



LEVEL OF IMPLEMENTATION OF GULAYAN SA PAARALAN: A SURVEY

Rex M. Roxas

KeyWords

Level of Implementation, Gulayan sa Paaralan

ABSTRACT

This study aimed to investigate and explore the level of implementation of gulayan sa paaralan program. To facilitate such concern, Descriptive research survey questionnaire was utilized. Frequency, Percentage, Mean, F-test (Anova) were the statistical tools used in this research. The results showed that level of implementation of gulayan sa paaralan program was at high implementation level in terms of objectives or purpose, activities, management and support, benefits, and manifested values. Significant difference was registered among the set of activities comprising the implementation of gulayan sa paaralan project. Thus, success in the implementation of gulayan sa paaralan program lies on the set of activities being implemented and that its benefits and advantages will also follow. Importance of partnerships and consistency of the implementation of the program were also observed.

Introduction

Teaching has always been considered as the noblest profession. Educator's responsibility is not only to mold the future generation morally and academically but are also obliged to initiate programs and or projects to develop the learners to become the future leaders of motherland. However, teachers are being prevented by social problems to deliver the most basic but quality learning because in education, a well-nourished, healthy body is essential in developing the children's mental and physical development.

To acquire basic skills and knowledge a learners must also have a well-nourished body and free from hunger or starvation. This is to ensure that learning process is not disturbed with other factors that can affect their thinking capacity and mental focused. It is indeed very important for children to have proper nutrition so that they will learn better in school.

Sadly, in the Philippines today, malnutrition is one of the most unabated health problems among public school students. Studies have shown that there are many children who come to school on an empty stomach. Learning is severely affected when students are hungry. Hunger affects the physical and mental development of children. This is because the students cannot think focus properly with the lessons at hand as their stomach is aching due to minimal or no food intake at all before going to school. This results to absenteeism, poor school performance and eventual dropping out, as stressed by Bro. Armin A. Luistro, the former DepEd Secretary.

To combat this pressing issue, the national government along with the other agencies tasked to alleviate the masses from hunger and poverty, in July 27, 2007, DepEd Memorandum No. 293 s. 2007 (www.deped.gov.ph) otherwise known as Gulayan sa Paaralan Program (GPP) was conceived and currently being implemented by the Department of Education. It sought to intensify its school-based food and nutrition program to address the "hunger and malnutrition problems which hamper children in pursuing education. The project aimed to promote self-help food production activities and inculcate among children the importance of agriculture as a life support system. This is furthermore solidified with the issuance of DepEd memorandum No. 223 series of 2016 last December 14, 2016.

DepEd as a model institution boosting the education system to demonstrate leadership in taking on those laws in the campaign of environmentally sustainable practices and learning opportunities for school heads and all teachers that support healthy and natural environment for current and future generations. A course of action is required to encourage all administrators and teachers to take responsibility for the environment which could serve as structure that will help ensure their work on sustainable living. This action requires a whole school approach that includes teachers, administrators, support staff, parents, and students in addressing sustainability.

The School Inside a Garden (SIGA) program was published in 1995 by DECS Memorandum No. 77, is to support the national goal of a "clean and green" society. It has established by the Ministry of Education's responsibility to provide all learners with every opportunity to care for plants, flowers, and trees. The SIGA program initially focused on growing fruit trees, including flowers, medicinal herbs and plants, and exotic species such as mahogany and gumerina, which have been revised in these implementation guidelines. It is also specified in these implementation guidelines with reference to the School Development Plan. The program to build each school in the yard was clearly identified as an ongoing program for DepEd (Mondina, 2022).

Moreover, through the implementation of Gulayan sa Paaralan Program it is expected that learners along their parents will put into practice the concepts they learned at home so that they can help themselves and the country in minimizing cases of hunger and malnutrition. Thus, the school that educates the learners on the matter must be also the prime movers in implementing the activity. The main purpose of this district level research study is to evaluate the implementation of Gulayan sa Paaralan program.

In such premise, the researcher was motivated to conduct the current study to assess the status of the implementation of the GPP in all public schools in selected Junior High Schools in Alubijid East and West Districts, Division of Misamis Oriental for the School Year 2021 – 2022. For this was my passion since then. In this study, the researcher will focus on the objectives, activities, benefits, management support, processes and problems encountered in the implementation of Gulayan sa Paaralan Program.

Review of Related Literatures

This part of the research includes literatures that enrich the understanding of this study. The materials were taken primarily from local and foreign studies, books, journals, and internet websites from which the framework of this study was based. These are presented by grouping foreign and local setting.

"Learning comes alive in a school garden... Everything we know about good teaching is magnified in a school garden: student engagement, meaningful and relevant lessons, use of manipulatives, cooperative learning, and exploration and discovery." – Deichler as cited by Cortero, 2019.

A school garden is a living laboratory, an innovative teaching tool and strategy allowing educators to incorporate hands-on activities in lessons. It engages students by providing them a dynamic environment where they can observe, discover, experiment, nurture, and learn by themselves. Rather than using textbook examples, school gardens provide a venue for learning that draws from real-life experiences, allowing students to become more active participants in the learning process (Cortero, 2019).

Vegetable gardening is becoming more prevalent—both as a diversion and a food source. We experience satisfaction in planting a seed or transplant, watching it grow to maturity, and harvesting the fruits of our labors. In addition, vegetable gardening deals a good source of exercise, with the added benefits of healthy snacks and food for the table (Smith, 2015).

Molijon (2014) revealed that 77% of the surveyed schools used and maintained vegetable gardens or gulayan sa paaralan as it served as food basket or main source of cooking ingredients in sustaining school health and nutrition related activities like feeding

program wherein students with low nutrition level were given assistance to help improve nutritional status that will also lead to better performance at school.

According to the study of Inocian (2015) in response to sustainable development on the Gulayan sa Paaralan (GPP) is a replication of the Gulayan ng Masa (GM) and serves as one of the best practices and has a vital contribution for feeding program. Despite of experiencing less involvement of stakeholders, sufficient landscaping and garden fixtures, no proper arrangement and classification of vegetables did not hinder to propel a vision to innovate organic fertilizers and pesticides in the enhancement of garden yields.

However, contradicting results were also established as the study of Rosales (2019) and Logdat (2019) revealed that limited level were registered in terms of the implementation of gulayan sa paaralan as many school activities were given much focus and time. This contradicts the study of Rivera 2020 with results stating that gulayan sa paaralan was at high level of implementation.

More so, the study of Napenas (2016) the positive effect of sustaining the Gulayan sa Paaralan does not only rest in schools but can be also evident on the entire community. Its impact will not only address the issue of insufficiency of fund in school feeding to alleviate hunger and malnutrition but helping and teaching school children and parents even the community people about sustainable food production that can be source of living of families belonging to low socio-economic status.

Furthermore, the implementation of the school-Based Feeding Program in public elementary schools affirms nutritional gains among the beneficiaries, from severely wasted and wasted pupils, beneficiaries were rehabilitated to normal. Though there are problems encountered in the implementation like poor feeding system, lack of enthusiasm of the learners to eat vegetables and difficulty in purchasing. In this manner, School-Based Feeding Program is not a stand-alone intercession, and it requires shared involvements and strong partnership from its stakeholders (Solania et al, 2020).

Although this research may have some similarities to the studies mentioned in this part of the research, still there are variables here that are not utilized in previous studies. This work is the first made in Alubijid east and west districts District, Misamis Oriental. Under such conditions this will provide us with reasons, ideas and perspective on influences on one's implementation of gulayan sa paaralan.

Methodology

The researcher utilized the descriptive method of research to the respondents. The data gathered were used to answer the research problems in this study. The researcher conducted a pilot study of the Questionnaires in one of the junior high schools in Alubijid East District in Misamis Oriental. After conducting the pilot test, the data gathered were subjected to Cronbach's Alpha test to determine the reliability of the questionnaires. The result was an alpha of 0.968 which is at excellent level.

The respondents of this study were the selected teachers from Alubijid National Comprehensive High School, Lourdes Alubijid National High School, and Sungay Integrated School. A total of 130 teachers served as respondents in this study. Sampling was made by the researcher by identifying students with only passing or failed marks based on pretest scores. The following are the basis on grouping the learners' scores:

Level of Implementation

Scale	Range	Interpretation
5	4.20 – 5.00	Very High Implementation
4	3.40 – 4.19	High Implementation
3	2.60 – 3.39	Fair Implementation
2	1.80 – 2.59	Low Implementation
1	1.00 – 1.79	Very Low Implementation

Due to the existing presence of Covid 19 pandemic, strict and measures and guidelines about health and safety protocols was observed and implemented. Through a written request, the researcher asked permission from the school district supervisors and school principals in conducting the research study or innovation and in gathering the data. The data gathered then go under analysis, treatment and interpretations process.

The participants of this study were asked to join voluntarily and that they were informed about the whole content of the research as well as the purpose and contents of the study. The researcher assured the participants that data gathered, and details taken from them were held with utmost confidentiality for privacy, safety and ethics concerns. After the conduct of the study or innovation for the third to fourth quarter of school year 2021-2022 from February 2022 to April 2022, the researcher then proceeded with the tabulation of responses on questionnaires for data gathering and analysis and conduct unstructured interview for the insights and comments was also implemented.

Results and Discussions

Specifically, it sought to answer the following questions:

Problem 1. What is the level of implementation of gulayan sa paaralan in terms of:

1.1 Statement of Objectives/Purpose

Table 1
Data on responses of respondents on objectives of gulayan sa paaralan

Objectives of Gulayan sa Paaralan	Mean	SD	Interpretation
1. Establish and maintain school garden as ready food basket/source of vegetables, etc., in sustaining supplementary feeding	4.09	0.94	High Implementation
2. Inculcate among learners the values of gardening, good health and nutrition, Love of Labor and Caring for others.	4.10	1.00	High Implementation
3. Produce vegetables, etc., in the schools that are rich resource of protein, vitamins, and minerals and eventually increase vegetable consumption and improve Learner's Nutrition.	3.99	0.81	High Implementation
4. Promote vegetables, cereals, root crop production in Public Elementary and Secondary Schools	4.07	0.83	High Implementation
5. Serve laboratory for Learners	4.13	0.89	High Implementation
6. Showcase small-scale food production mode	4.57	1.04	Very High Implementation
7. Establish Community Partnerships	3.99	0.78	High Implementation
8. Consistent Implementation of Gulayan sa Paaralan	3.99	0.94	High Implementation
9. Train teachers and Students on Importance of Gulayan sa Paaralan	4.09	0.94	High Implementation
10. Provide data and updates on status of School based Gulayan sa Paaralan	4.10	1.00	High Implementation
Overall Mean	4.12	0.92	High Implementation

Table 1 presents distribution on responses of respondents on objectives of gulayan sa paaralan program. The data reveals that overall, 10 out of 10 or 100% of the indicators were rated at high implementation level. Indicator 5: Serve laboratory for Learners was rated the highest with mean of 4.13(SD=0.89) and high level of implementation. This data implies that indeed gulayan sa paaralan program serves as laboratory for children in putting the concepts they learn into applications and reality.

These findings aligned with the study of Cordero (2019) stressing that school garden is a living laboratory, an innovative teaching tool and strategy allowing educators to incorporate hands-on activities in lessons. It engages students by providing them a dynamic environment where they can observe, discover, experiment, nurture, and learn by themselves. Rather than using textbook examples, school gardens provide a venue for learning that draws from real-life experiences, allowing students to become more active participants in the learning process.

1.2 Gulayan sa paaralan related activities

Table 2
Data on responses of respondents on activities of gulayan sa paaralan

Gulayan sa Paaralan Activities	Mean	SD	Interpretation
1. Advocacy Campaign	3.92	0.70	High Implementation
2. Information Drive	3.27	0.81	High Implementation
3. Establishment and Maintenance School Gardens	4.14	0.71	High Implementation
4. Partnership with Stakeholders	3.30	0.77	High Implementation
5. Program Evaluation	3.42	0.74	High Implementation
6. Program Status Report	3.98	0.77	High Implementation
7. Sustainability Mechanism	3.94	0.65	High Implementation
8. Utilization of Garden Yields/Proceeds	4.00	0.73	High Implementation
9. Encouraging Volunteers	3.92	0.70	High Implementation
10. Culmination Program	3.27	0.81	High Implementation
Overall Mean	3.72	0.74	High Implementation

Table 2 shows distribution on responses of respondents on activities about gulayan sa paaralan program. The data reveals that overall, 10 out of 10 or 100% of the indicators were rated at high implementation level. Indicator 3 Establishment and Maintenance School Gardens was rated the highest with mean of 4.14 (SD=0.71) and high level of implementation. This data implies that indeed gulayan sa paaralan program is not only made to address the requirement, but consistency is also being tried to ensure that its main purpose and benefits is achieved continuously.

This study reiterates the findings of Romeo (2019) who revealed that consistency in the implementation of the activities under the implementation of gulayan sa paaralan program is vital towards its success and the benefits that the school and learners can enjoy and achieved towards it. Thus, proper execution of its activities is crucial and should be recorded and monitored properly and consistently.

1.3 Management and support in the implementation of gulayan sa paaralan

Table 3 discloses the distribution on responses of respondents on management and support for the implementation of gulayan sa paaralan program. The data reveals that overall, 10 out of 10 or 100% of the indicators were rated at high implementation level. Indicator 4 Coordinate with the LGU for possible donation was rated the highest with mean of 4.09 (SD=0.73) and with high level of implementation. This data implies that partnerships between school and its internal and external stakeholders are essential in the implementation of the gulayan sa paaralan program.

Table 3
Data on responses of respondents on management and support for gulayan sa paaralan

Management Support of Implementation of Gulayan sa Paaralan	Mean	SD	Interpretation
1. Allot space for the GPP	3.49	0.76	High Implementation
2. Close monitoring and evaluation of the GPP	3.54	0.77	High Implementation
3. Conduct conference to disseminate information.	3.17	0.90	High Implementation
4. Coordinate with the LGU for possible donation	4.09	0.73	High Implementation
5. Enhance SIP with emphasis on the implementation of GPP.	3.95	0.84	High Implementation
6. Include GPP in the writing of the CIP.	4.00	0.68	High Implementation
7. Request fund to purchase materials needed	3.98	0.64	High Implementation
8. Send teachers to attend trainings and seminars about GPP	4.02	0.60	High Implementation
9. Solicit fund from alumni and other stakeholders	3.49	0.76	High Implementation
10. Plan school-based training on GPP.	3.54	0.77	High Implementation
Overall Mean	3.73	0.75	High Implementation

These results contradict the study of Rosales (2019 and Logdat (2019) revealed that limited level were registered in terms of the implementation of gulayan sa paaralan as many school activities were given much focus and time. However, also affirms the study of Rivera 2020 with results stating that gulayan sa paaralan was at high level of implementation.

1.4 Benefits of Gulayan sa paaralan

Table 4 discloses the distribution on responses of respondents on benefits of the implementation of gulayan sa paaralan program. The data reveals that overall, 10 out of 10 or 100% of the indicators were rated at high implementation level. Indicator 5. Maximize the use of vacant lots/space in school was rated the highest with mean of 4.10 (SD=0.61) and with high level of implementation.

This data implies that spaces in school can be utilized for other important and valuable purposes aside from beautification and recreational concepts. This aligns with the study of Mondina (2022) stressing that school s realized the importance of gulayan sa paaralan program and utilized vacant spaces of the school for the program so that more areas will be utilized to have better harvest and aid to the feeding program of the school.

Table 4
Data on responses of respondents on benefits of gulayan sa paaralan

Benefits of Gulayan sa Paaralan	Mean	SD	Interpretation
1. Encourage leadership among teachers and students	3.67	1.04	High Implementation
2. Improve learner's health and nutritional status	3.83	0.98	High Implementation
3. Improve learners' performance by having balanced diet.	4.04	0.64	High Implementation
4. Inculcate among learners the value of gardening.	4.01	0.75	High Implementation
5. Maximize the use of vacant lots/space in school.	4.10	0.61	High Implementation
6. Motivate teachers to develop the love of labor and gardening.	4.07	0.70	High Implementation
7. Promote food security in school and community.	4.05	0.70	High Implementation
8. Promote vegetable production for school feeding purposes	3.39	0.96	High Implementation
9. Serve as training for students.	3.67	1.04	High Implementation
10. Stimulate creativity among teachers and students	3.83	0.98	High Implementation
Overall mean	3.87	0.84	High Implementation

1.5 Values manifested by the gulayan sa paaralan

Table 5 presents the distribution on responses of respondents on values manifested towards of the implementation of gulayan sa paaralan program. The data reveals that overall, 10 out of 10 or 100% of the indicators were rated at high implementation level. Indicator 1. Care the environment and protect the natural resources with mean of 3.97 (SD=0.91) and indicator 5. Promote the spirit of bayanihan among teachers and stakeholders with the mean of 3.97 (SD=0.77) were both rated highest and with high level of implementation. This data implies that gulayan sa paaralan program promotes caring for our natural surroundings as well as in protecting it. Moreover, it also promotes partnerships and camaraderies among stakeholders in the community specially in ensuring the health and nutrition of our students.

More so, this aligned with the the study of Napenas (2016) stating that positive effect of sustaining the Gulayan sa Paaralan does not only rest in schools but can be also evident on the entire community. Its impact will not only address the issue of insufficiency of fund in school feeding to alleviate hunger and malnutrition but helping and teaching school children and parents even the community people about sustainable food production that can be source of living of families belonging to low socio-economic status.

Table 5
Data on responses of respondents on values manifested by gulayan sa paaralan

Values Manifested on the Implementation of Gulayan sa Paaralan	Mean	SD	Interpretation
1. Care the environment and protect the natural resources	3.97	0.91	High Implementation
2. Emphasize the importance of dignity and love for work through trainings and seminars.	3.89	0.75	High Implementation
3. Exhibit leadership and sense of responsibility	3.97	0.80	High Implementation
4. Give importance to food production in the mitigation of hunger	3.92	0.79	High Implementation
5. Promote the spirit of bayanihan among teachers and stakeholders	3.97	0.77	High Implementation
6. Show concern to the welfare of others.	3.84	0.94	High Implementation
7. Show respect and love for work.	3.94	0.87	High Implementation
8. Value the importance of health and nutrition.	3.34	0.91	High Implementation
9. Prioritization of eating healthy and nutritious food.	3.97	0.91	High Implementation
10. Savings through less expenses for ingredients and cooking materials	3.89	0.75	High Implementation
Overall Mean	3.87	0.84	High Implementation

Problem 2. 1. Is there a significant difference of the level of implementation of gulayan sa paaralan?

Table 6 Test Significance using F-Test (ANOVA) Gulayan sa Paaralan

Source	DF	SS	MS	F-Value	P-Value	Interpretation
Between	4	2.406	0.602	2.242	0.020	Significant
Within	45	8.349	0.186			
Total	49	10.755				

Computed p-value must be less than (<) p-critical value of 0.05

Table 6 presents the significance using F-test (anova) on the implementation of gulayan sa paaralan program. The data reveals that the computed f-value is 2.242 and the computed p-value of 0.020 is less than the p-critical value of 0.05 level of significance under numerator 4 and denominator 45. This means that significant difference was established between the variables involved in the level of implementation of gulayan sa paaralan.

This data implies that all the activities involved in the implementation of gulayan sa paaralan program are connected to each other specially in terms of its success and importance. Therefore, this program must be given much emphasis and attention to make it more beneficial, effective and sufficient towards the improvement of school and learners health and nutrition status.

Molijon (2014) revealed that 77% of the surveyed schools used and maintained vegetable gardens or gulayan sa paaralan as it served as food basket or main source of cooking ingredients in sustaining school health and nutrition related activities like feeding program wherein students with low nutrition level were given assistance to help improve nutritional status that will also lead to better performance at school.

Moreover, the study of Inocian (2015) in response to sustainable development on the Gulayan sa Paaralan (GPP) is a replication of the Gulayan ng Masa (GM) and serves as one of the best practices and has a vital contribution for feeding program. Despite of experiencing less involvement of stakeholders, sufficient landscaping and garden fixtures, no proper arrangement and classification of vegetables did not hinder to propel a vision to innovate organic fertilizers and pesticides in the enhancement of garden yields.

References

- [1] Cortero, K. (2019). The Effectiveness of School Gardening in the Learning of High School Students in Laoag City, Philippines. Retrieved from <https://www.academia.edu/>
- [2] DepEd Memorandum No. 293 s. 2007. Retrieved on May 10, 2022 from www.deped.gov.ph.
- [3] DepEd memorandum No. 223 series of 2016. Retrieved on May 10, 2022 from www.deped.gov.ph.
- [4] Inocian, R. (2015). The "Gulayan sa Paaralan" (School Vegetable Garden) in Response to Sustainable Development, European Scientific Journal March 2015 edition vol. 11, No. 8 ISSN: 1857-788
- [5] Logdat, C. (2019). Extent of Implementation of Gulayan sa Paaralan and Level of Participation in School-Based Feeding Programs of Lipa City National High School: Basis for an Action Plan
- [6] Mondina, L. (2022). Involvement of Teachers and School Heads in Tree Planting, Gulayan sa Paaralan & Ecological Solid Waste Management in El Salvador City Division. El Salvador City, Misamis Oriental Philippines.
- [7] Molijon, A. (2014). Baseline Assessment of the Vegetable Gardens (Gulayan Sa Paaralan) in Public Elementary and Secondary Schools. *JPAIR Institutional Research Journal*, 4(1). Retrieved from <http://ejournals.ph/form/cite.php?id=12044>
- [8] Napenas, N. (2016). Corollary of gulayan sa paaralan program and activities: Its sustainable approach. Misamis oriental, Philippines.
- [9] Rivera, L. G. (2020) Central Kitchen Model - An Alternative Mode of School-Based Feeding Program (SBFP): An Evaluation. *DLSU Research Journal*, Vol 5, No. 1. Retrieved from <https://www.dlsu.edu.ph/>
- [10] Romeo, S. (2019). The Capacity of Grade 10 Students on Gulayan sa Paaralan Program and Solid Waste Management. Cagayan de Oro City, Philippines.
- [11] Rosales, C. (2019). Implementation of Gulayan Sa Paaralan Program (GPP) in All Public Schools of San Nicolas District. Volume 3, Issue 2. *Journal of Multidisciplinary Research*. <https://ojs.aaresearchindex.com/>
- [12] Smith, R. (2015). A History of School Gardens and How the Model Is Getting A Boost Today From Food crops. Retrieved from <http://ucfoodob-server.com/>
- [13] Solania, N. (2020) Implementation of the School-Based Feeding Program of Public Elementary Schools: Basis for Teachers' Capacity Enhancement Training. *International Journal of English and Education* ISSN: 2278-4012, Volume: 9, Issue: 2, April 2020.