

# **A Study on Health and Nutritional Education for Selected Parents of Barangay Linga, Pila, Laguna towards a Proposed Sustainable Project/Plan**

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## **Abstract**

In many Filipino communities, parents play a crucial role in shaping their children's health and nutrition but often, they do so without access to the right information, resources, or support. This study explores the level of health and nutritional knowledge, attitudes, skills, and actual practices (KASA) among selected parents in Brgy. Linga, Pila, Laguna. Using a descriptive-evaluative approach, the research gathered insights from 13 parent respondents through structured surveys and community engagement. Findings revealed that while most parents understood the importance of good nutrition, there were noticeable gaps between what they knew and what they practiced mainly due to financial constraints, limited skills in meal planning, and lack of access to fresh, affordable food. Despite these challenges, parents showed a strong willingness to learn and improve for the sake of their families. There were some challenges during the planning, inadequate stakeholder participation, insufficient funding and resource planning. In the implementation phase, there was low attendance and participation due to household obligations or lack of transportation. In terms of monitoring and evaluation phase, there was inconsistent feedback or tracking forms due to limited understanding or interest. Based on the results, a sustainable community-based project is proposed, including nutrition education sessions, practical cooking demos, and a barangay garden initiative. This study highlights the importance of grassroots health education and the power of equipping families with the tools to build healthier futures together.

**Keywords:** Health, Nutritional Knowledge, Attitudes, Skills, Actual Practices

## **1. Introduction**

In many rural communities across the Philippines, the issue of malnutrition and poor health among children remains prevalent not necessarily due to the lack of food, but often due to gaps in parental knowledge and practice concerning proper nutrition and health. Barangay Linga, Pila, Laguna is no exception. Although families strive to provide the best for their children, limited access to nutritional education and health resources poses a serious barrier to sustainable well-being.

Health and nutrition education empowers parents to make informed choices. Studies such as by Panlasigui et al. (2018) and UNICEF (2020) emphasize that early interventions through education and community engagement can drastically reduce child malnutrition and prevent lifestyle-related diseases.

This study seeks to examine the current health and nutritional knowledge, attitudes, and practices of selected parents in Barangay Linga after the seminar training implemented last 2017 and proposes a sustainable community-based project aimed at improving these practices. It seeks to answer: What is the level of knowledge, attitude, and practice (KAP) of the respondents toward health and nutrition? Determining the challenges encountered by the proponent and the participants along planning, implementation and monitoring of extension services and How can findings guide the development of a localized sustainable project?

### **1.1 Health and Nutritional Education**

According to the World Health Organization (WHO, 2021), nutrition education is one of the most cost-effective tools to prevent diseases and improve public health outcomes. It goes beyond food guidance; it involves behavioral change strategies and community empowerment. Valenzuela & Nacis (2019) highlighted the effectiveness of barangay-based health interventions in improving maternal and child health outcomes in rural Philippines. Their study emphasized the role of local government units and non-formal education programs. A study by Aboy and Aquino (2017) in Calabarzon found that mothers who participated in regular nutrition seminars had improved food choices for their children and reported fewer illness incidences. Rodriguez & Chavez (2022) emphasized the power of community gardens and school-based food security programs in teaching families about food sources, dietary diversity, and self-reliance.

### **1.2 KASA Framework in Health Programs**

The KASA framework (Knowledge, Attitude, Skills, Application) has been widely applied in community development and education. Del Rosario (2018) used this framework in evaluating a community health initiative in Batangas and concluded that knowledge alone is not enough attitude and actual application are equally critical. Cruz et al. (2020) found that health promotion efforts that focused only on knowledge transmission without reinforcing positive attitudes or teaching skills did not produce sustained changes in health practices.

#### **Sustainable Health Programs**

Serrano and Lopez (2021) argued that any health or nutrition initiative must include sustainable elements such as capacity-building, local leadership involvement, and participatory planning. Sustainable programs not only address immediate gaps but build resilience among families.

## **2. Methodology**

This study used a descriptive evaluative method anchored in the Knowledge Aptitude Skills Attitude framework. It aims to assess the level of knowledge, attitude, skills, and application regarding health and nutrition among parents and derive actionable insights for a proposed sustainable intervention.

The research was conducted in Barangay Linga, Pila, Laguna, involving 13 parents with children aged 0-7 years. Respondents were chosen through purposive sampling based on accessibility and willingness to participate.

A structured survey questionnaire based on the Knowledge Aptitude Skills Attitude framework was developed and validated by health education professionals. The questionnaire assessed: Knowledge: awareness of basic nutrition and hygiene, Attitude: perceptions toward healthy eating and health-seeking behaviors, Skills: ability to prepare balanced meals, read food labels, etc., Aptitude: actual practices done at home.

Data collection involved house-to-house surveys and was conducted with the assistance of local barangay health workers. Consent forms were signed by all participants, and confidentiality was assured.

### 3. Results and Discussion

#### 3.1 Demographic Profile

**Table 1 Age**

Age	Frequency
Under 18	0
18-24	0
25-34	1
35-44	5
45-54	6
55 and above	1
Total	13

**Table 2 Highest Educational Attainment**

Highest Educational Attainment	Frequency
No formal education	0
Primary Education	2
Secondary Education	10
College undergraduate	1
Tertiary Education	0
Postgraduate education	0
Total	13

**Table 3 Number of Children**

Number of Children	Frequency
1	4
2	2
3	1
4 and above	6
Total	13

**Table 4 Occupation**

Occupation	Frequency
Housewife	7
Utility Aide	1
VAWC Secretary	1
BNS	1
Driver	1
Vendor	2

### 3.2 Knowledge

Most respondents (53.85%) responded that they have low knowledge of nutrition before participating the seminar and (46.15%) were responded as they have moderate knowledge of nutrition. They aware of the importance of fruits, vegetables, and hydration. However, only 41% could correctly identify the components of a balanced diet, and less than 30% were aware of hidden sugars or sodium in processed foods. This finding reflects those of Parcarey (2016) who noted similar gaps in nutritional literacy among rural parents in Quezon Province.

After participating the seminar (76.92%) of the respondents were all gain very high knowledge in nutrition and (23.08%) having a high knowledge meaning the participant were all guided by the training and they were ready to give their children proper diet and giving a much appropriate meal preparation yet very affordable.

The participants responded: “paano ang paghahanda ng masustansyang pagkain”, “gaano kahalaga ang gulay sa ating kalusugan lalo na sa mga anak ko”, “ano ang benepisyo ng gulay at isda sa ating katawan”, “ how to prepare healthy food”, and “paano maghanda ng masustansyang pagkain”. After participating the seminar training they gain nutritional knowledge on the importance of vegetables, fish and nutritional food.

#### Skills

Most respondents (95%) were very confident in applying the nutritional skills learned from the seminar and (5%) where only confident meaning majority of the participants were eager to learned by giving the right nutritional meal to their children. The participants respond : “tamang nutrisyon para sa kailangan ng buong pamilya, ano ang tamang paghahanda ng pagkain”, “paano ihanda sa lamesa para magastuhan ng buong pamilya at ganahan sa pagkain”, “paano ang tamang paghuhugas ng kamay”.

### 3.3 Aptitude

This aptitude, defined as the natural ability to learn and apply new concepts, played a critical role in bridging the gap between knowledge and application. Many respondents, while unfamiliar with technical nutritional guidelines, showed logical reasoning and a keen understanding of the effects of poor dietary habits on their children. This suggests that with proper guidance and community-based programs, these parents possess the potential to internalize and implement healthful practices consistently.

### 3.4 Values/Attitude

While a majority of respondents expressed positive attitudes toward healthy eating, financial limitations and children's food preferences often led to compromises. Parents acknowledged that they knew what's healthy, but affordability and accessibility were key constraints.

The participants responded : “Pinipili ko ang masustansyang pagkain para makain ng aking pamilya”, “binibigay ko ang ang kailangan ng nyang kainin katulad ng ng paborito ng pagkain”, lagging masustansyang pagkain ang inihahanda sa pamilya”, “ natutong kumain ng gulay mga anak ko”.

Challenges encountered by the proponent and the participants along planning, implementation and monitoring of extension services

### **3.5 Planning Phase**

During the planning phase, there was hurdle in encouraging genuine stakeholder participants. Some parents were interested in the project, others hesitated due to lack of awareness or confidence. This aligns with Cadiz et al (2018), who noted that community involvement in health planning is often limited by socio-cultural and economic constraints. Financial limitations also emerged during planning. The proponent had to work within a constrained budget, transportation allowances, and even the frequency of sessions. As Dizon et al (2020) observed, funding is a persistent issue in community-based outreach programs, especially those that rely on local or academic resources. Finally, planning culturally appropriate educational content was a challenge. The parents came from diverse backgrounds with varying food beliefs and customs. This required the team to ensure that nutrition messages did not conflict with long-held traditions, a consideration emphasized from the Department Internal Local Government Memorandum Circular 2023 in developing community nutrition plans.

### **3.6 Implementation Phase**

During the Implementation phase, as the sessions rolled out, low attendance became a recurring issue. Many of the parent-participants were preoccupied with household responsibilities or jobs, making it difficult to commit to the schedule. Bonogon et al (2023) have previously discussed how economic realities can affect participation in community health programs. Changing deeply rooted behaviors was also not easy. Despite awareness sessions, some participants were reluctant to change their food preparation habits, often due to habit, cost, or skepticism. Bautista et al. (2020) noted that behavior change, especially related to health, requires consistent motivation and time.

### **3.7 Monitoring and Evaluation Phase**

During the Monitoring and Evaluation Phase, when it came time to evaluate the project's success, the team faced a lack of effective monitoring tools. Measuring shifts in knowledge, attitudes, and skills among the parents required tools that were not readily available or easy to use. As Reyes et al (2023) noted, many community health programs struggle due to the absence of accessible and practical monitoring frameworks. Documentation was another issue. Some participants failed to submit feedback forms or KAP (Knowledge, Attitude, Practice) checklists. Ramos et al. (2024) identified documentation compliance as a frequent challenge in barangay-level outreach projects. Additionally, while there were clear signs of improved awareness, translating that awareness into sustained behavioral change was difficult to monitor. Many parents were initially enthusiastic but reverted to old habits over time. According to Adolescent and School Health (2024) stressed that for health education to truly take root, it must be reinforced regularly in a supportive environment. Lastly, there was a noticeable concern about

the sustainability of the initiative. Without ongoing support such as continued sessions, follow-ups, or integration into barangay programs many of the project's gains risked being short-lived. Patriarchi et al (2025) emphasized that integrating sustainability at the planning stage ensures long term benefits and reduces costly adjustments later in the process.

#### 4. Conclusion and Recommendations

This study concludes that parents in Barangay Linga valued the seminar related to health and nutrition, their knowledge and skills were strengthened, and their practices improved from the lecture given by the LSPU GAD team. There should have proper guidance and with community-based programs, these parents possess the potential to internalize and implement healthful practices consistently. There were some challenges in the planning, implementation as well as in Monitoring and Evaluation phase. As always the schedule of the parents were too tight for their duties and responsibility for the needs of their family. To continue the acquisition of knowledge and skills of the parents related to health and nutrition the researcher propose a Sustainable Plan for Barangay Health and Nutrition Hub.

**Table 5. Sustainable Plan for Barangay Health and Nutrition Hub**

Program	Plan
Monthly Learning Sessions	Using Knowledge Aptitude Skills Attitude based modules
Community Garden	For accessible, fresh produce
Meal Plan Workshop	Led by local nutritionist
Healthy Cooking Demonstrations	Using low-cost recipes
Partnership with Local Government Unit and Department Of Health	For supplementary feeding and educational materials

The proposed Sustainable Plan for Barangay Health and Nutrition Hub includes the different programs like Monthly Learning Sessions, Community Garden, Meal Plan Workshop, Healthy Cooking Demonstrations and Partnership with Local Government Unit and Department of Health supported by the Barangay Nutrition Scholar of Barangay Linga, Pila, Laguna and the faculty of College of Nursing as their Extension activity of Laguna State Polytechnic University.

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