

# Maximum Participation In Home Gardening Of Grade VI – Dilay Learners Through Recognition And Awards

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## Abstract

This study investigated how a merit system affected the participation of Grade 6-Dilay students in agricultural activities at Bagumbayan Elementary School during the 2020-2021 academic year. The researchers implemented a merit system that recognized and awarded students for their participation. They then examined the students' performance in agriculture to answer two questions: How well did the students perform in agriculture before the merit system was introduced? and How well did the students perform in agriculture after the merit system was implemented? The study used a descriptive method to analyze the data and see if there was a significant connection between the merit system and the students' agricultural performance.

The researchers used a "Veggie Rubric" system to assess students' agricultural skills before and after implementing a merit system with recognition and awards. The rubric evaluated four areas: Crop Management, Maintenance, Creativity, and Sustainability. In terms of Crop Management and Maintenance, there was a slight increase in average scores after the merit system, the difference wasn't statistically significant ( $p$ -values  $> 0.05$ ). While Creativity and Sustainability, average scores for both categories improved significantly after the merit system ( $p$ -values  $> 0.05$ ). In monitoring, students' monitoring skills showed the most significant improvement after the merit system ( $p$ -value  $< 0.05$ ). Overall, the results suggest that the recognition and awards system, implemented through the Veggie Rubrics, had a positive impact on students' agricultural skills, particularly in creativity, sustainability, and monitoring.

Keywords: Veggie Rubrics; Agriculture

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## 1. Introduction

Gulayan sa Paaralan, a project of Department of Education wherein schools are encouraged to create and maintain a sustainable garden that can serve as training ground for the learners and also be a source of vegetables and fruits for school feeding program to ease the malnutrition level of every school and based on the DepEd Memorandum No. 95, s. 2018, schools must sustain the implementation of the Gulayan sa Paaralan and the consumption and production of vegetable on our learners should be addressed. Amidst to this Covid 19 pandemic, wherein learners are presently studying on their own home, the researcher believed that one of the factors to ensure that learners of Grade VI – Dilay will innate the love and appreciation in agriculture is to increase the participation of the learners in taking care of their own vegetables / plants while safeguarded against Covid 19 thru Home Gardening. Opening all channels for them to appreciate, make value and love

gardening through engaging them in agricultural works on their own backyard.

Informing them on how the role of vegetable gardens is vital specially nowadays wherein we are fighting this Covid 19 pandemic. Through motivating them, learner's participation in home gardening can achieve higher level of appreciation in every part of gardening and not only for grading purposes but to develop the love for vegetables and gardening as well.

Spearheaded by the DepEd Memo no 223, series of 2016, that schools must strengthen the execution of *Gulayan sa Paaralan* to sustain not only 63% school garden but to establish all schools nationwide. We must engage and implement Home Gardening for our students to elevate the awareness and to promote the production of nutritious and safe foods.

Anchored by this memorandum, Bagumbayan Elementary School is committed to promote and revitalize the love of gardening in every learner of Grade VI- Dilay through acknowledging their work and giving them a certificate of recognition.

According to Hassan & Lee, (2015) as cited by Vicente, C.S & Ancheta, A.A.(2018) on his journal, sustainable development has been an important driving force of human history since the 21st century and specifically a significant and powerful concept in contemporary urban cities in the world.

School gardens can also help students build interpersonal relationships and increase feelings of self-worth through positive self-empowerment and enhanced self-esteem. The opportunities that gardens create are valuable, providing students with opportunity to share knowledge (Ratcliffe,2007).

The Department of Education guaranteed the implementation of different programs to recognize the learner's performance and participation. DepEd also urge schools to lead role of environmental awareness by pursuing school-based activities which is enclosed in the DepEd order no. 52, s.2011. this research aims to implement and monitor each learner participation in nurturing vegetable garden.

The researcher ensures to strictly follow the DepEd Order no. 40 s. 2012 "Child Protection Policy" alongside with RA 10173 "Data Privacy Act" by securing the learners identity and guarantee confidentiality to avoid any form of Abuse, Violence, Exploitation, Discrimination, Bullying and other forms of abuse that could cause moral, physical, psychological damage to our learners.

The researcher makes sure that every action during the implementation and monitoring of this research is anchored to the IATF Health and Safety Protocol to ensure that the researcher and the learners are shielded to avoid any possible harm. The researcher targets 35 learners of Grade VI Dilay learners that are known to be competitive and can cope up in every subject but when it comes to gardening, can't achieve the tasks that they have to complete. Based on the researchers own experience, learners lose their interest in making garden projects because of their modern mentality that soil is not friendly, the upbringing that

planting vegetables are for farmers only which is not they're main goal in the future so projects in line with agriculture are just for compliance and they don't put their heart on it. Through this, the researcher can impart the love and importance of gardening on every learner. In that manner, all the skills in agriculture will be develop in its optimum level and we could produce lifelong skilled learners.

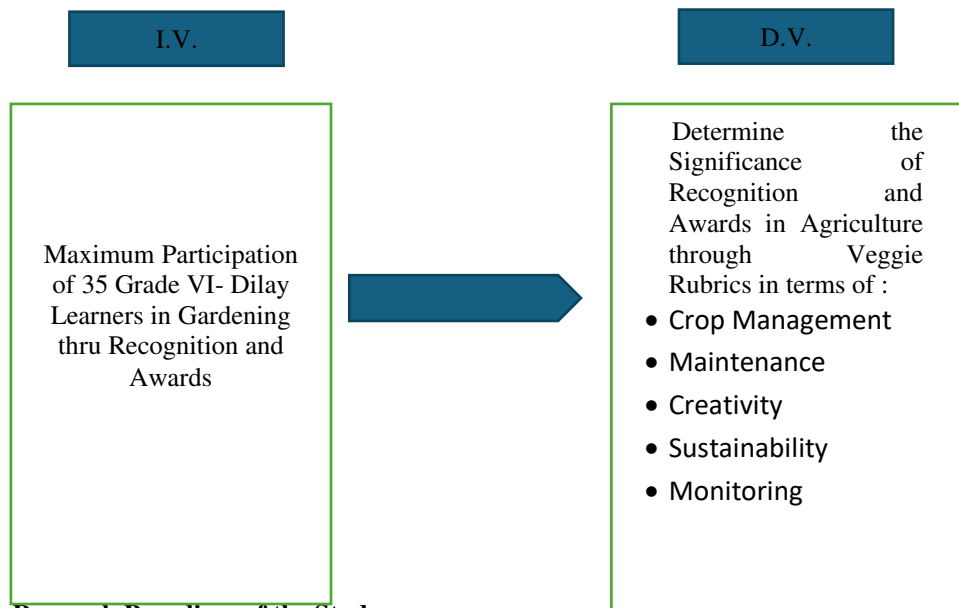
### 1.1. Structure

## I. ACTION RESEARCH QUESTION

This action research sought to answer the following questions:

1. What is the level of performance of the learners before introducing the merit system?
2. What is the level of performance of the learners after the implementation of the merit system?
3. Is there a significant difference on the level of performance base of Grade VI- Dilay learners based on the result of before and after the implementation of merit system?

## CONCEPTUAL FRAMEWORK



**Figure 1. The Research Paradigm of the Study**

As indicated in the figure 1, the independent variable which contains maximum participation of 35

learners of Grade VI-Dilay thru recognition and awards in which the study was conducted, while the significance of recognition and awards in agriculture in crop management, maintenance, creativity, sustainability, and monitoring among learners.

## **II. SCOPE AND LIMITATION**

This action research investigated the performance rate of Grade VI – Dilay learners in Agriculture and giving Certificate of Recognition to the learners who participated in Home Gardening in Bagumbayan Elementary School for the SY 2020 – 2021.

## **III. RESEARCH METHODOLOGY**

### **a. Sampling**

The researcher used cluster sampling to obtain the 35 Grade 6 pupils who are enrolled this school year 2020 -2021 at Bagumbayan Elementary School. The researcher will create a veggie rubrics and progress report to describe the performance rate of Grade VI – Dilay in Agriculture.

### **b. Data Collection**

The researcher asked permission to the School Head for the administration of Veggie Rubrics assessment to obtain the baseline data. The researcher will get the average and percentage of participation of his respondents. He will also get the progress report chart to track the percentage of the utilization as a comparative analysis of the effectiveness of the recognition and awards in the participation rate of Grade VI – Dilay. The researcher will perform t-test statistical treatment to determine the significant difference on the level of performance of Grade VI – Dilay before and after the implementation of merit system.

### **c. Research Instrument**

The instrument adopted in this study was veggie rubrics. It was based on a 8 weeks veggie journal which corresponds to the five (5) criteria in evaluating the Agriculture performance of Grade VI-Dilay. Each criterion was listed in the Likert scale with the corresponding verbal interpretation as shown in table 1.

**Table 1. Likert Scale and Verbal Interpretation Used in the Study**

Scale	Range	Remarks	Verbal Interpretation
4	3.51 – 4.00	Strongly Observed	Very High
3	2.51 – 3.50	Moderately Observed	High
2	1.51 – 2.50	Rarely Observed	Moderate
1	1.00 – 1.50	Not Observed	Low

**Table 2.**

ACTIVITIES	STATISTICAL TREATMENT
Determine the level of performance through of Veggie Rubrics before the merit system	Mean and Standard Deviation
Determine the level of performance through of Veggie Rubrics after the merit system	Mean and Standard Deviation
Determine the Significant difference on the level of performance of Grade VI- Dilay learners based on the result of implementing of merit system	t-test

Descriptive method of research was adopted by the researcher. Mean and standard deviation were used to handle treatment. While t-test was done to determine the significant difference on the level of performance of Grade VI-Dilay learners based on the result of implementation of merit system.

#### IV. ACTION RESEARCH WORK PLAN AND TIMELINES

**Table 3**

	March 2021	April 2021	May 2021

	Week 1-4	Week 1-4	Week 1-4
Preparation of Research Proposal			
Formulation of Veggie Rubrics			
Development of the Veggie Rubrics System			
Usage of Veggie Rubrics System			
a Analysis and Interpretation			

As shown in table 3 the preparation of action research proposal and formulation of veggie rubrics was started in the month of March 2021. While the checklist has been made in the month of October 2020. After the formulation, the Seed Journal alongside with Veggie Rubrics has been given to the learners. Then the implementation of the Seed Journal has begun. The distribution of posttest was done from the month of September to December. Finally, the data analysis and interpretation were done in the first and second week of February 2021.

## V. COST ESTIMATES

As revealed in table 4, the total cost of the research is P450.00; P150.00 for the supplies and materials; P 300.00 for the Labor and Transportation Expenses..

**Table 4.**

<b>MATERIALS</b>	<b>AMOUNT</b>
<b>Supplies and Materials</b>	<b>P 150.00</b>
<b>Labor and Transportation Expenses</b>	<b>P 300.00</b>
<b>TOTAL</b>	<b>P 450.00</b>

### **VIII. PLAN FOR DISSEMINATION AND UTILIZATION**

Veggie rubrics will be utilized of the learners by Grade VI-Dilay. After the formulation of questionnaire and interview guide questions, the researcher plans to accomplish the progress report chart. When Veggie Rubrics and Seed Journal is properly administered it can be a way to provide learning materials for every pupil and to those who wants to have learning advancement. The result will serve as basis on the effectiveness of the said material and then if it is approved to the School Head, it can be utilized by majority of the pupils as flagship of providing sustainable agriculture for all.

## TERMINAL REPORT

### Results and Discussion

**Table 5. The Performance before the Merit System**

Before the Merit System	Mean	SD	Remarks
<b>Crop Management</b>	2	0.72	Rarely Observed
<b>Maintenance</b>	2	0.70	Rarely Observed
<b>Creativity</b>	2	0.69	Rarely Observed
<b>Sustainability</b>	2	0.69	Rarely Observed
<b>Monitoring</b>	1	0.55	Not Observed
<b>Overall Mean</b>	<b>1.80</b>	<b>0.67</b>	<b>Moderate</b>

Legend:

Range	Remarks	Verbal Interpretation
3.51- 4.00	Strongly Observed	Very High
2.51-3.00	Moderately Observed	High
1.51-2.00	Rarely Observed	Moderate
1.00-1.50	Not Observed	Low

As presented in Table 5, the level of performance before the merit got an overall mean of 1.80 and a verbal interpretation of Moderate. Crop, management ( $M = 2$ ,  $SD = 0.72$ ) and Maintenance ( $M = 2$ ,  $SD = 0.70$ ) achieved the highest result. While Sustainability got the least result of ( $M = 1$ ,  $SD = 0.55$ )

**Table 6. Performance after the Merit System**

After the Merit System	Mean	SD	Remarks
Crop	4	0.56	Strongly Observed
Maintenance	4	0.59	Strongly Observed
Creativity	4	0.66	Strongly Observed
Sustainability	3	0.74	Strongly Observed
Monitoring	4	0.65	Strongly Observed
<b>Overall Mean</b>	<b>3.80</b>	<b>0.64</b>	<b>Very High</b>

Legend:

Range	Remarks	Verbal Interpretation
3.51- 4.00	Strongly Observed	Very High
2.51-3.00	Moderately Observed	Highly
1.51-2.00	Rarely Observed	Moderate
1.00-1.50	Not Observed	Low



As presented in Table 6, the level of performance after the merit got an overall mean of 3.80 and a verbal interpretation of Very High. Crop management ( $M=4$ ,  $SD = 0.56$ ) Maintenance ( $M=4$ ,  $SD = 0.59$ ), Creativity ( $M=4$ ,  $SD = 2.66$ ) and Monitoring ( $M=4$ ,  $SD = 0.65$ ) achieved the highest result. While Sustainability got the lowest result of ( $M= 3$ ,  $SD=0.74$ )

**Table 7. Significant difference on the level of performance base of Grade VI- Dilay learners based on the result of introducing and implementing of merit system.**

Significance of Recognition and Awards in Agriculture through Veggie Rubrics:	Test	Mean	SD	Mean Diff.	p-value	Remarks
Crop management	Before	2	0.72	0.16	1.18	Significant
	After	4	0.56			
Maintenance	Before	2	0.70	0.11	2.06	Significant
	After	4	0.59			
Creativity	Before	2	0.69	0.03	1.31	Significant
	After	4	0.66			
Sustainability	Before	2	0.69	-0.05	2.38	Significant
	After	3	0.74			
Monitoring	Before	1	0.55	-0.1	3.29	Significant
	After	4	0.65			

**\*\*p-value = / >0.50 is Significant**

As shown in table 7, the level of significance of recognition and awards in agriculture through veggie rubrics system has found out that Crop management before the merit system got a ( $M= 2$ ), ( $SD= 0.72$ ) with a mean difference of 0.16 to the result after the implementation of merit system which resulted to a p-value of 1.18. While Maintenance before the merit system got a mean of 2 and  $SD=0.70$  compared to the result of after the implementation which got 4 and  $SD = 0.59$  which attained a p-value of 2.06. Before the implementation of

recognition and awards, Creativity got ( $M=2$ ), ( $SD=4$ ) while after the implementation of recognition got a Mean of 4 and an SD 0.66 and a p-value of 1.31. While in terms of Sustainability, the result before the implementation got a mean of 2 and an SD of 0.69 which directly compared to the result after the implementation that got a Mean of 3 and an SD of 0.74 that achieved a p-value of 2.38. Lastly, monitoring before result got a mean of 1 and SD of 0.55 while after the implementation, it got a Mean of 4 and an SD 0.65 which resulted to a p-value of 3.29. The researcher has found out based on the result that the recognition and awards in Agriculture though Veggie Rubrics were all Significant.

### Summary

This action research was conducted to know the performance level of 35 learners of Grade VI- Dilay thru the implementation of merit system. The researcher tends to gather information on how effective the merit system on students' performance in Agricultural works by measuring their activity thru Veggie Rubric before and after the implementation of Recognition and Awards system. It was found that the merit system is significant on the performance of the learners in Agricultural works.

### Conclusions

As observed in the treatment done in this research, the conclusions had resulted that:

- 1.The result shows that the implementation of recognition and awards in agriculture through veggie rubrics has a positive effect to the 35 learners of Grade VI-Dilay.
- 2.The result raised based on the collected data before the implementation which got an average mean of 2 and an average SD of 0.67 compared to the result after the implementation that got an average mean of 4 an SD of 0.64.
- 3.In accordance with the data gathered and findings Recognition and awards on Agricultural works significantly affect the learner's progress.
4. Recognition and awards is effective in teaching and learning process. The learners have a motivation and goal complete the tasks that are given to

them on Agricultural works.

## Recommendations

1. Recognition and awards should be practiced among the Grade level to promote agriculture among learners.
2. Ensure adequate practice and feedback of learners through consistent monitoring.
3. Revise and integrate the Veggie Rubrics based on the learners needs.
4. Further research must be conducted to ensure the efficacy of the implementation of recognition and awards.

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