

# Vegetable Garden in the Time of Pandemic: The Light at the End of the Tunnel Among the Malnourished Children

Angelica A. Mancia\*,  
Rosemarie V. Martinet, Manuel P. Mendez, Cyril A. Cabello

*For affiliations and correspondence, see the last page.*

## Abstract

In this time of the pandemic, food shortage and poverty have increased its impact in the different aspects of human life most especially among the nutrition of young learners in our country. A lot of studies have looked into the effects of malnutrition to the academic performance of learners in schools making us make a study about the impact of Vegetable Gardens in schools to the overall development of our young learners, giving emphasis to the malnourished ones. This study used Heideggerian Phenomenology as the research design. Purposive Sampling was used to qualify the selection of the participants which is the 10 elementary school's vegetable garden coordinators from Dumanjug II District. Three themes surfaced the responses in this study such as; (1) perceived usability, (2) sustainability and (3) enjoyment. These attest the benefits and advantages that we can get by utilizing vegetable gardens in each school. This study recommends: (1) all schools should have their own vegetable garden to supplement the learners' physiological needs specifically targeting the malnourished children, (2) vegetable gardens in schools must be given more support from the government, (3) parents and other stakeholders must be involved to create camaraderie among the school and the community; and a greater height in community involvement and cooperation, (4) learners must be involved also because it promotes physical ability, responsibility, self-accountability and independence and (5) the advantages of vegetable gardens in schools must be spread and explained to the community and to authorities in order to gather more support.

**Keywords:** Malnutrition, Gulayan Sa Paaralan, Sustainable Development, Pandemic

## Introduction

The COVID-19 virus has had an impact on every part of life, including health, financial situation, and children's education. As a result, the large number of young people who are malnourished and starving live in substandard housing conditions with compromised health standards (Ntambara et al., 2021). Filipino children and adults continue to endure from various forms of malnutrition, including such underweight, under-height, and wasting, and high unemployment remains a major issue in the nation (Karim et al., 2022). The high rates of hunger and malnutrition experienced by schoolchildren are expected to be further reduced with continued investment in significantly larger agriculture production, self-sufficiency, and resilience. Additionally, the availability of food resources with a good part of the diet is found as well as in school gardens and family gardens, underscoring the importance of interventions (Basarir et al., 2022). Vegetable gardening will therefore be a parallel invention that is a self-contained effort on the part of both homes and schools to alleviate food and nutrition poverty and to boost their revenues (Sthapit et al., 2004).

According to the 2017 Annual Poverty Indicator Survey (APIS), 3 percent of all families in the Philippines experienced hunger in the three months

before the survey, out of an estimated 24.5 million people nationwide. Its degree of hunger receives a score of 20.1 on the 2015 Global Hunger Index (GHI), a tool designed to quantify and track hunger. This level of hunger is considered to be severe. The Philippines is ranked 5.1 out of 117 countries. The score takes into account the multifaceted nature of hunger by measuring under nutrition, child wasting, child stunting, and child mortality. Stunting, or being too short for one's age, is the most common issue affecting youngsters in the nation, according to the many factors. Stunting is thought to be a symptom of chronic malnutrition when it occurs frequently. Eighty percent of the world's stunted children reside in the 14 nations that include the Philippines (Gavilan, 2015).

To address the problem of schoolchildren's malnutrition, various measures are required. Vegetable gardening is recognized as a significant supplementary source that supports food security and food sufficiency on a global scale (Basarir et al., 2022). The most traditional and long-lasting type of farming is the production of food on small plots next to human dwellings. The practice of gardening is one that has been around for a very long time. Vegetable gardens are a novel idea that can be readily implemented in both our homes and schools to help combat the poverty and malnutrition that plague our nation (Sthapit et al., 2004). Vegetable gardens are innovation for supplementing the hunger and malnutrition of our

country which can easily be undertaken in both our households or in schools.

This research demands interaction and direct communication between the researchers and the respondents; thus, pertinent mechanisms can be instituted. Interaction focuses on the process by which people establish and uphold social institutions through meaningful, expressive communication and cooperation during face-to-face interactions. There is a need for the researchers to interact in person with the respondents to verify the significant milestones of their journey and experiences under the Vegetable Garden program.

School gardens can contribute to increasing the relevance and quality of education, improving the children's and their parents' knowledge of food production techniques and nutrition, and stimulate the development of gardens and the performance of learners in school. This study aims to collect raw data and direct experiences from the target population. The results will be useful in implementing new programs and enhancing the learning experiences for the learners, especially for the malnourished children. According to Tizazu, et al., 2022, the quality of complementary feeding could have both short- and long-term health impacts by delaying or promoting child growth and establishing taste preferences and feeding behaviors. With an average of only three food groups consumed, the consumption of nutrient-dense foods like animal source foods, fruits and vegetables was very low particularly among younger children. UPF's were an additional risk factor that contributes to poor quality diets. Behavioural Change Communication interventions, including those in rural areas, should explicitly discourage the consumption of UPF's.

Vegetable Gardening is highly recommended to be implemented in schools, yet, the researchers must also consider that not all schools are capable of implementing it for some valid reasons. Some schools must have too little population, lacking of appropriate space for gardening, scarcity of water supply, lack of support from stakeholders and many other possible reasons. It is important to ask for consent from the school to conduct data gathering through sending a formal letter addressed to the school head. Although the study will use purposive sampling, it must also ensure voluntary participation from the identified target schools. The freedom for the school to choose whether to disclose their school's name or not, this includes the identity of these malnourished learners involved should be taken into consideration. This

study focused on the expected outcome of this study in order to come up with the desired solutions and provide aid in ensuring the improvement of teaching-learning process through the good health of our learners.

The aim of this study is to identify the impact of Vegetable Gardens in the different schools initiating this program in Dumanjug District II wherein the schools have identified the list of malnourished learners. It is expedient to address malnutrition among the elementary learners in certain schools for the purpose of making them ready to learn. The discussion of the interventions made by the school to address the problem of malnutrition should cascaded for wider dissemination of its impact.

### Research Questions

Generally, this study delved into the lived experiences of School Garden Vegetable (Gulayan Sa Paaralan) Coordinators in providing aid to augment the increased of malnourished learners during the time of the pandemic. Specifically, this study answered the following questions:

1. What are the challenges of the School Garden Vegetable (Gulayan Sa Paaralan) Coordinators in helping the malnourished children?
2. What are the different mechanisms that these coordinators undertake in order to sustain the School Garden Vegetable (Gulayan Sa Paaralan) Program despite of the threat of pandemic?
3. What are the takeaways in managing the School Garden Vegetable (Gulayan Sa Paaralan) Program?
4. What are learning opportunities observed by the School Garden Vegetable (Gulayan Sa Paaralan) Coordinators towards the malnourished children and their parents?
5. What is the meaning of their experience?

### Literature Review

Research requires massive action in order to attain the objectives set in the study. To have a well-built foundation of the study, the following articles and related studies are identified. These published articles were chosen depending on their relevance toward the phenomenon that this study focused. Further, the different articles that talked about the poverty, food shortages, malnutrition, compromised health standards and situation during the pandemic that relates to the aforementioned concepts are included in this literature review.

The longevity of this pandemic was unknown, therefore its effects on health care services, food supplies, and social protection may have significantly exacerbated child stunting, wasting, and micronutrient malnutrition (Ntambara et al., 2021). Due to the COVID-19 pandemic's effects on agricultural systems and operations, there were catastrophic food shortages and a rise in food costs (Karim et al., 2022). The price increased was also due to some business owners and citizens who would like to secured the storage of food and other food and health essentials be contained in their own home making them enticed to do hoarding.

According to Basarir et al. (2022), tenants driven into seclusion amid difficult and unpredictable times developing after the COVID-19 pandemic begun at the beginning of 2020 had a greater appreciation for home gardens. Home gardening, stipulated by Sthapit et al. (2004), is a clearly defined, multistory, multipurpose area close to the family home that supports as a small-scale auxiliary food production system and is managed to maintain by the household members. It includes a variety of plants and animals that simulate eco-system.

According to Mank et al. (2022), dietary and agricultural diversity were effective techniques for balancing crop nutrient deficiencies and agricultural output losses. However, there was a lack of a thorough impact assessment of such adaptation strategies. This research would assess the viability of a program that combined dietary advice with home gardening as a potential method for coping with climate change and enhancing children's health. When the children's stomach is full, they will be able to attend classes and be engaged. In this time of the pandemic, parents play a vital role in assisting their children in coping with the academic tasks (Abucejo et al., 2022; Ando et al., 2022; Bahinting et al., 2022). Students tend to procrastinate since they are conditioned not to learn (Olleras et al., 2022; Riconalla et al., 2022). Most of the skills are not well honed (Yamon et al., 2022; Pableo et al., 2022).

By expanding the space of gardens, which incorporate aesthetically pleasing and innovative components, one can create a healthy and happy environment (Cabello et al., 2022). The healing powers of nature are also related to the advantages of gardens. According to Basarir et al. (2022) children can learn new skills and expand their knowledge and abilities by working in a garden. Another study mentioned that malnutrition is a major issue for developing and impoverished countries (Rauf et al., 2021). The purpose of the study was to assess how kitchen gardening practices in Pakistan's Sindh Province affected household (HH) nutrition

status. According to the study, kitchen gardening can have a major positive impact on women's and children's health as well as the accessibility of nutritious meals at HH levels for sensitive HHs.

In the industrialized regions, where many people find good food unattainable owing to poverty, malnutrition is a problem. Vegetable growing might increase food supply and vegetable consumption, but adverse environmental circumstances needed to be taken into account (Alka et al., 2021). Training in gardening techniques and instruction in nutrition knowledge were included in integrated home garden initiatives. It has been demonstrated that these interventions could change people's eating habits in low-income nations. The long-term effects of home gardens on the micronutrient supply of iron, zinc, folate, and pro-vitamin A were sustained. The persistence of the behavioral nutrition adjustment may have been explained by long-term advancements in women's gardening and nutrition understanding. We also observed beneficial effects on women's empowerment and their engagement in the labor market, demonstrating how integrated programs, even those with small scopes, might be catalysts for change (Lutz et al., 2022).

Training in gardening techniques and instruction in nutrition knowledge were included in integrated home garden initiatives. It has been demonstrated that these interventions could change people's eating habits in low-income nations. The long-term effects of home gardens on the micronutrient supplies of iron, zinc, folate, and pro-vitamin A were sustained. The persistence of the behavioral nutrition adjustment may have been explained by long-term advancements in women's gardening and nutrition understanding. We also observed beneficial effects on women's empowerment and their engagement in the labor market, demonstrating how integrated programs, even those with small scopes, might be catalysts for change.

With the different knowledge came from the article, the gap of the study can be further addressed to all Filipino people most especially to children who are at risk of malnutrition. A vegetable garden is a must not just in this time of pandemic but all throughout the human existence. These days, it is crucial to have a garden where you may produce fruits, vegetables, and other edible plants. Alongside with the enjoyment of fresh air, exercise, and a healthy diet while cultivating vegetables. It can be a gratifying and enjoyable experience. It is a task that rewards everyone with inexpensive and scrumptious food to consume. It can also be a source of livelihood and augment the income

of the family. Therefore, this is the light at the end of the tunnel to combat malnutrition among children in this time of pandemic.

## Methodology

This study utilized the Heideggerian Phenomenology design. The purpose of this study is to explicate and explore the lived experiences of the participants regarding the vegetable garden as means of alleviating hunger among the beneficiaries in the community (Cabello, 2022). Further, it identifies the meaning and the essence of the existence of their experience.

### Sampling Technique

In this study, the purposive sampling was being used wherein participants are chosen accordingly and appropriately in order to elaborate their experience as vegetable garden (Gulayan Sa Paaralan) coordinators. With this, an inclusion criterion was crafted to identify the right participants for this study.

### Inclusion Criteria

1. Participants should be a designated vegetable garden coordinator during the pandemic.
2. Participants should have an experience of managing the vegetable garden.
3. The participants were able to distribute the produce of the vegetable garden.
4. The participants are within the Dumanjug District II.

### Data Collection

A transmittal letter was crated and sent to the schools division superintendents in order to gain permission and approval of conducting an interview among the vegetable coordinators. After gaining the approval of the participants, they are set for an interview schedule through digital platform (Perez et al., 2022). All participants have a Facebook account and a messenger application which the researchers used in order to conduct the scheduling and the interview. This study utilized an interview guide questions which went through content validation (Cabello & Bonotan, 2021). The sessions were recorded with the permission of the participants. In gathering the data, the ethical consideration set in this study was strictly followed.

### Research Rigor

The researchers utilized Whittemore et al.'s (2001) quality criteria in sustaining the rigor of the study.

Further, this quality criteria delved more on Credibility and Authenticity; and (b) Criticality and Integrity. The rigor of this study was strengthened when the researchers performed bracketing. Bracketing is essential in employing impartiality and avoiding biases in the conduct of the study.

### Ethical Consideration

This study used the ten principles on ethical considerations by Bryman & Bell (2007). These are the following ethical standards that should be adhered in the current study: (1) it can be noticed and evident that the key informants who are source of information are not compromised and harmed; (2) it can be exemplified that the respect towards the research participants is evident; (3) there was no intimidation in gathering the consent from the key informants; (4) the privacy of the research participants was secured; (5) the information obtained from the participants were treated in the highest form of confidentiality; (6) anonymity of everyone involved such as the participating schools and vegetable garden coordinators was observed; (7) it was evident that deception was avoided; (8) the monetary assistance that this current study may possible be undertake was boldly stated if there any and if applicable; (9) the research participants were communicated and contacted in all honestly, lastly, (10) biases and impartiality were avoided in the conduct of this study.

## Results and Discussion

This study utilized the Interpretative Phenomenological Analysis (IPA) anchored from the Modified Van Kaam Approach popularized by Moustakas.

The responses of the school Garden Vegetable (Gulayan Sa Paaralan) Coordinators in every school involved in this study were evaluated which made the construing of the following constructs such as; (1) perceived usability, (2) sustainability and (3) enjoyment. The summary of the school's responses is shown on the table below.

As shown in Table 1 (*see appendix*), schools have stated the benefits of having vegetable gardens in school. It has been found that school garden programs combined with nutrition and health *education* teach students the necessary knowledge, attitudes and practices for a healthy life. To sum it up, as reflected in Table 1, schools have a positive and favorable attitude towards utilizing vegetable gardens in school.



## Perceived Usability

Practically speaking, vegetable gardens in schools does not only help the malnourished learners, instead, it could help everyone in the school such as the teachers and other staffs. It can literally help the immediate people outside the school because they can also avail with the products of the garden. Vegetable Gardens in schools produces variety of vegetables that will serve as ingredients for the School Based Feeding Program. This is more beneficial because we can assure the cleanliness and the freshness of the food because we took care of it ourselves. This will also lessen the cost of implementing feeding programs in schools.

School Coordinator 3 said that, *“Ang mga produkto namo sa SugBusog Garden gamit kaayo kay nagamit gyud sa feeding sa mga bata. Og sa kadaghan sa ani, nabaligya pa ang uban niini sa mga silinganan sa eskwelahan”* (The products of our garden are very useful because we now have ingredients for our feeding. Because of abundant harvest, some of the products are sold in the community.)

Gardening in schools does not only benefit the learners in terms of food. It also gives the learners real experiences in plant growing. Thus, making vegetable gardening also useful in implementing the curriculum. This activity will serve as integration of the subjects in Livelihood Education and Health. The garden will be an extension of the classroom because during this activity, they can apply the concepts on how to take care of plants.

Another evident uses of vegetable garden in schools are the presence of fresh and clean air. It is for a fact that plants produce oxygen, thus, attesting how useful gardens are in the school. Vacant lots could also be utilized and made into a garden instead of just letting it sit without any purpose. It will ensure the cleanliness of the area because the garden should be well-maintained and taken care of regularly.

Participants have shown positive responses to vegetable gardens in school, which means that benefits are more than the hard work and hassle that vegetable garden brings. Usability of this program is evident and relevant to the development of the learners, especially the malnourished ones.

## Sustainability

The need for more food has caused a lot of environment harm, and the amount of garbage

generated has increased the risk to the eco system. The impact of lack for food has caused the great count of malnutrition in which our study “Vegetable Garden in the time of Pandemic: The Light at the end of the Tunnel among the Malnourished Children” specifically aimed to sustain the malnutrition throughout the next generation. The participants implemented the vegetable gardening in response to sustainable development.

One of the participants said, *“Pwede jud ang garden nga makasuporta sa inadlaw nga kinahanglanon ilabina kung layo sa puy-anan sa merkado. Nindot kini nga project kay pwede ipadayon sa mga mosunod pa nga henerasyon. (This garden could also support our daily needs especially if we live far from the market. This is a very good project because it can be continued throughout the next generations.*

In accordance with the response of the participants, the Gulayan sa Paaralan could support the daily needs especially to those residing far from the market in which a very good project because it can be continued throughout the next generation. Teachers together with the parents and the learners, contributed in supporting the malnourishment especially to learners. Pupils and parents learn that they need to plant vegetables as this can be a supplementary source of their food and income as well.

The participants had ensured that the program will continue, which has in some way encouraged schools to completely commit to the upkeep and success of the vegetable gardens. Similarly, collaboration with government and non-government organizations is one of the additional steps made to support the program.

## Enjoyment

Putting a vegetable garden into place required a lot of labor and dedication, but as long as you were committed to growing your own food, you would reap the rewards of doing so. Among its many advantages where a pleasant, effective, and entertaining work out and natural stress reliever.

Everybody ages can benefit from gardening, which is a physical and mental exercise that is enjoyable for all. Students and teachers who garden typically find the past time enjoyable. Students were eager to leave their four-wall classroom when gardening time arrived. It felt refreshing to be outside and in the open air. In actuality, gardening may be helpful in lowering the risk of depression. If something was on our minds a lot, vegetable gardening might help us to focus on

something enjoyable.

School Coordinator 8 said that, *“Malingaw ang mga bata ug ang mga maestra sa gardening. Nakahatag kini og kalipay ilabina kung makakita nga naa nay bunga ang mga tanom. Usa usab kini ka stress reliever sa maestra. (The teachers and the learners enjoy gardening. It gives us happiness especially when the plants are already bearing fruits. This is one of our stress relievers.)*

Gardening could be enjoyed as workout. It just took 2.5 hours of moderate activity per week – which might be obtained by school vegetable gardening – to break sweat. Diseases like stroke, high blood pressure and Type 2 Diabetes could be lowered as a result. Lifting, shoveling, cultivating, digging, raking and other gardening tasks were considered to be among the best forms of exercise that could be incorporated into the PE curriculum.

Vegetable Gardening in this time of pandemic was really the major key to combat the malnourished learners. Aside from its health attributes and other advantages, it could also be a great source of happiness as you witnessed the growth of healthy green vegetables in your school garden lot. The thought of how many children and individuals could benefit from the struggle you'd all made, made it a day more fruitful and blessed.

## Conclusion

The Vegetable Gardens, through SugBusog Program were utilized among the schools in Dumanjug II District. This study shows that as much as the activity consumes a lot of time, the benefits are worth the time, the hassle and the efforts exerted by the teachers, learners and other stakeholders. As a result, learners got involved in physical activities required in gardening, which helps them become more active. This activity also is an integration of TLE and MAPEH subjects which is evidence that learning does not happen only inside the four walls of the classroom. Most importantly, vegetable gardening helps a lot in solving the problems of malnutrition in school children, which later on, helps in the overall development of the learners. Learners may wish to learn, but due to the absence of their essential need, they cannot be able to focus on their studies. Their level of health and nutrition plays a great role in their academic performance and overall. Thus, vegetable gardens can contribute a lot in sustaining one of the

most important factors in learning, the physiological factors. This study's goal was to evaluate the effectiveness and the benefits of utilizing vegetable gardens in schools.

The following recommendations are made in light of the study's findings which are: (1) all schools should have their own vegetable garden to supplement the learners' physiological needs specifically targeting the malnourished children, (2) vegetable gardens in schools must be given more support from the government, (3) parents and other stakeholders must be involved to create camaraderie among the school and the community; and a greater height in community involvement and cooperation, (4) learners must be involved also because it promotes physical ability, responsibility, self-accountability and independence and (5) the advantages of vegetable gardens in schools must be spread and explained to the community and to authorities in order to gather more support.

## References

- Abucejo, C. M., Amodia, J. B., Calorin, R., Deo, N. F., Fuentes, M. J., Lamila, K. N., ... & Minyamin, A. (2022). Going Back to Elementary Years: The Parents Lived Experiences in Modular Distance Learning. *Psychology and Education: A Multidisciplinary Journal*, 2(6), 477-489. doi: 10.5281/zenodo.6791851
- Ando, K., Basileisco, J., Deniega, A., Gador, K., Geraldo, P. J., Gipulao, W. E. M., ... & Minyamin, A. (2022). Learning without Learning in the New Normal: College Education Students Lived Experiences in Blended Learning Modality. *Psychology and Education: A Multidisciplinary Journal*, 2(6), 455-464. doi: 10.5281/zenodo.6791799
- Bahinting M. A., Ardiente, M., Endona, J., Herapat, M. A., Lambo, D., Librea, H. J., ... & Minyamin, A. (2022). Stronger than the Internet Connectivity: A Phenomenology. *Psychology and Education: A Multidisciplinary Journal*, 2(6), 465-476. doi: 10.5281/zenodo.6791820
- Basarir, A., Al Mansouri, N. M., & Ahmed, Z. F. (2022). Householders Attitude, Preferences, and Willingness to Have Home Garden at Time of Pandemics. *Horticulturae*, 8(1), 56.
- Cabello, C. A. (2022). An evaluative study of business process outsources' work-life balance policies and programs among customer service associates. *International Journal of Health Sciences*, 6(S3), 9431-9446.
- Cabello, C. A. (2022). Higher Education Professors in Blended Learning Modality of Teaching: The Silent Tears of Heroes Towards Resiliency. *Journal of Positive School Psychology*, 6(3), 6171-6183.
- Cabello, C. A. (2022). Part-Time Instructors in the Higher Education Institutions: The Less, The Limited, The Left-over, and The Survivors. *Journal of Positive School Psychology*, 6(3), 6202-6214.
- Cabello, C. A., & Bonotan, A. M. (2021). Designing and Validating an Instrument to Assess the Wellness of Business Process Outsources' Customer Service Associates. *Asia Pacific Journal of Multidisciplinary Research*, 9(1), 1-11.

Cabello, C. A., Canini, N. D., & Lluisma, B. C. (2022). Water quality assessment of Dodiongan Falls in Bonbonon, Iligan City, Philippines. *AIMS Environmental Science*, 9(4), 526-537. DOI: 10.3934/environsci.2022031

Depenbusch, Lutz, et al. "Impact and distributional effects of a home garden and nutrition intervention in Cambodia." *Food Security* (2022): 1-17.

Karim, S.M. and Osama, R., 2022. Sustainable Nutrient-Rich Food Production during COVID-19 Pandemic through Year-Round Vegetable Farming Using Hydroponic Technique. *Chemistry Proceedings*, 10(1), p.69.

Mank, I., Sorgho, R., Zerbo, F., Kagoné, M., Coulibaly, B., Oguso, J., ... & Danquah, I. (2022). ALIMUS—We are feeding! Study protocol of a multi-center, cluster-randomized controlled trial on the effects of a home garden and nutrition counseling intervention to reduce child undernutrition in rural Burkina Faso and Kenya. *Trials*, 23(1), 1-13.

Ntambara, James, and Minjie Chu. "The risk to child nutrition during and after COVID-19 pandemic: what to expect and how to respond." *Public Health Nutrition* 24.11 (2021): 3530-3536.

Olleras, J. L., Dagwayan, M., Dejacto, A. M., Mangay, J. R., Ebarsabal, M., Diaz, D. J., ... & Minyamin, A. (2022). The Life of the Laters: Students Procrastination in Accomplishing Academic Deadlines in Online Learning. *Psychology and Education: A Multidisciplinary Journal*, 2(5), 444-454. doi: 10.5281/zenodo.6791776

Pableo, J., Adiong, F., Alberca, R., Ansag, M., Antone, C. M., Asma, L., ... & Cabello, C. Improving the Discussion of the Different Kinds of Plants through Computer Simulation. *Psychology and Education: A Multidisciplinary Journal*, 4(1), 279-280, doi: 10.5281/zenodo.7037690

Perez, Z. O., Minyamin, A. V., Bagsit, R. D., Gimena, G. B., Dionaldo, W. V., Padillo, E. S., ... & Cabello, C. A. (2022). Research Capability of Faculty Members in Higher Education Institution: Basis for Research Management Plan. *Journal of Positive School Psychology*, 6(3), 6215-6226.

Rauf, Rabia, and Muhammad Aamir.(2021) "Kitchen gardening: A strategy for improving nutritional status of rural households in Sindh province of Pakistan."

Riconalla, P. G., Quiñanola, K. K., Devila, J., Zozobrado, J., Estoque, R. M., Capito, N., ... & Minyamin, A. (2022). The Lived Experiences Aged Instructors in Online Classes: Their Struggles and Coping Mechanisms. *Psychology and Education: A Multidisciplinary Journal*, 3(1), 1-11. doi: 10.5281/zenodo.6810776

Singh, Alka, et al. "Boosting nutritional security through kitchen gardening: Nutritional security through kitchen gardening." *Journal of AgriSearch* 8.3 (2021): 290-294.

Tizazu, W., Laillou, A., Hirvonen, K., Chitekwe, S., & Baye, K. (2022). Child feeding practices in rural Ethiopia show increasing consumption of unhealthy foods. *Maternal & Child Nutrition*, e13401.

Yamon, L. A., Batusbatusan, J., Raboy, J., Manlunas, L., Tabanao, J., Dichos, C. F., ... & Cabello, C. The Kitchen is Sinking: A Phenomenological Study of the Technology and Livelihood Teachers in the New Normal. *Psychology and Education: A Multidisciplinary Journal*, 4(1), 275-276. doi: 10.5281/zenodo.7034565

## Affiliations and Corresponding Information

### Angelica Mancía

Cebu Technological University  
Moalboal Campus, Philippines

### Rosemarie Martinet

Cebu Technological University  
Moalboal Campus, Philippines

### Manuel Mendez

Cebu Technological University  
Moalboal Campus, Philippines

### Cyril A. Cabello, PhD

Cebu Technological University  
Moalboal Campus, Philippines

Table 1. *Authentic Experiences of the Participating School Coordinators*

<i>Theme</i>	<i>Authentic Experiences</i>
<b>Perceived Usability</b>	School Coordinator 3:  <i>“Ang mga produkto namo sa SugBusog Garden gamit kaayo kay nagamit gyud sa feeding sa mga bata. Og sa kadaghan sa ani, nabaligya pa ang uban niini sa mga silingan sa eskwelahan”</i>  (The products of our garden are very useful because we now have ingredients for our feeding. Because of abundant harvest, some of the products are sold in the community.)
	School Coordinator 5:  <i>“Pwede jud ang garden nga makasuporta sa inadlaw nga kinahanglanon ilabina kung layo sa puy-anan sa merkado. Nindot kini nga project kay pwede ipadayon sa mga mosunod pa nga henerasyon.</i>  (This garden could also support our daily needs especially if we live far from the market. This is a very good project because it can be continued throughout the next generations.
<b>Sustainability</b>	
<b>Enjoyment</b>	School Coordinator 8:  <i>“Malingaw ang mga bata ug ang mga maestra sa gardening. Nakahatag kini og kalipay ilabina kung makakita nga naa nay bunga ang mga tanom. Usa usab kini ka stress reliever sa maestra.</i>  (The teachers and the learners enjoy gardening. It gives us happiness especially when the plants are already bearing fruits. This is one of our stress relievers.)