

# Practices in Promoting the Love for Agriculture among Elementary Teachers in the New Normal

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**Abstract:** *This study aimed to determine the practices promoting the love for agriculture among elementary teachers in the new normal. The participants were fifty-seven (57) public elementary school teachers currently teaching in the new normal education. The study's findings revealed that integrating the agricultural concept and introducing additional activities effectively promote the love for agriculture in the new normal. However, utilizing educational games was found to be a moderately effective practice. Limited schedules because of a very slow internet connection, lack of face-to-face training due to the strict health restriction protocols, and no passion for agricultural activities are three of the most common challenges met by the participants.*

**Keywords—**new normal, promoting the love for agriculture, practices

## 1. INTRODUCTION

Agriculture is additionally vital to economic development. In 2018, it represented 4% of the worldwide (GDP); in some agricultural nations, it can represent over 25% of the GDP. Yet, agriculture-driven development, neediness decrease, and food security are in danger: Climate change could cut harvest yields, particularly in the planet's most food-unreliable areas. Agriculture, ranger service, and land-use change are responsible for around 25% of ozone-depleting substance emanations. Moderation in the farming area is essential for environmental change (The World Bank, 2020).

Hunger influences individuals in each country. Around 1.9 billion grown-ups overall are overweight, while 462 million are underweight. An expected 41 million children younger than five (5) years are overweight or fat, while exactly 159 million are hindered, and 50 million are squandered. Adding to this weight are the 528 million or 29% of ladies of regenerative age around the globe influenced by frailty, for which roughly half would be agreeable to press supplementation (WHO, 2020).

Agriculture students are now declining for unsure reasons. According to Padin (2015), enlistment in agriculture and related courses keeps on going down despite the expanding interest in food and other homestead items in the country. Enlistment in agricultural courses declined by 1.5 percent on average every year, referring to discoveries of an extensive report on patterns, possibilities, and strategy headings in advanced education in agribusiness distributed in 2013 by the Philippine Institute for Development Studies (PIDS) and the Philippine Council for Agriculture, Aquatic and Natural Resources Research and Development (PCAARRD). Agriculture is already integrated with the curriculum, but what we need is to instill the mind of the pupils about the essence of agriculture in livelihood, survival, and resources while they are still young.

The Covid-19 Pandemic has made a vast impact worldwide. It brings changes in education, and the pupils are

hereby obliged to continue studying at home through modular and online learning. GMA news online (2021) reported that because of the Covid-19 danger, the DepEd chose to continue classes through blended learning, where students do not need to attend classes to take part in classes to avoid the conceivable transmission of the virus. Blended learning was implemented to continue the students' learning amid the pandemic.

Today, the teachers observed that students' love for agriculture is declining because they are now into technology. Children are now interested in playing mobile games rather than practicing agricultural activities. These observations are alarming, knowing the importance of agriculture in the country's economy and food security. The researchers urged this study to identify the best practices in promoting the love for agriculture among the elementary teachers in South Butuan District II in this pandemic.

## 2. RESEARCH METHODOLOGY

This study used the descriptive research design to describe the data gathered from the teachers' responses promoting the love for agriculture. The data collected from the participants was intended to identify the practices in advancing the passion for agriculture among elementary teachers in the new normal in South Butuan District II.

The respondents of this study were the fifty-seven (57) elementary teachers in South Butuan District II, Butuan City Division, who was currently teaching in the new normal way of education. The survey questionnaires were validated by three experts from the Department of Education (DepEd) who are experts in teaching agriculture in elementary.

The study used a validated questionnaire to gather the different variables to make the study successful. The variables are the profile of the participants in terms of years in teaching, specialization, and position and also the respondents' perception of integration in other subjects, educational games, and additional activities in teaching agriculture in elementary.

**3. RESULTS AND DISCUSSION**

**Table 1:** Frequency and percentage distribution of the number of years in the teaching of the participants

Years in Teaching	Frequency	Percentage
5 years and below	25	43.86%
6 to 10 years	17	29.82%
Above 10 years	15	26.32%
Total	57	100.00%

The table above reveals that out of fifty-seven (57) participants there are twenty-five (25), or 43.86 percent, who taught five (5) years and below who are new to the field of teaching, while there are fifteen (15), or 26.32 percent who taught above ten years who are more experienced teachers. This indicates that most of the participants are new to the teaching field. Kini and Podolsky (2016) explain that more experienced teachers support greater student learning for their workmates and their school, just as for their pupils.

**Table 2:** Frequency and percentage distribution of the field of specialization of the participants

Field of Specialization	Frequency	Percentage
BEEd (No Specialization)	31	54.39%
BEEd-Mathematics	12	21.05%
BEEd-English	7	12.29%
BEEd-Science	3	5.26%
BEEd-Filipino	2	3.51%
BEEd-Social Studies	1	1.75%
Others	1	1.75%
Total	57	100%

Table 2 displays the practices encountered in implementing the Gulayan sa Paaralan Program in the new normal in terms of health protocols and guidelines. It can be gleaned from the table that indicator 1 states that the cultivators wore face masks throughout the cultivation period as they followed the health protocols and guidelines and got the highest percentage of 100%. On the contrary, indicator six, hand washing, got the lowest rate of 7.4 %.

**Table 3:** Frequency and Percentage Distribution of the Teaching Position of the Participants

Teaching position	Frequency	Percentage
Teacher 1	29	50.88%
Teacher 3	22	38.60%
Teacher 2	3	5.26%
Master Teacher	3	5.26%
Total	57	100.00%

The above table reveals that twenty-nine (29), or 50.88 percent are the teacher 1, who are beginner teachers, three (3), or 5.26 are the teacher two who are somehow not new to the field of teaching, and also three (3), or 5.26 are the master teachers who are in the field of education. This means that the majority of the participants are beginning teachers. According to Soe (2018), the teacher who finished teacher professional development can carry out more viably than the individuals who didn't, for example, teacher training, instructor enlistment program, and tutoring program.

**Table 4:** Mean distribution of the participant's practices in promoting the love of agriculture in terms of integration of its concept in other subjects

Integration in other subjects	Mean	Description
I relate the importance of agriculture to the other subject.	3.93	Often
I teach my pupils the process of photosynthesis in a science subject related to farming.	3.86	Often
I introduce to my pupils the tools used in farming that they can use in their everyday living.	3.86	Often
I incorporate educational activities in other subjects related to agriculture.	3.77	Often
I use agricultural ideas in other subjects.	3.68	Often
<b>Weighted Mean</b>	<b>3.82</b>	<b>Often</b>

Legend: 5- Very Highly Effective, 4- Highly Effective, 3- Moderately effective, 2- Less Effective, 1- Not Effective at all

As presented in the table, indicator number two (2) states that I relate the importance of agriculture in the other subject gathered the highest mean of 3.93, which has a verbal description of "Often" or highly effective practice. However, indicator number one (1) states that I use agricultural ideas in other subjects, got the lowest weighted mean of 3.68, with a verbal description of "Often." This implies that relating important agricultural ideas to other subjects is highly effective since the students can relate to the ideas because the participant's school was located in a far-flung area where farming is the primary source of living. According to Minero (2015), while instructors rehearsing departmentalization represent considerable authority in explicit branches of knowledge, coordination in the upper grades is the act of

weaving content from one of their subject areas to the other. The students see its relevance by applying their learning to one subject and then to the next.

**Table 5:** Mean distribution of the participant's practices in promoting the love of agriculture in terms of introducing educational games

Educational Games	Mean	Description	Interpretation
I provide coloring books to my pupils to show agricultural concepts.	3.44	Sometimes	Moderately Effective
I incorporate agricultural games in my pupil module.	3.12	Sometimes	Moderately Effective
I provide an agricultural game to help my pupils the agricultural process.	3.11	Sometimes	Moderately Effective
I introduce agricultural-related online games to my pupils.	3.09	Sometimes	Moderately Effective
I encourage my student to install the agricultural online game.	2.81	Sometimes	Moderately Effective

Legend: 5- Very Highly Effective, 4- Highly Effective, 3- Moderately effective, 2- Less Effective, 1- Not Effective at all

As observed from the table above, indicator number five (5) states that I provide a coloring book to my pupils that shows agricultural matters got the highest weighted mean of 3.44, which has a verbal description of "Sometimes" this indicates that this practice is moderately effective. On the other hand, indicator number three(3) state that I encourage my student to install agricultural online game gathers the lowest weighted mean of 2.81, which has a verbal description of "Sometimes" or it means moderately effective practice. Table 6 has an overall weighted mean of 3.11, with a verbal description of "Sometimes" or moderately effective. This means that teachers are not encouraged their students to install online educational games; hence the area of the participant's school was far from the city, where internet connectivity is low, and some of the students are not capable of buying gadgets. On the contrary, Perrotta et al. (2013) discuss

instructive games as the use of games to help educate and learn. Games can be utilized as a helpful instrument to supplement conventional encouraging techniques to improve the students' learning experience.

**Table 6:** Mean distribution of the participant's practices in promoting the love of agriculture in terms of introducing additional activities

Additional activities	Mean	Description	Interpretation
I encourage my pupils to practice Gulayan sa Tahanan and help their parents in farming.	4.37	Often	Highly Effective
I incorporate agricultural stories in the module.	3.70	Often	Highly Effective
I require my students to make a poster about the importance of agriculture.	3.53	Often	Highly Effective
I require my students to make a landscape model using recyclable materials.	3.47	Sometimes	Moderately Effective
I require my pupils to write a daily journal about their experiences in Gulayan sa Tahanan.	3.21	Sometimes	Moderately Effective
<b>Weighted Mean</b>	<b>3.66</b>	<b>Often</b>	<b>Highly Effective</b>

Legend: 5- Very Highly Effective, 4- Highly Effective, 3- Moderately effective, 2- Less Effective, 1- Not Effective at all

From table 6, indicator number two (2) states that I encourage my pupils to practice Gulayan sa Tahanan and help their parents in farming, gathered the highest weighted mean of 4.37, which has a verbal description of "Often," which means this practice is highly effective. On the other hand, indicator number three (3) garnered the lowest weighted mean of 3.21, which has a verbal description of "Sometimes," revealing that this practice is highly effective. Generally, the overall weighted mean is 3.66, with a verbal description of "Often" or High effective. This implies that teachers encouraged students to practice Gulayan sa Tahanan and to help their parents in farming since their place is located in a remote area where farming is the main livelihood and Gulayan sa tahanan can help their family to sustain their daily needs

during this time of the pandemic. Active exercises like planting can urge children to participate in upgrading learning. Gardening can teach preschool and mature students to support abilities like estimations, addition, deduction, counting, and arranging into classifications and colors. Rehearsing motor abilities and acquiring a hard-working attitude are fundamental abilities taught through planting (Office of Communication, 2020).

**Table 7:** Frequency and Percentage of the Challenges Met by the South Butuan District II Teachers In Promoting the Love for Agriculture Among Elementary Pupils in the New Normal

Statement	Frequency	Percentage %
Limited schedules because of very slow internet connection.	10	20
Lack of face-to-face training	9	18
No passion for agricultural activities.	7	14
Students are more likely not interested in technology.	5	10
Modular or printed material is a challenging one.	4	8
Lack of appropriate tools and resources.	4	8
Difficulty in reaching out to the students and parents.	3	6
Following health safety protocols due to covid-19	3	6

Table 7 viewed the challenges met by the participants in promoting the love for agriculture among elementary teachers in the new normal. The top three (3) challenges in promoting agriculture in the new normal are the limited schedules, no internet connection, face-to-face training, and no passion for agricultural activities. This reveals that due to Covid 19, the teachers have a hard time promoting agriculture because of the health protocols to be followed and why face-to-face training is not allowed and converted into modular and online learning. In addition, students lose their interest in agricultural activities because they are more focused and attached to technology. Web-based learning is currently being constrained. The tendency is for teachers to translate or migrate their face to face learning methods to the online environment. Yet, this new framework will require a transformation mindset. What regularly works in the classroom would not be so in distance learning. This presents quite a challenge to the teacher making the first shifts online. Teachers should adjust wisely with a sharp sensitivity to the online format. The challenge is to do rich exercises that keep students engaged (Lagua, 2020).

#### 4. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn.

Most participants in South Butuan District II teach five (5) years and below and are new to the field of teaching. BEEed teachers have a more significant number who are generalist and able to teach different subject areas; most of them are teacher 1, who are beginner teachers.

Moreover, promoting the love for agriculture among elementary teachers in the new normal in terms of integration into other subjects was often used by the participants. This implies that relating important agricultural ideas to other subjects is highly effective since the students can relate to the ideas because the participant's school was located in a far-flung area where farming is the primary source of living. On the other hand, educational games were sometimes used by the teacher or moderately effective in promoting the love for agriculture. This means that teachers are not encouraged their students to install online educational games. Hence, the area of the participant's school was far from the city, where internet connectivity is low and some of the students cannot buy gadgets. In addition, the participants used more "Often" or highly effective activities. This implies that teachers encouraged students to practice *Gulayan sa Tanah* and to help their parents in farming since their place is located in a remote area where farming is the main livelihood and *Gulayan sa Tahanan* can help their family to sustain their daily needs during this time of the pandemic.

Moreover, the top three (3) challenges in promoting agriculture in the new normal are limited schedules, no internet connection, face-to-face training, and no passion for agricultural activities. This reveals that due to Covid 19, the teachers have a hard time promoting agriculture because of the health protocols to be followed and why face-to-face training is not allowed and converted into modular and online learning. In addition, students lose their interest in agricultural activities because they are more focused and attached to technology.

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