International Journal of Innovative Studies in Humanities and Social Studies
Volume 1, Issue 1, 2025, PP: 38-47
www.aytinpublications.com

Research Article

Generation Z and the Future of Organic Agriculture: Insights from Alangilan Farm School, Negros Occidental

Jerwin C. Latoza[1]*, Dominic Bryan S. San Jose, Ed.D.[2]

[1]Alangilan Farm School, Philippines. https://orcid.org/0009-0004-8770-8526
[2]Recoletos de Bacolod Graduate School, University of Negros Occidental-Recoletos, Philippines. https://orcid.org/0000-0001-9089-9336

***Corresponding Author:** Jerwin C. Latoza, Alangilan Farm School, Philippines. https://orcid.org/0009-0004-8770-8526.

Abstract

This study explores the role of Generation Z in advancing organic agriculture through a single instrumental case study at Alangilan Farm School, Negros Occidental. It investigates the motivations, challenges, and experiences of a young participant engaged in organic farming, highlighting themes of environmental consciousness, familial influence, educational enrichment, advocacy, personal growth, and societal contributions. Findings reveal that organic farming serves as a platform for experiential learning, fostering critical life skills such as resilience, problem-solving, and innovation. Some of the lessons learned in this case study are the following: sustainability as a generational imperative; family as a foundation in fostering agricultural interests; education through experience; the role of advocacy; challenges as opportunities for growth; and innovation as a catalyst. The study underscores the integration of traditional farming values with modern technologies, positioning Generation Z as key drivers of sustainable agricultural systems. The study has significant implications for stakeholders in agriculture, policymakers, and educational institutions. By identifying the factors that encourage or discourage Gen Z's interest in organic farming, this study can help develop ways to increase their engagement while ensuring the sustainability of agricultural practices and the cultivation of future environmental stewards.

Keywords: Organic Farming, Organic Agriculture, Generation Z, Bacolod City, Philippines.

Aricle Information

Recieved: 30 Decemer 2024

Accepted: 13 January 2024

Published: 17 January 2024

Cite this article as:

Jerwin C. Latoza, Dominic Bryan S. San Jose. Generation Z and the Future of Organic Agriculture: Insights from Alangilan Farm School, Negros Occidental. International Journal of Innovative Studies in Humanities and Social Studies, 2025; 1(1); 38-47.

https://doi.org/10.71123/ijishs.v1.i1.25005

Introduction

Organic farming has become a global solution in recent years to problems with sustainability, food security, and environmental degradation. In addition to reducing harmful chemical inputs, organic farming supports biodiversity and ecological balance, according to the Food and Agriculture Organization (FAO) (Thakur et al., 2022). Because of their keen interest in sustainable practices and strong environmental consciousness, Generation Z or Gen Z—the group born between 1995 and 2010 (Mahapatra et al., 2022) —is creating an increasing impact on global trends. As the world's next stewards, their participation in organic farming may be crucial to guaranteeing a more sustainable and healthful future.

As Asian nations recognize the need to strike a balance between environmental preservation and economic development, organic farming is gradually gaining momentum. Government legislation and grassroots movements are driving the growth of organic farming projects in countries like China (Wang et al., 2024), India (Sahu et al., 2024), and Thailand (Meekaew & Chamaratana, 2024). Active involvement in community gardens, green business, and agricultural inventions is indicative of Asian youth, especially Generation Z, showing an increasing interest in environmental sustainability. Their zeal offers a unique opportunity to harness this generation's enthusiasm and creativity to advance organic farming in this region.

The Philippines' economy still relies heavily on agriculture,

which employs a significant portion of the labor force. However, issues including limited knowledge, high costs, and inadequate access to resources have made the adoption of organic agricultural methods slow (Siaton et al., 2024). Government programs, non-governmental groups, and educational institutions are driving the increased interest in organic agriculture in spite of these obstacles. Participating in sustainable farming methods with Generation Z is essential to reviving the agricultural industry and ensuring its longevity as the nation's agricultural workforce ages.

The context of this case study is in the Philippines' organic farming capital, Negros Occidental (Delilan, 2024), specifically at Alangilan Farm School (AFS) under the division of Bacolod City. The AFS is one of the public rural farm schools in Western Visayas chosen by the Department of Education (DepEd) as mandated by the Republic Act 10618 or the Rural Farm Schools Act. One of the researchers who works as a farm school teacher at AFS observes the increasing engagement of Gen Z in organic farming. This led the researchers to explore Gen Z's engagement through a case study to draw initial insights.

The advantages of organic farming and the reasons behind farmers' decisions have been studied, but little is known about Generation Z's unique interest in organic farming, especially when it comes to educational institutions. By concentrating on the viewpoints and driving forces of Gen Z students at Alangilan Farm School, this study aims to close this gap. By doing this, it hopes to advance knowledge about how this generation may participate more effectively in organic farming.

Thus, this case study aims to explore Gen Z's interest in organic farming at Alangilan Farm School in Negros Occidental. The study has significant implications for stakeholders in agriculture, policymakers, and educational institutions. By identifying the factors that encourage or discourage Gen Z's interest in organic farming, this study can help develop ways to increase their engagement while ensuring the sustainability of agricultural practices and the cultivation of future environmental stewards.

Methodology

Research Design

This study employed an instrumental single case study design to explore Generation Z's interest in organic agriculture at Alangilan Farm School, Negros Occidental. A case study approach was deemed appropriate as it allowed for an in-depth investigation of the specific phenomenon within its real-life context (Kekeya, 2021). The instrumental focus of the case study was to gain insights into how educational experiences and other factors influence the motivations and interests of Gen Z students in organic farming. This qualitative approach provided a rich understanding of the participant's perspectives and aligned with the study's objective to explore rather than generalize findings (Tasci et al., 2020).

Participant

A Generation Z student presently enrolled at Alangilan Farm School participated in this study. The participant had to fulfill the following requirements in order to be considered for the study: He/She must: (1) be in the Generation Z age range of 15 to 24; (2) be enrolled in organic agriculture courses at the school; and (3) indicate willingness to participate in the study with parental consent, if younger than 18. A purposive sampling method was used to select the participant who could provide detailed and relevant information about his/her experiences and perspectives regarding organic agriculture.

Instrument

A semi-structured interview guide intended to elicit rich, in-depth answers from the participant served as the main tool for gathering data. Open-ended questions about the participant's perspectives, motivations, challenges, and aspirations regarding organic farming were included in the guide. In order to record contextual information and nonverbal clues, field notes were also recorded during the interviews. These tools allowed the participants to freely share ideas and experiences while ensuring a flexible yet targeted approach to data collection.

Data Collection Procedure

The process of gathering data started with a formal letter outlining the study's goals, procedures, and ethical considerations, which was approved by the principal of Alangilan Farm School. Following approval, a letter was addressed to the prospective participant's parents or guardians to obtain their consent. A comprehensive information sheet regarding the study and a consent form was given to the participant who fulfilled the inclusion requirements before his involvement. Three phases of data collection were carried out. A pre-session orientation was held to make sure the participant was comfortable and to explain the purpose of the study. During the interviews, a quiet and private setting within the school campus was chosen to encourage open dialogue. After the interviews, the participant was debriefed and thanked for his participation.

Data Analysis

The six-phase framework developed by Braun and Clarke (Byrne, 2022) served as the direction for the thematic analysis of the data. This framework involved familiarizing with the data, generating initial codes, identifying themes, reviewing themes, defining and naming themes,

and producing the report (Byrne, 2022). The versatility and ability to identify patterns in qualitative data led to the selection of thematic analysis. The themes emerged directly from the participant stories because the coding was done manually. Finding insights from the data was made easier using this method's organized yet iterative approach.

Data Trustworthiness

To ensure data trustworthiness, this study adhered to Lincoln and Guba's criteria of credibility, transferability, dependability, and confirmability (Ahmed, 2024). Credibility was achieved through member checking, where participant reviewed his transcribed interviews to verify accuracy. Transferability was addressed by providing rich, detailed descriptions of the research context and findings. Dependability was ensured by maintaining a clear audit trail of all research processes and decisions. Finally, confirmability was enhanced by documenting personal reflections and ensuring the findings were grounded in participant's accounts rather than researchers' bias.

Ethical Considerations

The entire research was conducted with meticulous attention to ethical considerations. Parents or guardians and the participant both gave their informed consent. The participant was given the assurance that he could leave at any moment without facing consequences. By using pseudonyms for participant and safely preserving all data, confidentiality and anonymity were maintained. While putting the participant's welfare and dignity first and making sure the results make a significant contribution to our understanding of Generation Z's interest in organic agriculture, the study was carried out in compliance with ethical standards.

Results

The data from the participant produced six themes and several sub-themes. The themes and sub-themes are the following: environmental consciousness and sustainability (environmental benefits of organic agriculture, sustainability advocacy by younger generations, and challenges and opportunities); family influence and agricultural heritage (role modeling and practical exposure, values transmission, and educational and aspirational goals); educational and personal development (educational enrichment, development of life skills, and future career preparation); advocacy and inspiration for others (education and engagement, inspiration through advocacy, technology and innovation, and a vision for social impact); personal and societal benefits (collaborative learning, social influence, and creating a movement); and challenges and growth (personal growth, team dynamics, and practical application of knowledge).

Theme 1: Environmental Consciousness and Sustainability

This theme highlights the interest of the participant in organic farming as a way to enhance soil fertility and address environmental sustainability. This supports the larger function of organic farming in fostering ecological balance and reducing environmental problems.

Environmental Benefits of Organic Agriculture. Organic farming is recognized for its role in improving soil fertility and reducing pollution through the use of natural inputs and sustainable practices.

"I'm interested in organic agriculture because it helps improve soil fertility and reduces the need for harmful chemical fertilizers… Practicing organic farming can prevent soil degradation and promote biodiversity on farmlands… I believe organic farming methods can help reduce pollution caused by synthetic inputs."

Sustainability Advocacy by Younger Generation. Generation Z, as seen in the interview, shows heightened awareness of sustainability issues, making them strong proponents of eco-friendly practices.

"As a Gen Z, I feel responsible for promoting sustainable farming practices… We are the future farmers, and it's our duty to ensure that agriculture remains viable for the next generations… Organic farming aligns with my values of reducing environmental harm and promoting eco-friendly methods."

*Challenges and Opportunities***.** Although organic farming presents environmental advantages, it also faces challenges like lower yields and higher labor costs.

"It's a challenge to shift from conventional to organic methods, but the long-term benefits make it worthwhile… We need more education and support systems to help farmers transition to organic agriculture… There's an opportunity for us to innovate and make organic farming more efficient and scalable."

Theme 2: Family Influence and Agricultural Heritage

This theme emphasizes how significant a role families have in influencing the Generation Z, particularly the participant's interest in organic agriculture, especially when the parents are farmers.

*Role Modeling and Practical Exposure***.** Family members engaged in farming provide direct exposure to agricultural practices, inspiring younger generations to develop an interest in sustainable techniques like organic farming. Parental encouragement fosters a sense of purpose and responsibility in continuing family traditions while embracing modern and sustainable methods.

"I grew up watching my parents work in the farm, and it made me appreciate the value of organic farming… My grandfather always showed us how to plant crops naturally, and that inspired me to learn more about it… Whenever my family works together during planting season, I feel like I'm part of something important… Seeing how my parents handle pests without chemicals showed me that organic farming is possible and effective."

Values Transmission. Families are key transmitters of values such as environmental stewardship and community support. The direct involvement of family members in agriculture provides a hands-on understanding of the challenges and solutions in farming, including the adoption of eco-friendly practices.

"My family has always taught me the importance of taking care of the land and ensuring it's healthy for the next generation… Sustainability is something my parents always emphasize, and it's one reason I prefer organic farming… In our family, we believe in eating food that's grown without harmful chemicals, and I want to continue that tradition… The values of hard work, patience, and respect for nature are things my parents instilled in me through farming."

Educational and Aspirational Goals. As observed in the study, family support enhances student's motivation to pursue agricultural education and apply their knowledge to innovate in the field, particularly under modern sustainability frameworks.

"My family encourages me to learn more about organic agriculture because they believe it's the future of farming. I want to pursue a career in agriculture to honor the knowledge and skills my family passed down to me. Attending Alangilan Farm School was my parents' suggestion because they saw my potential to make a difference in organic farming. My dream is to modernize my family's organic farm and make it a model for sustainable agriculture."

Theme 3: Educational and Personal Development

This theme shows how student's participation in organic agriculture-related activities and research promotes academic, personal, and professional development. There are several advantages of incorporating organic farming methods into the classroom like educational enrichment, development of life skills, and future career preparation.

Educational Enrichment. Organic agriculture education provides hands-on learning opportunities, enabling the participant to develop critical thinking and problem-solving skills related to environmental and agricultural challenges. Programs that integrate organic farming into curricula are linked to increased awareness and practice of sustainable agriculture (e.g., making organic fertilizers and soil management).

"Studying organic agriculture at Alangilan Farm School has expanded my understanding of sustainable farming methods. Learning about organic farming practices helps me connect with nature and understand ecological balance better… The lessons on composting and crop rotation made me appreciate how science can be applied to farming… The school provides workshops and hands-on activities that deepen my knowledge about organic systems."

Development of Life Skills. As highlighted in the interview, the participant's skills such as patience, teamwork, and perseverance are cultivated through organic farming practices.

"Organic farming has taught me patience and perseverance because crops take time and care to grow. Through organic agriculture, I've learned how to manage resources effectively, which is a skill I can use in many areas of life… Working in the farm helps me improve my teamwork and leadership abilities when collaborating with classmates… Organic agriculture teaches me problem-solving skills, like finding natural solutions to pest problems."

Future Career Preparation. Involvement in organic agriculture activities prepares students for future roles in agriculture by equipping them with practical skills and sustainable practices as implied by the participant.

"I see organic farming as a potential career path because it aligns with my passion for sustainability. The training I'm receiving at Alangilan Farm School gives me the confidence to start my own organic farm someday… I'm preparing to pursue further studies in agricultural sciences to contribute to the organic farming industry… Through organic agriculture, I feel I'm gaining the skills needed to become a leader in sustainable food production."

Theme 4: Advocacy and Inspiration for Others

The emphasis of this theme is on the value of inspiring and advocating for organic agriculture among the younger generation. It highlights ways to inspire young people's interest and guarantee that information is passed down to future generations through education, mentoring, and highlighting the socio-environmental advantages of organic practices.

Education and Engagement. Programs integrating agricultural education into curricula have been effective in fostering interest among young people. Educating others fosters interest in organic farming and raises awareness of its benefits as shared by the participant.

"I enjoy sharing what I've learned about organic farming with my friends and community to help them see its benefits.

Teaching others about composting and sustainable practices makes me feel like I'm making a difference… Participating in school-organized outreach programs helps me educate younger students about organic agriculture. I've started small workshops in my neighborhood to demonstrate how easy and rewarding organic gardening can be."

Inspiration Through Advocacy. Advocacy efforts motivate others to embrace organic farming and sustainability. The participant shared his experiences how he could influence others by leveraging the power of social media.

"When I post about organic farming on social media, I hope to inspire others to try it out or support local farmers. Seeing how my classmates and I influence others to embrace organic practices motivates me to keep advocating. I want to be a role model for other students by showing them the importance of sustainable agriculture. By sharing my journey in organic farming, I hope to inspire others to pursue it as a lifestyle or career."

Technology and Innovation. Introducing innovations like ICTs (Information and Communication Technologies) in agriculture makes the field more appealing to the participant.

"Using technology like farm apps and drones has made organic farming more interesting and efficient for me. We experiment with modern techniques at school to make organic farming more accessible and scalable. I like researching innovations that can enhance organic agriculture, like natural pest repellents and smart irrigation systems. Technology gives us the tools to blend traditional organic methods with modern advancements, making farming exciting."

A Vision for Social Impact. Advocacy for organic agriculture is seen as a way to address societal challenges and promote sustainability. The participant shared his vision that can impact his community through his interest in organic farming.

"I dream of creating a farm that not only grows organic produce but also serves as an educational center for the community. My goal is to help reduce hunger by promoting organic farming as a sustainable way to feed more people. I want to show that organic farming can create jobs and improve the livelihoods of small-scale farmers. Advocating for organic agriculture is my way of contributing to a healthier and more sustainable future for everyone."

Theme 5: Personal and Societal Benefits

This theme focuses on how peers' experiences and expertise might encourage others to practice organic farming, especially in community and educational contexts. It emphasizes how crucial shared experiences and cooperative learning are in igniting interest in sustainable behaviors.

Collaborative Learning. Group activities foster teamwork and shared learning experiences in the context of organic farming.

"Working together with my classmates on farm projects helps us learn from each other's strengths and ideas. Group activities like planting and harvesting build a sense of teamwork and shared responsibility. I enjoy collaborating with my peers because we can tackle challenges in organic farming more effectively together. Learning in groups has taught me to value different perspectives on how to make organic farming sustainable."

Social Influence. Peers and mentors play a significant role in influencing sustainable farming behaviors according to the participant.

"Seeing my friends and classmates get passionate about organic farming inspires me to stay committed. When people around me support organic farming, it feels like we're part of something meaningful together. Social media helps me connect with like-minded individuals who advocate for sustainable agriculture. Our teachers and mentors motivate us to see organic agriculture as not just farming, but a way of life."

Creating a Movement. Participants envision organic farming as a movement for societal change.

"I believe, we, as Generation Z, can lead a movement towards more sustainable and eco-friendly agriculture. Starting small initiatives at school, like organic vegetable gardens, shows others that change is possible. I dream of creating a youth-driven organization to promote organic agriculture and sustainable practices. By joining forces with other young advocates, we can make organic farming the norm, not the exception."

Theme 6: Challenges and Growth

This theme emphasizes the non-technical but essential lessons that students learn from their engagement in organic agriculture; perseverance, collaboration, and practical agricultural skills are essential to their growth, and these lessons are in line with more general educational objectives in sustainability and experiential learning.

Personal Growth. Engagement in organic farming fosters resilience and time-management of the participant.

"Balancing schoolwork and farm tasks can be tough, but it taught me how to manage my time better. Organic farming challenges my patience because it requires constant care and attention to detail. Overcoming setbacks, like crop failures, has made me more determined to find sustainable solutions. I've learned that persistence and adaptability are key to succeeding in organic farming."

Team Dynamics. Collaborative agricultural initiatives foster interpersonal and collaboration skills according to the participant.

"Working with my classmates on the farm has taught me how to resolve conflicts and collaborate effectively. We've had disagreements about the best farming methods, but those discussions make us stronger as a team. I've realized that everyone has unique contributions, and teamwork is essential for achieving our goals. Group projects on the farm show me the value of leadership and active participation in a shared mission."

Practical Application of Knowledge. Organic farming provides the participant the opportunities to apply theoretical knowledge in real-world settings.

"Applying what I've learned in class to real-life farming challenges has made the lessons more meaningful. Organic farming helps me connect theory with practice, like using natural pest control methods we studied. Seeing the results of our efforts, like a thriving organic garden, reinforces the importance of hands-on learning. I appreciate how the practical experience at school prepares me for real-world agricultural challenges."

Discussion

This study reveals that Generation Z's engagement in organic farming is shaped by a variety of themes encompassing environmental consciousness, familial influence, educational enrichment, advocacy, personal benefits, and challenges that contribute to personal and societal growth. These findings align with theories of experiential learning, environmental sustainability, and generational advocacy, and resonate with recent studies.

Environmental Consciousness and Sustainability

The participant displayed a deep connection to environmental consciousness, stressing the ecological benefits of organic farming. The findings of Tscharntke et al. (2023), who emphasize that organic practices lessen environmental degradation while supporting biodiversity, are consistent with the function that organic farming plays in improving soil fertility and lowering pollution. Additionally, Generation Z's advocacy for sustainability is consistent with sustainability frameworks that highlight the proactive role of young people in advancing environmentally favorable behaviors (Yamane & Kaneko, 2021).

Furthermore, the participant's support for sustainability, especially as a Generation Z, is indicative of a growing global tendency among young people to place a higher priority on eco-friendly behaviors. This is in keeping with the sustainability frameworks presented by Tyson et al. (2021), who stress the importance of younger generations taking an active part in tackling environmental concerns and climate change. The potential of Generation Z as change agents in advancing sustainable agricultural systems (Yamane & Kaneko, 2021) is highlighted by the participant's devotion to organic farming and his feeling of duty to future generations. The fact that the participant acknowledged organic farming as a technique that aligns with his values demonstrates how ethical conscience and generational values may serve as the foundation for sustainability advocacy.

The participant's optimism is demonstrated by his conviction in organic farming's ability to solve environmental issues while overcoming its drawbacks. He is positioned to play a significant role in the development of ecologically conscious agriculture in the future because of his readiness to adopt creative ideas and promote sustainable practices. Organic farming can continue to develop into a practical and significant strategy for sustainable food production by combining conventional techniques, technological breakthroughs, and legislative backing (Gamage et al., 2023).

Family Influence and Agricultural Heritage

Family influence appeared as a crucial aspect in developing the participants' perspectives on agriculture and sustainability. His objectives were found to be centered on role modeling and the passing down of values within the family, demonstrating how intergenerational interactions foster a strong bond with farming techniques. Vygotsky's sociocultural theory (Tzuriel & Tzuriel, 2021), which holds that social interactions—especially those inside the family—act as a mediating factor in learning and development, is supported by this dynamic. The participant emphasized the value of early exposure to and involvement in family farming activities, which fostered a sense of responsibility for maintaining agricultural traditions as well as practical skills. These results are consistent with Han et al. (2021), who implied the importance of family farming traditions in motivating the next generation to embrace sustainable farming methods.

The participant often mentioned his parents and grandparents as important role models, pointing out how they exemplified fortitude, creativity, and environmental stewardship. The importance of cultural legacy (Maspul & Almalki, 2024) in maintaining interest in farming as a means of subsistence is demonstrated by the transmission of agricultural values and knowledge from elder family members to younger ones. In addition to maintaining customs (Aksoy & Öz, 2020), this generational transfer provides a way to incorporate contemporary sustainability ideas. Families lay the groundwork for customs (Burton et

al., 2020) that are both respectful of heritage and flexible enough to adjust to shifting environmental conditions by fusing traditional knowledge with modern methods.

The participant's involvement with sustainable practices is strongly affected by his family's influence and agricultural tradition. Aspirations, abilities, and a dedication to sustainability are shaped by the long-lasting influence that families provide through role modeling, value transmission, and educational assistance. This demonstrates the vital role that families play in bridging the gap between traditional agricultural knowledge and contemporary sustainability issues, guaranteeing that future generations maintain a connection to both their legacy and the changing needs of the agricultural industry.

Educational and Personal Development

Engaging in organic farming activities offers a vibrant educational enrichment environment that promotes the development of knowledge and useful skills. Kolb's experiential learning theory (Morris, 2020), which highlights the importance of practical experiences in developing critical competencies, is consistent with this. The participant improved his understanding of ecological systems and sustainable practices by gaining firsthand knowledge of agricultural processes through activities like soil preparation, planting, and crop management. This is supported by recent research by Rehman et al. (2023), which emphasizes how hands-on agricultural experiences enhance critical thinking, problem-solving, and teamwork. These abilities are crucial for handling difficult situations, especially regarding organic farming, which frequently calls for creative solutions to problems like insect control and climate change.

Participation in organic farming also fosters life skills like patience and perseverance, which emphasizes its developmental advantages. Agricultural activities enable the participant to persevere in pursuing long-term objectives despite crop failures or unpredictability. This result is consistent with research by Osumba et al. (2021), which found that students' resilience and leadership skills are strengthened by agriculture education. The participant gain confidence in his capacity to handle difficulties as well as personal attributes by taking on tasks that call for diligence and flexibility. Additionally, these encounters foster character development by fostering a sense of accountability and a greater understanding of the interdependence of environmental and human well-being.

Advocacy and Inspiration for Others

Strong advocacy is demonstrated by the participant's dedication to enlightening and motivating others about organic farming, which is consistent with Bandura's social learning theory (Rumjaun & Narod, 2020), which highlights the influence of role modeling on behavior. In addition to promoting organic farming, the participant inspires his colleagues to embrace sustainable methods by sharing his results and experiences. His use of social media platforms, which offer a venue for exhibiting farming activities, exchanging knowledge, and participating in discussions about sustainability, is a key component of his advocacy. This result is consistent with the findings of Kumar (2023), who noted that youth-driven sustainability programs have a greater impact and reach when they are conducted on digital platforms. The participant effectively closes the gap between conventional farming methods and contemporary communication channels through images, videos, and posts, generating awareness and action in the process.

Further demonstrating the participant's forward-thinking mindset is the way he has integrated innovation and technology into his support of organic farming. The incorporation of devices such as drones, farm management software, and other smart technologies shows how conventional farming may change to appeal to a younger, tech-savvy demographic. In addition to increasing productivity, this creative strategy supports research by Ngadi et al. (2023) that indicates younger generations may be drawn to sustainable agriculture by technologically advanced solutions. The participant dispels misconceptions about agriculture by demonstrating these cutting-edge methods, encouraging people to see farming as a viable and forward-thinking career choice. His initiatives to integrate advocacy and innovation set an example for fusing modernity and tradition, producing a new generation of tech-savvy and ecologically aware agricultural professionals.

Personal and Societal Benefits

The participant highlighted the cooperative aspect of organic farming, demonstrating how cooperation and mutual learning support individual development and skill improvement. This is consistent with Dewey's collaborative learning theory (Yang, 2023), which emphasizes the value of group interaction in fostering social and academic skills. The participant improved his capacity for innovation and adaptation in addition to gaining useful farming skills through exercises including co-planning, knowledge exchange, and problem-solving. This is corroborated by research by Carmeli et al. (2021), which shows that teamwork in group activities, including in agriculture, encourage resilience and creativity—two qualities that are essential for overcoming obstacles in organic farming.

The participant's attempts to coordinate youth-led sustainability movements highlight the activities' societal influence on a larger scale. These movements demonstrate

how Generation Z has the capacity to spearhead revolutionary shifts in sustainability and agriculture. Young leaders play a critical role in encouraging environmentally friendly behaviors and shaping social norms, as Yamane and Kaneko (2021) imply. In addition to motivating his peers, the participant helps create a more ecologically conscious society by supporting organic farming and sustainability.

Challenges and Growth

The participant encountered a number of difficulties with organic farming, including labor-intensive procedures, insect management, and erratic weather, all of which called for flexibility and perseverance. The growth mindset theory (Kapasi & Pei, 2022), which sees challenges as chances for personal development, is reflected in these instances. The participant's resilience in the face of adversity highlights how agriculture education develops critical life skills including problem-solving and time management. Despite being difficult, these hurdles promoted personal development and a greater dedication to sustainability.

The importance of teamwork and applied learning was further demonstrated by the cooperative nature of conquering obstacles. The participant said that navigating real-world agricultural issues was made easier for them by fusing academic ideas with practical expertise. This is in line with Kolb's experiential learning theory (Morris, 2020), which emphasizes how crucial experiential learning is for connecting theoretical ideas with real-world applications. In addition to broadening the participant's knowledge of sustainable farming, these experiences helped him get ready for future agricultural employment.

Synthesis

This study highlights Generation Z's diverse involvement in organic farming, which has been influenced by his environmental awareness, family dynamics, academic interests, advocacy work, and problem-solving strategies. The participant's high level of environmental consciousness echoes frameworks that emphasize his proactive involvement in combating climate change and represents a growing global trend among youth to prioritize sustainability. Family values and customs were found to be important factors, while knowledge passed down through the generations created a strong bond with farming methods and a sense of duty to protect the environment and cultural heritage.

Additionally, by fostering resilience in the face of adversity, experience learning, and the development of vital life skills, organic farming promotes personal growth. Through the use of cutting-edge technologies and social media, advocacy for sustainability is increased, highlighting the ability of young people to drive social change. These findings establish Generation Z as key players in establishing a more sustainable agricultural future by highlighting the dual benefits of organic farming for personal growth and its wider societal contributions.

Conclusion

This study highlights the intricate interplay between environmental consciousness, familial influence, and personal growth as Generation Z engages in organic farming. It underscores a generation that is not only inheriting traditional agricultural practices but also reimagining them through innovation and advocacy, driven by an ethical commitment to sustainability and societal well-being. Organic farming becomes a metaphor for the human ability to balance tradition with progress, where resilience in the face of challenges reflects broader life lessons. This dynamic demonstrates the concept of interconnectedness—linking the past, present, and future through sustainable practices, technological innovation, and collective responsibility.

The approach taken by Generation Z is an example of how values may be put into practice, implying that sustainability is not only an ecological need but also a moral and cultural requirement. Their ability to incorporate social media and technology into conventional frameworks shows how modernity and tradition can coexist to create a new generation of leaders that care about the environment.

Below are some of the lessons we can learn from this case study:

Sustainability as a Generational Imperative. Generation Z embodies the ethical responsibility to address environmental challenges, showcasing their potential as change agents for a sustainable future.

Family as a Foundation. Intergenerational influence fosters a strong connection to agricultural heritage, demonstrating the importance of cultural transmission in shaping sustainable practices.

Education through Experience. Practical engagement in organic farming enhances critical thinking, problem-solving, and resilience, highlighting the transformative power of experiential learning.

The Role of Advocacy. Advocacy through modern communication platforms bridges the gap between traditional practices and contemporary audiences, amplifying the impact of sustainability efforts.

Challenges as Opportunities for Growth. Overcoming the difficulties of organic farming cultivates perseverance, adaptability, and a growth mindset, providing a blueprint for tackling broader societal issues.

Innovation as a Catalyst. The integration of technology into organic farming demonstrates how innovation can make traditional practices relevant and appealing to younger generations.

Limitations of the Findings

This case study focuses on the perspectives of a single Alangilan Farm School student, which may not be generalizable to other Generation Z students or educational contexts. The results may be skewed by social desirability or personal prejudices, and may not cover all aspects of Generation Z's interest in organic farming. The study also focuses on specific issues like familial influence, environmental consciousness, and educational growth, but may not cover all factors influencing students' involvement. Longitudinal studies could show how students' opinions change over time, and an evaluation of sustainability of students' interest and ongoing involvement would benefit from further research over a longer time frame.

Practical Value of the Study

The study suggests that incorporating organic agriculture into curricula can be beneficial for educators and school administrators. By considering Generation Z students' interests and motivations, educators can create engaging programs that align with their values. By incorporating sustainable farming methods and real-world applications, teachers can prepare students for careers in organic farming. The study also highlights the importance of involving students in community farming projects, workshops, and outreach to promote wider adoption of organic farming. Legislators and advocacy organizations can use this information to develop policies or incentives for organic farming. The study also suggests that students' interest in organic farming is influenced by their families and communities, suggesting that promoting agricultural heritage and family support can help foster a shared responsibility.

Directions for Future Research

Future research may expand the sample size to include students from diverse schools, geographical areas, and socioeconomic backgrounds. It is important to track changes in students' attitudes and involvement with organic agriculture over time. Comparing students from organic agriculture schools to traditional agricultural curricula can help understand the influence of sustainability education. Digital technologies and social media platforms can also be explored to promote organic farming. Understanding family influence and global perspectives on Generation Z's interest in organic farming can help create strategies to encourage sustainable farming practices.

Declaration of Conflict of Interest

The researchers declare no conflict of interests.

Acknowledgment

The conduct of this qualitative case study would not be possible without the significance help of the people who supported the researchers. To the participant of our research study who participated willingly to accomplish this research. Warmest gratitude to our friends and colleagues who extended help during the conduct of this study. To our families who are our inspirations. And above all to our Almighty God.

References

1. Ahmed, S.K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health, 2*, 100051. https://doi.org/10.1016/j.glmedi.2024.100051
2. Aksoy, Z., & Öz, Ö. (2020). Protection of traditional agricultural knowledge and rethinking agricultural research from farmers' perspective: A case from Turkey. *Journal of Rural Studies, 80*, 291-301. https://doi.org/10.1016/j.jrurstud.2020.09.017
3. Burton, R.J., Forney, J., Stock, P., & Sutherland, L.A. (2020). *The good farmer: Culture and identity in food and agriculture*. Routledge.
4. Byrne, D. (2022). A worked example of Braun and Clarke's approach to reflexive thematic analysis. *Quality & quantity, 56*(3), 1391-1412. https://doi.org/10.1007/s11135-021-01182-y
5. Carmeli, A., Levi, A., & Peccei, R. (2021). Resilience and creative problem-solving capacities in project teams: A relational view. *International Journal of Project Management, 39*(5), 546-556. https://doi.org/10.1016/j.ijproman.2021.03.007
6. Delilan, A. (2024, Nov 21). Negros Island confronts growing threat of food fraud in organic farming. *Rappler*. https://www.rappler.com/philippines/visayas/negros-island-growing-threat-food-fraud-organic-farming/
7. Gamage, A., Gangahagedara, R., Gamage, J., Jayasinghe, N., Kodikara, N., Suraweera, P., & Merah, O. (2023). Role of organic farming for achieving sustainability in agriculture. *Farming System, 1*(1), 100005. https://doi.org/10.1016/j.farsys.2023.100005
8. Han, G., Arbuckle, J.G., & Grudens-Schuck, N. (2021). Motivations, goals, and benefits associated with organic grain farming by producers in Iowa, US. *Agricultural Systems, 191*, 103175. https://doi.org/10.1016/j.agsy.2021.103175
9. Kapasi, A., & Pei, J. (2022). Mindset theory and school psychology. *Canadian Journal of School Psychology, 37*(1), 57-74. https://doi.org/10.1177/08295735211053961

10. Kekeya, J. (2021). Qualitative case study research design: The commonalities and differences between collective, intrinsic and instrumental case studies. *Contemporary PNG Studies, 36*, 28-37. https://search.informit.org/doi/10.3316/informit.356219476950585

11. Kumar, A. (2023). Promoting Youth Involvement in Environmental Sustainability for a Sustainable Future. *Edumania-An International Multidisciplinary Journal, 1*(03), 261-278. https://doi.org/10.59231/edumania/9012

12. Mahapatra, G. P., Bhullar, N., & Gupta, P. (2022). Gen Z: an emerging phenomenon. *NHRD Network Journal, 15*(2), 246-256. https://doi.org/10.1177/26314541221077137

13. Maspul, KA, & Almalki, FA (2024). Preserving local wisdom: Unaizah's coffee culture and dates farming sustaining cultural heritage. *J-CEKI: Jurnal Cendekia Ilmiah, 3*(4), 956-982. https://doi.org/10.56799/jceki.v2i6.2280

14. Meekaew, N., & Chamaratana, T. (2024). Cultivating Entrepreneurial Skills in Organic Farming with Design Thinking and Community-Based Education. *International Journal of Learning, Teaching and Educational Research, 23*(5), 139-157. https://doi.org/10.26803/ijlter.23.5.8

15. Morris, T. H. (2020). Experiential learning–a systematic review and revision of Kolb's model. *Interactive learning environments, 28*(8), 1064-1077. https://doi.org/10.1080/10494820.2019.1570279

16. Ngadi, N., Zaelany, AA, Latifa, A., Harfina, D., Asiati, D., Setiawan, B., ... & Rajagukguk, Z. (2023). Challenge of Agriculture Development in Indonesia: Rural Youth Mobility and Aging Workers in Agriculture Sector. *Sustainability, 15*(2), 922. https://doi.org/10.3390/su15020922

17. Osumba, J.J., Recha, J.W., & Oroma, G.W. (2021). Transforming agricultural extension service delivery through innovative bottom–up climate-resilient agribusiness farmer field schools. *Sustainability, 13*(7), 3938. https://doi.org/10.3390/su13073938

18. Rumjaun, A., & Narod, F. (2020). Social learning theory—albert bandura. *Science education in theory and practice: An introductory guide to learning theory*, 85-99. https://doi.org/10.1007/978-3-030-43620-9_7

19. Rehman, A., Jabran, K., & Farooq, M. (2023). Curricula transformations and alternative pedagogical approaches for sustainable agriculture and environment. *International Journal of Agriculture & Biology, 30*(4), 242–252. https://doi.org/10.17957/IJAB/15.2081

20. Sahu, R.S., Tiwari, M., & Deka, N. (2024). The role of organic farming in creating food security and sustainable livelihoods for India's smallholder farmers: a systematic review using PRISMA. *Organic Agriculture, 14*(1), 95 -121. https://doi.org/10.1007/s13165-024-00457-6

21. Siaton, A.N., Gimena, J.A.F., & Cano, J. (2024). Empowerment Development Model of Organic Farmers. *Journal of Electrical Systems, 20*(4s), 1370-1412.

22. Tasci, A. D., Wei, W., & Milman, A. (2020). Uses and misuses of the case study method. *Annals of Tourism Research, 82*(4), 102815. https://doi.org/10.1016/j.annals.2019.102815

23. Thakur, N., Kaur, S., Kaur, T., Tomar, P., Devi, R., Thakur, S., ... & Yadav, AN (2022). Organic agriculture for agro-environmental sustainability. In *Trends of applied microbiology for sustainable economy* (pp. 699-735). Academic Press. https://doi.org/10.1016/B978-0-323-91595-3.00018-5

24. Tscharntke, T., Grass, I., Wanger, TC, Westphal, C., & Batáry, P. (2021). Beyond organic farming–harnessing biodiversity-friendly landscapes. *Trends in ecology & evolution, 36*(10), 919 -930. https://doi.org/10.1016/j.tree.2021.06.010

25. Tyson, A., Kennedy, B., & Funk, C. (2021). Gen Z, Millennials stand out for climate change activism, social media engagement with issue. *Pew Research Center*, 26. https://www.pewresearch.org/wp-content/uploads/sites/20/2021/05/PS_2021.05.26_climate-and-generations_REPORT.pdf

26. Tzuriel, D., & Tzuriel, D. (2021). The socio-cultural theory of Vygotsky. *Mediated learning and cognitive modifiability*, 53-66. https://doi.org/10.1007/978-3-030-75692-5_3

27. Wang, S., Feng, P., Batchelor, W.D., Hu, K., & Li, J. (2024). Organic farming decreases nitrate leaching but increases dissolved organic nitrogen leaching in greenhouse vegetable production systems. *Plant and Soil, 498*(1), 111-124. https://doi.org/10.1016/j.jhazmat.2024.133788

28. Yamane, T., & Kaneko, S. (2021). Is the younger generation a driving force toward achieving the sustainable development goals? Survey experiments. *Journal of cleaner production, 292*, 125932. https://doi.org/10.1016/j.jclepro.2021.125932

29. Yang, X. (2023). A historical review of collaborative learning and cooperative learning. *TechTrends, 67*(4), 718-728. https://doi.org/10.1007/s11528-022-00823-9