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## LEVEL OF PERFORMANCE IN COMMERCIAL COOKING OF GRADE 9 STUDENTS IN TINGA SORO-SORO INTEGRATED SCHOOL DURING ACTUAL PRESENTATION

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### ABSTRACT

The goal of the study is to find out what the cookery teachers at Tinga Sorosoro Integrated School think about how well localized teaching materials work for their students. Fifty-two (52) Grade 9 Junior High School students of TSIS were the subjects of the study who were currently enrolled in Commercial Cooking were the best respondents to be considered and included to gather vital information in completing the study. The needed data was handled with descriptive and inferential statistics, such as frequency distribution to show the respondent profile, weighted mean to find out the most common problems students had with their cookery performances, and Pearson-Chi-Square and Independent Sample t-tests to see if there was a significant difference between Grade 9 level during actual presentation and demographic profile. All datasets were generated using PASW version 18 to interpret study outcomes with an alpha level of 0.05. The 3.72 average is outstanding; using tools and equipment precisely and confidently, students can demonstrate tool use. Other noteworthy items include following activity improvement and innovation procedures, finishing work early, and working independently with ease and confidence. All students must obey the teachers' safety plans. If safety precautions aren't followed, some students can endanger others. The majority of students have a proficiency level of 19, or 37.30%. This means students have vital information, talents, and basic understandings and can convey them through authentic performance assignments. 33.30% is development. Only 3.9% of

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students are at the advanced level, when they can automatically and flexibly communicate information, abilities, and comprehension through authentic performance tasks. All p-values exceeded 0.05. The estimated p-value of 0.369 was greater than the 0.05 alpha level in a test comparing age-group performance responses. This suggests there was no substantial difference between the two age groups' performances. The estimated p-value of 0.677 was greater than the 0.05 alpha level for the difference in performance responses by sex. This implies that male and female performances were comparable. "I can't work alone with confidence" is a common problem in kitchen performance activities. The second most common problem is: "I don't understand the step-by-step technique." Students disagree on the above concerns (mean = 1.48). Based on common problems seen during real presentations or performances by G9 students, a measure will be suggested to help them do better at commercial cooking.

**Keywords:** Cookery, Commercial Cooking, Level of Performance

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## INTRODUCTION

Education is absolutely beneficial for society as a whole. It is a life-long process for each person that needs to be reinforced throughout life. Without education, life would be disastrous and detrimental. However, we require an education system that can eliminate illiteracy and provide common people with access to not only basic education but also higher and technical education. On the other hand, education is essential for everyone. It is the level of education that helps people earn respect and recognition, and it is an indispensable part of life both personally and socially. Furthermore, education equips an individual with the necessary knowledge and skills he/she needs to become a functional member of society. Another is that people value education as one of the strongest instruments for reducing poverty and for improving and developing the well-being of an individual. In our country, education remains one of the top priorities of our government. With the concerted efforts of our current administration to respond to the perceived needs of our education system, the Department of Education (DepEd) has pushed for the full implementation of the K to 12 Program.

The K to 12 Basic Education Program (BEP) is implemented in elementary and secondary schools. Technology and Livelihood Education (TLE) is an exploratory subject for Grade 7 and Grade 8 that introduces the different learning activities that will prepare the students to be skillful before they take their first step into the world of work. However, Grades 9 and 10 are the levels where students choose a specialization among the different learning areas they took during Grades 7 and Grade 8. The main objective of this research study is to determine the degree of skills learned in commercial cooking and, at the same time, to determine if the students acquire the necessary skills for obtaining a National Certification based on the TESDA requirements. Furthermore, skills acquired by the students from the theories provided by the teachers and actual skills developed during practical examinations are a must in order to make learners or students

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of commercial cooking able to pass the National Certification Assessment and be able to get a job in the future in line with their chosen specialization.

The Grade 9–10 learners, who are considered junior high school, begin their exploration of choosing courses with some preconceived ideas. According to the study of Rodriguez (2014), it places much emphasis on the development of outcome-based technical skills, especially in the junior and senior high school years. That is why the interest of students in technology and livelihood programs should be augmented and enhanced among them. In this study, the focus is on a course in Home Economics—Cooking.

DepEd Order No. 31 series of 2012 gave emphasis on Technology and Livelihood Education (TLE), the subject intended to provide an enriched general education that will prepare graduates for higher education, for work, and for lifelong learning. The course provides varied and relevant activities and opportunities to determine understanding of the key concepts and to demonstrate core competencies as prescribed in the TESDA Training Regulation in Cookery. Furthermore, it aims to provide quality service to target clients alongside assessing them as to the aspects of business that they may consider to strengthen and to become part of the food provider sector.

Tinga Sorosoro Integrated School (TSIS) is an academic community that aims to develop the students' holistic skills. In terms of the classroom setting, TSIS intends to enhance the students' capability to engage in the activities of the cookery class. The researcher observed that since it is the time when the use of technology is most demanding, the use of visual aids in teaching should not be limited only to one kind of instructional material. During the cooking class, the students encounter different problems that tend to affect their performance in the actual preparation of the dishes or products that they need to do in order to apply the different theories during classroom discussion. Furthermore, students have different reasons for enrolling or for taking up cookery as their specialization in Grade 9. It is in this manner that the researcher wants

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to assess the degree of performance of Grade 9 students in Commercial Cooking to assess the skills learned based on the standards of TESDA in Commercial Cooking.

Granberg (2017) indicated that the elements of cooking skills that were emphasized included mastering the language of cooking, measuring, following recipes, representing an instrumental and task-centered knowledge of cooking. The results of this study provide an insight into cooking lessons in HE in schools, not only regarding the focus that teachers give to cooking skills but also into how cooking skills can be understood on a theoretical level. This has implications for both regular schools and schools for students with mild IDs, since the elements that teachers consider important then guide what the students are given to learn. Teachers should be aware that the planning of lessons should also be based on the students' specific circumstances and context. Naelga and Sonsona (2017) highlighted that the K-12 curriculum is progressive. Technology and Livelihood Education have an essential part in curriculum pedagogy (TLE). This study evaluated 9th grade TLE students' skills in bread and pastry production; dressmaking; cooking; and consumer electronics and service. The Grade 9 TLE instructor uses a variety of strategies to teach skills and competencies. The assessment of competencies considered learners' knowledge and attitudes but required actual performance as evidence. Lastly, this study recommends that teachers be up-to-date on K-12 curriculum trends and possess the National Certificate II given and administered by TESDA. Teachers can only pass on what they know, so schools should focus on making sure they have the right labs for transferring technology and improving learning.

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## METHODOLOGY

### ***Research Design***

Quantitative research was used in this study. This is to gather information about an existing condition, whose principal aim was to describe the nature of a situation as it existed at the time of the study and to explore the causes of a particular phenomenon, which is to determine the degree of skills learned in Commercial Cooking of G9 students in Tinga Soro-Soro Integrated School based on the TESDA Standard.

### ***Population and Sampling***

The target population of this study are the Grade 9 students of Tinga Soro-Soro Integrated School who are taking up Commercial Cooking. Since there are only 52 students who took commercial cooking, the said number will be used and no sampling will be done.

### ***Respondents of the Study***

Fifty-two (52) Grade 9 Junior High School students of Tinga Soro-Soro Integrated School will be the respondents/subjects of the study. They are currently enrolled in Commercial Cooking and are the best respondents to be considered and included to gather vital information in completing the study.

### ***Research Instrument***

The research questionnaire was the main instrument in gathering data in order to analyze the existing documents, which supported the validation of data. The questionnaire is composed of the details regarding the degree of skills learned in commercial cooking by Grade 9 students in Tinga Soro-Soro Integrated School based on the TESDA Standard.

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### ***Validation of the Instruments***

The researcher took time in reading and analyzing different research studies and literature, and varied questionnaires to give essence to her own questionnaire. With the help of her adviser, the researcher prepared the first draft of the questionnaire. After making it essential in context, it will be given to three experts who will be requested to give judgment on each item for the validation of the questionnaire.

### ***Data Gathering Procedure***

The data from books, reference materials, and internet searches, including pamphlets, statistics, and magazines, were used by the researcher in order to form the background information for this study. Substantial data was used to support the thesis. After collecting enough information, the questionnaire was formulated. Modifications will be made as deemed by the thesis adviser. When the questionnaire is ready, a letter of request will be forwarded to the principal of Tinga Soro-Soro Integrated School. After permission has been obtained, the questionnaire will be administered to the student-respondents. The retrieval of the questionnaire will be done immediately. After that, the data will be tallied and treated with the appropriate statistical techniques.

### ***Statistical Treatment of Data***

The needed data were treated using descriptive and inferential statistics such as frequency distribution to present the profile of the respondents, weighted mean (mean) was used to determine the common problems encountered by students during performance in cookery and Pearson-Chi-Square and Independent Sample t-tests were used to test the significant difference in the level of Grade 9 during actual presentation and their demographic profile. In addition, all data were computed using statistical software known as PASW version 18 to further interpret the results of the study with an alpha level of 0.05.

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## RESULTS

### 1. Level of performance of G9 students during actual performance vis-à-vis TESDA Standards.

1.1 Performance Level of the Students During Actual Skills Presentation as Assessed by Teachers. The composite mean of 3.72 indicates that the over-all performance of the students was excellent. Among the criteria cited, using tools and equipment correctly and confidently ranked first, with a weighted mean score of 3.92 and was rated excellent. This means that students can demonstrate how they will use the tools and equipment. Other items were assessed as excellent, such as tasks being completed the following procedures in the activity improvement/innovation, manifesting a very clear understanding of the step-by-step procedure, work completed ahead of time, and working independently with ease and confidence. However, observing safety precautions begins with a proper safety plan that is put into place by the teachers and observed by all students. Safety precautions must be strictly adhered to because if they are not, some students can put all other students at risk.

1.2 Students' Performance after Combining Practical and Written Output Based on the results, most of the students are approaching proficiency with a frequency of 19 or 37.30 percent. This means that a student at this level has developed the fundamental knowledge and skills and core understandings and, with little guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks. It was followed by development with 33.30 percent. On the other hand only 3 or 5.90 percent are on

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the advanced level where student at this level exceeds the core requirements in terms of knowledge, skills and understandings and, and can transfer them automatically and flexibly through authentic performance tasks.

## 2. Significant difference in the level of performance of G9 students during the actual presentation and their demographic profile.

### 2.1 Difference in Responses on the Level of Performance During Activity in Cookery When Grouped According to Demographic Profile.

Based on the result, it was observed that all computed p-values were all greater than the 0.05 level of significance. Thus, the researcher failed to reject the null hypothesis and implies that the responses do not vary significantly. This means that the two-age bracket as well as males and females have the same performance in cooking. On the contrary, males and females have equal rights to get an education. And now females have competition with males in any field of study, (Khan, Nawaz, Chaudhry, Hyder, & Butt, 2012). Generally, in school and college results in recent years, female students have performed better than males in many cases. And females also behave better in class, so the teachers are cooperative with females.

2.2.1 Based on the test conducted on the difference of responses on the level of performance when grouped according to age, it was found that the computed p-value of 0.369 was greater than the 0.05 alpha level. This means that there was no significant difference observed and implies that the performance is the same between the two age brackets.

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2.2.2 Difference of Responses on the Level of Performance when Grouped According to Sex. Based on the test conducted, it was found that the computed p-value of 0.677 was greater than the 0.05 alpha level. This means that there was no significant difference observed and implies that both males and females possessed comparable performance.

### 3. Common Problems Encountered by Students during Performance Activity in Cookery

First in rank is "I cannot work independently with ease and confidence." Second in rank is "I do not manifest a very clear understanding of the step-by-step procedure." Last in rank is item number 9, "I do not enjoy performing every task that we have." Based from the composite mean of 1.48, the students strongly disagree on the above-mentioned problems.

## DISCUSSIONS

1.1 The composite mean of 3.72 indicates that the over-all performance of the students was excellent. Among the criteria cited, using tools and equipment correctly and confidently ranked first, with a weighted mean score of 3.92 and was rated excellent. This means that students can demonstrate how they will use the tools and equipment. However, observing safety precautions begins with a proper safety plan that is put into place by the teachers and observed by all students. Safety precautions must be strictly adhered to because if they are not, some students can put all other students at risk.

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- 1.2 Based on the results, most of the students are approaching proficiency with a frequency of 19 or 37.30 percent. This means that a student at this level has developed the fundamental knowledge and skills and core understandings and, with little guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks.
- 2.1 Based on the result, it was observed that all computed p-values were all greater than the 0.05 level of significance. Thus, the researcher fails to reject the null hypothesis and implies that the responses do not vary significantly. This means that the two-age bracket as well as males and females have the same performance in cooking.
  - 2.2.1 Based on the test conducted, it was found that the computed p-value of 0.369 was greater than the 0.05 alpha level. This means that there was no significant difference observed and implies that the performance is the same between the two age brackets.
  - 2.1.2 It was found that the computed p-value of 0.677 was greater than the 0.05 alpha level. This means that there was no significant difference observed and implies that both males and females possessed comparable performance.
3. First in rank is "I cannot work independently with ease and confidence," while last in rank is item number 9, "I do not enjoy performing every task that we have." Based on the composite mean of 1.48, the students strongly disagree with the above-mentioned problems.

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## RECOMMENDATIONS

In order to address the foregoing results of this research work, the proponent recommends the following to better improve the level of performance in Commercial Cooking of G9 students in Tinga Soro-Soro Integrated School during actual presentation.

1. Confidence should be developed in students in order to make them independently perform their tasks with pride in themselves.
2. Students should focus during classroom discussion in order to acquire the proper skills and procedures for performing actual tasks.
3. Teachers should orient and present lessons clearly in order for students to easily perform tasks by themselves with simple supervision or no supervision at all from the teachers.
4. If necessary, teachers should look for alternative ways to reduce the amount of ingredients during actual performance so that it will not be a hindrance in accomplishing tasks. The teacher may device ways on how to make performances of students not as expensive as they may be due to increasing prices of commodities.
5. Teachers should make sure that the place or actual area of performance is big enough for the number of students to freely move around and freely do their tasks. Conduciveness and size of the area must be considered to allow students their full potential in performing their tasks.

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