

**Parental Engagement in School Meals of Basic Level Students in Khairahani
Municipality, Chitwan**

A Thesis

**Submitted to Department of Health and Population
In the Partial Fulfillment for Master of Education in Health Education**

**Submitted by
Bhagawati Budhathoki**

**Tribhuvan University
Faculty of Education
Central Department of Education
Health and Population Education Department
Kirtipur, Kathmandu
2022**

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Recommendation

The research work entitled **Parental Engagement in School Meals of Basic Level Students in Khairahani Municipality; Chitwanis** prepared by **Bhagawati Budhathoki** under my supervision, as a part of the requirement to complete Master of Education in Health Education. To the best of my knowledge, the study is original and carries useful information about parental engagement in school meals of basic level students. . I forwarded this to the thesis committee with recommendation.

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Certification

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Declaration

I, hereby, declare that, to the best of my knowledge, this thesis is my original work no part was earlier submitted for the candidature of research degree to any university, colleges or educational institutions. The subject matter presented in this thesis is the result of my own work.

Date: 24/04/2022

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May, 2022

BhagawatiBudhathoki

Abstract

This study entitled "Parental Engagement in school meal of basic level students in Chitwan district" was carried out by Parents and stakeholders of Rastriya Basic School. The main objectives of the study were to identify the extent to which parents were involved in supporting the school in preparing snacks for their children before and after the PAR-based parental engagement intervention session at school. Also, how parental engagement helped to promote healthy snack eating behavior of basic level students.

The study was descriptive using qualitative data obtained from FGD and in-depth interviews. The respondents of this study were the chairperson of the ward office, parents of students in grades one to five, the principal, and the chairperson of SMC at Rastriya Basic School, Janakpur, who formed the population of the study.

The total number of parents was divided into at least 3-4 groups. The focus group consists of 6–8 parents who were selected from grades 1-3 and 4-5, respectively. The data were converted to a thematic approach rather than a narrative approach and the results were presented using themes generated by the narrative analysis.

The study found that 170 students were eating ready-made snacks or junk food and only 7 students were eating homemade food in classes 3–8 in the previous days, but nowadays the school provides snacks for all the students. In the past, the school support staff used to prepare the snacks on the stairs for the kinder garden students but now everything is neat and clean with suitable furniture in the canteen with the parent's involvement in the process.

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Abbreviations

BMI	–	Body Mass Index
CDC	–	Centers for Disease Control and prevention
ECD	–	Early Childhood Development
FAO	–	Food and Agriculture Organization
FCHV	–	Female Community Health Volunteer
FGD	–	Focus Group Discussion
HHFKA	–	Healthy Hunger-Free Kids Act
HT	–	Head Teacher
MDGs	–	Millennium Development Goals
MOH	–	Ministry of Health
NFST	–	Nutrition Friendly School Initiative
NSLP	–	National School Lunch Program
NSLP	–	National School Lunch Program
PAN	–	Physical Activity and Nutrition
PTA	–	Parent Teacher Association
PTO	–	Parent Teacher Organization
SDG	–	Sustainable Development Goal
SMC	–	School Management Committee
SMP	–	School Meal Program
TU	–	Tribhuvan University
UNICEF	–	United Nations Children's Fund
WHO	–	World Health Organization

Chapter 1: Introduction

Background of Study

There have been studies showing that proper nutrition is very much necessary for the children to be attentive in the class as well as for their overall growth and health(R.E., 2007)wrote that nutrition in childhood has a link with cognitive development and mental performance. Mrs. Shrestha et.al (2019) found that the school health nutrition program had shown a positive influence on a student's behavior and health in both the long and short term. Proper tiffin practice is very essential for growing children as they spend 7-8 hours of their day in school. Tiffin management is the primary component of the school health program. Any school can promote their health status by managing the Tiffin. Unhygienic Tiffin directly harms children's health status and the attainment of optimum level of health (Khadka, 2015).

Parental engagement in school meals is an approach where parents and school staff work together to support and improve the health, learning, and development of children. It is a shared responsibility with schools and the community to engage parents and create commitment for their active support of their children's learning and development. Teachers and parents play a critical role in providing learning opportunities at home and in linking what children learn at school. Parents play a significant role in supporting their children's health and learning, guiding their children successfully through the process, and advocating for their children and the effectiveness of the school (Ghimire, 2016).

To ensure an organism's growth and maintenance, parents of children must have a basic understanding of nutrition and the substances that make food. Parental involvement varies widely in school-based physical activity and nutrition (PAN) programs for the active participation of parents to limit awareness of children's activities in programs.(Zenzen, 2009).Parents must have to participate in every program that is related to their children that is organized by the school (Muller, 2009).

Family, school, and community partnerships are redefining the boundaries and functions of education. They enlarge parental and community capacity; they create conditions in which children learn more effectively.Parental involvement varies

widely in school-based programs designed to promote physical activity and healthy nutrition, yet the underlying factors that may limit parents' participation and support learned behaviors at home are not well understood (Roberts Alison and Dolan Carrie, 2016).

The Nepal government has been providing tiffin in some schools through the program "Food for Education" since 2012 A.D. Although this program was started in 1990, which was known as the "Nutritional Food Program" in later times, this program was continued as the "Primary School Nutritional Food Project" from 1993 to 2002 A.D. At present, it is continuing under the name of "Food Program for Education." This program is helpful for students' enrollment rate and attendance rate, as well as their health status, and reduces dropout incidents in primary schools (Bhandari, 2015).

Nutrition and pedagogy promote healthy eating behaviors and physical activity habits for children. The teachers teaching nutrition can determine the effect of school on the nutritional wellbeing of learners (Bhandari, 2015). Developing a nutrition and health-promoting school curriculum, providing a supportive school environment, and providing school nutrition and health services, In the same case, the FAO recommended a three-fold curriculum approach for nutrition learning that takes place in the classroom, the school environment, and the family (Khadka, 2015). So there is a gap between food and knowledge about food choices between parents and children. Several imbalance weights, heights, and ages of Nepal are very common in children these days. Undernutrition remains a significant issue in Nepal. Overweight and obesity are also becoming health concerns, with children (MOH, 2017).

In the recent research of Jana Jeevan school in Chitwan district, nearly half (47%) of the students reported that they consumed junk foods at snack time, an important variable for explaining junk food consumption where knowledge of food and nutrition is a micro-level determinant, sharing knowledge of food and nutrition with a classroom at school amid level deterrent, grade of students, an external level deterrent, and the occupation of parents, a macro-level deterrent (Upreti, 2021).

Parental engagement is one of the most important activities in learning. It helps to make teachers conscious of promoting teaching-learning activities. Practice forces parents, teachers, and students to interact with one another about a variety of issues and topics. Moreover, it is a type of healthy life technique in which the teacher, students, and parents change their food habits and take each other's advice on a particular matter. According to the result based on the survey done by Global Child Nutrition Foundation (2020), most of the cooks were school assistants who were paid a bit more by the government. It was similar in the case of the study school. The school had received a budget from the local government for the ECD level students. With the limited budget received for the ECD students, the school shared the meal with the student up to Grade 2. When the researcher arrived at the school, there were 117 students, 11 teachers, and approximately 85 parents present. Three days of classrooms from kindergarten to eighth grade were observed by the researcher. When the researcher attended the class, she discovered that the majority of the students had never taken a practical class before and only did theory classes. So, she organized a practical class and the students were happy to be a part of that class.

The researcher asked them some questions, collected and organized data, and discussed it with their parents at the time. After conducting FGD, the researcher conducted an intervention with parents.

Before conducting FGD, the researcher organized meetings for responsible people on nutrition like the chairman of the ward office, the chairman of SMC, FCHV, and the chairperson of the health post, as well as parents, teachers, and responsible people on school nutrition. Then the nutrition committee was formed with the help of the supervisor BhagwanAryal and the related team. Seven parents out of 177 were practicing homemade food for lunch, but it was not thought of as nutritious food for children because of their poverty.

After presenting video, researchers discussed what they learned from the video. How do they go about their daily lives in terms of food habits? The researcher showed the pictures, then engaged the parents to categorize the food into energy-giving, bodybuilding, and body protection. Then discussed about the balanced diet.

In all these cases, how can parents help the school and their children?

Teachers were also involved in this session, and they also added some facts about the benefits of coming to school. Researchers discussed in-depth the benefits of parental engagement in school meals for their children. And parents realized the benefit of sending children to school. After the discussion, at the end of the session, they all agreed to come to school for their children's mental and academic achievements.

Researchers found at that time in classes 3 to 8, most of the students were bringing ready-made food, especially noodles, except 7 students. There were 99 students in the 3–8 class. Only 3 students were taking homemade food. The school provided snacks till class two. There were 18 students at that time.

Not only students, but the teacher also took instant noodles for snacks. They don't have an option for snacks because there is no canteen near the school for the teachers and students. For lunch for kindergarten students, school support staff used to cook on the staircase. There were not enough utensils for lunch preparation, and hygiene was quite low. Teachers know about junk food but they take it because of the canteen problem. The next day, researchers again combined classes on 5, 6, and 7. At that time, most of them were bringing ready-made snacks like noodles, Bhujija, and biscuits. Some students bring money for snacks, although some students bring homemade snacks like halwa, maize, and roti.

On the first day of the research, the principal informed the parents to come to school through a letter, but only 3 parents came a bit late for FGD. The next day, the principal again informed parents to come to the school but they did not come. Only four parents came for intervention and FGD. Then he again communicated with them and conducted the program. They created a nutrition committee, but it was not active immediately. One thing did change: they had to replace noodles with halwa.

The biggest achievement of this intervention was that the principal did not have to call the parents from time to time after they knew about the program. After the intervention, they visit the school with just one Contact. Parental engagement in school meals is increased because their children's meals are prepared by the parents themselves. The parents take turns in meal preparation for the students. Two parents come for snack preparation every day. It is strictly followed.

Nowadays, there is a neat and clean canteen for students and enough pots and dishes for lunch. There is suitable furniture for students and a handwashing center with soap and water. The snacks are prepared according to a schedule that is made by the nutrition committee. Parents come and ask the teacher about their achievements from time to time.

The number of students in kindergarten has increased from 18 to 28. Similarly, the number of students in other classes has also increased after the snack program. The teacher also takes homemade snacks. The budget for the snack program was only for up to grade 1, but teachers managed lunch for up to grade 2 previously. Initially, with the coordination of the project for a couple of weeks, lunch was provided for students till grade 5. The school lobbied for the budget for the school meal program from the local government.

The ward of this municipality is trying to manage snacks for kindergarten and two teachers, but it has not been approved. The government allocated money for lunch from children's class to class five, at the rate of Rs.15 per student on a per-student basis. In the same way, the principal of the school and the chairperson of the ward office were committed to giving continuity to snacks. Students could get snacks according to the schedule that was made by the nutrition committee.

Nowadays, parents come to school and engage in school-related activities. There was a PAR committee that worked on the students' snack fund search. The chairperson of the SMC and the chairperson of the ward office visited the school for 10 to 15 days to observe the snacks provided at school. Thus, now is the time to encourage local food products and discourage the import of foreign food, especially junk food items. Engagement in school was high now because, after the intervention, they happily visited a school for program information.

Statement of the Problem

Parents, teachers, and students are the main role players in the under-nutrition prevention. Engagement in school programs is very important for parents to get knowledge about nutrition. If parents and teachers work together, they can get

support, improve their learning, and also assist in the development and health of children and adolescents at school(Bhandari, 2015).

School meal practice has been studied as one of the most important factors deciding primary school level children, but it is not found in many places. School administration and teachers are unable to manage the proper provision of Tiffin practice in schools.

Although most schools do not have a canteen and a supply of pure drinking water, students, as well as other people, are attracted to advertised and junk foods. Furthermore, they give priority to taste rather than nutritive value. Gongabu Primary School is unable to manage Tiffin because of several factors like lack of awareness, technical support, and the economic crisis(School, 2021). Good nutrition and pedagogy prevent the occurrence of malnutrition such as undernutrition, micronutrient deficiencies, obesity, and diet-related diseases.

The government also provides a "Diwakhaja" program, but it is not in proper practice because of various problems, such as a lack of well-trained teachers, geographic difficulties, and a lack of knowledge of choosing food habits from the parents' side(Ghimire, 2016).

Parental engagement may positively impact a student's academic attainment. There is an important distinction between involving parents in schooling and engaging parents in learning. It is the latter that has been shown to have the greatest positive impact. While involving parents in school activities may have an important community and social function, the key to facilitating positive change in a child's academic attainment is the engagement of parents in learning outcomes in the home(Emerson, 2012).

Schools can make a positive connection with parents by providing a variety of activities that would build relationships and engage parents in healthy school meal initiatives. Working together with parents to address the issues and opportunities, schools can create an engaged community that leads to continuity and sustainability.

When the researcher visited there, most of the students were eating Chatpate, Kur-Kure, noodles, and so on. Taking ready-made food for lunch was common there. The researcher wanted to give some food choice ideas to students and parents.

There was a gap between knowledge and practice of food choice. Researchers wanted to establish their knowledge of food choice and nutrition in their daily life. When it comes to food selection, researchers discovered that parents must change their behavior. The researcher had shown some examples of the practice of school meals and discussed the importance of snacks for students.

Researchers think they need encouragement from us. And she requested that they come to school and watch their children's activities, especially regarding school meals.

Rationale of the Study

Parental engagement in school meals plays an important role for both parents and teachers. They can develop positive attitudes in students towards learning and education for children, building their motivation and confidence as learners and fostering their enjoyment of learning. Parental engagement is essential for student development and offers many benefits. It also helps improve student behavior in the classroom. Having parents and teachers communicate more helps students feel more motivated in their classes; their self-esteem and attitudes in class improve.

Engagement can also strengthen the parent-student relationship. Students with parents who are involved in their school's snack and other behavior achieve better academic performance and are more likely to complete high school than students whose parents are not involved in their school.

Similarly, it's focused on how many parents were engaged in their children's snacks at school, how the parents were aware of their children's nutritious food, and how they managed snacks for children. Such types of issues are addressed in this study. This study will provide guidelines and information about the importance of nutrition in school-going children and data for those who make policy, those who

make curriculum, and those who will implement rules and regulations in the educational sector. Not only that, it will provide important and useful information about parental engagement in school meals and snacks, preparing skills, motivation for a snack, perspectives and perceptions of teachers and parents on parental engagement in a school meal. The implementation of parental engagement in school meals of basic level students of Rastriya Basic School, Janakpur, as well as SMC, and the chairman of the ward office of this school territory. This can motivate the teachers as well as the students. It could be said that it can add to the relevant knowledge in the challenging tasks of using parental engagement in school meals that, in turn, can lead to improvements in basic level schools.

The findings from the study will be useful in various sectors. Some other rationales for this study are as follows:

1. This study would provide plus points and guidelines for further study or research to those interested in parental engagement in school meals.
2. It would facilitate the curriculum designers of basic-level schools.
3. This research paper would provide the source of information on the snack habits of the students in Rastriya basic school, Janakpur, Chitwan of Khairahani municipality, ward no 12.
4. This study will be important to find out the parental engagement in school meals of basic level students in Janakpur, Chitwan of Khairahani municipality¹².
5. It would provide important information regarding school snacks for teachers and students of basic level schools.

Research Questions

The overarching research question of this study is: how does parental engagement promote school meal practice for their children at school? To meet this objective, the following research questions have been developed.

1. To what extent do parents involve in school support the school meal practice of their children before and after parental engagement intervention sessions at school?

2. How does parental engagement in school help to promote the school meal consumption behavior of basic school-level students?

Significance of the Study

Parental engagement can be defined in a variety of ways. It can include the idea of parental involvement. However, parents can be involved in activities without being engaged in their children's learning. Nowadays, the government focuses on the school-centered technique, which helps the behavior change of basic school teachers and their students about parental engagement in school meals. All the teachers in the world in the field of parents and basic school teachers need to change their behaviors when taking and choosing their food habits. The government is also providing a "Diewakhaja" program for basic-level children. But, basic school teachers are not using this properly because of various problems. If we use nutrition pedagogy in teaching, it provides deep knowledge about nutritious food for schoolteachers, students, and parents. This study built a strong relationship between parents, teachers and students. Teachers have to be conscious of the effectiveness of parental engagement in school meals and make some necessary changes in teaching style. Parents were conscious about the food choices of their children regarding nutrition. Students most have good knowledge of daily food habits.

It has been beneficial to the local government, which is making a new curriculum for the age-wise essentiality of a school meal. It has been beneficial to modify students' and parents' daily lifestyles or develop nutritious food habits. It has helped to apply good midday meal practice in school. It will be helpful and useful as guidance for other researchers who intend to study in a similar field of study.

Delimitations of the Study

Every study has its own delimitation to conduct research work within the timescale and budget. This study was conducted in only one government school, Rastriya Basic School, in Chitwan district on parental engagement in school meals. Earlier the school had classes from kindergarten to grade 8 but due to the low number of students in upper primary classes it was downsized from kindergarten to class 5 so

in this thesis that is one of the delimitations of the study. My study was limited to the following points:

1. The study population consists of parents, the chairman of SMC, the chairperson of the ward office, students, and the principal of Rastriya Basic Schools, Chitwan.
2. FGD guidelines and in-depth interviews were used for data collection.
3. This study was conducted in a community school located in the Chitwan district of Nepal.
4. This study chose a qualitative research design under the PAR methodology.
5. It focused mainly on basic-level students of parents.
6. The study mainly focused on grade 1–8 students and their parents.

Operational Definitions of the Key Terms

Here are some key terms of operational definition as below;

Body mass index (BMI): It is calculated by dividing body mass by body height squared and is expressed in kilograms per square meter (kg/m²), resulting from mass in kilograms and height in meters.

Disease: A specific quality or disposition is thought to be harmful to a person or group of people.

Fast food: Fast foods are those that are characterized by being quick, easily accessible, and cheap alternatives to home-cooked meals.

Food: Food can be defined as the basic need of the body, which is lunch, or Tiffin and Sinner for survival.

Health: Health is defined as a state of complete physical, mental, spiritual, and social well-being, rather than simply the absence of disease or infirmity.

Impact: The powerful effect of something or someone.

Junk food: The food that is packaged or processed has no or little nutritional value.

Malnutrition: It is referred to deficiencies, excesses, or imbalances in a person's energy intake.

Mortality: Mortality means the inevitability of one day having to die.

Nutrition: It is the process of providing or obtaining the food necessary for health and growth.

Nutrition: Nutrition is a dynamic process in which the food that is consumed is utilized to nourish the body.

Parental engagement: It is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents in school.

Pedagogy: The method and practice of teaching, especially as an academic subject or theoretical concept.

Stunting: Children's growth and development are stunted as a result of poor nutrition, repeated infection, and insufficient psychosocial stimulation.

Chapter 2: Review of Related Literature

This chapter deals with a review of available related literature. The literature review is an integral part of the entire research process. The literature review has been done by collecting information from the central library, TU library, magazines, newspapers, articles, and Google scholar, which is related to parental engagement in school meals. Some of the facts and related reviews are presented below.

Theoretical Literature Review

This study utilized the Trans Theoretical Model, or the Stages of Change Model, which was developed by Prochaska and DiClemente in 1992 and used to study health behavior change. Examples include smoking cessation, physical activity, and addiction.

This model indicates that people will change health behaviors when they perceive a need and are informed of how to proceed. According to the Stage of Change, the capability is related to self-efficacy as described by Bandura in 1997. In this stage of change model, people will progress through six distinct stages of change. They are the pre-contemplation, contemplation, preparation and determination, action, maintenance, and termination stages(DiClemente, 2006).

Stages of Change

Pre-contemplation stage. People in the pre-contemplation stage of change are unaware of the need to make a behavior change. At this stage, the researcher discussed their past behavior. The researcher has discussed their past behavior; that was the practice they have been doing in recent days regarding school meals with students, parents, the chairperson of SMC, the chairperson of the ward office, and the principal of the school(DiClemente, 2006).

Contemplation stage. Those in contemplation are considering making a change in the next six months, weighing the pros and cons of such a change, and gathering information. The researcher had to make parents aware of school meals from the school teachers first. Then, researchers made them clear about the importance of school meals in the growing age of schoolchildren. In this stage, parents were

collecting information from different ways like news, TV, magazine also. Then they would inform the parents of this message (DiClemente, 2006).

Preparation stage.In the preparation stage, people gather information and compare programs. At this stage, parents also get knowledge from their children, TV, radio, magazines, and teachers. At this stage, the researcher called parents to come to school to discuss how many of them know they should have to change their behavior(DiClemente, 2006). What do they think about engagement in school meals, and then researchers conducted FGD for parents.

Action stage.People in the action stage are engaged in the behavior to be changed, for example, attending smoking cessation or exercise classes or keeping food records. At this stage, the researchers conduct interventions related to the subject matter and clarify the concepts of their practice. The researcher had conducted an intervention and was conscious of the school meal from the video first. Then the researcher makes parents clear about the importance of school meals in the growing age of schoolchildren. Parents discussed the benefits of coming to school (DiClemente, 2006).

Maintenance stage.When a person has maintained an action for at least six months, they are considered to be in the maintenance stage of change. At this stage, parents realize the key message from the interventions. Then they practice that knowledge in their daily life. After the intervention, they came and asked the teacher about snacks and the academic progress of the students. In the stage of change theory, termination is seen as a normal part of the process, which almost everyone experiences. The goal at this stage is to refocus and move back toward action. The education program used in this study was based on this model and addressed all six stages of change. Parents were trying to change their behavior and implement it in their daily life. Program implementation included increasing awareness of the benefits of nutrition and exercise, providing age-appropriate nutrition education and physical activity, and creating an environment consistent with healthy behaviors within the school setting (DiClemente, 2006).

The present study program has to find out to what extent parents are involved in managing school snacks for their children and in supporting midday snack service

programs being held at school (DiClemente, 2006). How does parental engagement help to promote snack eating behavior among basic-level students?

It promotes engagement in school meals and practices at home. The specific purpose of this research is to find out how they were engaging in school meals, a program that provides sound nutrition education along with different types of nutrition intervention for students and their parents. Activities included were parents and students in some of the same sessions and sometimes different sessions from the FGD guidelines (DiClemente, 2006).

Empirical Literature Review

This part of the review includes the data-based findings of past research related to the present study. These kinds of literature are mostly available in published form, as well as unpublished thesis reports, survey reports, and other research reports. However, it is also available in the form of research articles and case studies in various journals. Involve parents in decisions when developing school health policies and safety plans, and health and safety messages; selecting health-related curricula or foods and beverages for school breakfasts and lunches; establishing health services and referral procedures; and other plans and programs(Ashaliran, 2012).

Conducted research on fast foods and their impact on health. Junk foods have certainly carved up the "third world" due to globalization. It is an integral part of life in the developed as well as developing world which is followed by a huge increase in obesity and associated problems. So in order to consume junk food in moderation is occasional consumption and preferably in small portions. It is not impossible to win a war on junk foods against healthy foods. However, one must be aware that junk food is so strong that you will become addicted. It must be remembered that the addiction to "junk" is great for business. It is all in our hands to choose junk or health. In the same case, the literature says that students' environmental factors, including family influences and the availability of healthy foods at home, especially at breakfast, are noted as "Critical Quality Control Points" in the impact of school-based programs to promote healthy eating(Dokter, 2014).

There is a positive association between in-home parental involvement and food behaviors among students. However, some studies have shown that the involvement of parents in nutrition efforts at schools exerts no additional influence on these behaviors (Diallo, 2014).

Here is a researcher publicizing the relationship between the home and school environment. In July 2017, MitraAadharbhutVidhyala, Chabahil, and Kathmandu launched their first school meal program (SMP), offering a daily meal to 89 students. In February 2018, Shree SharadaMavi, Tilanga, Kathmandu, extended their SMP to add 180 students to the program. Currently, 130 students from nursery to grade 2 are fed daily(Isobel.R., 2018, July 17,).

According to the research on parental engagement is also an "effective method to engage parents in children's physical activity and nutrition (PAN) programs can be as simple as worksheets sent home with children as a means of stimulating conversations with children" (R. R., 2012).

The learning environment is dependent on different influencing factors. The midday meal scheme is also known as the National Program of Nutrition Support to Primary Education. Its objectives are the universalization of primary education by increasing enrollment, retention, and attendance, and impact on the nutrition of students in primary classes. To achieve the objectives, a cooked midday meal with a minimum of 300 calories and 8-12 grams of protein will be provided to all the children. Nutrients are organic and inorganic complexes contained in food. There are so many different nutrients that are normally supplied through the food we eat(Park, 2015).

Studying the Healthy Hunger-Free Kids Act also focuses on schoolchildren's food. In 2012, the Healthy, Hunger-Free Kids Act (HHFKA) updated the nutrition standards for the national school lunch program (NSLP), requiring schools to increase the availability of fruits, vegetables, whole grains, and fat-free and low-fat fluid milk in school meals, reduce the level of sodium, saturated fat, and Tran's fat, and meet the nutrition needs of school children within their calorie requirements. Likewise, I have studied some literature which is related to parental engagement in school meals(Matthen, 2012).

Similarly, WHO and FAO recommends that people eat at least 400g of fruit and vegetables per day, which includes pulses and other legumes. This is equivalent to consuming about 25g of dietary fiber per day. In recent years, the consumption of pulses has gone down from approximately 10 kg/person/year in the 60s to just above 6 kg/person/year-and people are not eating the recommended amount of fiber. Increasing the consumption of pulses and other legumes can improve the quality of people's diets and their overall health. One of the ways the government can encourage this is by issuing food-based dietary guidelines, but the specific foods that will be acceptable to the population will depend on the unique culture and context of each country or region. In this way, the government is fulfilling food desires, but work is not going perfectly because of different types of challenges (Sharma, 2018).

UNICEF gives high priority to improving child nutrients, which first took the form of a supplementary of low-cost, protein-rich food nutrients. In community developments, agricultural extension schools and health services help the rural population grow and eat the foods required for better nutrition. More recently, UNICEF activities cover survival, protection, and development interventions like immunization, improved infant feeding practices, and child growth monitoring (Angela Oswalt, 1995-2021).

WHO promotes school health programs as a strategic means to prevent important health risks among children and adolescents by changing the behaviors that impact health? The school health and nutrition program encompasses school programs jointly organized by the education and health sectors to enhance the health, nutrition, and education status of children aged 5–17 years by improving the use of school-based health and nutrition services, safe water and sanitation, and skill-based health education and policy environment (Sharma, 2018, March).

The Nepal school meal program reached 600,000 school children in basic education in 2017 and plays a key role in the government's strategy to increase children's academic and nutritional outcomes. A large part of the program is implemented through cash transfers to schools responsible for school meal delivery. Home-grown school feeding, an approach in which local communities are given greater control over the school meal program and part of the food is sourced locally, may strengthen local ownership and improve meal quality, but there is a lack

of evidence for its impact. The Kathmandu Post is one of the best newspapers in Nepal that is conducted by the World Food Program for school-going children. The community school midday meal program is being run in 42 of the 77 districts in the country. While the government manages the program in 33 districts, the World Food Program provides midday meals to the children of selected schools in nine districts (Rachana Manandhar Shrestha, 2020 Jan).

In the same case, The Kathmandu Post is one of the best newspapers in Nepal. Over 2.2 million children in the districts with low human development index are currently getting midday meals. Every year, the government spends over Rs550 million on community school midday meal programs. The scheme has helped to reduce the dropout rate among children of school-going age and boost enrollment (Shrestha, 2020, February 11).

The study was on "Nutritional status and dietary habits of public and private basic school children in Tharanga, Bajang District". This study was carried out to identify the nutritional status and dietary habits of the students. The main objectives of the study were to identify the nutritional status of basic school children and to find out the average height and weight and dietary habits of primary school children. Provide parents with seminars, workshops, and information on health and school meal topics that relate directly to the lesson. If the school has a school-based health center, encourage the staff to provide health workshops for teachers and parents so they get knowledge about students' meals (Upadhyay, 2016).

Chapter 3: Methods and Procedure of the Study

There are various methodologies for research, in this thesis Quasi-Experimental(before and after) Design is used. The goal of a quasi-experimental design is to find a cause-and-effect link between an independent and dependent variable. It does not rely on a random selection process. Subjects are instead divided into groups depending on non-random factors. In circumstances where genuine trials are not possible due to ethical or practical considerations, a quasi-experimental design is a useful tool. The term "method" refers to the procedure of the study adopted to fulfill their search question.

Study Design

Participatory Action Research (PAR) is considered as a subset of action research, which is the "systematic collection and analysis of data to take action and make a change by generating practical knowledge (Gills, 2002).

As a researcher, I decided to use a qualitative research design under the PAR methodology. PAR to inform my educational studies, which focused on parental engagement in school meals. The purpose of this qualitative PAR research study was to explore Rastriya basic School of Chitwan parents and students' behavior change about school meals.

Action research was conducted using FGD guidelines. First, I collected data from FGD guidelines, and then I conducted some interventions that were related to school meals. I repeated conducting the FGD guidelines in the same groups after some time had been passed. Then I analyzed that data in a narrative way. From familiar data, information was assessed and then arranged in a usable manner. Related data was turned into coding, which was then divided into groups and interpreted.

Population and Sample of the Study

Since this research was focused on parental engagement in the school snack service of Rastriya Basic School, Janakpur, Chitwan district, all the parents of grade one to five students were considered as the population of the study. At least one focus

group consisting of 6-8 was selected from grades 1-3 and 4-5 of parents respectively. These two groups have been considered the sample of the study.

The source of the data was also the main point of this research, and the study used primary data. Primary data were collected from FGDs and in-depth interviews. The researcher herself was involved in collecting information related to this study.

Data Collecting Tools

To collect data for this study, the researcher used the FGD and in-depth interview as a qualitative research tool, where the researcher discussed with parents about the FGD guidelines, observing activities during discussion time with eye contact.

In the same way, the teacher and SMC member, and the chief of the municipality, had participated in in-depth interviews and also discussed their practice and their perception towards meal practice and parental engagement.

Data Collection Procedure

To access FGD guidelines on parental engagement in school meals, researchers should follow a clear procedure. The researcher and the participants must get to know each other through the introduction. The participants must have a clear idea of the purpose of the group discussion. Parents need a clear guideline for an activity that they have to follow while establishing good norms (rules and procedures). Before starting, FGD guideline instructions must be clear. They should be informed about the guidelines in depth. Divide the parents into groups of one to six (up to eight) members included. Reaching group consensus on goal achievement after dividing the parents into groups, the sitting position must be round or U-shaped. It is very important to verify whether the parents understood the discussion or not. The following steps were adopted to collect information:

Firstly, the researcher visited the study area of the school in Chitwan and explained to the concerned authorities the purpose and process of the research. After getting consent from the school authorities and parents to invite parents for FGD and Interviews related to the study, it was further focused on rapport building with them.

With the cooperation from the teachers, parents were invited to the scheduled day for intervention. Total 29 parents were divided into 4 groups for the FGD. Each group had 1 and half hours of time for discussion. Then among the 4 groups, only 2 groups were invited for FGD in a day. Following the FGD guideline, the parents were seated in a U shape. The discussion was then started with the introduction of the researcher and the participants. Then the parents were asked to share about the food habits of their children. After that, the researcher showed them the video regarding food and nutrition.

After 7 months, a similar type of FGD was conducted for the same participants where it was discussed regarding how the parents' perception had changed in the role of their children's school nutrition. This way the post-test data was collected to document the change in parents' behavior after the intervention. In the same way, I gathered the FGD guidelines and conducted workshops for students. Finally, I expressed my gratitude to them.

The Chairman of SMC's expression reflected how his parents were engaged in school meals. Parents were interested in providing healthy snacks for children. If parents came and visited the school, their children's teaching and learning activities would be good day by day. Researchers emphasized that teachers need to be innovative to update their professional skills and their students' and parents' economic background. He agreed that the parents who would not be ready to come to school would have to get encouragement from us. The day when it is the turn of the parents, the children have excitement and read happily. Most of the parents' occupations are farming, so it is necessary to know about the children's school and behavioral habits.

The Head Teacher's expression reflected if we come to school, we get to know how weak my child is at school-related activities, so we should give money that we do not have. If we make lunch for children, they also get happy. Today is my mom's turn, they say, and they will be happy. Because the majority of the parents at this school are farmers, they have a lot of issues. If we arrive at school, we can learn about his academic progress. We work a lot at home. That is why we become exhausted. We would like to come, but we are unable to do so due to a lack of time. This is something that a number of parents at this school agree on.

Data Management Procedure

After collecting the necessary information, the data was analyzed narratively with a description. Seven questions had been prepared for the FGDs and in-depth interviews.

In-depth interviews and FGDs were audio-taped and transcribed. FGD was conducted with four different groups of parents from the study School. From the collection of baseline data on parental engagement in school meals from FGD and in-depth interviews, when the researcher conducted FGD, she recorded the name, date, and pseudonym in her notebook by listening to the tape. It is listed by date and FGD questionnaire. After an in-depth interview, the researcher wrote that in her notebook to get research questions answered. After 3 months researcher again conduct a post-test of FGD with the same group, the researcher wrote it as a question wise. What they answered was the same question at different times (pre and post-test). Then researcher read it several times. When she was familiar with the data, it was analyzed and put the same questions to the same person at pre-test and post. Researchers have collected information based on the question; it is managed in an organization information form. Again, collected data and managed it into different categories and themes and named them. Again, data was converted into coding form based on themes and categories. Then, after being named, those same theme categories are put into a similar group. After that, all of the themes are grouped into similar themes.

After grouping and categorizing the data, the data with the same theme were put in the same place. After that, the data is interpreted based on the category form. Then the data was converted into thematic approach form, and then it was described in the narrative approach. For data validity, she has used FGD and in-depth interviews. The researcher asked the same questions to different people, like the chairman of the ward office, the chairman of SMC, and the Head-Teacher of the school, but in different ways. Researchers have triangulated data from FGD, interviews of the chairman of the ward office, principal of the school, and the chairman of SMC.

Ethical Considerations

The ethical consideration in research is very important as it is an ethical principle or belief that defines what is right and wrong. I was very careful about moral issues that may have occurred in the school. Verbal consent was obtained before collecting data from research participants. The participants were anonymous as I used their pseudo names to protect the privacy of the participants in this study. I also took care to avoid any harm to the harmony and relationships among the information to maintain confidentiality and keep the information free from any kind of harm. Based on collected data, the results will be presented based on themes generated from the narrative analysis.

Chapter 4: Results and Discussion

The purpose of this qualitative research design-based study was to develop a better understanding of to what extent parents are involved in school to support the school snacks for their children before and after participatory parental engagement intervention sessions at school. Also to find out how parental engagement helps to promote snack eating behavior of basic level students. More specifically, the purpose of the research is to identify parents' engagement in school, including the lunch behavior of their children, from school to home. To identify parental engagement practices, identify barriers to parental engagement, and determine the perceived impact of parental engagement on student achievement and school improvement. Schools and participants were assigned pseudonyms to maintain confidentiality and anonymity. Researchers have analyzed the results as follows:

Parental Involvement in School to Support the School Meal Practice

The initial condition of parental engagement in school meals from FGD guidelines with parents and interviews with the principal of school identified the following:

The practice of school meals, knowledge of food choice, the effect of parental engagement on students' snacks, the impact of the day meal on results, hygiene of students' meals, the previous practice of meals, snack management practice of students, and regularity of snack. On the researcher's first visit to the school, she talked with the principal, and the teacher and she took a class from 2 to 8. Then she saw that most of the students were bringing instant noodles for snacks. The researcher took photos of them, and she had already asked them at class what they brought for snacks. She counted the number of students who bring homemade snacks for snacks as 7 out of 177 students, observed the canteen, and assessed the room's hygiene. They used to cook snacks on the staircase . It provided her with some ideas to plan her intervention and implement it. Moreover, it helped her follow interviews and FGD guidelines with them and identify the practice of parental engagement on school meals. Before FGD and intervention, most parents did not come to school for their children's academic progress. The data gathered through FGD guidelines and in-depth interviews were analyzed and presented into the following themes:

Parental Engagement on Snack

Parental engagement includes participating in school activities, PTA, student's snack management, helping out in our child's classroom, and doing any kind of fundraising for the school that they are asked to do. That's one aspect of parent engagement.

At the outset of this intervention, a focus group with parents identified their practice of participating in school meals, managing snacks for children, snack frequency, and previous snack practice. In particular, it identified their parental engagement in school meals. After an intervention, most parents gave money, in total 170 parents sent ready-made food, and 7 parents sent homemade snacks for their children.

The majority of those who had come to school for their children shared that most of the parents had not come to school because they were busy with their work. For example, one of the parents viewed:

Parents have to think about their children's snacks not only during school time because they are at a growing age. Everyone's children do not go without lunch, but parents should take care of them. We should not even think about giving money. If we come to school, teachers will get more interested in teaching. (Rabati)

When the Researcher conducted FGD with the parents of this school before the intervention, found that most of the parents were not coming for a school meal. Although they had a little bit of knowledge about engagement in school, they did not visit the school. Two young parents who were educated and had the knowledge that they have to visit the school to inquire about their children but could not do so due to their work. However, they shared that they would come sometimes to bring their children and observed school activities. One of the young parents expressed,

We should come to school to know about our children's activities but we rarely go. We visit the school when the teacher calls us. We don't inquire about what our children eat at school. Children get excited to see us at school so after seeing us, they do not study. (Monika)

Her comments indicate that she had a basic knowledge of parental engagement, which improves their children's results. However, she did not come to school regularly. It indicates that despite having the knowledge about their role in the children's education they are unable to take time to visit the school due to their work schedule. The practice of parental engagement is not completely new to them. Even though the school invites the parents to have a discussion or talk about their children's academic progress they are hesitant thinking that the children get "excited" seeing the parents and will not stay focused. The mother of class three student shared her experience:

When I asked my child what she ate at school then she would reply beaten rice and milk and sometimes egg. In the past, my elder daughter brought lunch herself from home. If children eat samosas, then they will suffer from jaundice.
(Parent of a class 3 student)

Some of the parents showed concern regarding the unhealthy food and explained that she would usually ask her child about the food she had at school. However, some mothers who are living in the village area wish that their children would also not come home for snacks.

Most of us parents are working during the day so when the children come home during the lunch break they have no idea if they fall asleep or go back to school. We don't go to the school to ask about this. So whether they have eaten or not we don't know. (Kalpana)

The parents think that their children had eaten because the class instructor would inform them if they were ill. My child has told me that I should not go to school. Every parent should pay attention to their child. He warns me not to go to school. They wash their hands and eat while eating. What should we do if we show up at school and they tell us they don't study? He is terrified of the teacher and begins to read, but at school, he believes his mother is the only one who loves him.

(Rahul's mother) she had suggested all parents come to school to learn about their children's activities. Parents would know the impact of parental engagement, which improves their children's results. However, parents did not

come to school regularly to observe their children. It indicates that parents are playing a bad role for their children. The practice encourages them to participate in school activities. They easily help with school and children.

From time to time, they come and go, but what to do if they do not come? Is it going well while you are not coming to school? (Her experience) We have time to do other things, but we don't have time for our children.

We don't ask something like, "Did you eat your lunch?" We should have inquired about lunch when we arrived at school, but we did not. We've inquired about our children's studies. We should inquire about lunch options as well. She believes the parents could attend school, but they do not have time for children. That's unfair. But what if we don't have time to attend school? (GH miss)

(GH miss) Her expression reflected how they could help come to school. Why parents were not interested in their children's education? Parents should most definitely be involved in children's activities like eating, reading, playing, etc. She emphasized that teachers and parents need to be innovative to update their professional and behavioral skills. So all the parents should come to school for an inquiry about their children. If the parents came to school, students have positive energy.

"The children would be happy when it was their parent's turn to prepare the meal. There are so many students here that it's difficult to handle. If you helped, children would be happy, and they would get food to eat once a month. One parent's turn comes once a month."

Children's characters also get to watch. They also help. It will be fun. Your children will get to eat your cooking. Turn wise, come to school to cook. In your turn, you should come 1/2 hours early and show the love. You should also serve the food.

"It means she is encouraging them to come and visit to check on their children's activities. If parents come to school, students will be happy and they

will read happily. Pre-primary level students were very happy to see their parents and started to read happily." (LP miss)

It is only 12 months. In 1 month, there will be one person. If we make our own, it will be better. If we do it daily, we can (miss continued.) For that, we should make time for our children. For that, some money is required. If so, 1/2 hour of help is better. In a month, your turn will come. In school, there is everything that is required to prepare the meal. (Miss. Bimala)

Miss.Bimala encourages the parents to increase the number of parents coming to the school. If they have to go to school. Which is the rule for all parents, and most have to follow it. If the number of parents' engagement in school meals is increases then it improves activities.

The Situation of Snacks in School

Lunch for students is very important. If they can't have snack on time they can't focus on their studies properly because they are in school at that time. To talk about the condition in my research school there are so many problems with the snack. Most of the students take ready-made food.

They haven't taken washing their hand before eating seriously. Most of the students know that they have to wash their hands before eating food but they are not using that properly in their daily life. But some of the parents answered that they are using that knowledge in their daily life.

Interviews with teachers, SMC, and chairperson of ward office at the initial stage of intervention identified school, parents, and students' understanding and practices of the school meal practice. In particular, it identified their practices of school meals and parents' perception of it. Practice is very important factor for parents which are needed to utilize their daily life to taking care of their child. For example, one of the parents viewed:

After reaching home, he washes his hands and feet, and then he has his lunch. We come to the school daily to drop our children. At that time, we used to ask

about their learning. We don't know if he washes his hands or not, and we're swamped with housework that we don't have time to finish. (Mrs. Chaudhari)

My child washes his hands with soap and water after using toilet and he washes hand with only water before eating. While having food he eats just by washing his hands in water and while coming from the toilet he washes his hands from soap and water. Now day's children have started to teach us. (Mrs. Rukumani)

Mrs. Chaudhari and Rukumani were indicating hygiene practice before and after the intervention. When the researcher was in school before the intervention, there was a tap and handwashing center with soap, researcher found that most of the students and teachers were not using this center properly. They knew that before eating, they should wash their hands with soap and water properly, but they weren't doing this. A few students and the teacher washed their hands with soap and water. Even though they know and use massage in their home, we washed our hands the majority of the time. One of the young, graduated mothers argued:

"These days, he's started telling me that he's eaten delicious foods like meat and rice. After studying, he comes home. We should bring everyone and should make food and feed them. Previously, before getting snacks in school, they used to bring snacks by themselves. They brought whatever they likes as snacks, but nowadays the school provides snacks from the preplanned snack schedule. (Monika)

Monika's comments indicate that she had expressed her children's expression about snacks. They had made a food plan and discussed the school snack schedule. However, she discussed the snack schedule with another mother, how to manage snack problem school time. It indicates that snack problems should be managed from parents' decisions including the teachers. They are also ideal for snack management. Before this time parents manage snacks themselves, they gave money for snack. The parents found it convenient and students were also happy. But nowadays school gives snack .there wasn't staff assigned for this so parents have to self-prepare snack. There is the problem of support staff. They were reluctant to accept the change in their teaching and snack practice of the school. Although the school was managing these

entire problems nowadays, now school is requesting the parents to take this responsibility on their own. The initial FGD and interview with them identified their problems with the canteen and support staff of the school. For this Rupantaran project helped plan the intervention. One old woman argued and answered:

"Those students who are reading in boarding school think they are the superiors, but they are not. I daily ask my child, "What do you eat?" and he replies, "Beaten rice and milk, sometimes egg." First, my elder daughter brings lunch herself and eats it. If children eat samosas regularly, then they may suffer from jaundice. "(Radhika's grandmother)

Radhika's grandmother indicates the Nepali culture's practice. In the context of Nepal, parents mostly prepare snacks for boarding children, but if the same child goes to public school, he/she may not get a snack. Because in boarding schools, parents invest so much money in children, and the results are also found to be good, but in the case of government schools, parents invest less money, care, and intention, so it gives satisfying results sometimes. So it is hard to say, in the case of government schools, that parents are careless about their children's nutrition food. One young woman shared her experience:

"Now we do not pack Tiffin as everything is managed at the school. We are out of stress. My home is nearby. My daughter used to come home for lunch during lunchtime but now when she comes home from school I ask what she had for lunch that day then she replies, " I have eaten this. I don't feel stressed after knowing that she has eaten." (Goma)

Goma: FGD with parents at the first time of discussion found that the majority of them haven't made homemade snacks for their children, although the school used to give snacks at the pre-primary level. In the curriculum, they read about a balanced diet, but it is not implemented in their daily life. At the pre-primary level, there is already a snack program for students. The teacher at the pre-primary level suggested they take the snack schedule seriously. However, other teachers also want to provide snacks for all children, but it could not be managed. After the intervention, the school is ready to take action on snacks for students in all classes and is ready to support the school itself. Although the school was supported with some furniture, the

management cost of the canteen, equipment required in the canteen and cushion for pre-primary level students, etc. by the NORHED Rupantaran project that funded my research. The school uses utensils and a canteen for students' snacks. When researchers visited the school to observe the practice of parental engagement in a school meal, they took a ready-snack snack at snack time. Then she conducted an FGD with the parents to identify their ability to practice on a snack. For example,

If we give money, then they usually have instant noodles. In noodles, there is the only taste. It's salty and spicy. If we think that children have gone to school, then we should not take any stress. She continued: "If lunch is the reason for the children's sickness, then it is a subject of our concern." Nowadays, he started saying that he had eaten "yummy food." (Ananda)

Ananda's comments indicated that parents were also worried about the snacks their children were eating. They also want their children to be healthy, but there are various reasons for parents to give money to their children for lunch. He did not know how junk food is harmful to children's brains, but he had heard about it from other people about this. He was aware of the need for homemade snacks for children. When the researcher asked them about their engagement in their children's snack preparation, they hesitated to answer me. For example, some of the parents were answering my questions related to the consumption of ready-made food. They have an idea of junk food, but when the researcher conducted an intervention, they answered correctly in practice but not in daily life. They should be aware of children's snacks and begin this intervention. Although they had so many options for food choices for children, not only junk food, they used all this food just for the test, and it was easy to take. Miss. Sita, one of the adult female teachers, said, "Parents should do hard work to feed their children." Today's schools provide a snack for students, but they must monitor the condition of the canteen; whether it is clean or not, they have not yet determined. Children are eating lunch regularly according to their schedule. They have been fed different things by mixing pudding, gram, egg, halwa, curd, and maize in the same way.

In the interview with her, she shared her experience of the practices such as parent's practice and school practice. She added that the school has a well-managed

canteen now. They make snack schedules for children discussed with SMC, members of the ward office, and so on. Also, it is followed strictly.

Reason to Come to School

Parental engagement in school and home is very essential to both children and parents. Parents care about their kids, care about their education, get involved with their teacher and the faculty of the school, know their child's teacher, have a rapport with their child's teacher so they can ask questions and know any issues that their children have and then be willing to address them. After the intervention, a total of students came to school and engaged in school-related activities.

Parents' reasons for coming to school have to occur at home and at school. You have to watch how your child learns and try to help the teachers at school. If your child is going to succeed, you have to be involved and notice when they are falling short.

In interviews with teachers they discovered that they were eager to implement this type of snack program during the early stages of intervention. They had demanded the types of snack programs in their municipalities but had not been successful. Moreover, they expected more than such a type of program at this school. For example, the chairman of SMC.

One of the young ladies' mothers shared her experience: Some of the parents have negative thoughts about engaging in school. I haven't asked him if he eats or not. Yes, we have to go to school, but we have no practice in going to school. If we go to school, the child's concentration will be only on us and not on how he reads. I used to check the children at school to see if they ate lunch or not. I have also eaten lunch at school myself. I have been checking to see if the cleaning has been done or not. (Miss.Gyanmaya)

Miss.Gyanmaya's comment indicated her motivation for those parents who are not coming to school to learn about their children's activities. In comparison to other boarding schools, where they all go to school for their children, in the case of government schools, we all do it carelessly. As parents of children, we have to

understand the value of school age, including reading and growth age. We would have probably learned to explore new knowledge, practice, and skills in other well-managed schools. One of the mothers looked everywhere and answered:

If we make our food, my child gets happy. It is not necessary to make it daily. For help, we do not have the capability. If his mother makes him food, he will be happy. I do not have time to come, what should I do? If we come to school, it is for our children, but we do not get free. We haven't come yet, but now we may come. If we come, it is profit for our child". (Miss. Suntali)

Miss.Suntali's shared her opinion at the time of the FGD discussion. All parents have to be conscious about their children's snacks. So we should go to school. If parents made snacks for children, it would be healthy, hygienic, and bond with their children. We can observe our children's activities with our own eyes. Parents had the energy to motivate their children. They had developed some level of understanding of the use of teaching-learning activities with meal practice. It can transform one parent into another parent. Although they agreed to participate in school-related activities, they were curious to know the schedule of parents' snack time.

Promoting School Meal Consumption Behavior of Students through Parental Engagement at School

School meals are one of the most important factors for growing children. The role of parents in engaging and promoting school meals has a vital role. At the time of the FGD discussion, all parents participated and expressed their opinions. Parents were divided into two different groups and conducted FGD. It was conducted in two phases, with the same guidelines and same parents. The first time, it was conducted, then intervention was conducted, and again, FGD was conducted. Programs were developed and implemented following the findings identified in the pre-FGD and post-FGD of this study. At the data analysis stage, data were compared with pre and post-FGD guidelines and compared with after and before intervention. The analysis of the data is presented in the following themes:

Management of Snack

The participants shared their own daily experiences and access to teaching and learning materials and school meals at the time of the FGD discussion. In particular, the adult parents repeatedly compared their school meals with those of boarding school. Their emphasis on the past school meal practice and the present school meal practice they received in their daily life indicated their more comfortable life than the present life.

When the researcher went there, to Janakpur School, there was no canteen for students. When the researcher visited there, most of the students were eating chat-pate, Kure-Kure, noodles, and so on. Taking ready-made food for lunch is common there. Most of the students answered that they knew about healthy food but they took ready-made food. From that, I knew that they have little knowledge about healthy food choices. They answered the researcher that their parents do not come to school. Parents also know nutritious food, but they are not using this knowledge properly in their daily life.

Researchers know this from FGD guidelines. Initiated by interviews with the principal of the school, the chairman of the school management committee, the chairman of the ward office, and the parents of this school, the initial stage of this intervention investigated their understanding and behavior of engagement in school meals.

Most of the students were bringing lunch from the canteen. Some parents give them money for lunch. Only seven parents send Tiffin from their homes.

The participants of this school identified the various parents as highly involved in school-related programs after the intervention.

Mrs. Chaudhari stated that since her daughter had been bringing noodles for snacks to school, she said, "Sometimes we send from home, sometimes we give money to children. If we give money, they buy noodles that are delicious for them. We should not tell them not to buy it because it is easy for us." (Mrs. Chaudhari)

Mrs. Chaudhari's story reflected the difficulties that she experienced in this FGD discussion. Although she was conscious of her children's snack responsibility to develop their students' lives and to stay in their daily lives, she was reluctant about whether or not she could change their behavior because she believes in farming and she is from a poor family. However, Manisha shared her enthusiasm to learn advanced snack preparation while she was making snacks for this school's following school snack chart. She said

I never send biscuits from home. At 2 o'clock, I came to take him home and feed him lunch there. Now, my daughter's school has started to provide lunch. My kid is not grown up. That's why I take him home. We have time to do other things, but we don't have time for our children. It means some of them are sending snacks from home, but it is not possible for every parent because of their various problems. (Monika)

Monika's comments indicated that she had learned about various ideas for children's snacks. She expresses her opinion on the management of snacks by preparing content from websites, mobile phones, TV, radio, and children who also spend lots of time on social media. They saw various food items in the media, so they wanted to test them. It was not homemade food. Before the discussion, she did not have ideas about how to use homemade food to be delicious and nutritious and how to calculate the nutrients per day. After the intervention, she was able to search for nutritious snacks in her own home and school. This intervention was equally helpful for the teacher as well.

When children see the market, they try to eat junk food. Some parents have shops, so they prefer noodles for quick and easy meals; some mothers were content with readymade food, but Mrs. Boat added the opposite of them (Mrs. Boat).

Although the initial FGD discussion was intended to develop parents' basic understanding of parental engagement on school meals to help them utilize it in the daily snack management of their children, for example, Mrs. Boat has an idea for a school meal for their children to develop children's brain development and create an alternate source of a school meal, but students like ready-made colorful snacks. Also,

the quality of snacks schoolchildren achieved consisted of a nutritious snack course, which significantly helped them quickly make their meals and fit their children's snack schedule. Similarly, it is bad for your health, but parents buy such types of snacks because of their sedentary lifestyle.

These days, it's been so easy. We should not give Tiffin nowadays. We sent noodles from home. Some days, we send money, and Madam buys Tiffin for him. If we don't give him money, he cuddles down on the floor, and then we most definitely give him money. (Nirmala)

Nirmala's comments indicate her basic knowledge of parental engagement in school meals, but she did not have a high level of motivation for parental engagement in school meals for growing-age children. She intended to say that her children probably did not go to school to learn because she appreciated the children's demands. However, one of the youngest mothers shared her different ideas.

A young and educated mother responded: "I usually send roti, maize, boiled noodles, and sometimes Bhujafrom home after sometimes school started to provide Tiffin." (Monika)

In Monika's expression, she reflected that the younger generation of mothers would be able to utilize the available nutritious snacks for children in their daily lives. They were very aware of nutrition and its practice of it in their daily lives as well as in their personal lives. It also indicates that the young parents of children even practice it at home. It can transform traditional snack management and improve parental engagement in school meals. Also, it can help other mothers who give their children ready-made snacks. However, it is a challenge to implement in daily life because children have lots of ideas for ready-made food. It should have such types of schooling. For example,

But at the same time, Mrs. Yadav (anxious) answered all Children are from our territory. We are near. We haven't fed our child the wrong food yet; we have fed him the right food. We used to pay money for lunch in the canteen (Mrs. Yadav). Yadav's comment indicates that he had some idea of nutritious food management. They were also aware of their children's snacks. Although she did not

have a basic understanding of parental engagement in school meals before the intervention, she observed her territory and they paid money for snacks. The observation of their activities in school participation in the post FGD identified that they were aware of the impact of parental engagement on school meals. They could freely and joyfully express their opinion.

The chairman of the school management committee said that junk food should not be eaten. Our children's meals are prepared by the parents themselves, the chairman of the ward office added with a smile. It is the turn of the parents to make it and give it to the students. (Chairman of the school management committee)

Co-operation for School

In the 2nd round of FGD and after the intervention, parents shared their opinions and experiences about parental engagement in school meals. Although they had some experience of parental engagement during school meals, they had limited ideas about how to manage school snacks with parental engagement. They had to cooperate with them for school activities, and they had to follow the school rules for their children.

We can help with school in many ways, but there is no positive thinking or cooperation for doing something. Parental engagement and cooperation at school means being involved in their students' academics, not only with school activities but also completing homework at night; just being involved in their students' lives period; being involved with the school setting; helping out at school; coming to PTA meetings, etc. Any action that parents take to show their child that his or her education is important and vital to them.

Attending school functions such as PTA, conferences, and programs; volunteering time or money; communicating through notes, phone calls, and visits; making available a time and a place to study with materials; insisting on good attendance and respect for authority; and spending time discussing the child's school day.

There are different ways to help in school, like evolving school-related work; attending meetings physically, mentally, and financially. A parent at school is also doing that kind of help and suggestion for the school from the parent's side. For example, Gita shared her ideas:

We haven't come to school yet. If we come, it is for our child. A child may read wisely. We get to know the child. What is his study? How well has he done? We get to know that.

We may help by making food. Everyone should come. Everyone should make food and feed them. Sometimes it happens, especially for kindergarten and nursery students, that if we come to school our child will not read. They look our way. (Renu)

Renu's comments indicated that if the parents came to school regarding the school meal, they would not only know about the school meal but all the activities that are school-related. If some parents came to school and got information about their children, it would be beneficial to all parents. Although she also does not come to school regularly, she expressed her confidence that the coming day would increase. She expected that she would be able to manage her potential to help in the cooking of children's snacks. Her self-assurance is inspiring to other parents. She can inform other parents that their children's refreshments are available at school. One of the parents, a health education graduate, presented her thoughts on why those parents should be required to participate in school meals. They don't follow the study, she replied. Once a month, my child consumes RS.800 tiffin.

Mrs. Sunita added to find out about all these activities, guardians should visit the school regularly. When guardians come to the school, the children will be observed and cared for. If we stay, our child may become more focused on his or her studies. We come to the school daily to drop our children at school. At that time, we ask about their study. This also helps from our side. (Sunita)

Sunita's comments indicated that, although most of the parents' teachers in her school were ready to engage in school meals, they would develop a snack schedule discussion with related people on the basis of locally available food.

However, she tended to say that parents' interest and motivation in engaging in school meals would be more progressive than before. However, if you helped, the children would be happy and have food to eat for a month. If parents took a turn to prepare food then one parent's turn will come once a month. This way the parents also get to observe how their children are at school. It would be even more enjoyable if the children came to help. Your children will be able to eat the food you prepare. Come to school to learn how to cook wisely. In turn, you should arrive 1 and 1/2 hours early and show your care by feeding them. We can help them on our own if we are unable to provide financial aid. (L.P miss)

L.P. Miss's comments indicated that without parental engagement, it is not successful with good results. No other school can get successful results without parental engagement in school. She had at least suggested that they come to school once a month without an invitation. If parents came to school to make snacks, students would be happy and study happily. The turn is not more than one or two days per month. It also helps in showing affection towards their children. The initial FGD would have developed some ideas for intervention, depending on the level of parents' snack knowledge and practice. Similarly, the HT shared his experiences of parental engagement on school meals and enthusiasm as he said, S

"When we cook ourselves and give to the children, they will be pleased. That's why we can help with coordination. When guardians come to the school, the children will be observed and cared for. Relationships will be more fun and enjoyable. That's why guardians should come to school once a month. By making a group, children can be observed doing things like how they eat different types of tiffin. If they are clean or not, how do they eat? If they are eating what they want or not, how they are studying to find out about all these activities, guardians should visit the school regularly. (Head Teacher)

His expressions reflected his confidence in the number, whose growth rate has increased after the intervention. Also, his comment indicated how the intervention changed his thoughts. It signifies that parents, whether or not they were confused, came easily to school to feed their children. But parents need to be provided with adequate training on parental engagement in school meals, which enables them to

develop their motivation, confidence, and capability in selecting foods for their children. It can build strong relationships between parents and the school.

This is also the kind of cooperation that is very helpful for schools. In fact, the Rupantaran project, with the help of Norway, surveyed various health-related programs. Before that, in schools, students used to bring lunch. There were noodles and biscuits, but there was also in attendance. Students used to go out to buy food during lunch. All that is left now is for students to come to school from home with confidence. The lunch transformation team arrives and is guided on the process. Later, the municipality stepped in to assist. The government has now set aside funds for children in kindergarten through fifth grade to eat lunch at school. In the case of Rastriya Basic School in Janakpur, kids' basic needs are covered at a fee of Rs.50. In the same way, they have committed to making the school meal program sustainable by getting help from the local government.

Future Plan for a Snack

The parents who serve on the executive PTA board have the biggest impact on decision-making for students. They often spearhead efforts related to grounds maintenance and all school-related activities.

All the parents expressed their interest in parental engagement in school meals. They were enthusiastic to come to school during their turn to prepare snacks for their children. However, parents, particularly adult parents, had a kind of problem with household work, so they had to decide whether or not they could come to cook snacks for their children. Besides, their expressions reflected their interest in acquiring snack preparation for their children in the changing context. When I observed their initial reluctance to cook snacks on the stairs, I realized that they needed a separate canteen for daily meal preparation.

The more parents become effective nurturers and positive role models for reading and the learning process, the more children can "hit the ground running" when they enter a formal school setting. These children usually take on the challenges of learning in and out of the school setting with confidence and perform at high achievement levels. (Chairman of SMC)

The Chairman of SMC said that from the parents' comments, it was much clearer that parents were eager to do their work for their children. Parents, in particular, who do not have enough money to send snacks to their children. The school had been planning to create such snacks for a long time. It has been a long time since they replied. In the same question, the chairman of the ward office seriously answered:

I think that the benefits of parent involvement are paramount to successful education. For example, when parents show that they are interested in their child's education, it displays to the child that the parents value education and even have a love for their education. (Chairman of ward office)

His expression reflected that parents have to be involved in school-related activities. They were very aware of the snack.

This is what is happening to their children. It also implies that parents should be conscious about their children's eating habits outside of school; they should be knowledgeable and skilled about the snacks that their children prefer. If students can study properly, excellent results will come. Also, it can help achieve curriculum goals such as producing skilled graduates and helping them survive in a global society. However, it is a challenging task for the school to replace the old Tiffin practice. It is identified that the parents had to utilize the time with available resources. For example, in the morning, they leave school and come back in the evening to take their children. Here, no one helps by thinking the municipality will help with our children's snacks. If Tiffin is closed, all parents should collect money and, turn wise, they should cook for their children whatever we give in school, but at home, they do not eat the same thing. For help, we do not have the capability. Sudip's mother also agreed with this kind of program, which is effective for every single parent and student as well.

Sudip's mother's comments indicated that, although most of the parents did not know, the municipalities were helping with the snack for their children at school. If the snack program was closed, they would develop a snack fund for their children. However, she tended to say that parents' interest and motivation in parental engagement in school meals would determine how much they could help with the snack program and how many students pass the exam after the snack program. If the

results of the school are improved, the snack program will be extended; otherwise, it may be closed. So at that time, parents should search the fund for snacks.

Miss. Gita On the other hand, whose child is leaving the school for higher education, suggests parental involvement in school meals with confidence. She said:

If his mother makes him food, he will be happy. I need to go to school and inquire about what the teacher should do for my class. If we tell him nicely, without being rude, he obeys, but we do not do that. The children would be very happy if we prepared the food and fed them. If Tiffin is closed, the school should open a canteen. Ram's brother should open a canteen. (Gita)

Her remarks paint a much clearer picture of how parental involvement influences school snacking. Also, it significantly depends on a student's satisfaction and a parent's involvement in their school. Although it is generalized to other schools, she suggested they come to school to get good results if the snack program is closed. At any cost, parents should not allow it to be closed. Teachers, SMC, and related people should be active.

In response to the researcher's question, what do you do if the current lunch program is closed? He (the Principal) answered, that the level of awareness of parents should be increased. The 15 rupees given by the government will only help.

We will continue the lunch program through the parents by raising a small amount of money in the students' fund and providing various kinds of donations, explaining the importance of lunch to the parents even if others do not help. We will not allow the lunch program to return to its previous state. And if this happens, it will have a negative impact on the child's health. We will continue the program.
(Principal)

After this FGD and intervention, the researcher expects that each and every student should have a snack on time. Researchers hope they will actively participate in the snack program because it is related to their children's development. The snack should be managed by the school at all costs because it is necessary for the development of the students. If the running program is canceled, the school must

make plans for a snack. They would make a child-friendly classroom. It will surely make for a more creative class if they get snacks on time. They were thinking of continuing the snack program by searching for funds like community forest, Guthi, finance, municipality, etc. Although the principal was aware of the running snack program, the school is making a plan to encourage parents to be conscious of the future. He shared that he would make better plans for the future.

Discussion of the Results

Most of the students answered that they knew about healthy food but they took ready-made food. From that researcher, they knew that they had little knowledge about healthy food choices. Then, the researcher asked them if their parents visited the school for their lunch at noon.

They answered the researcher that their parents did not come to school. Researchers found that parents also know nutritious food, but they were not using this knowledge properly in their daily lives.

The researcher found that when reached in school, there were in total of 117 students, 11 teachers, and about 85 parents in that school. Before conducting FGD research, the researcher observed three consecutive days and took classes from kindergarten to grade eight.

Except for 7 students, the researcher discovered that at that time in class, 3 to 8 students were bringing ready-made food, particularly noodles. There were 99 students in the 3–8 class, which means most of the students were taking ready-made snacks. Only three students were taking homemade food. Snacks were provided to students until the second grade. In that school, there were 18 students until class two.

There were not only students; the teacher also took noodles. They don't have the option of a snack because there is no canteen near the school. Inside a ladder, school support staff used to prepare lunch for kindergarten students. There were not enough pots and dishes for lunch, and all the equipment was very dirty.

Teachers know junk food but can't serve junk food because of the canteen problem. The following day, researchers combined classes on 5, 6, and 7. At that

time, most students brought ready-made snacks such as noodles, Bhujia, biscuits, and Kur-Kure, and some students had the money for snacks, though some students brought homemade snacks such as halwa, maize, and roti.

At this time, there was no mobility of parents. They came to school to bring their children at school time, and they entered the school gate, but no one asked about their children's academic background. On the first day of research, the principal informed parents to come to school through a letter, but only 3 parents came there for FGD, but not on time.

The next day, the principal again informed parents to come to school. They did not come. Only four parents came for intervention and FGD. The Sir then called them again and continued the program. They created a nutrition committee, but it was not active at that time. The schedule shows one thing: they were preparing snacks like halwa instead of noodles.

Parents did not come for any school-related programs because of their household work; they were all farmers. They did not do any school-related work because the school did not request them. From a literature review during my thesis writing time, I found that such a type of problem is available in so many places in our school in Nepal. I have studied literature related to my study. There was a type of case for which I am doing a thesis on parental engagement in school meals. The Tran theoretical theory, or Stage of Change Model, also says that it could take time to change. This theory indicates that people will change health behaviors when they perceive the need, are ready, and are informed of how to proceed. According to the Stages of Change model, a capability is related to self-efficacy as described by Bandura in 1997. In this stage of change model, people will progress through six distinct stages of change. They are pre-contemplation, contemplation, preparation and determination, action, maintenance, and termination stages. When parents complete these six distinct stages, their behavior changes (Emerson, 2012).

Chapter 5: Conclusions and Implications

Conclusions

Parental engagement refers to the collaborative process through which parents and the school work together to improve the child's education and academic performance. Researchers found that parental engagement is important to a child's success in school. Parental engagement can take many forms.

It can include discussions before and after school, assistance with school-related activities, assistance with homework, participation in extra-curricular activities, keeping a record of academic progress, instilling parental values, participating in parent-teacher conferences, attending school activities, and volunteering at the school.

Parents significantly impact their child's learning and educational experience when they take an active role in monitoring their progress, assignments, attendance, activities, and events. Parent engagement helps keep students on track, which results in better attendance, fewer missed assignments, improved test scores, and increased grade point averages. Conclusion on parental involvement in school to support the school meal practice of their children before and after parental engagement intervention sessions

Parental engagement about snacks among respondents to identify the previous and present engagement of students' lunches since parental engagement in school meals is going to be a global issue and becoming more serious, the habit of inclination towards children's snacks the possible measures to increase parental engagement and the achievements of students, mentally, academically, and socially, improve. Most of the students had knowledge about healthy food, but they took ready-made food in the past, but nowadays they do not take snacks from home. Their parents did not come to school the previous day, but now a total of parents come to school to know the academic progress of their children and get a snack for them. Parents also have knowledge about nutritious food, but they were not using this knowledge properly in their daily lives before the intervention, and after the intervention, they are trying to manage it properly.

Conclusion on how parental engagement in school helps to promote school meal consumption behavior of basic school-level students. Most of the students brought ready-made food, especially noodles, except for seven students. Snacks were provided by the school until class two, but other students from previous classes did not. There were not only students; the teacher also took noodles. They don't have the option of a snack because there is no canteen near the school. School support staff used a ladder to prepare lunch for kindergarten students. There were not enough pots and dishes for lunch, and all the equipment was very dirty, but now the Rupantaran Italian project managed all these problems after FGD and intervention.

Previously, parents did not attend any school-related programs due to household work; they were all farmers. They did not do any school-related work because the school did not request them.

At that time, there was no mobility for parents. Some parents came to school to bring their children on school time; they entered the school gate but no one asked about their children's academic background. But a total number of parents visit school and ask about their children's academic background, and they also make snacks for their children themselves.

During the intervention at school.At first, the school informed parents to join activities that were conducted by researchers. They hesitate to come to school because, before this, they haven't taken such types of programs. Before conducting FGD, the researcher organized a meeting for the responsible person on nutrition and then formed a nutrition committee with the help of their supervisor and related team. At the time of the FGD researcher's discussion on the guidelines, researchers found a total number of parents who did not come to school for their children's academic progress.

Researchers found a lower number of parents have knowledge of junk food. And a small number of parents were practicing homemade food for lunch, but it was not thought of as nutrition because of their poverty. Researchers found most parents give money. 170 parents send ready-made food, and only 7 parents send homemade snacks for their children.

The next day, researchers conducted an intervention for parents. At the time of intervention, researchers show the disadvantages of junk food and the advantages of parental engagement in school meals through video.

Similarly, researchers also show pictures of their children that were taken while they were having snacks. At that time, researchers and parents visited a school where school support staff were preparing snacks for grade 2 students. They saw the place and what kind of snacks their children were having. Then the researcher discussed the importance of locally available food about parental engagement in school meals. Daily eating habits of children and parents and school meals are organic food with a choice of foods according to the nutritional value of their recent lives. After that, the researchers discussed what they learned from the video. How do they go about their daily lives in terms of food habits? Then the researcher showed some pictures and engaged the parents in categorizing the food into energy-giving, bodybuilding, and body protection. They then discussed a balanced diet. In all these cases, how can parents help the school and their children? At this time, the teacher is also involved in this session, and they add some facts about the benefits of coming to school.

Researchers deeply discussed the benefits of parental engagement in school meals for their children. And parents realized the benefits of coming to school. After all, at the end of the session, they all agreed to come to school for their children's mental and academic achievements.

After intervention. The biggest achievement of the researcher was that parents did not call the principal from time to time after they knew about the program. But at this time, after the intervention, they happily came for program one-time information. Parental engagement in school meals is increased because their children's meals are prepared by the parents themselves. It is the turn of the parents to make it and give it to the students. Two parents came for snack preparation every day. It is straightly followed.

In case one parent is unable to come at that time, the school support staff helps them. All of the students can now have snacks on the school that are locally available and hygienic. Due to the recent government. There were no more because there were

fewer students in classes 6, 7, and 8. Now there is only class five. Nowadays, there is a neat and clean canteen for students and enough options for lunch. There is suitable furniture for students and a hand-washing center with soap and water. Students can get snacks according to the schedule, which is made by the nutrition committee. Parents came and asked about the students' achievements with the teacher. The total number of parents attending school and participating in school-related activities has now reached an all-time.

There is a PAR committee that works for the students' snack fund search. The chairperson of the SMC and the chairperson of the ward office visit the school every 10 to 15 days to monitor snacks. The number of nurseries has increased from 18 to 28. Similarly, other classes have also increased after the snack program. Teachers also make homemade snacks. The budget for the snack program was only for grade 1, but teachers managed it till grade 2 the previous day. Nowadays, with the coordination of the Rupantaran Italian Project and Khairahani municipality, it runs on till grade 5. The Ward of this municipality is trying to manage snacks for kindergarten 2 teachers also, but it has not been approved. The government has also allocated money for lunch from children's class to class five, at the rate of Rs.15 per student on a per-student basis. In the same way, the principal of the school and the chairperson of the ward office will strive to give continuity to Snack forever by searching for organizations that still need to be managed.

They promise not to allow the lunch program to return to its previous state. Parents were also being asked to come and see the lunch regularly. School teams were creating an environment for parents to come to school by making monthly changes to increase parental participation in school, like get-togethers with tea and biscuits, games for parents, and so on.

I found that most of the students preferred eating homemade food and school snacks and also suggested not taking junk food with their neighbors where there was no facility for a canteen. I found parents were also discussing not taking them to them. They agreed to broadcast this type of message in their community.

Implications

This study shows that parental engagement in school meals is very important for school-age children. If they take junk food frequently, it is unhealthy and always harmful to human health, especially at a growing age. Thus, the following Implications are suggested in this study based on the above findings and conclusion and are expected to be helpful for health teachers, students, educators, researchers, and related people.

Implications for Practice.The Implications for practices is mentioned as follows:

1. In particular, school courses should include the broad concept of parental engagement in school meals.
2. People must use their skills and ability to make homemade fresh food that could replace junk food.
3. Health teachers should suggest their students stop buying junk food and encourage them to eat homemade food.
4. Consume locally available traditional foods such as maize, wheat, millet, barley, etc. And avoid junk food and avoid noodles, Kur-Kure, eggs, biscuits, etc.

Implications for Policy.The Implications for law policy are mentioned as follows:

1. The government must find a program that aims to raise public awareness in school and society, and students should be mobilized by the government.
2. Rules regarding junk food should be implemented strictly, so engage snack parents.
3. Health education should be made compulsory at all levels of school education.
4. The government should develop the policy and INGO and NGOs should raise funds for the program.

Implications for Further Studies.The Implications for further studies is mentioned as follows:

1. The same nature of the study can be conducted on a large population of schools covering whole districts or provinces.
2. Parental engagement in school meals should include the curriculum because the junk food problem is becoming a global threat to the next generation. Special orientation and academic guidance must be provided by the department of health and population education to encourage students to do systematic and scientific research based on the food and nutrition sector.
3. Further research should be conducted on this subject in different schools in various districts and other parts of the region.

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Appendices

Appendix I

Indepth interview with SMC, Chairman of ward office and principal of school

- How are you managing your children's lunches?
- Do your children have regular lunches at school?
- What kind of lunch do your children eat at school?
- Have you ever gone to school to find out if your children ate lunch or not?
- How often do you attend school? Why
- Have you contributed anything to the school's lunch program? If the school expects support in the future, what help do you get from x'G5?
- What do you do for your children if the school lunch program is closed tomorrow?

Appendix-II

FGD Guideline for Parents

- How are you managing your children's lunches? (Prepared from home, paid, school lunch distributed)
- Do your children have regular lunches at school?
- What kind of lunch do your children eat at school?
- Have you ever gone to school to find out if your children ate lunch or not?
- How often do you attend school? Why
- Have you contributed anything to the school's lunch program? If the school expects support in the future, what help do you get from x'G5?
- What do you do for your children if the school lunch program is closed tomorrow?

Data Collecting Tools

The researcher prepared seven questions, followed by the FGD guidelines. Parents of this school participated in FGD guidelines, and the chairman of the ward office, the chairman of SMC, and the principal of the school participated in an in-depth interview. First, the researcher visited the school that was selected for her research study. When the researcher visited her study area, She talked to the concerned authorities, explaining to them the purpose and process of the research. In-depth interviews were audio-taped and personally transcribed. Schools and participants were assigned pseudonyms to maintain confidentiality and anonymity.