

Countless Joy: The Lived Experiences of Elementary School Teachers in the Implementation of School Feeding Program Analysis

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Abstract:- The well-being of the school children is a topic of growing concerns, which focuses on this study to sought and investigate the experiences of elementary school teachers engaged in executing the school feeding program at elementary school. Maslow's Hierarchy of needs offers a useful framework for understanding how teacher's implementation of feeding programs aligns with the fundamental needs of students. Utilizing a qualitative- phenomenological approach, researcher formulated a focused research question to unravel the nuanced experiences in implementing the "Countless Joy" school feeding program. The study involved a group of ten (10) elementary school teachers. Thematic analysis was a commonly used in this context. Lived experiences of elementary school teachers in the implementation of the school feeding program were: navigating success in school feeding implementation, tailoring impactful to the children through comprehensive assessment, collaborating with the stakeholders, ensuring nutrition in meal plans, engaging in monitoring and evaluation for conti

Keywords:- *Countless Joy, The Lived Experiences, Phenomenological Implementation Of School Feeding Program.*

I. INTRODUCTION

The well-being of the school children growing concern, which focuses on diverse framework, including physical, hedonic, psychological, and social dimensions, as stated by Andreou et al (2023). With this, school children face various problems related to their well-being. Studies have shown that around 50 percent of elite a school children experience well-being problems during their studies, with the peak o occurring around the age of 6 and up (Cupertino et al., 2022). They experience elevated levels of hungry, which can lead to health issues such as anxiety, depression, and suicidal ideation (Dayour et al., 2015).

These challenges include the demands of balancing academic, health and social responsibilities, as well as the pressure to meet performance expectations from the teachers and themselves. The research indicates that hungry difficulties are prevalent among student, with approximately 60 percent reporting issues related to health. Furthermore, these health difficulties are found to be closely associated

with adverse psychological outcomes, such as increased stress and decreased mental well-being as cited by Mushkudiani et al. (2023).

Meanwhile, school children in the Philippines confront many challenges impacting their well-being, including discrimination, sexism, and verbal harassment faced across both private and public higher education institutions. Research reveals alarming statistics, indicating that approximately 45 percent of report experiencing discrimination based on their s. Further, the study highlights that nearly 30 percent of a encounter barriers to accessing support services for mental health issues due to stigma and discrimination (Sandy et al., 2022).

One research gap in the study of school children well-being emerges from the unmet provisions of Department of Education (DepEd) Order No. 73, series of 2006, aimed at fostering a conducive and safe learning environment for students' holistic development and well-being. Despite these guidelines, well-being remains inadequately addressed within educational settings. Additionally, existing research by Motevalli et al. (2022), Rui (2020), Elaleh et al. (2019), and Robert and Schneider (2015) primarily focus on correlation analysis with limited variables, typically involving only one independent and one dependent variable. Moreover, there is a lack of research on the subjective wellbeing of children and adolescents, particularly in developing countries, and on the comparisons of wellbeing among different adolescent groups (Zehnigar et al., 2022). This narrow scope of analysis overlooks the multifaceted nature of the children well-being, leaving gaps in understanding the complex interactions and factors influencing overall well-being within educational contexts. Therefore, there is a need for research that explores well-being more comprehensively, considering a broader range of variables and employing more diverse methodological approaches to better inform interventions and support systems in educational settings.

The dissemination plan for the study aims to optimize societal impact by distributing its findings across multiple platforms. At the research summit, essential stakeholders such as educators, coaches, and policymakers will convene to deliberate on the study's implications for the well-being of senior high school students. Additionally, research publications in local and international journals will enhance

the visibility and accessibility of the study's outcomes, fostering knowledge exchange among scholars and practitioners worldwide. Through widespread dissemination, the research aims to guide evidence-based interventions and policies aimed at fostering holistic development and enhancing the overall well-being of elementary school children in Bukidnon.

II. THEORETICAL FRAMEWORK

As an educator and researcher with a focus on the well-being of elementary school children, the researcher deeply committed to comprehending how puberty or being hungry influence the overall well-being of children. Through this research and by examining these aspects, the researcher aimed to empower elementary school teacher to support the program of the department of education to feed the children.

This study is grounded in the Holistic Theory by Jan Smut in 1926. This theory represents a comprehensive framework for understanding human well-being and development. The proposition can be understood as the assertion that reality is best comprehended through an integrated approach that considers the relationships and interactions between different elements, rather than through reductionism, which seeks to explain phenomena by breaking them down into their constituent parts.

In this study, holistic theory emphasizes the importance of viewing the athletic experience as more than just individual performances or outcomes. Instead, it calls for an integrated approach that considers the varied nature of sports participation, including all dimensions. By understanding and nurturing the complex relationships and interactions within the environment, schools can create a supportive and inclusive culture that prioritizes the ethical development and overall well-being of their children.

➤ Purpose Statement

This study determined the influence of to the well-being among school children in Bukidnon through quantitative research using an adapted survey questionnaire. Specifically, this study sought to answer to the following questions:

- What are the lived experiences of elementary teachers in the implementation of school feeding program in Bukidnon?
- What are the coping mechanism of elementary teachers in the implementation of the school feeding program in Bukidnon?
- What educational insight can be drawn from the elementary teachers in the implementation of the school feeding program in Bukidnon?

III. METHODOLOGY

In this section, the methodology of the study were detailed, covering aspects such as the chosen research design, place of study, participants involved, instruments utilized, data collection and data analysis, and ethical considerations.

➤ Research Design

This research, specifically, the researcher employed a survey instrument to gather the required data and subsequently examined it utilizing descriptive and correlational methodologies. A descriptive research design systematically collects and analyzes numerical data to describe characteristics, behaviors, or phenomena. This approach aims to quantify observations without delving into causal relationships or explanations (Tobi & Kampen, 2018).

Moreover, a correlational design examines the relationship between two or more variables without implying causation (Bloomfield & Fisher, 2019). This method entails assessing variables in their natural state and exploring potential relationships or associations. In this study, a correlational approach will be employed to explore whether there existed a noteworthy connection between children psychological skills and well-being, as well as between the talent development environment and the well-being of participants. In this study, a descriptive correlational design was employed to examine and describe the levels of learning and well-being among school children in Bukidnon

➤ Place of Study

This study was conducted among elementary school children. The chosen institution displayed an enthusiastic. This inclusive atmosphere provided an optimal setting for conducting a study on understanding and well-being among elementary school children in Bukidnon

➤ Participants

This involved selecting respondents through purposive stratified random sampling techniques. Purposive sampling is a non-random method where respondents are chosen based on specific criteria aligned with the research objectives. It allows researcher to find respondents who participate in a topic of interest (Sibona et al., 2020). In this instance, the criteria specifically aimed at elementary school children during the academic year, 2024-2025.

Furthermore, the sampling was stratified due to the identification of four year levels. Sharma (2017) states that stratified sampling involves dividing the population into distinct subgroups or strata based on certain characteristics—in this case, the different locales. The use of stratification will allow for representation from various locales, enhancing the study's diversity and potentially capturing diverse perspectives.

➤ Research Instruments

The purpose of this research instrument in this study measured and assessed the elementary school teachers and well-being among elementary school children in Bukidnon. The instrument gathered quantitative data to examine the relationships between these variables and provide insights into how they influence each other. Additionally, the instrument helped in understanding the experiences, perspectives, and perceptions high school athletes regarding sports ethics and its impact on their overall well-being

Standard questionnaires were used to gather data from the respondents. These tools underwent content validity by experts. Further, the study utilized instruments that were adapted and structured.

In the sports ethics, the construct reliability of the original questionnaire was acceptable. The questionnaire for this section is characterized by high accuracy of with .933 Cronbach's alpha. While for well-being, the construct reliability of the original questionnaire was acceptable. The analysis of Cronbach's alpha showed good internal consistency for well-being was .823.

➤ Data Collection

To collect the necessary quantitative and qualitative data, the researcher requested authorization from school head to carry out this study. The quantitative data was collected via a survey instrument consisting of one questionnaire designed to assess the independent variable which is sports ethics. These variables explored as determinants affecting the dependent variable, namely, the well-being of senior high school athletes. Participant selection were strictly adhered to the inclusion criteria, considering only those who provide informed consent containing comprehensive study details. To preserve anonymity and privacy, no participant names were referenced in any part of the study.

The researcher ensured the confidentiality of participant identities and securely collected and safeguarded questionnaires containing significant data. Following data retrieval, meticulous encoding with proper labeling procedures was diligently conducted.

➤ Data Analysis

To analyze the quantitative data, statistical tools were employed to depict the levels of and relationships elementary school teachers and childrens, ethics, and well-being . To facilitate a clearer interpretation and analysis of the quantitative data, the following statistical treatments were employed:

The **mean** was utilized to characterize the levels of sports ethics and well-being, aiding in understanding the attributes of data sets. Put simply, the mean divides the total sum of measurements by the number of measurements, giving an average value. Further, **pearson r** was used to quantify relationship strength, determining directionality, assessing significance and assumption checking. Thus, in this study, pearson's correlation coefficient serves as a valuable tool for quantifying and interpreting the relationship between elementary school teachers and childrens.

IV. RESULTS AND DISCUSSION

Table 1 provides a comprehensive summary of the level of elementary school teachers. At the top of the result, with a mean score of 3.40 each, are indicators of collectivism, common good, and production, all reflecting a high level of ethical behavior. This suggests that school

elementary teachers prioritize teamwork, community welfare, and effective performance within their school environment. Following closely behind is autonomy with a mean score of 3.30, indicating a moderate level of emphasis on individual independence and decision-making among teachers. Lastly, dignity, with a mean score of 3.26, also falls within the moderate range, suggesting a reasonable level of respect and honor for oneself and others. Overall, the table indicates that school teachers exhibit commendable ethical conduct with a mean score of 3.30 and interpreted as moderate, particularly in areas emphasizing collective goals and productivity, while still maintaining a respectable level of individual autonomy and dignity within the context.

The results mentioned above is somehow in contrast with th study of Bronikowska et al. (2020) revealing that low moral competence levels among adolescents engaged in sports, with only a minority demonstrating high levels. Yuji and Jehu (2022) attribute this trend to concerns about the adverse impacts of intense training on youth, potentially leading to ethical deviations in high-level feeding programs.

However, Sangwan et al. (2023) emphasized the importance of aligning ethical norms in sports with legal principles to safeguard individuals from unjust disciplinary actions. Ethics in sports transcends mere victory or defeat, encompassing values, fair play, and considerations for all involved stakeholders. Upholding ethical standards not only preserves the integrity of sports but also fosters a more equitable society. However, recent reports of unethical behavior in competitive settings challenge the notion that sports inherently build character (Sun and Ji, 2022). Despite this, sports remain crucial for the socialization of children, providing a platform to instill societal values and norms. Encouraging ethical behavior in sports is essential to ensure that the lessons learned extend beyond the playing field.

Table 1. Summary of the Level of School Elementary Teachers

Indicators	Mean	Description
Autonomy	3.30	Moderate
Dignity	3.26	Moderate
Collectivism	3.40	High
Common Good	3.40	High
Production	3.40	High
Overall	3.30	Moderate

Table 2 below provides a comprehensive discussion of the level of well-being among school teachers, arranged in descending order based on mean scores. Topping the list is the indicator of physical well-being with a mean score of 3.50, indicating a high level of physical health and fitness among the teachers. Following closely behind are indicators of mental and emotional well-being with mean scores of 3.36 and 3.28 respectively, both falling within the moderately high range. This suggests that while teachers demonstrate relatively strong mental and emotional health, there is room for improvement. The indicator of social well-

being follows with a mean score of 3.23, also reflecting a moderately high level. This implies that while athletes maintain satisfactory social connections and interactions, there may be areas where social support and relationships could be further enhanced. Overall, the table indicates that school athletes enjoy a commendable level of well-being across various domains as resulted to 3.40 mean and interpreted as High, particularly in terms of physical health, though there are opportunities for further development, especially in mental, emotional, and social aspects.

Ensuring athletes' well-being requires a comprehensive approach that considers their physical, mental, emotional, and social health (Liu, 2024). Prioritizing holistic care helps maintain athletes' physical fitness, reducing injury risks and fatigue, while also emphasizing mental resilience through resources like stress management and counseling (Dong and Ni, 2023). However, athletes' well-being can fluctuate due to various factors such as sports lockdowns, which can increase stress and disrupt sleep, impacting psychological health negatively (Gilchrist and Neupert, 2022). Despite challenges, research athletes shows positive self-perceptions across multiple well-being dimensions (Pitacho et al., 2023). Yet, studies indicate athletes often underutilize available support services, highlighting the need for increased awareness and accessibility (Noguchi et al., 2022). Moreover, the COVID-19 pandemic has further exacerbated challenges, affecting elite athletes' mood, mental health, and training routines during home confinement (Fadare et al., 2022).

Table 2. Summary of the Level of Well-Being of School Elementary Teachers

Indicators	Mean	Description
Physical	3.50	High
Mental	3.36	Moderately High
Emotional	3.28	Moderately High
Social	3.23	Modrately High
Overall	3.40	High

Table 3 illustrates the significant relationship between sports ethics and the well-being of school teachers. The correlation coefficient (r) of 0.919 indicates a very strong positive correlation between sports ethics and the well-being of school teachers. Additionally, the p -value of .000 suggests that this correlation is statistically significant at the .05 level, leading to the rejection of the null hypothesis (H_0). The interpretation of these findings is that there is a meaningful and substantial association between sports ethics and the well-being of high school teachers. In other words, as sports ethics increase, so does the well-being of teachers. This underscores the importance of ethical conduct within the arena of sports, not only for fostering a positive sporting environment but also for promoting the overall well-being of teachers.

Table 3. Significant Relationship Between Sports Ethics and Well-Being of School Elementary Teachers

	Well-being of School elementary teachers			
	R	p	Decision	Interpretation
Sports Ethics	.919	.000	Reject H_0	Significant

Note: Significant at $p < .05$

The relationship presented above is supporting the claims that sports ethics plays a pivotal role in promoting the well-being of teachers, encompassing various aspects that contribute to a fulfilling and satisfying life. It emphasizes values like fair play, empathy, and human rights, shaping the moral development of young athletes through intrinsic motivation, enjoyment in sports, and diligent effort, with coaches and parents playing significant roles (Rui, 2020). Additionally, sports serve as a platform for social integration, cultural exchange, and enhanced quality of life, fostering both physical and mental health benefits (Benatuil & Toscano, 2017). The relationship between sports ethics and well-being underscores the importance of promoting respect, fairness, and sportsmanship, while combatting forms of disorder such as racism, to cultivate a supportive and nurturing environment (Elaheh et al., 2019). By prioritizing the well-being of athletes, sports ethics contributes to creating environments conducive to personal growth and social connection, thereby positively impacting ' overall quality of life (Robert and Schneider, 2015).

V. CONCLUSION

In conclusion, the comprehensive summary of sports ethics among school elementary teachers indicates a commendable level of ethical behavior, particularly in prioritizing teamwork, community welfare, and effective performance, while also maintaining a reasonable level of individual autonomy and dignity within the sports environment.

Further, it reveals a commendable level of well-being among school athletes, particularly in physical health, while indicating areas for improvement in mental, emotional, and social aspects, suggesting opportunities for further development.

Furthermore, this demonstrates a highly significant and positive correlation ($r = 0.919$, $p < .05$) the well-being of school teachers, highlighting the crucial role of ethical behavior in enhancing athletes' overall well-being and emphasizing the importance of promoting ethical conduct within the sporting community.

RECOMMENDATION

Based on the findings presented in the comprehensive summaries and correlation analysis, it is recommended that educational institutions and sports organizations continue to prioritize and promote ethical behavior among school teachers. This includes fostering values such as teamwork,

community welfare, and individual autonomy while ensuring a supportive environment that addresses athletes' physical, mental, emotional, and social well-being. Furthermore, efforts should be made to integrate education into feeding programs and curricula, emphasizing its positive impact on feeding' overall well-being. By nurturing a culture of ethical conduct within the sporting community, schools can not only enhance academic performance but also contribute to the holistic development and well-being of their student.

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