

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.

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