



Parents' Involvement in Gulayan sa Paaralan Program at Melecio Arceo Memorial Elementary School, SY 2025-2026

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Abstract

The researcher decided to conduct the research entitled “Parents’ Involvement in Gulayan sa Paaralan Program at Melecio Arceo Memorial Elementary School, SY 2025-2026 since parental participation in GPP is crucial in addressing malnutrition among students by helping ensure access to fresh, nutritious vegetables and promoting healthy eating habits.

This study used the descriptive method of research. It is limited to the parents of students of Melecio Arceo Memorial Elementary School. Respondents of the study were 50 parents, survey questionnaire was the instrument used in gathering data and the statistical tools employed were frequency, percentage, and weighted mean.

After the study has been completed, it was found out that. Through active participation in gardening and food preparation, parents reinforce proper nutrition practices at home, which contributes to improved dietary intake among learners. This collaboration between school and family strengthens the program’s effectiveness and supports better health, growth, and overall well-being of students.

The researcher recommended that the implementation of the Gulayan sa Paaralan Program be continuously strengthened through active collaboration among schools, parents, and community stakeholders. Maintaining high parental involvement, providing adequate resources, and offering regular training on gardening and nutrition practices will help address existing challenges and improve program effectiveness. By enhancing support systems and ensuring consistent participation, the program can further contribute to the reduction of malnutrition and the promotion of healthy lifestyles among learners.

Keywords: *Gulayan sa Paaralan Program, parental involvement, malnutrition, student nutrition, school gardening, descriptive research, Melecio Arceo Memorial Elementary School, school-parent collaboration, healthy eating, health program*



I. INTRODUCTION

Parents played a vital role in the success of the Gulayan sa Paaralan Program as their active participation helped strengthen the implementation of school gardening and nutrition activities. Through involvement in planting, watering, harvesting, and preparing nutritious meals, parents became partners of the school in promoting healthy eating habits among learners. Their support encouraged children to appreciate vegetables, develop healthy lifestyles, and became more aware of the importance of proper nutrition.

Moreover, parents' involvement in the program contributed to the improvement of learners' nutritional status, particularly in terms of height, weight, and Body Mass Index. Parents actively participated in gardening and food preparation while learners consumed nutritious foods and maintained healthier eating practices. As a result, the program helped reduce cases of malnutrition and improved the overall health and well-being of the learners. Based on the Nutritional status report of Melecio Arceo Memorial Elementary School, there is a total of 2 students classified as severely wasted, 17 wasted, 16 overweight, 10 obese, 3 severely stunted, and 14 stunted. These findings show that the school is facing a double burden of malnutrition, where both undernutrition and overnutrition are present among learners. This condition highlights the need for comprehensive nutrition interventions that address not only insufficient food intake but also unhealthy eating habits. Strengthening programs such as the Gulayan sa Paaralan Program, along with increased parental involvement and continuous monitoring, can help improve the nutritional status and overall health of the students.

The output of the study is the proposed enhancement activities that aimed at strengthening parental involvement and improving the implementation of the program. This includes strategies such as training, resource provision, and enhanced collaboration between school and community stakeholders to ensure sustainability and effectiveness. Specifically, this study seeks to answer the following questions:

1. What is the learners' nutritional status in terms:
 - 1.1 height
 - 1.2 weight; and
 - 1.3 body mass Index?
2. To what level does the parents' involvement in the Gulayan sa Paaralan Program relative to:
 - 2.1 involvement in planting and harvesting;
 - 2.2 involvement in watering and weeding; and
 - 2.3 food preparation and selection?
3. How improved are the students' nutritional status after the implementation of the program?



4. What are the challenges encountered by the parents during the implementation of the program?

5. Based on the results of the study, what enhancement activities may be proposed?

II. METHODS

Research Design

This study employed a quantitative descriptive research design to determine the current status or level of parents' participation in school activities particularly the implementation of Gulayan sa Paaralan Program to address the malnutrition problem of the school-age learners. This research also seeks to determine the enhancement activities that involves parent's participation in which the study aims to be of help to level up their motivation in participating in the program.

Respondents of the Study

The study involved 50 parents of Melecio Arceo Memorial Elementary School during the school year 2025-2026. The study was conducted during the fourth grading period.

Data Gathering Instruments

The researcher used a researcher-made questionnaire to gather the necessary data for the study. The questionnaire was the main instrument used in gathering data. It was administered during the fourth grading period with the approval of the school principal and consent of the respondents. The responses were collected, tabulated, and analyzed using a four-point Likert scale.

Data Gathering Procedure

To accomplish the intended goal, the researcher, through a letter of request, asked permission from the office of the school principal of Melecio Arceo Memorial Elementary School to conduct the study. Upon approval, the researcher explained to the participants the purpose of the study and discussed some important details. The researcher personally administered and retrieved the questionnaire during the respondents' regular before class schedule to ensure proper understanding and completeness of responses. After collection, the data were organized, tabulated, and carefully analyzed for accurate interpretation.

Statistical Treatment of Data

The data gathered in the study were analyzed using composite mean, frequency, percentage, ranking, and weighted mean. These statistical tools were used to determine the level of civic knowledge, attitudes, and participation of the respondents and to interpret the results of the questionnaire.



III. RESULTS

The findings of the study revealed that parents' involvement in Gulayan sa Paaralan Program plays a vital role in developing good nutrition among the learners

1. Learners' Nutritional Status in terms of Height

The findings reveal the composite mean of 3.33, which can be interpreted as Moderate Extent. It suggests that the learners generally exhibit a high to very high level of nutritional status. Indicators related to health condition, such as having a good appetite and rarely getting sick, also received favorable responses. This indicates that learners are not only physically developing well but are also maintaining overall good health. However, there is a slight difference in some indicators which indicate that a number of learners may still be at risk of undernutrition or inconsistent health conditions. This finding highlights the need for continuous monitoring and nutrition support programs in school.

Furthermore, indicator 10 which described that the learner's height is improving due to proper nutrition and care get the highest weighted mean of 3.9 and interpreted as Great Extent while indicator number 3 which identified that the learner's height shows continuous improvement overtime get the lowest weighted mean of 2.62 and interpreted as Moderately Extent.

2. Learners' Nutritional tatus in Terms of Weight

The findings reveal that the learners' nutritional status in terms of weight is observed to a Moderate Extent with composite mean 3.3 indicating that monitoring practices are generally implemented. High ratings in weight improvement through proper diet, absence of underweight or overweight conditions, and monitoring by school personnel show that support systems are effective. However, lower ratings in continuous weight improvement and reflection of proper nutrition suggest the need for strengthened interventions to achieve better health outcomes. On the other hand, indicator number 10 scored as the highest with weighted mean of 3.9 and interpreted as Great Extent.

3. Learners' Nutritional Status in Terms of Body Mass Index

The findings reveal reveals that the learners' nutritional status in terms of BMI is observed to a moderate extent with composite mean of 3.33, indicating that BMI monitoring practices are generally implemented in the school. High ratings in regular computation and proper recording of BMI show that systems for assessment are well established. However, lower ratings in BMI improvement over time and in maintaining normal BMI levels suggest that actual nutritional outcomes still need improvement through strengthened health and nutrition interventions.

Indicator 1, which states that the learner's body mass index is computed regularly scored as the highest with 3.9 weighted mean while indicator 5, the learner's body mass index improved overtime scored the lowest with the weighted mean of 1.9.

4. Level of Parents' Involvement in the Gulayan sa Paaralan Program in Terms of Planting and Harvesting

The findings showed that parents demonstrate a very high level of involvement in planting and harvesting activities in the Gulayan sa Paaralan Program. Indicator 1 which is preparing the soil scored the highest with weighted mean of 3.96 interpreted as Highly Involved among parents.

However, the involvement of parents together with children in gardening activities also received a lowest rating of 3.2 interpreted as Involved, suggesting that parents need to allow their children to get involve in gardening activities to promote agricultural awareness and responsibility among their children.

5. Level of Parents' Involvement in the Gulayan sa Paaralan Program in terms of Watering and Weeding

The findings revealed that parental involvement in removing weeds regularly is at the highest level with weighted mean of 3.96 and interpreted as Highly Involved, while indicator 5, parental involvement in checking soil condition has the lowest weighted mean of 3.18 and interpreted as Involved.

6. Level of Parents' Involvement in the Gulayan sa Paaralan Program in terms of Food Preparation and Selection

The finding showed that parents' involvement in encouraging healthy eating habits is in the highest level with weighted mean of 3.9 and interpreted as highly involved, while indicator 6 which is the parents' involvement in involving their children in food preparation is the lowest with the weighted mean of 2.34 and interpreted as Slightly Involved.

7. Improvement in Learners Nutritional Status

The results indicated that there is a high level of improvement in learners' nutritional status as indicated in the recorded data from baseline nutritional status compared to endline nutritional status. The number of learners listed as wasted had the greatest improvement from listed 30 down to just 12. The table also shows that learners considered as severely stunted with count of 16 was lessen to 9. Although the number of obese remain the same, the other remaining indicators such as severely wasted, overweight and stunted was decreased. The findings indicate that Gulayan sa Paaralan Program can effectively enhance the nutritional status of learners when supported with active involvement of parents.

8. Challenges Encountered by Parents on the Implementation of Gulayan sa Paaralan Program

The findings revealed that parents experience a high to very high level of challenges in implementing gardening and nutrition-related activities. The most common challenges include indicator 1 which is lack of time to maintain garden with weighted mean of 3.94 and interpreted as Strongly Agree. While indicator 4, insufficient tools and materials scores the lowest with weighted mean of 1.18 and described as Disagree.

These challenges shows that while parents are willing to participate, external factors may limit their full involvement. Lack of time, in particular, may be due to work responsibilities, while difficulty in sustaining plant growth, and weather-related challenges may affect the ability



to sustain gardening activities. Despite these difficulties, the overall high level of participation observed in previous tables indicates that parents continue to support the program.

IV. DISCUSSION

The findings of the study revealed that the learners' nutritional status in terms of height, weight, and Body Mass Index (BMI) was generally observed to a moderate extent, indicating that school-based nutrition monitoring and interventions are being implemented effectively. Learners demonstrated favorable health conditions, particularly in terms of improved height and weight due to proper nutrition and care, as reflected in the highest-rated indicators. In BMI monitoring, regular computation and proper recording practices were evident, showing that the school maintains consistent assessment procedures. However, some indicators related to continuous improvement over time received lower ratings, suggesting that although learners are showing progress, there are still cases of undernutrition and inconsistent nutritional outcomes that require sustained intervention and monitoring.

The study also revealed that parents have a very high level of involvement in the implementation of the Gulayan sa Paaralan Program, particularly in planting, harvesting, watering, and weeding activities. Parents were highly involved in preparing the soil and regularly removing weeds, demonstrating strong participation in maintaining the school garden. In terms of food preparation and selection, parents showed a high level of involvement in encouraging healthy eating habits among learners. These findings indicate that parents recognize the importance of the program in supporting the health and nutrition of their children. Their active participation contributes positively to the success of the school gardening activities and the promotion of healthy food practices among learners.

Despite the positive results, the findings also identified areas that still need improvement. Some parents were only moderately involved in gardening activities together with their children, while involvement in food preparation with children received the lowest rating. This suggests that although parents participate actively in gardening and nutrition activities, there is still a need to strengthen family engagement by encouraging children to take part in gardening and food preparation activities at home and in school. Such involvement can help learners develop responsibility, agricultural awareness, and healthy eating habits. Strengthening collaborative activities between parents and children may further enhance the effectiveness of the Gulayan sa Paaralan Program.

Moreover, the results showed a significant improvement in the nutritional status of learners based on the comparison of baseline and endline data. The number of wasted, severely wasted, overweight, and stunted learners decreased, while obesity remained unchanged. These findings suggest that the Gulayan sa Paaralan Program, with the active support of parents, contributes positively to improving learners' nutritional conditions. However, parents also encountered several challenges in implementing gardening and nutrition-related activities,



particularly lack of time due to work responsibilities and difficulties in sustaining plant growth because of environmental factors. Even with these challenges, parents continued to support the program, reflecting their commitment to promoting the health and well-being of learners through active participation in school gardening and nutrition initiatives.

Conclusion

The study revealed that the Gulayan sa Paaralan Program, supported by active parental involvement, contributed positively to the improvement of learners' nutritional status in terms of height, weight, and Body Mass Index (BMI). Parents demonstrated strong participation in gardening, watering, weeding, and promoting healthy eating habits, which helped strengthen the implementation of the program and support learners' overall health and well-being. The decrease in the number of wasted, severely wasted, overweight, and stunted learners further confirms the effectiveness of the program in addressing nutritional concerns among learners. However, the findings also showed the need for continuous monitoring, strengthened nutrition interventions, and greater involvement of children in gardening and food preparation activities to sustain and further improve the outcomes of the program despite the challenges encountered by parents.

Recommendations

Based on the findings of the study, it is recommended that schools continue strengthening the implementation of the Gulayan sa Paaralan Program through consistent nutrition monitoring and sustainable gardening activities. School administrators and teachers may provide regular nutrition education, feeding support, and health assessments to further improve learners' height, weight, and Body Mass Index (BMI). Parents should also be encouraged to actively involve their children in gardening and food preparation activities to develop responsibility, agricultural awareness, and healthy eating habits at an early age. Furthermore, schools and stakeholders may provide additional support such as gardening tools, planting materials, and flexible schedules for parent volunteers to lessen the challenges encountered in program implementation. Lastly, future researchers may conduct similar studies using a wider scope and additional variables to further assess the long-term impact of parental involvement in the Gulayan sa Paaralan Program on learners' nutritional status.

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