

# Performance and Daily Bread: An Action Research

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## Abstract

Agricultural education teaches students about agriculture skills, food and natural resources. While feeding program is always been important for providing of nutrients and enhancement of academic performance. This study investigated the outcomes of daily bread intervention to learners' performance in agricultural subject. The study is action research utilize the framework of pre-experimental approach, particularly the pre-test and post- test design. The respondent of the study is the Grade 7 Learners of Daanbantayan National High school. The data were obtained from the learner's performance in agriculture subject and their body composition. Through presentation, Analysis and interpretation of the data it was determined that the average performance of the learners in agriculture subject increases. While Learners body composition changes from severely wasted to normal body composition. The association between the two variables were analyzed through the body composition specifically the Body mass index (BMI) of the learners. Result showed that the daily bread intervention increases learners' performance in agriculture subject. It also means that School based feeding program contributed to learners' performance. Learners are more motivated to be on School daily by the help of the feeding program.

**Keywords:** Action research, Agricultural Education, Intervention, Feeding, Performance

## 1. Introduction

### *1.1 Context and Rationale*

Daan Bantayan National High School is bosomed in an agricultural land of the Northern of the province of Cebu. It intends to cater to the essential part of the lives of the locals through the offering of the specialized subject in Agriculture. Agriculture is one of the major means of livelihood of the families. With agriculture sustained in the locality, the future locals shall imbibe the necessity of agriculture to sustain food production.

### *1.2 Performance in Subject Agriculture*

Agriculture is vital for the locals as well as the country. Developments and variations in technology, agriculture, and society has led to a residents physically detached from production agriculture while agriculture is an fundamental constituent of the society nowadays, the knowledge gap concerning the basic understanding of the food and fiber structure among youth and adults seems to be broadening (Martin, 2016). Agricultural education teaches students about agriculture skills, food and natural resources including science, math, communications, leadership, management and technology (National Association of Agricultural Educators, 2023). It gives them authentic experiences through doing activities outside the classroom which is supervised by their instructor such as planting vegetables in the school garden. In addition, teaching agriculture seems to fit nicely within the goals and values to the students and is likely motivates them to pursue the career of being an agriculture teacher (Ingram et. al., 2018). Moreover, they spoke about job security and the opportunities for family and leisure as an agriculture teacher. Having scarcer people unswervingly tangled in production agriculture, leading to societal interruptions with the agriculture business (Kobar & Ball, 2013). A necessity for society to have agricultural knowledge is important to make refined and knowledgeable decisions. Furthermore, it has been found from the study of the advanced the grade level taught, the more educators professed agriculture and coaching students about agriculture as imperative (Burrows et al., 2020).

### *1.3 The Daily Bread*

School feeding programs is always been indispensable for the delivery of nutrients, development of academic performance, and the preferment of a hale and hearty lifestyle (Wang & Fawzi, 2020). Fortunately, having an inadequacy of meals gives an impact to student's academic abilities and will be no use or nonsense at all. Additionally, the design and implementation of school feeding programs is a no one-size-fits-all model for institutional feeding programs, specified that diverse countries approach school feeding programs with dissimilar objectives (Drake et al., 2017). However, classification of some respectable practices that are likely appropriate across countries, such as the attachment of fruits and vegetable while noting that there was a deficiency of quantitative information on the effects of school feeding. In addition, the impacts of school feeding plans on educational and health results of primary-school-age children in emerging countries are relatively dependable positive relations between school feeding and energy consumption, micronutrient standing,

school enrollment, and school attendance, but reported unconvincing outcomes on growth, understanding, and academic attainment (Jomaa et al., 2011).

School Feeding Program was fruitful in increasing class attendance of the students and their academic performance (Desalegn et al., 2022). In addition, the program had a input in redeeming the parents' money and time as a result of the food provided and with regards to school feeding program encounters: deficiency of permanent clean water facility, interruption in ration delivery, poor-quality food provision, insufficient amount of food due for the academic year, deficiency of necessary infrastructure for the program, and deficiency of training in cleanliness and sanitation for cooks were among the major encounters known. Thus, program encounters need advanced care in order to make the school feeding program more efficacious.

#### *1.4 Conceptual Background*

Mandated by DepEd stipulated in the DepEd Order No. 43, S. 2015, teachers are encouraged to perform action research work in their respective school. The impact of feeding programs varies widely depending on how it is designed, implemented and evaluated. Food predilections usually curtailed from lower salary among families and are left with inadequate food choices, thus inadequate nourishments. The core of realizing feeding program among school is not just for the assistance of a particular institution or area of the general public, it is for the complete yield of the nation (DepEd, 2013). While it is significant to note the benefits that can be consequential from it, its triumph depends upon the backing of parties involved.

#### *1.5 Action Research Question*

Does the Daily Bread Intervention increase the performance in Agriculture subject of the Grade 7 Learners in Daan Bantayan National High School?

## **2. Research Methodology**

### *2.1 Design*

This action research uses the context of a pre-experimental approach, specifically the pre-assessment and post-assessment design. A pre- assessment on the body composition of the severely wasted grade seven learners as well as the preliminary observations of their academic performance through formative tests. The formative tests results shall be included in the action research in order to know further whether the basic food intake of the learners can alleviate their performance, too.

### *2.2 Respondents and Locale*

This action research involves 10 grade 7 learners in Technology and Livelihood Education who were identified as severely wasted grade seven learners in Daan Bantayan National High School, Daan Bantayan Cebu.

### *2.3 Innovation – Feeding Program*

School-Based Feeding Program as stipulated in DepEd Order No. 39, s. 2017 that

“undernourished student beneficiaries convert to normal nutritional status at the end of 120 feeding days”. This action research can look into the different dimensions of approaching the problem of nutritional status of the concerned learners, either in the amount of food, the frequency of food intake or basically the inadequacy of food on the table at home. Thus, the researcher devised Daily Bread Intervention to help the alleviate the status of the identified body composition. Ordinarily, a feeding period of 120 days is ideal to achieve a significant impact on the nutritional status of children. However, due to the changes in the school calendar and in consideration of the possible lapse of the funds by yearend, it is been reduced to 60 days for the regular component (DepEd Order Series of 2020). Children were observed to have better class participation and exhibit positive health habits such as washing of hands before and after eating, tooth brushing, and general good grooming practices. These findings were affirmed by the result of the impact study done by the Philippine Institute of Developmental Studies (PIDS) in 2015.2 (Llego, 2019). Further observations can help provide insights to the department so that a more specific and appropriate implementation of the program can be recommended.

#### *2.4 Intervention: The Daily Bread Intervention*

Daily Bread Intervention is a three-month intervention as stipulated in the DepEd Order No. 39, s. 2017. The Daily Bread Intervention involves the provisions of food snacks to the severely wasted grade learners in a weekday of classes. The teacher-researcher shall initiate the activity while taking notes of the results of it. The Daily Bread does not literally pertain to bread alone but to healthy and nutritious food snack like native snack foods such as banana cue, camote que, pospas, etc.

#### *2.5 Strategy of the Intervention*

In order to conduct the intervention properly, the strategy of its implementation is established through the following procedure.

##### 1). Determination of the Daily Budget

The teacher-researcher manages the allocated budget. Hence, budget table shall be provided to avoid short of budget while she must make sure the food provided is healthy and nutritious.

##### 2). Identification of the Subjects

The teacher-researcher shall conduct a pre-assessment of the body composition of the students as well as their performance.

##### 3). Identification of Stakeholders who can support the Activity, if there is any

The teacher-researcher with proper authority and permission can ask support from the stakeholders. In kind donations can go a long way. There could be many people who are willing to help.

#### 4). Contact of Supplier

Supply of the identified snack food needs preparation and contact so that the subjects shall be given or provided without lapse or skips. Identification of the suppliers can smoothen also the conduct of the activity.

#### 5). Communication with and Consent of Parents

The teacher – researcher shall inform the parents of the said activity. Further, their permission shall be sought. This permission shall be through a written document, hence, consent letter.

#### 6). Identification of the Venue and time for the Distribution of Snack Food

The teacher-researcher shall identify the place of release of the snack food as well as the venue. The subjects shall be instructed where to claim their snack foods and the schedule of the claim.

#### 7). Implementation of the Activity

When the previous steps are completed and prepared, the teacher-researcher can start the implementation of the intervention.

#### 8). post-Assessment

The teacher-researcher shall conduct a pre-assessment of the body composition of the students as well as their performance.

### 3. Presentation, Analysis of Results and Discussion

Table 1. Performance of the Grade 7 Learners in Agriculture

#	Codename	Formative tests: Scores									
		A	B	C	D	E	F	G	H	I	J
1	M09	3	4	3	7	4	5	5	5	5	5
2	M10	4	3	4	8	5	6	6	6	6	6
3	M13	5	4	5	3	6	4	4	5	4	7
4	M14	3	3	6	6	2	3	7	4	8	3
5	M20	4	6	4	4	5	5	4	6	6	5
6	M23	4	5	3	5	2	7	5	3	5	4
7	F02	5	4	4	6	4	6	6	5	7	6
8	F05	3	3	5	2	3	5	3	7	6	5
9	F09	5	4	3	4	6	6	5	6	8	8
10	F14	6	5	6	6	5	4	6	5	6	7
11	F21	7	3	4	7	5	3	7	8	5	6
12	F25	3	4	7	4	6	5	6	5	3	6
Average		4.33	4.00	4.50	5.17	4.42	4.92	5.33	5.42	5.75	5.67

The Table above shows that Based on the performance of the Grade 7 Learners in agriculture it indicates that the average performance of the learners Increases. However, there are certain factors that must be consider. Since the learners' average is not that constantly increasing. Based on the result, the highest average performance of the learners is 5.75, While their lowest average performance is 4.00. The learner's background, parental influence, absenteeism, attitude and motivation are some elements affecting Learner's performance in the agriculture class (kyule.,2022). Since parents can guide their children in participating a feeding program at school. In addition, learners are much more motivated in performing agriculture subject if parents show support to their children.

On contrary, with the aid of daily bread intervention or a feeding program it helps learner's to reduce absenteeism and dropout, also it encourage them to attain good academic performance in school (Kisimbii., 2020). Additionally, School meal program have been and will be crucial for supplying nutrients, enhancing academic performance and promoting a healthy lifestyle (Wang & Fawzi., 2020). The performance of grade 7 Learners in agriculture subject will continue increase with the aid of School based feeding program.

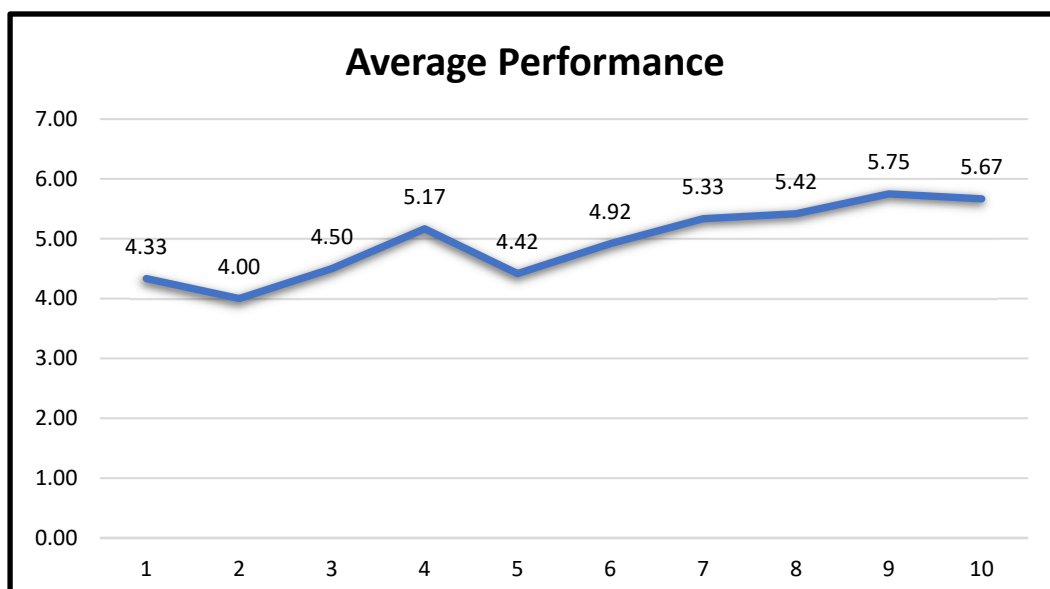


Figure 1. Average Performance of the Grade 7 Learners in Agriculture Subject

The direction of the average performance of the grade learners is apparently increasing though there are some fluctuations. The result cannot be generalized that the Daily Bread Intervention attributed much to the performance of the grade 7 learners because of some other factors that might create biases. For instance, learners' peers had an impact on their decision making to choose agriculture as one of their subjects (Gakunga & Esther, 2019). With the influence of the learners' peers, it affects to their performance in agriculture subject. In addition, Parental guidance can also be one of the factors in increasing learner's performance in agriculture subject. Since they can guide and teach their children the value of the agriculture subject.

On the other hand, daily bread intervention has an impact to learners' nutrition, it helps them to be more active in doing performance task. In order to meet the nutritional needs of the learners, School feeding program can be a useful technique (Mohammed et al., 2023). This means that Daily bread intervention has a great impact on increasing learner's performance in agriculture. Learners are more likely to choose agriculture as a subject due to teachers effective teaching techniques (Shikang & Ouda, 2022). Teaching methods helps students to achieve learning outcome. The kind of techniques that will be apply helps Learner's to reach their full potential most especially in agriculture subject.

Table 2. Body Composition of the Grade 7 Learners

No.	LRN	Learner's Name	Birhdate (MM/DD/YYYY)	Nutritional Status		Nutritional Status	
				BMI (kg/m <sup>2</sup> )	BMI Category	BMI (kg/m <sup>2</sup> )	BMI Category
<b>MALE</b>							
9	M09		01/05/2007	14.87	Severely Wasted	17.65	Normal
10	M10		06/19/2007	14.08	Severely Wasted	23.3	Normal
13	M13		10/08/2007	14.45	Severely Wasted	24.06	Normal
14	M14		03/03/2007	14.66	Severely Wasted	19.92	Normal
20	M20		07/18/2006	14.23	Severely Wasted	19.86	Normal
23	M23		10/26/2007	12.13	Severely Wasted	22.36	Normal
<b>FEMALE</b>							
2	F02		01/14/2008	12.84	Severely Wasted	21	Normal
5	F05		01/01/2007	12.89	Severely Wasted	27.41	Normal
9	F09		09/24/2007	14.23	Severely Wasted	21.67	Normal
14	F14		12/10/2007	13.7	Severely Wasted	22.67	Normal
21	F21		09/10/2007	13.41	Severely Wasted	17.2	Normal
25	F25		09/23/2007	13.5	Severely Wasted	17.32	Normal

The result shows the change of the body composition of the severely wasted grade 7 learners to normal in the three-month of snack foods. Table 2 presents the body composition of the Grade 7 Learners. This indicates that after of the three-month of snack foods most of the learners change their body composition from severely wasted to normal body composition. This indicates too that feeding program implemented in school is highly effective. Daily bread intervention contributed a lot to learners body it helps them to be more active most especially in class.

Several studies have been carried out by the researcher to assess how daily bread intervention increases the learner's performance in agriculture subject. The goal of nutrition education is to expand student's knowledge so they could apply the rules of a balanced nutrition

(Sekiyama et al., 2018). This implies also that daily bread helps learners to have a nutritious body and improve their performance and knowledge in agriculture. Due to School feeding program, positive outcomes including the improvement of learners when it comes to enrolment and attendance (Gassama, 2022). Learners are more motivated to attend School daily since there will be feeling program conducted.

Feeding program helps learners not just to gain nutritious body but also to their academic performance. The learners' improvement in academic performance serves as a good indicator on how successfully a school-based feeding program has been implemented (Vizcocho, 2022). This means that Daily bread intervention helps Students to improve their performance in an agricultural subject. As the result shown, feeding program encourage students not just to have a better lifestyle but also it teaches them the importance of participating this kind of event in school. This will be a great help too in increasing their Performance of the subject.

## **5. Conclusion**

Based on the findings of the study titled Performance and Daily bread, it indicates that Daily bread intervention increases learner's performance in agriculture subject, this is based on the average performance of the Grade 7 Learner's and their body composition. School feeding program contributed a lot to the students, it improves their nutrition most especially to those learners who are severely wasted.

Contrarily, the findings also shows that there are some factors that must be considered. It cannot be generalized that Daily bread intervention has a great help to the learners due to certain factors that might create biases. The learners' teachers, parents and as well as peers has a great impact in terms of the learner's performance in agriculture subject. Though Daily bread intervention has great help to improve learners' performance however with the help of the people surrounds by the learners it will be more effective to attain good performance in agriculture subject.

## **6. Reflection**

Based on the study, Daily bread intervention has a positive impact to learners' life. First, it helps a lot to learners' performance most especially to those who are severely wasted. Second, It has a great impact not just to their body but also in terms in choosing agriculture as one of their subject. Third, the feeding program implemented in school has a positive effect to Learner's since it was not just about nutrition, feeding program also aims to promote regular mental and physical development of the learners. Fourth, School based feeding program also improve learners' attendance and increase cognitive and academic performance. Fifth, with the help of daily bread intervention it will lead to a better outcome to learner's nutrition and academic achievement. Last, despite of having some factors that might affect in increasing learner's performance in agriculture subject, School based feeding program has the great impact in enhancing their knowledge.

## **7. Recommendation**

In the light of the result, the recommendation are made.



- 1) Parents must guide and motivate their children most especially on performing in class. While Learners must be knowledgeable enough on knowing the importance of having proper nutrition.
- 2) School shall continue having feeding program most especially to those who are severely wasted because it helps them a lot not just when it comes to have a nutritious body but also when it comes to their performance in School.

To the future researcher, this must be their guide or a preference on doing research in the future.

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**Appendix: A Cover Letter**

March 5, 2023

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Schools Division Superintendent

Division of Cebu Province

Cebu, Philippines

Dear Maam,

Greetings.

I have the desire to resolve the concerns on the severely wasted students in grade 7 learners. In this regard, I intend to conduct action research titled: Performance and Daily Bread of Grade 7 Learners in Daan Bantayan National High School Research.

Utmost attention is taken in the conduct of this action research. Further, classes are seen to it undisrupted with the said activity.

A copy shall be furnished to the division office after its completion.

I am hoping for your approval.

Very respectfully yours,

WELLA R. ARRIESGADO

Teacher

Daan Bantayan HNS

Noted by

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School Head

Recommending Approval

Approved By

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Schools Division Superintendent

## **Appendix B: Consent Letter (Sulat sa Pagtugot)**

Petsa

Minahal namo Nga Ginikanan,

Maayong Adlaw. Kini nasulat aron pagpahibaw kanimo/ kaninyo nga giagni kamo sa pagpasalmot sa inyong anak sa panagdukiduki nga ginaulohan ug “Performance and Daily Bread: An Action Research”. Kani nga bulohaton nagalangkob sa pag-sukod sa “body composition” o “kalison sa panglawas” ug performance o nakat-unan sa inyong anak sa subject sa Agriculture. Ug ubos niini, mao ang akong pagpangayo sa inyong pagtugot sa inyong anak sa pagsalmot.

Ako sad gilakip pagtan-aw ang kaayohan ani sa inyong anak ug luwas nga pagsalmot.

Ang pagsulat sa inyong ngalan ug pirma sa gitagana nga linya sa ubos nagpamatuod sa inyong pagtugot. Ug sa mas maayong kasayuran, ang pagbisita ug pagpakigkita nako dire sa eskwelahan aron kita maka-istorya sa detalye.

Matinud-anon sa kanunay

WELLA R. ARRIESGADO

Teacher / Magtutudlo

**Appendix B: GANTT CHART**

GANTT CHART (In week, 2023)		Oct				Nov				Dec				Jan				Feb			
Activities		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Pre-assessment / Pre-check up																				
2	Preparation of the research paper																				
3	Submission of the research proposal to the division office																				
4	Conduct of the Intervention / Post Check up																				
5	Post-assessment																				
6	Treatment of Data																				
7	Completion of the research paper																				
8	Polishing and reproduction of the research paper																				
9	Submission of clean copies																				

**Appendix C: Budget Plan**

	Item	Unit	Price
1	Bond paper	5 reams	1, 500.00
2	Printer ink	1 set	1, 000.00
3	Internet and communications	One month	1,500.00
5	Daily Bread ( 70 days x P25/pax x 10 learners)		17, 500.00
	TOTAL		21, 500.00

#### Appendix D: Budget Plan for the Activity – Menu Plan

	Day 1	Day 2	Day 3	Day 4	Day 5	Remarks	
Week 1	Pospas	Banana	Camote	Budbod	Bihon		
Week 2	Hot cake	Bam-e	Turon	Biko	bread		
Week 3	Banana	Camote	Bihon	bread	Pospas		
Week 4	Linusak	bread	Pospas	Hot cake	Banana		

*Note: on the availability of the snack food*

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