 2.41. This assessment carries practical and theoretical implications for policymakers, educators, and researchers.

From a practical standpoint, these findings underscore the need for significant improvements within the School-Based Feeding Program. Several components, such as the feeding program menu cycle and pre-program medical and dental examinations, require attention to enhance the program's effectiveness. Resource allocation becomes more targeted, as policymakers and school authorities can direct their efforts and funding toward these specific areas to strengthen the program's impact. Additionally, the overall mean score provides a baseline for ongoing program evaluation, offering a foundation for monitoring the effectiveness of interventions and policy changes over time.

Theoretical implications arise from these results, opening doors for further research into the factors affecting school-based feeding program implementation. Researchers can delve into the underlying causes of the program's slight implementation and explore potential barriers and facilitators. Comparative analyses with similar programs in different regions or countries can contribute to a broader understanding of school-based feeding initiatives and their variability across contexts.

To strengthen the link with existing literature, it is crucial to connect these findings to prior research emphasizing the significance of school-based feeding programs and their influence on student health and academic performance. Existing studies highlight the positive impact of adequate nutrition on students' well-being and learning outcomes, underscoring the practical and theoretical importance of the current results. Moreover, examining the deviations in mean scores from expectations based on relevant literature can offer insights into the unique challenges and context-specific factors influencing the program's implementation.

The assessment of the School-Based Feeding Program indicates a slight level of implementation. This data has practical implications for policy, resource allocation, and intervention planning, as well as theoretical implications for further research and comparative analysis. By connecting these findings to the existing literature, we highlight the significance and context of these results within the broader field of school-based feeding programs, emphasizing the importance of addressing the program's challenges and shortcomings.

Challenges the school encounters in implementing Oplan Kalusugan sa DepEd in terms of WASH in School and School-Based Feeding Programs.

Table 3: Challenges encountered in the Implement of Oplan Kalusugan sa DepEd in terms of WASH in the School Program

	WATER	**Mean**	**Interpretation**
1	Availability of supply of safe drinking water in school.	2.52	Moderately Challenged
2	Conduct monitoring of water quality by the latest National Standards for drinking water to protect the water supply from all types of contamination within the school premises	2.58	Moderately Challenged
3	Organization of system to make adequate clean water for hand washing, toilet use, menstrual hygiene management, and cleaning purposes available to all students during school hours.	2.63	Moderately Challenged
4	Installation of rainwater catchment system to ensure water supply for proper hygiene and sanitation during emergencies	2.52	Moderately Challenged
5	Cleaning and maintenance activities, as well as repair of water supply facilities.	2.60	Moderately Challenged
	Mean	**2.57**	**Moderately Challenged**
	SANITATION		
6	Accessibility of functional toilets with individual hand washing for boys and girls in school.	2.62	Moderately Challenged
7	Adequacy and proper septage and wastewater disposal.	2.65	Moderately Challenged
8	Sorting and getting rid of garbage that is both biodegradable and not.	2.79	Moderately Challenged
9	Compliance with the prohibition on the burning of garbage.	2.63	Moderately Challenged
10	Training in charge of food handling and preparations are trained and certified based on the standards of the Code of Sanitation.	2.71	Moderately Challenged
	Mean	**2.68**	**Moderately Challenged**
	HYGIENE		
11	Adequacy of everyone in the class has access to soap and toothbrushes.	2.81	Moderately Challenged
12	Availability of sanitary pads in school facilities such as the school canteen, clinic, or guidance counselor's office, as well as covered garbage bins for proper disposal.	2.71	Moderately Challenged
13	Observance to providing advocacy materials on reproductive health and hygiene education for boys and girls that integrate related components not offered to teachers. essential menstruation	2.79	Moderately Challenged

14	Privacy and security facilities were not used for menstrual hygiene management.	2.67	Moderately Challenged
	Mean	**2.75**	**Moderately Challenged**
	Overall Mean	**2.67**	**Moderately Challenged**

Legend: 3.51 – 4.00 – Very Challenged; 2.51 – 3.50 – Moderately Challenged; 1.51 -2.50 -Slightly Challenged; 1.00 – 1.50 – Not Challenged

It is shown in Table 3 that the secondary schools under quadrant 1.1 were moderately challenged in implementing the Oplan Kalusugan sa DepEd in terms of the WASH in Schools Program. In terms of hygiene, they encountered challenges such as the unavailability of toothbrushes and soft for all the learners, with a mean of 2.81, described as moderately challenging. Regarding sanitation, schools' most difficult challenge in implementing the Oplan Kalusugan sa DepEd is the improper segregation and disposal of biodegradable and non-biodegradable waste materials. In addition, in terms of water, an Organized system to make adequate clean water for cleaning, menstrual hygiene management, hand washing, and using on the toilet was not available to all students during school hours is moderately challenging for the schools to implement, with a mean of 2.63. The data suggests that these schools encounter moderate challenges in various dimensions, including hygiene, sanitation, and water supply.

These findings have practical implications for resource allocation, as they pinpoint the specific areas where schools require support, such as the provision of essential hygiene items and addressing waste management issues. Capacity-building initiatives and community engagement are critical for overcoming these challenges. From a theoretical standpoint, the identified challenges offer opportunities for further research into the underlying factors that contribute to implementation difficulties, and comparative analyses can uncover effective solutions and best practices. Linking these findings to the existing literature emphasizes the importance of addressing these challenges within the broader context of WASH in schools, as proper hygiene, sanitation, and water supply are crucial for the well-being and educational outcomes of students. Furthermore, understanding the specific challenges in this context helps highlight the unique factors at play in these schools' environments.

Table 4: Challenges encountered in the Implementation of Oplan Kalusugan sa DepEd in terms of School-Based Feeding Program

	School-Based Feeding Program	Mean	Interpretation
1	Conduct orientation training for school implementers on the feeding's roles and responsibilities.	2.10	Slightly Challenged
2	Assess the nutritional status of the program, including their (a). baseline data (b). endline data	2.13	Slightly Challenged
3	Conduct medical and dental examinations before the start of the feeding program.	2.42	Slightly Challenged
4	Conduct deworming for the beneficiaries	2.15	Slightly Challenged
5	Conduct feeding utilizing the feeding program menu cycle.	2.44	Slightly Challenged
6	Conduct feeding to the beneficiaries for 120 feeding days.	2.51	Moderately Challenged

7	Discuss health and nutrition topics during the feeding activity.	2.31	Slightly Challenged
8	Establish the "Gulayan sa Paaralan Program" and backyard vegetable gardening to augment the program.	2.19	Slightly Challenged
9	Conduct group daily hand washing and tooth brushing activities to impart the development of positive health-promoting values and behaviors.	2.19	Slightly Challenged
10	Conduct monitoring of the program	2.19	Slightly Challenged
	Mean	2.26	Slightly Challenged

Legend: 3.51 – 4.00 – Very Challenged; 2.51 – 3.50 – Moderately Challenged; 1.51 -2.50 -Slightly Challenged; 1.00 – 1.50 – Not Challenged

The findings presented in Table 4 underscore several challenges faced by secondary schools in implementing the School-Based Feeding Program. Specifically, the mean scores associated with each challenge shed light on the practical and theoretical implications of these difficulties.

From a practical perspective, the moderately challenged orientation training for school implementers, as evidenced by a mean score of 2.10, suggests a pressing need to prioritize comprehensive training for all personnel involved in the program. This includes staff, teachers, and volunteers to ensure they fully grasp their roles and responsibilities, ultimately enhancing the program's effectiveness. Additionally, the moderate challenge associated with not conducting feeding for 120 days, with a mean score of 2.51, calls for schools to focus on maintaining consistent and predictable feeding schedules. This may involve improvements in logistical planning to curtail disruptions and guarantee the reliability of the program.

Theoretical implications of these findings can be linked to established frameworks in the field of education and social programs. For instance, the concept of implementation fidelity, as discussed in the broader literature on implementation science, becomes relevant. This concept underscores the importance of adhering to program protocols, such as the provision of orientation training and the maintenance of consistent feeding schedules, to ensure the program's success. These findings also align with existing research on school feeding programs, highlighting the critical role that thorough planning, training, and implementation consistency play in achieving desired outcomes.

Moreover, it is crucial to connect these findings with the broader social and economic impact of school-based feeding programs. The literature can be explored to understand how addressing the challenges identified in this study can lead to improved educational outcomes, enhanced nutrition, and potentially increased school attendance among beneficiaries. This, in turn, contributes to poverty reduction and community development, emphasizing the broader societal implications of addressing these challenges in the School-Based Feeding Program.

Testing the Difference in implementing Oplan Kalusugan sa DepEd *in terms* of WinS and SBFP when data are categorized according to the school's size and location.

Table 5: The significant difference in the implementation of Oplan Kalusugan sa DepEd in terms of WASH in Schools when data grouped according to School size.

Variable	School Size	Mean	F-value	p-value	Decision

OK sa DepEd (WinS)	Mega	2.66	.552	.649	**Not Significant**
	Big	3.06			
	Medium	2.80			
	Small	2.45			

Alpha 0.05

The statistical analysis presented in Table 5 indicates that there is no significant difference in the implementation of the WASH in School Program based on school size, as the F-value of 0.552 with a corresponding p-value of 0.649 exceeds the alpha level of 0.05. This finding carries several practical and theoretical implications.

Practically, this result suggests that educational authorities and policymakers can adopt a more uniform approach to resource allocation for the WASH in School Program across schools of varying sizes. It implies that guidelines, strategies, and resource distribution can be standardized, streamlining the planning and execution of the program. Furthermore, it encourages the sharing of best practices among schools of different sizes, fostering collaboration and ensuring the program's efficiency and effectiveness.

From a theoretical perspective, this finding aligns with the broader framework of educational equity and access to essential services. It reinforces the principle that all students, irrespective of the size of the school they attend, should have equal access to WASH facilities. Additionally, it resonates with theories of program implementation, highlighting the benefits of standardized approaches to ensure consistent and effective delivery of services.

This result echoes the emphasis on equitable access to WASH programs in schools and the need for standardized implementation protocols. It underscores the importance of ensuring that all students, irrespective of the size of their school, can enjoy the same level of benefits and services within the educational environment. In essence, the finding reinforces the principles advocated in existing literature and supports the idea that a uniform approach to implementing the WASH in School Program can be beneficial for its success and the well-being of students.

Table 6: The significant difference in the implementation of Oplan Kalusugan sa DepEd in terms of the School-Based Feeding Program when data grouped according to School size

Variable	School Size	Mean	F-value	p-value	Decision
OK sa DepEd (SBFP)	Mega	2.42	3.596	.020	**Significant**
	Big	2.18			
	Medium	2.54			
	Small	1.00			

Alpha 0.05

The findings presented in Table 6 demonstrate a significant disparity in the implementation of Oplan Kalusugan sa DepEd's school-based feeding programs when data is categorized according to school size. Mega schools achieved a mean of 2.42, big schools received 2.18, medium schools attained 2.54, while small schools lagged behind with a mean of just 1.00. This difference is substantiated by an F-value of 3.596 with a p-value of 0.020, which falls below the alpha level of 0.05, indicating that the discrepancies observed are statistically significant.

Practically, these findings underscore the necessity for tailored strategies and interventions to address the variances in program implementation among schools of differing sizes. Smaller schools, as indicated by their mean of 1.00, clearly face substantial challenges and require targeted support to enhance their implementation of

school-based feeding programs. Conversely, larger schools, like mega and medium-sized institutions, might serve as valuable sources of best practices and guidance for smaller schools.

Theoretically, this significant difference underscores the importance of equity in access to essential programs within the education system. It emphasizes the challenges faced by smaller schools in providing the same level of service and support as their larger counterparts, thus reinforcing the need for equitable distribution of resources and support. Additionally, it aligns with theories of program implementation by emphasizing the diverse contextual factors that influence how programs are executed in different settings. In this case, school size emerges as a prominent factor affecting the implementation of school-based feeding programs.

Table 7: The significant difference in the implementation of Oplan Kalusugan sa DepEd in terms of WASH in Schools when data grouped according to School location

Variable	Location	Mean	t-value	p-value	Decision
OK sa DepEd (WinS)	Rural	2.73	.141	.888	Not Significant
	Urban	2.70			

Alpha 0.05

The data presented in Table 7 reveal an important result: there is no statistically significant difference in the implementation of Oplan Kalusugan WASH in School programs when data is analyzed according to school location. The t-value of 0.141, along with a p-value of 0.888, outstrips the alpha level of 0.05, indicating that whether a school is located in a rural or urban area, the implementation of the WASH in School Program appears to be similar.

From a practical standpoint, these findings suggest that educational authorities can allocate resources and support for the WASH in School Program uniformly, without discrimination based on the school's location. This streamlined approach to resource allocation can ensure that both urban and rural schools have equal access to the necessary resources, thereby promoting equitable access to WASH services. Furthermore, since no significant differences were observed, schools of differing locations can collaborate and share best practices, fostering an environment where strategies and successful approaches can be exchanged to enhance program implementation.

Theoretical implications of these results center on the principle of equality and access in education. They emphasize that regardless of the school's location, all students should have equal opportunities to benefit from WASH facilities and support, reinforcing the fundamental concept of educational equity. Additionally, these findings align with theories of program implementation, highlighting the importance of standardization to ensure consistent and effective program delivery. In this context, it suggests that the school's location does not significantly impact how the WASH in School Program is executed, reinforcing the value of uniform approaches to program implementation.

These results are well-connected with existing literature on educational equity and access to WASH programs, which underlines the significance of ensuring equal opportunities for all students. Moreover, they resonate with theories of program implementation, emphasizing the role of standardized approaches in delivering services consistently, irrespective of contextual differences.

Non-significant difference in program implementation between rural and urban schools has practical implications for uniform resource allocation and collaboration, while theoretical implications reinforce the importance of equality, access, and

standardized program delivery. These findings support the principles of equal access to WASH services and the significance of consistency in program execution, as advocated in existing literature.

Table 8: The significant difference in the implementation of Oplan Kalusugan sa DepEd in terms of the School-Based Feeding Program when data grouped according to School location

Variable	Location	Mean	t-value	p-value	Decision
OK sa DepEd (SBFP)	Rural	2.54	1.135	.262	Not Significant
	Urban	2.20			

Alpha 0.05

Table 8 reveals an important result: there is no statistically significant difference in the implementation of Oplan Kalusugan School-Based Feeding programs when school location is taken into account. The t-value of 1.135, coupled with a p-value of 0.262, exceeds the alpha level of 0.05, signifying that whether a school is located in a rural or urban area, the implementation of the School-Based Feeding Program remains largely consistent.

From a practical standpoint, these findings suggest that educational authorities and policymakers can allocate resources and support for the School-Based Feeding Program uniformly, without discrimination based on the school's location. This streamlined approach to resource allocation ensures that students in both urban and rural areas have equal access to the program, contributing to equitable access to essential nutritional support. Moreover, as no significant differences were observed based on school location, schools from various settings can collaborate and share best practices to enhance the program's overall efficiency and effectiveness. This collaborative approach facilitates the exchange of successful strategies and approaches to improve program implementation.

Theoretical implications of these results center on the principle of equality and access in education. They emphasize that regardless of the school's location, all students should have equal opportunities to benefit from School-Based Feeding programs, thus reinforcing the fundamental concept of educational equity. These findings align with theories of program implementation, which underscore the importance of standardization to ensure consistent and effective delivery of services. In this context, they suggest that the school's location does not significantly influence how the School-Based Feeding Program is implemented, reinforcing the importance of uniform program execution.

These findings are well-aligned with existing literature on educational equity and access to nutritional programs in schools, which underline the significance of ensuring equal opportunities for all students. Furthermore, they resonate with theories of program implementation, highlighting the role of standardized approaches in delivering services consistently across different contexts.

The non-significant difference in program implementation between rural and urban schools has practical implications for uniform resource allocation and collaboration, while theoretical implications reinforce the importance of equality, access, and standardized program delivery. These findings support the principles of equal access to nutritional support services and the significance of consistent program execution, as advocated in existing literature.

Testing the Difference in the challenges encountered by the school in implementing Oplan Kalusugan sa DepEd in terms of WinS and SBFP when data are categorized according to the size, curriculum, and location of the school.

Table 9: The significant difference in the challenges encountered by the school in the implementation of Oplan Kalusugan sa DepEd in terms of WASH in School when data are categorized according to the size of the school

Variable	School Size	Mean	F-value	p-value	Decision
OK sa DepEd (WinS)	Mega	2.86	1.350	.269	**Not Significant**
	Big	2.64			
	Medium	2.47			
	Small	2.00			

Alpha 0.05

Table 9 reveals a significant result: there is no statistically significant difference in the challenges confronted by schools when applying Oplan Kalusugan WASH in school programs, even when considering school size as a factor. The F-value of 1.350, coupled with a p-value of 0.269, exceeds the alpha level of 0.05, demonstrating that the challenges faced by mega schools are not significantly different from those experienced by big, medium, or small schools.

From a practical standpoint, these findings imply that educational authorities and policymakers can provide consistent support and assistance to schools of varying sizes when addressing challenges in the implementation of WASH in schools. This ensures that all schools, regardless of their size, receive the necessary resources and guidance to overcome common challenges, promoting an equitable approach to addressing issues related to student health and well-being. Additionally, the lack of significant differences in challenges means that schools can collaborate and share their knowledge and experiences in dealing with these issues. This collaborative approach can lead to a more efficient and effective implementation of the program, as schools learn from each other's experiences in addressing shared challenges.

The theoretical implications of these results align with the principle of equity in education. They emphasize that all schools, regardless of their size, should have equal opportunities and support in overcoming challenges related to WASH in schools. This underlines the importance of ensuring that educational resources are distributed fairly across different school sizes, supporting the fundamental principle of educational equity. Furthermore, the findings highlight that certain challenges in program implementation are standardized and consistent across various school settings, irrespective of size, linking with theories of program implementation that stress the existence of common issues that merit uniform approaches.

These findings are well-linked with existing literature on educational equity and access to resources in schools, emphasizing the need for equal opportunities for support and resources. Furthermore, the lack of significant differences in challenges faced by schools of different sizes aligns with theories of program implementation, which underline the existence of standardized issues that schools may encounter and the value of a standardized approach to address these shared challenges.

The non-significant differences in challenges faced by schools of varying sizes when implementing WASH in schools have practical implications for uniform support and knowledge sharing. Theoretical implications underscore the importance of equity in education and the recognition of standardized implementation challenges. These findings align with the principles of equal access to resources and the significance of consistent approaches in addressing common challenges, as emphasized in existing literature.

Table 10: The significant difference in the challenges encountered by the school in the implementation of Oplan Kalusugan sa DepEd in terms of the School-Based Feeding Program when data are categorized according to the size of the school

Variable	School Size	Mean	F-value	p-value	Decision
Ok sa DepEd	Mega	2.18	3.625	.019	**Significant**
	Big	2.63			
	Medium	2.63			
	Small	1.00			

Alpha 0.05

Table 10 presents a crucial finding: there is a significant difference in the challenges encountered by schools when implementing Oplan Kalusugan sa DepEd school-based feeding programs, and this difference is influenced by the size of the school. The F-value of 3.625, along with a p-value of 0.019, falls below the alpha level of 0.05, showing that the challenges faced by schools are notably distinct. It is evident that small schools, with a mean score of 1.00, experienced minimal challenges in implementing the School-Based Feeding Program, whereas big and medium-sized schools, with a mean score of 2.63, faced moderate challenges. This discrepancy can be attributed to the smaller number of learners in small schools compared to their larger counterparts.

Practically, this finding underscores the necessity for customized support and resource allocation based on school size. Educational authorities and policymakers should recognize the distinct challenges faced by schools of different sizes and tailor their support accordingly. Small schools may require fewer resources, while larger ones should receive more substantial support to address their relatively greater challenges effectively.

Theoretical implications of these results emphasize the concept of equity in education. They stress the need for fairness and equal opportunities for all schools, regardless of their size, ensuring that challenges are addressed consistently across the educational landscape. Furthermore, this finding aligns with theories of program implementation, highlighting that the challenges schools face can significantly vary based on contextual factors, such as school size. It reinforces the importance of adopting tailored approaches to address these diverse challenges effectively.

These findings are closely connected with existing literature on educational equity and resource allocation to schools. They underscore the principle that all schools should receive fair and equitable support, guaranteeing that challenges are addressed consistently throughout the education system. Additionally, they resonate with theories of program implementation, emphasizing the need for flexibility in strategies to address the distinct challenges faced by schools of different sizes.

The significant difference in challenges faced by schools of varying sizes in implementing the School-Based Feeding Program has practical implications for customized support and resource allocation, while theoretical implications emphasize the principles of equity and the recognition of variability in program challenges. These findings align with existing literature on educational equity and program implementation, underlining the significance of fairness and tailored strategies to address the diverse challenges encountered by schools of different sizes.

Table 11: The significant difference in the challenges encountered by the school in the implementation of Oplan Kalusugan sa DepEd in terms of WASH in Schools when data are categorized according to the location of the school

Variable	Location	Mean	t-value	p-value	Decision
OK sa DepEd (WinS)	Rural	2.60	-.544	.589	Not Significant
	Urban	2.75			

Alpha 0.05

Table 11 provides a significant insight: there are no substantial differences in the challenges schools face when implementing Oplan Kalusugan sa DepEd's WASH in School Program, regardless of their location. The t-value of 0.544 and the p-value of 0.581 both exceed the alpha level of 0.05, suggesting that the school's location does not significantly influence the difficulties encountered in implementing WASH in the school. In essence, whether a school is situated in a rural or urban area, the challenges they confront in program implementation appear to be quite similar.

From a practical perspective, these findings imply that educational authorities and policymakers can allocate resources and support for the WASH in School Program consistently, without bias based on school location. This uniform approach to resource allocation ensures that both urban and rural schools have equitable access to the necessary resources, promoting a fair and consistent provision of essential services. Furthermore, the absence of significant differences based on school location means that schools from diverse settings can collaborate and share best practices to address common challenges encountered in WASH program implementation. This collaborative approach can lead to a more efficient and effective program, as schools can learn from each other's experiences in dealing with shared difficulties.

Theoretical implications of these results align with the concept of equity in education. They emphasize that the location of the school should not be a determining factor in access to resources and support for WASH programs. These findings reinforce the fundamental principle that all students, regardless of their school's location, should have equal opportunities for their health and well-being. Furthermore, they highlight the existence of standardized challenges in program implementation that schools encounter across various settings, regardless of location, linking with theories of program implementation that underscore the importance of addressing these shared challenges uniformly.

These findings are closely aligned with existing literature on educational equity and access to WASH programs, underscoring the need for equal opportunities for students, regardless of their school's location. Additionally, the lack of significant differences in challenges faced based on school location resonates with theories of program implementation, emphasizing the existence of standardized issues that schools may encounter and the value of a consistent approach to address these shared challenges.

The non-significant differences in the challenges faced by schools in different locations when implementing the WASH in School Program have practical implications for uniform resource allocation and collaboration. Theoretical implications reinforce the principles of equality and standardized program implementation. These findings align with the existing literature on educational equity and program implementation, emphasizing the importance of equal access and uniform approaches in addressing common challenges.

Table 12: The significant difference in the challenges encountered by the school in the implementation of Oplan Kalusugan sa DepEd in terms of the School-

Based Feeding Program when data are categorized according to the location of the school

Variable	Location	Mean	t-value	p-value	Decision
OK sa DepEd (SBFP)	Rural	2.39	1.204	.234	**Not Significant**
	Urban	2.06			

Alpha 0.05

Table 12 presents a key finding: there is no statistically significant difference in the challenges encountered by schools when implementing Oplan Kalusugan sa DepEd's School-Based Feeding Program, even when the data is categorized by school location. The t-value of 1.204 and the p-value of 0.234 both exceed the alpha level of 0.05, indicating that the school's location has no significant impact on the difficulties faced in implementing the School-Based Feeding Program.

Practically, these results suggest that educational authorities and policymakers can allocate resources and support for the School-Based Feeding Program consistently, regardless of the school's location. This uniform approach to resource allocation ensures that schools, whether located in urban or rural areas, have equal access to the necessary resources, promoting equitable access to essential nutritional support. Additionally, since no significant differences were observed based on school location, schools from various settings can collaborate and share best practices to address common challenges in School-Based Feeding Program implementation. This collaborative approach can lead to a more efficient and effective program, as schools learn from each other's experiences in dealing with shared challenges.

Theoretical implications of these findings align with the concept of equity in education. They emphasize that the school's location should not be a determining factor in access to resources and support for the School-Based Feeding Program. These findings reinforce the fundamental principle that all students, regardless of their school's location, should have equal opportunities for their nutritional well-being. Furthermore, the results highlight the existence of standardized challenges in program implementation that schools face across various settings, regardless of their location, connecting with theories of program implementation that underscore the importance of addressing these shared challenges consistently.

These findings are closely connected with existing literature on educational equity and access to nutritional programs in schools, underlining the need for equal opportunities for students, regardless of their school's location. Furthermore, the lack of significant differences in challenges faced based on school location resonates with theories of program implementation, emphasizing the existence of standardized issues that schools may encounter and the value of a uniform approach to address these shared challenges.

The non-significant differences in the challenges faced by schools in different locations when implementing the School-Based Feeding Program have practical implications for uniform resource allocation and collaboration. Theoretical implications reinforce the principles of equality and standardized program implementation. These findings align with the existing literature on educational equity and program implementation, emphasizing the importance of equal access and consistent approaches in addressing common challenges.

Conclusion and Recommendations

This study aimed to assess the implementation of Oplan Kalusugan sa DepEd in terms of the WASH in School and the School-Based Feeding programs in Zamboanga City Division. Based on the findings, the secondary school under quadrant 1.1 moderately implemented the Oplan Kalusugan sa DepEd regarding WASH in School and School-Based Feeding Program. Additionally, the challenges encountered by the schools in Oplan Kalusugan sa DepEd execution in terms of WASH in School and School-Based Feeding Programs, such as the unavailability of toothbrushes and soap for all the learners; organizing a system since not all children have access to clean water during school hours for cleaning, menstrual hygiene management, hand washing, or using the toilet. Moreover, the Oplan Kalusugan sa DepEd implementation in terms of WASH in schools is similar concerning school size. However, in terms of the school-based feeding program, the implementation differs concerning the school size. In addition, concerning the school location, the implementation of WASH in School and the School-Based Feeding program are similar. The challenges the schools encounter in implementing Oplan Kalusugan sa DepEd regarding WASH in schools are similar when grouped according to school size. However, in terms of the school-based feeding program, the challenges faced by the schools in the implementation differ concerning the school size. In addition, concerning the school location, the challenges encountered by the schools in implementing WASH in School and the School-Based Feeding Program are similar.

Based on the findings and conclusions, it is recommended that the **SDO Health and Nutrition Unit** provide and prepare activities to sustain and engage every school in implementing the Oplan Kalusugan sa DepEd Program. **For School Heads** to use the findings as a guide to address the needs of WASH in School and School-Based Feeding Programs Coordinators, provide them with the necessities to implement the said programs, and make them more effective coordinators. Further, the school heads should pay special attention to the execution of the School-Based Feeding Program and set aside funds to meet the program's demands regularly. **Future Researchers** to conduct similar research, focusing on the other programs under Oplan Kalusugan sa DepEd.

Dissemination and Advocacy Plans

The study's findings were disseminated through research presentations in various venues such as school, district, and division research forums. This was done during the school year 2022-2023.

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Financial Report

This section approximates the funds utilized in the actual conduct of this research work. The breakdown of cost per research task is detailed.

Research Cost

A. Supplies and Materials					
Item	**Qty**	**Unit**	**Description**	**Unit**	**Total amount**
1	2	reams	A4 size s20 Bond Paper	240.00	480.00
2	1	set	Printer Ink (Epson)	1280.00	1,280.00
3	3	sets	Hardbound	600.00	1,800.00
4	1	card	Internet load	300.00	300.00
5	1	pax	Fare	600.00	600.00
Total cost estimates:					**P 4,460.00**

Appendices

SURVEY QUESTIONNAIRE

INSTRUCTION: Please answer the following questions by placing a check in the box of the corresponding item. Kindly do not any item unanswered. The researcher will keep your answer confidential.

RESPONDENT: ( ) Teacher ( ) WinS/SBFP Coordinator ( ) School Head
School Profile:
School Size: ( ) Mega ( ) Big ( ) Medium ( ) Small
Location: ( ) Rural ( ) Urban

PART I: IMPLEMENTATION OF OK SA DEPED
Direction: The questions aim to determine the level of implementation of Oplan Kalusugan sa DepEd in terms of WASH in School and School-Based Feeding Program. Please mark your answer by putting a check mark in each statement. Your answer will be kept at most confidentiality. Please use the scale below for your answer.

Implementation
4 – Highly Implemented
3 – Moderately Implemented
2 – Slightly Implemented
1 – Not Implemented

#	Indicators	1	2	3	4
	WATER				
1	A regular supply of safe drinking water in school.				
2	Regular monitoring of water quality in accordance with the latest National Standards for drinking water, to protect the water supply from all types of contamination within the school premises.				
3	An organized system to make adequate clean water for hand washing, toilet use, menstrual hygiene management, and cleaning purposes available to all students during school hours.				
4	Installed rainwater catchment system to ensure water supply for proper hygiene and sanitation during emergencies.				
5	Regular cleaning and maintenance activities as well as repair of water supply facilities.				
	SANITATION				
6	Access functional toilets with individual hand washing for boys and girls in school.				
7	Adequate and proper septage and wastewater disposal.				
8	Proper segregation and disposal of biodegradable and non-biodegradable waste materials.				
9	Follow the prohibition on the burning of garbage.				

10	School personnel in charge of food handling and preparations are properly trained and certified based on the standards of the Code of Sanitation.				
	HYGIENE				
11	Adequate toothbrushes, and soap available to all students.				
12	Availability of sanitary pads in school facilities such as school canteen, clinic or guidance counselor's office as well as covered garbage bins for proper disposal.				
13	Advocacy materials on reproductive health and hygiene education for boys and girls that integrate related components shall be provided to teachers. essential menstruation.				
14	Privacy and securities facilities used for menstrual hygiene management.				

SCHOOL-BASED FEEDING PROGRAM

#	**Indicators**	**1**	**2**	**3**	**4**
1	Conduct orientation training for school implementers on the mechanics of the feeding respective roles and responsibilities.				
2	Assess the nutritional status of the program, including their (a). baseline data (b). endline data				
3	Conduct medical and dental examinations before the start of the feeding program.				
4	Conduct deworming for the beneficiaries.				
5	Conduct feeding utilizing the feeding program menu cycle.				
6	Conduct feeding to the beneficiaries for 120 feeding days.				
7	Discussion on health and nutrition topics during the feeding activity.				
8	Establishment of "Gulayan sa Paaralan Program" and backyard vegetable gardening to augment the program.				
9	Conduct group daily hand washing and tooth brushing activities to impart the development of positive health-promoting values and behaviors.				
10	Conduct monitoring of the program				

PART II. CHALLENGES

Direction: The questions aim to determine the level of challenges of Oplan Kalusugan sa DepEd in terms of WASH in School and School-Based Feeding Programs. Please mark your answer by putting a checkmark in each statement. Your answer will be kept at most confidentiality. Please use the scale below for your answer.

Challenges

4 – Very Challenges
3 – Moderately Challenges
2 – Slightly Challenges
1 – Not Challenges

#	Indicators	1	2	3	4
	WATER				
1	Availability of supply of safe drinking water in school.				
2	Conduct monitoring of water quality in accordance with the latest National Standards for drinking water, to protect the water supply from all types of contamination within the school premises				
3	Organization of system to make adequate clean water for hand washing, toilet use, menstrual hygiene management, and cleaning purposes available to all students during school hours.				
4	Installation of rainwater catchment system to ensure water supply for proper hygiene and sanitation during emergencies.				
5	Cleaning and maintenance activities as well as repair of water supply facilities.				
	SANITATION				
6	Accessibility of functional toilets with individual hand washing for boys and girls in school.				
7	Adequacy and proper septage and wastewater disposal.				
8	Sorting and getting rid of garbage that is both biodegradable and not.				
9	Compliance with the prohibition on the burning of garbage.				
10	Training in charge of food handling and preparations are properly trained and certified based on the standards of the Code of Sanitation.				
	HYGIENE				
11	Adequacy of everyone in the class has access to soap and toothbrushes.				
12	Availability of sanitary pads in school facilities such as the school canteen, clinic, or guidance counselor's office as well as covered garbage bins for proper disposal.				
13	Observance to providing advocacy materials on reproductive health and hygiene education for boys and girls that integrate related components not offered to teachers, essential menstruation.				
14	Privacy and security facilities were not used for menstrual hygiene management.				

SCHOOL-BASED FEEDING PROGRAM

#	Indicators	1	2	3	4
1	Conduct orientation training for school implementers on the mechanics of the feeding respective roles and responsibilities.				
2	Assess the nutritional status of the program, including their (a). baseline data (b). endline data				
3	Conduct medical and dental examinations before the start of the feeding program.				
4	Conduct deworming for the beneficiaries.				

5	Conduct feeding utilizing the feeding program menu cycle.				
6	Conduct feeding to the beneficiaries for 120 feeding days.				
7	Discussion on health and nutrition topics during the feeding activity.				
8	Establishment of "Gulayan sa Paaralan Program" and backyard vegetable gardening to augment the program.				
9	Conduct group daily hand washing and tooth brushing activities to impart the development of positive health-promoting values and behaviors.				
10	Conduct monitoring of the program.				

Informed Consent

RESPONDENTS

Dear Ma'am/Sir,

I am Mr. Norman B. Torreciba Jr., Head Teacher I at Recodo National High School in Zamboanga City, and I am currently undertaking a research study titled "**OPLAN KALUSUGAN SA DEPED PROGRAM IMPLEMENTATION AND CHALLENGES AMIDST PANDEMIC.**"

I am writing to seek your consent to participate as one of the respondents in my research. Your input is invaluable to the success of this study, and I kindly request that you answer the survey questionnaire provided to you with honesty and candor. Your responses will be treated with the utmost confidentiality, and your identity will remain anonymous in any report or publication resulting from this research.

By participating in this study, you are contributing to the advancement of knowledge in the field and helping to address specific challenges faced in the implementation of the OPLAN KALUSUGAN SA DEPED program during the pandemic. Your positive response to this request would be highly appreciated. Your participation is entirely voluntary, and you have the right to withdraw from the study at any point without any consequences. If you have any questions or concerns about the research, please feel free to contact me at 09654221606 or 062992-9659.

Thank you very much for considering this request, and may God bless you for your valuable contribution to this endeavor.

Sincerely,

NORMAN B. TORRECIBA JR.
Head Teacher I