

# The Parents' Satisfaction With Food Management: A Case Study of QianDe Kindergarten

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## Abstracts

Qiande Kindergarten focuses on early childhood development. Eating food that is complete with nutrients will affect development and growth. Parents pay attention to their children's health, interested in school food management. The researcher is therefore interested in studying. Regarding parents' satisfaction with food management: a case study of QianDe Kindergarten. The objectives were to 1) study the level of satisfaction of parents with the nutritional management of QianDe Kindergarten 2) compare the satisfaction of parents with the food management of the school in terms of gender, age, education of parents, population. There are 170 parents of kindergarten students in 2023. The research instrument is a 5-level rating scale questionnaire with a confidence value of .97. Hypotheses are using independent t-test statistics and analysis of variance test statistics. When statistical significance was found ( $p < .05$ ), pairwise comparisons were carried out using Scheffe's test. The results showed that 1) parents' satisfaction with the food management of Qiande Kindergarten was at a high level Average 3.81. Considering each aspect, it was found that service and facility management had the highest value, with an average score of 3.82, followed by container and equipment management at a high level, with an average score of 3.81. Food management and personnel management. Average 3.80. 2) Parents of male students, female students in different ages different educational levels Satisfied with the food management of Qiande Kindergarten. Overall and in each aspect, they are no different. Covers food management Service and location management Handling containers and equipment and personnel management

### Conclusion

Food management in Qiande Kindergarten makes parents satisfied in every way. The school will use the research results to develop and improve food management for maximum benefit to children.

**Keywords:** satisfaction; parents; Food Management; Qiande Kindergarten

## Introduction

With the continuous progress of society and the development of public health awareness. Nutrition in kindergartens is gradually improving, becoming the focus of parents' attention. educational institution and all career fields. Pre-school refers to children aged 3 years and up until the period before entering school. During this time Children's growth and development will be constant. His height and weight continued to increase. and neuronal differentiation is generally completed. But the increase in the volume of brain cells and nerve fibers continues with nutrition and growth. And the development at this stage is directly related to the future health of the child. Because of this, it has become the focus of parents' attention. Educational institutions and all professional fields About food and nutrition of preschool

children This is a period of growth and development. Both the child's height and weight will continue to increase. and neuronal differentiation is generally completed. But the increase in the volume of brain cells and nerve fibers continues with complete nutrition and growth. And the development at this stage is directly related to the child's future health (Liu Yingying, He Yongqin. 2011)

Kindergarten is an important part of children's daily lives. It is the duty of teachers to provide guidance to children. Develop healthy lifestyle habits. For preschool children in kindergarten Growth and development and nutritional status have a huge impact on life and future growth. Preschool age is one avenue for the development of chronic diseases in adults. Preschoolers have a certain level of independence. It has better imitation ability and is more plastic. When eating habits develop preferences and dietary patterns during this time. It is difficult to change when one enters adulthood. Therefore, nutritional status and eating habits during this period have an important impact on the growth and development of children and adolescents. and health status of adults (Victoria CG, Adair L, Fall C, et al :2013 ) Therefore, it is imperative that school administrators have an in-depth understanding of parents' preferences and expectations regarding meal arrangements. The food that schools provide to students is very important in promoting children's health and development. It also gives parents confidence in increasing the efficiency of school nutrition work. Cullen said satisfied. It is awareness. of individuals, both short-term and long-term, that affect the quality of various services Both at a narrow level related to service characteristics that affect service quality, such as responsibility The reliability of the service provider, etc. and at a broad level, is the perspective of service recipients received from all types of services to summarize the overall satisfaction of service users with the school. (Cullen.2001: 664)

How satisfied will parents be with the food that the school provides for their children to eat at each meal? In addition to nutritional value School administrators' food management is also important. Because management is a system that makes executive operations run smoothly, Robbins & DeCenzo say that management is the process by which activities are carried out smoothly. It went smoothly. Management is efficient. and be effective. Robbins & DeCenzo (2004)

Therefore, administrators have a duty to plan the administration of educational institutions by taking into account the participation of parents. The school must build good relationships with parents and provide opportunities for parents to participate. School activities Daniel U.L. & Reyna stated that if parents are involved Participate in decision making and participate in activities with the school. This is an opportunity to build a good relationship between the school and parents. Daniel U.L. & Reyna (1996) Building Relationships with Parents It is an activity that the school should organize, such as holding a meeting or meeting with parents. Provide knowledge and advice on organizing various school activities such as food management health care, etc.

Conclude the research background one paragraph

From the above mentioned It can be seen that administrators play an important role in managing the school in terms of providing food for their children. Receive nutritious food to promote learning, development, and growth. School management where parents participate in school food activities will make parents understand and be aware of their role. Will be satisfied with school food management The researcher hopes that this research will be a useful reference source regarding food management services in kindergartens. that will create satisfaction for parents and related educational agencies can be applied to promote parental satisfaction and

improve the quality of various meals Including nutrition to promote good health and overall orientation.

For the reasons mentioned above. The researcher is therefore interested in studying parents' satisfaction with school food management: a case study of Qian De Kindergarten. The researcher hopes that the results of this research will be a useful reference source for food management in kindergartens. that will satisfy parents and relevant educational agencies can use it to promote responses to parents' satisfaction and to improve the quality of various meals. including nutrition For good health and a solid foundation for early childhood development.

### **Research Objectives**

1.To study the level of parents' satisfaction with the food management of Qiande Kindergarten.

2.To compare parents' satisfaction with Qiande Kindergarten's food management, classified according to parents' personal information, including gender, age range, educational level.

### **Research Hypothesis**

Student's parents with different genders There are different age groups. and have different levels of education. There will be different satisfactions with the food management of Qiande Kindergarten.

### **Research Methodology**

This research is survey research. Data collection was carried out on the population of parents of Qiande Kindergarten students, totaling 170 people, using a 5-level estimation scale questionnaire. Data were analyzed using descriptive statistics, including mean, standard deviation. and t-Test, One - Way ANOVA test statistics.

### **Research Instrument**

The tool used in this research is a 5-level rating scale questionnaire to inquire about the variables of parents' satisfaction with food management at Qiande Kindergarten. There are 2 parts as follows.

Part 1: Personal information of respondents including gender, age range, education level. Then present it as a table to accompany the essay.

Part 2: Five-level rating scale questionnaire to inquire about parents' satisfaction variables regarding food management in Qiande Kindergarten.

#### **Creation and Development of Research Instrument**

1.Review documents and literature related to the studied variables, including opinions on the management of physical education activities. To understand the details of variables in concepts and theories and analyze the context of the area to be researched (Setting Area) of Qiande Kindergarten. To make the research consistent with the real context Both in developing the questionnaire and designing the research.

2.Conduct a synthesis to define parental satisfaction regarding the management of kindergarten nutrition at Qiande School. Seek close consultation from the educational advisor and then compare the specific terminologies defined with previous research work done to

highlight any discrepancies in the defined terminologies. If discrepancies are found, efforts will be made to develop new specific terminologies until comprehensive coverage aligns with the theoretical framework.

3. Proceed with creating questions on the variables studied. According to the definition of specific terms that have been defined until all variables are complete. By seeking close consultation with the main advisor. To cover the definitions of specific terms Emphasis is placed on making each question as content accurate as possible. Able to measure variables according to theory The variable measurement scale has been defined as a 5-level.

4. Carry out a content validity check (Content Validity) using the technique of calculating the index of consistency (Item Objective Congruence: IOC) for experts, consisting of 2 educational experts and 1 research expert, to Evaluate and score each question as follows:

Take the scores of the 3 experts to check for the Item Objective Congruence (IOC) and select questions with an IOC of more than .60 for further testing.

- 1 means that Questions are consistent with concepts and theories.
- 0 means that Not sure that the questions are consistent with the concepts and theories.
- 1 means that The questions are not consistent with the concepts and theories.

5. Take the revised questionnaire and have the IOC values passing the specified criteria to test (Try Out) with 30 non-sample students to check the discriminant power of each item. (Discriminate Power) and check the entire confidence value. (Reliability) with the following process:

5.1 Determining the discriminatory power of each item (Discriminate Power) by calculating the correlation between item scores and total scores (Corrected Item-total correlation) by selecting items with coefficients related to individual item scores greater than .20 or higher for any item with a value less than .20 will be eliminated and then check the discriminant power values of the remaining questions again. Until it was found Questions for each empirical variable will have a value greater than .20 (Wainer & Braun, 1988; Popham, 1990).

5.2 Finding confidence values (Reliability) with a technique for finding internal consistency values by finding alpha values according to the Cronbach Alpha method. Testing will be done on every empirical variable (Observation Variable) that is studied in the model. It will consider the Cronbach Alpha of each variable. Values greater than .70 are considered to have acceptable reliability for the entire version (Wainer & Braun, 1988; Popham, 1990).

5.3 Check the completeness of the questionnaire through content validity and discriminant power values for each item. and the entire confidence value again to make it convenient for respondents to read. and has the most concise form Then proceed to collect data from the population.

6. The researcher collected data by sending electronic mail questionnaires. Of the 170 questionnaires sent, 170 were returned, 100 percent. Research data analysis the researcher carried out the data analysis and various statistical values with ready-made programs. Then present it in table form to accompany the essay as follows:

Part 1 analyzes the basic personal data of the respondents using descriptive statistics, frequency distribution and percentage values and presents them in the form of tables to accompany the essay.

Part 2: Questionnaire on parents' satisfaction with kindergarten nutrition using the following criteria (Best and Kahn: 1993)

- 4.51 – 5.00 means the most
- 3.51 – 4.50 means very
- 2.51 – 3.50 means moderate
- 1.51 – 2.50 means little
- 1.00 – 1.50 means least

7. Check the completeness of the questionnaire through content validity and discriminant power values for each item. and the entire confidence value again To make it convenient for respondents to read. and has the most concise form Then proceed to collect data from the actual sample.

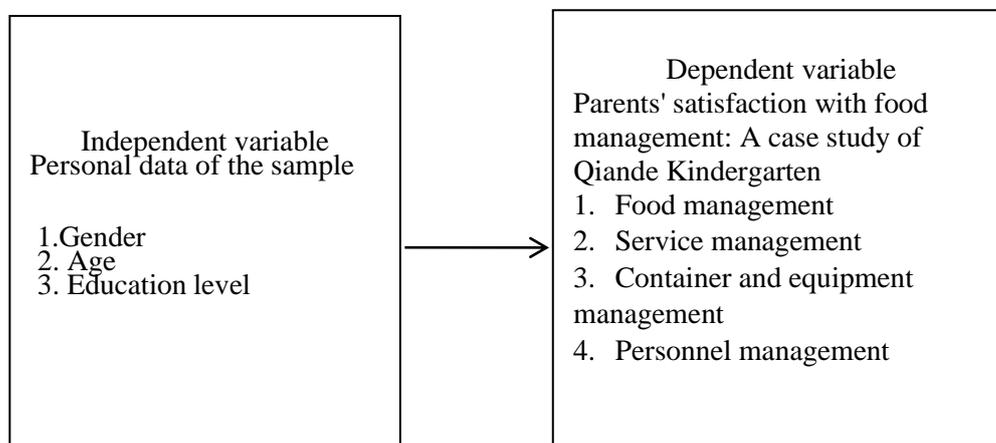
### Statistics used to analyze data

1. Descriptive statistics include mean, standard deviation. When combining the average scores The researcher has established a range of interpretations for the scores (Best, 1997).

2. Testing the research base once, t-Test Independent test statistics and One-Way ANOVA test statistics were mostly found to be statistically significant ( $p < .05$ ), Scheffe' test of pairwise analysis.

### Research Conceptual framework

The Researchers studied parents' satisfaction with the food management of Qiande Kindergarten. By studying concepts, theories, and related research. analyzed synthesized to define independent variables to study It is the parents' basic information, including gender, age, and education. The dependent variables are 1) food management, 2) service management, 3) container and equipment management, 4) personnel management. Then it can be a research concept.



## Research results

1.The level of parental satisfaction with the food management of Qiande Kindergarten is as follows :

**Table 1.1** Mean, standard deviation, and interpretation of the effect of parental satisfaction levels on nutrition management of Qiande kindergarten (n=170)

Parents' satisfaction with the management of Qiande Kindergarten	M	S.D.	Interpret the results
Food Management	3.80	.20	very
Service and Location Management	3.82	.24	very
Container and equipment arrangement	3.81	.24	very
Human Resource Management	3.80	.23	very
All aspects included	3.81	.13	very

Table 1.1 found that parents' satisfaction with the food management of Qiande Kindergarten was found to be at a high level. It has an average of 3.81 when considering each aspect found that service and location management. Highest value, very high. It has an average value of 3.82, followed by container and equipment management at a high level. Food management and personnel management are at a high level. It has the same average value of 3.8.

1.Compare parents' satisfaction with Qiande Kindergarten's food management, classified according to parents' personal information, including gender, age, education level. Using t-test Independent and One-way ANOVA test statistics, details in tables 2.1, 2.2 and 2.3.

Table 2.1 Comparison results of parents' satisfaction with food management in Qiande Kindergarten, classified by parents' gender.

Side	Gender	M	SD	T-Independent	DF	P-value
1. Food Management	Male (n=106)	3.80	.20	-.289	168	.773
	Female (n=64)	3.80	.19			
2. Service and Location Management	Male (n=106)	3.82	.26	.351	168	.726
	Female (n=64)	3.81	.22			
3. Container handling and equipment	Male (n=106)	3.82	.25	.594	168	.553
	Female (n=64)	3.79	.24			
4. Personnel Management	Male (n=106)	3.80	.24	.111	168	.912
	Female (n=64)	3.80	.22			
Overall satisfaction	Male (n=106)	3.81	.14	.362	168	.718
	Female (n=64)	3.80	.12			

Table 2.1 found that the parents of male and female students There was no difference in parental satisfaction with the food management of Qiande Kindergarten overall ( $t = .362$ ,  $p = .718$ ). Parents of male vs. female students There is no difference in satisfaction. ( $t = -.289$ ,  $p = .773$ ) Service and Location Management Parents of male to female students There is no difference in satisfaction. ( $t = .351$ ,  $p = .726$ ) Container and equipment management Parents of male and female students had no difference in satisfaction ( $t = .594$ ,  $p = .553$ ) and personnel management. Male vs. Female Parents of students were satisfied with no difference ( $t = .111$ ,  $p = .912$ ).

Table 2.2 Comparison of Parents' Satisfaction with Food Management of Qiande Kindergarten by Age of Parents

Side	Life	M	SD	F	p-value	Scheffe'test
1. Food Management	20-30 years old (n=52)	3.82	.20	.349	.706	-
	31-40 years old (n=97)	3.79	.20			
	Age 41-50 years (n=21)	3.80	.21			
2. Service and Location Management	20-30 years old (n=52)	3.81	.26	.073	.930	-
	31-40 years old (n=97)	3.82	.25			
	Age 41-50 years (n=21)	3.83	.18			
3. Container handling and equipment	20-30 years old (n=52)	3.80	.23	.381	.683	-
	31-40 years old (n=97)	3.80	.26			
	Age 41-50 years (n=21)	3.85	.19			
4. Personnel Management	20-30 years old (n=52)	3.82	.22	.502	.606	-
	31-40 years old (n=97)	3.78	.23			
	Age 41-50 years (n=21)	3.81	.25			
Overall satisfaction	20-30 years old (n=52)	3.81	.13	.314	.731	-
	31-40 years old (n=97)	3.80	.13			
	Age 41-50 years (n=21)	3.82	.14			

Table 2.2 found that parents of students of different age ranges There was no difference in parental satisfaction with food management of Qiande Kindergarten overall ( $F = .314, p = .731$ ). Parents of students of different age ranges There is no difference in satisfaction. ( $F = .349, p = .706$ ) Service and Facility Management Parents of students of different age ranges There is no difference in satisfaction. ( $F = .073, p = .930$ ) Container and equipment management Parents of students of different age ranges There was no difference in satisfaction ( $F = .381, p = .683$ ) and personnel management. Parents of students of different age ranges There was no difference in satisfaction ( $F = .502, p = .606$ ).

Table 2.3 Comparison of parents' satisfaction with kindergarten food management Qiande classified according to the level of education of parents

Side	Education level	M	SD	F	p-value	Scheffe'test
1. Food Management	Undergraduate low (n=88)	3.79	.19	.236	.790	-
	Bachelor's degree (n=59)	3.80	.22			
	Postgraduate (n=22)	3.83	.21			
2. Service and Location Management	Undergraduate low (n=88)	3.82	.25	1.624	.200	-
	Bachelor's degree (n=59)	3.84	.21			
	Postgraduate (n=22)	3.73	.30			
3. Container handling and equipment	Undergraduate low (n=88)	3.81	.27	.044	.957	-
	Bachelor's degree (n=59)	3.81	.21			
	Postgraduate (n=22)	3.80	.22			
4. Personnel Management	Undergraduate low (n=88)	3.79	.24	.236	.790	-
	Bachelor's degree (n=59)	3.82	.21			
	Postgraduate (n=22)	3.78	.25			
Overall satisfaction	Undergraduate low (n=88)	3.81	.14	.418	.659	-
	Bachelor's degree (n=59)	3.82	.11			
	Postgraduate (n=22)	3.78	.16			

Table 2.3 shows that parents of students at different levels of education There was no difference in parental satisfaction with the food management of Qiande Kindergarten overall ( $F = .418, p = .659$ ). Parents of students with different levels of education There is no difference in satisfaction. ( $F = .236, p = .790$ ) Service and Location Management Parents of students with different levels of education There is no difference in satisfaction. ( $F = 1.624, p = .200$ ) Container and equipment management Parents of students with different levels of education There was no difference in satisfaction ( $F = .044, p = .957$ ) and personnel

management. Parents of students with different levels of education There was no difference in satisfaction ( $F = .236, p = .790$ ).

## Conclusion

1. Parents' satisfaction level with food management in Qiande Kindergarten. It was found that parents were satisfied with the food management in Qian De Kindergarten at a high level. It had an average score of 3.81 points. When considering each aspect, it was found that service and facility management had the highest value, with a high average score of 3.82, followed by container and high-level equipment management. has an average score of 3.81 and a high level of food management and management Personnel with an average score of 3.80

2. Comparing parents' satisfaction with food management in Qiande Kindergarten, classified according to parents' personal information, it was found that

2.1 There is no significant difference in the satisfaction of the parents of male and female students with the food management in Qiande Kindergarten. But when considering every aspect It was found that the parents of male and female students were not significantly different ( $t = -.289, p = .773$ ).

In particular, parents of both male and female students were dissatisfied with the management and location of the services. In addition, differences ( $t = .351, p = .726$ ) were found in the management of containers and equipment. However, There were no significant differences between male and female employees ( $t = .594, p = .553$ ) or management of male and female students ( $t = .111, p = .912$ ).

2.2 The results indicate that there is overall satisfaction with food management among parents of students of different ages. At Qiande Kindergarten, there were no significant differences ( $F=.314, p=.731$ ) in each aspect. Parents of students of all ages had similar satisfaction with food management ( $F=.349, p=.706$ ) in terms of service and location management Parents of students of various ages There was no difference in satisfaction ( $F=.073, p=.930$ ) in terms of container and equipment management. Parents of students of all ages were equally satisfied ( $F=.381, p=.682$ ) in terms of personnel management. Parents of students of various ages There was no difference in satisfaction ( $F=.502, p=.606$ )

2.3 The overall level of satisfaction of parents of students with different levels of education in food management was not significantly different ( $f = 418, p=. 659$ ), but when considering all aspects, it was found that Management is dissatisfied with parents of students with different educational levels ( $F=.236, p=.790$ ). Parents of students with different educational levels are dissatisfied with the service management and location. Satisfaction between different groups There was no statistically significant difference ( $F=1.624, p=.200$ ). Parents of students with different educational levels were dissatisfied with the management of containers and equipment ( $F=0.044, p=.957$ ). In the field of personnel management The satisfaction of parents of students with different educational levels was not different ( $F= .236, p=.790$ )

## **Discussion**

1. Parents' satisfaction level with food management in Qiande Kindergarten. From the results of the study, it was found that parents were satisfied with overall and each aspect of food management. at a high level. That's because management places importance on systematic planning. According to Gulick, and Urwick (1973,np) , an important principle that underpins the management process is: Managers must always be aware that plans are the backbone and foundation of all operations.

2. Discussion of comparative results of parents' satisfaction with Qiande Kindergarten's food management, classified according to parents' personal information, including gender, age range, and educational level. From the results of the comparison, it was found that parents of different genders, ages, and educational levels There was no difference in satisfaction with food management in Qiande Kindergarten. which is not consistent with the research hypothesis. This may be because parents are responsible for raising a man or woman. Different age groups and educational levels give love and care to their children without delay. Fisher, E.A. said that parents have the basic responsibilities of life, caring for, nurturing, advising, assisting, assisting and. Guide your child Regardless of the gender or age of your children Fisher, E.A. (1991) However, parents still care about their children, they are yours. Especially during the kindergarten age When parents take their children to kindergarten, they worry and worry about whether the child will eat well or not. will receive quality food Is it complete with nutrients, clean, safe, and nutritious? If the school has good management principles Both in terms of food management Service and venue management Handling containers and equipment Personnel management and parental interactions and exchanges About attitudes to working with people of all ages Various research Offers a different experience What you can really learn from people, working at different ages, is their feelings, attitudes, opinions, or other situations. Therefore, parents' satisfaction with the food management of Qiande Kindergarten was classified according to parents' personal information, including gender, age range, and educational level, and was not different and did not meet the research hypothesis.

## **Research Recommendations**

### **1. Academic suggestions**

1.1 The factors affecting the nutrition administration of Qiande Kindergarten should be studied.

1.2 The management model for parental participation in the educational provision of Qiande Kindergarten should be studied.

### **2. Policy recommendations**

2.1 School administrators should use the research results to plan school food and nutrition management to be more efficient so that parents and students are satisfied.

2.2 Schools should have policies and strategies for developing school nutrition work. To enhance health and enable children to grow and develop appropriately.

### **3. Operational suggestions**

School administrators should use the research results to plan school food management plans that encourage parents, teachers, and students to participate in planning and presenting food menus that children like. Has benefits and nutritional value This will make children like to eat at school because they get to participate in choosing the food they like.

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