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ERF INTERDISCIPLINARY RESEARCH AND DEVELOPMENT

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THE RELATIONSHIP BETWEEN PHYSICAL ACTIVITY AND OBESITY RATES AMONG JUNIOR HIGH SCHOOL STUDENTS

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Master of Arts in Education
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Abstract

This study investigated the relationship between physical activity levels and obesity rates among junior high school students in selected schools in Pangasinan, Ilocos Region, Philippines. Specifically, it examined students' physical activity levels, obesity prevalence, the correlation between these variables, perceived barriers to physical activity, and proposed intervention measures. Employing a purely quantitative approach, the study involved 600 respondents selected through stratified random sampling to ensure representation across Grades 7 to 10. Data were collected using a self-administered survey questionnaire and body mass index (BMI) measurements and were analyzed using descriptive statistics and Pearson's correlation coefficient.

Results revealed that most students (41.7%) exhibited moderate physical activity levels, followed by those with low activity levels (38.3%) and high activity levels (20.0%). BMI classifications indicated that 38.3% of students were overweight or obese, 46.7% were of normal weight, and 15.0% were underweight. A strong negative correlation (-0.62 , $p < 0.05$) was observed between physical activity and obesity, indicating that higher physical activity levels were associated with lower obesity prevalence. Reported barriers to physical activity included lack of time, lack of motivation, limited facilities, and social or peer pressure. Based on these findings, proposed interventions included school-based sports programs, an improved physical education curriculum, community-based fitness events, and awareness campaigns.

Overall, the study underscores the urgent need for targeted school and community interventions to address insufficient physical activity and high obesity prevalence among adolescents. The findings provide evidence-based insights for educators, health practitioners, and policymakers in promoting healthier lifestyles.

Keywords: Physical Activity, Obesity, BMI, Adolescents, Barriers To Exercise, Junior High School Students

2. Introduction

Physical inactivity and escalating obesity rates among adolescents have become global health concerns. In the Philippines, the Department of Education (DepEd) recognizes the critical role of physical education and physical activity in national education policy, citing Article XIV, Section 19 of the 1987 Constitution, which mandates the state to promote physical education and sports for the development of a healthy and alert citizenry (Culajara, 2022). Accordingly, DepEd Order No. 60, series 2021, introduced *Galaw Pilipinas*, a national calisthenics exercise program that emphasizes regular physical activity within the school setting. Meanwhile, Republic Act No. 5708 (1969) and RA 10588 (Palarong Pambansa Act) legislate the promotion of sports development and school-based athletics as part of the curriculum and extracurricular activities. Nonetheless, despite these mandates and programs, Philippine adolescents continue to exhibit rising obesity prevalence and insufficient physical activity levels.

Despite these policy frameworks, national and regional data reveal persistent gaps. For instance, the 2022 Philippine Report Card on Physical Activity assigned an overall failing grade (F) to youth physical activity behaviors, contrasted with a commendable A- grade for policy support, indicating a disjunction between policy and practice (Ignacio et al., 2022). Furthermore, adolescent overweight and obesity increased at an average rate of 0.34 percentage points annually over the past decade in the Philippines, as reported by the National Nutrition Survey (Silvestre et al., 2023).

Consequently, although DepEd has integrated Fitness and Movement Education into the K-12 PE curriculum, emphasizing lifelong physical literacy and health-related fitness competencies, many junior high school students still fail to meet recommended daily physical activity levels (Samonte et al., 2021).

While existing literature supports a consistent negative association between physical activity and overweight in youth, most Philippine-based data are limited or regional. Globally, systematic reviews confirm inverse relationships between adolescent physical activity and obesity, yet longitudinal evidence remains scant and sometimes inconsistent (Lee et al., 2021).

Similarly, local cross-sectional studies in Metro Manila and other regions document inadequate physical activity and rising obesity rates. Still, few studies examine junior high school students in the Ilocos Region specifically (Cagas et al., 2022). Moreover, interventions such as after-school exercise programs have improved physical fitness but demonstrated limited impact on BMI in short-term quasi-experimental settings. Likewise, multi-component school-based approaches such as the Physical Activity 4 Everyone (PA4E1) trial abroad showed moderate BMI reduction among socioeconomically disadvantaged adolescents, stressing the benefits of curriculum reform, school environment modifications, and community involvement (Briançon et al., 2020).

Hence, despite legislative mandates, curricular frameworks, and pilot interventions, gaps remain in understanding the physical activity–obesity link among junior high schoolers in Pangasinan—a representative mix of urban and semi-urban contexts. In particular, perceived barriers unique to this cohort, such as time constraints, motivational factors, and facility access, have not been systematically explored, even though such barriers have been shown to compromise participation and exacerbate obesity risk (Moore et al., 2023).

Therefore, this study seeks to fill these gaps by focusing on junior high school students in Pangasinan, Ilocos Region, Philippines. Specifically, it aims to examine (a) students' physical activity levels, (b) obesity prevalence via BMI classifications, (c) the statistical relationship between activity level and obesity, (d) perceived barriers hindering physical activity, and (e) potential intervention strategies drawn from students' recommendations. Through a purely quantitative, descriptive-correlational, cross-sectional design, the study employs structured survey instruments and BMI measurements to generate reliable, generalizable insights regarding this cohort.

By integrating government-mandated policies (e.g., *Galaw Pilipinas*, K-12 Physical Education curriculum), legal frameworks (RA 5708, RA 10588), and learned lessons from both local findings and global intervention outcomes, this research establishes a clear rationale for examining how physical activity—or the lack thereof—relates to adolescent obesity in a Philippine junior high school context. Ultimately, it aims to contribute empirical evidence that supports the refinement of school-based physical activity programs and informs policy implementation at regional and national levels.

3. Method

2. Research Design

This study employed a purely quantitative research design to objectively examine the relationship between physical activity levels and obesity rates among junior high school students. Utilizing a descriptive–correlational approach, the study first described students’ physical activity patterns and obesity prevalence, then analyzed the extent to which these variables were related. The descriptive component provided a clear profile of the respondents’ health behaviors, while the correlational component determined whether a statistically significant association existed between activity levels and obesity status. Moreover, the study adopted a cross-sectional framework, wherein data were collected at a single point in time, allowing for the identification of patterns and relationships without the need for longitudinal tracking. To ensure accuracy and reliability, structured survey questionnaires were used to capture self-reported activity levels and perceived barriers, while standardized body mass index (BMI) measurements provided objective classification of weight status. This design was deemed appropriate as it facilitated systematic data collection and statistical analysis, thereby enabling the generation of evidence-based insights to guide health interventions for adolescents.

3. Participants

The study consisted of 600 junior high school students enrolled in Grades 7 to 10 from selected schools in Pangasinan, Ilocos Region, Philippines. These schools were chosen based on accessibility, administrative consent, and the availability of facilities for physical activity assessments and BMI measurements. Using a stratified random sampling technique, the study ensured proportional representation from each grade level while considering demographic variables such as age and gender, thereby enhancing the representativeness and reliability of the findings. Moreover, participation was voluntary, and informed parental consent was secured before data collection in adherence to ethical research standards. This sampling approach allowed the study to capture diverse perspectives and experiences related to physical activity and obesity, ensuring that the results could be generalized to the broader population of junior high school students in the region.

4. Instrumentation

The study utilized two primary research instruments: a self-administered survey questionnaire and standardized body mass index (BMI) measurements, both selected to ensure accuracy, reliability, and objectivity in data collection. The survey questionnaire was designed to gather comprehensive information on students’ physical activity levels, including frequency, intensity, and duration, as well as perceived barriers such as lack of time, motivation, or access to facilities. Before full implementation, the instrument underwent pre-testing to establish clarity and content validity. In addition, BMI measurements were conducted using standard procedures for recording height and weight, with results computed using the formula $BMI = \text{weight (kg)} / \text{height}^2 (\text{m}^2)$ and categorized according to internationally recognized classifications. By combining subjective self-reports with objective anthropometric data, the instruments provided a well-rounded assessment of the relationship between physical activity and obesity, thereby strengthening the study’s empirical basis.

2.4 Data Analysis

This study were analyzed using both descriptive and inferential statistical techniques to address the research questions effectively. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were employed to summarize participants’ physical activity levels, BMI classifications, and perceived barriers to physical activity. Meanwhile, Pearson’s correlation coefficient was applied to determine the strength and direction of the relationship between physical activity levels and obesity rates, with a significance level set at $p < 0.05$ to ensure statistical rigor. Furthermore, the analysis was conducted using statistical

software to enhance accuracy and efficiency in processing quantitative data. Through this combination of descriptive and inferential methods, the study was able to present a clear depiction of current trends while also identifying significant relationships that could inform targeted intervention strategies.

4. Results

The findings of the study revealed notable patterns in the physical activity levels and obesity rates of junior high school students. In terms of physical activity, most respondents (41.7%) reported engaging in moderate levels of activity, while 38.3% indicated low activity levels and only 20.0% achieved high activity levels. This distribution suggests that a substantial proportion of students do not meet the recommended daily physical activity guidelines for adolescents. About obesity prevalence, BMI classifications showed that 38.3% of the respondents were overweight or obese, 46.7% fell within the normal weight range, and 15.0% were classified as underweight. Moreover, statistical analysis using Pearson's correlation coefficient demonstrated a strong negative relationship between physical activity levels and obesity rates ($r = -0.62$, $p < 0.05$), indicating that students with higher physical activity engagement tended to have lower obesity prevalence. Additionally, the study identified key perceived barriers to physical activity, with lack of time cited by 36.7% of respondents, lack of motivation by 25.0%, limited facilities by 21.7%, and social or peer pressure by 16.6%. These results highlight the multifaceted nature of adolescent obesity, emphasizing that both behavioral patterns and environmental constraints significantly influence students' engagement in physical activity and, consequently, their weight status.

4. Discussion

The results of this study align closely with findings from previous local and international research, thereby reinforcing the observed relationship between physical activity and obesity among adolescents. The strong negative correlation identified in this study ($r = -0.62$, $p < 0.05$) is consistent with the conclusions of Dewi et al. (2021), who emphasized that higher levels of physical activity are significantly associated with lower adiposity in school-aged youth. Similarly, a Philippine-based study by Cagas et al. (2022) also reported that insufficient physical activity was a key predictor of overweight and obesity among high school students, mirroring the trends found in the present research. Moreover, the identification of barriers such as lack of time, motivation, and access to facilities corroborates the work of Vasquez et al. (2020), who noted that both personal and environmental factors serve as critical determinants of youth participation in physical activity. In the same vein, the prevalence rates of overweight and obesity found in this study are comparable to those reported in the National Nutrition Survey, which highlighted the rising incidence of adolescent obesity in the Philippines over the past decade (Pengpid et al., 2025). Collectively, these similarities with prior studies strengthen the validity of the present findings and underscore the urgent need for multi-level interventions, combining school-based initiatives with community and policy-level strategies, to address the dual challenges of physical inactivity and obesity among junior high school students.

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ENHANCING LATTE ART SKILLS AMONG MAXIMA TECHNICAL AND SKILLS TRAINING INSTITUTE INCORPORATED STUDENTS USING STEP-BY-STEP VISUAL MODULES

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Master in Education

Major in Technology and Livelihood Education

Abstract

This study aimed to enhance the latte art skills of students at Maxima Technical and Skills Training Institute Incorporated through the implementation of step-by-step visual modules. Anchored in the goal of advancing technical-vocational education and training (TVET), the research sought to assess students' latte art skills before and after the intervention, determine the significant difference in their performance, and evaluate the impact of visual modules on their confidence and accuracy. Employing a quasi-experimental design with a single-group pre-test and post-test approach, 40 students enrolled in the Latte Art Skills Training Program participated in the study. Quantitative data were gathered through performance rubrics and a Likert-scale survey questionnaire.

Findings demonstrated a significant improvement in students' latte art skills following the use of the visual modules, as evidenced by increased mean scores across criteria including design symmetry, clarity and contrast, steaming technique, pouring control, and overall output. Statistical analysis using a paired t-test confirmed a significant difference in performance between pre- and post-intervention assessments. Additionally, results indicated that students experienced enhanced confidence and accuracy in creating latte art designs after engaging with visual learning materials.

The study concluded that the integration of step-by-step visual modules constitutes an effective pedagogical approach to improving both skill performance and learner confidence in barista-related competencies. This innovation supports TESDA's mandate for inclusive and quality-assured training and may serve as a model for elevating instructional delivery within the food and beverage services sector of TVET institutions.

Keywords: Latte Art, Visual Modules, TVET, TESDA, Barista Training, Confidence, Accuracy

1. Introduction

The development of practical skills among students in Technical and Vocational Education and Training (TVET) institutions remains a critical priority in the Philippines, as underscored by several national policies and directives. The Department of Education (DepEd) and the Technical Education and Skills Development Authority (TESDA) have issued numerous orders and memoranda aimed at strengthening competency-based training to ensure graduates are job-ready and aligned with industry demands. For instance, DepEd Order No. 42, s. 2017 emphasizes the integration of technical-vocational competencies in senior high school curricula to improve learners' employability and entrepreneurial skills. Similarly, TESDA's Training Regulations (TR) and its Philippine TVET Qualifications Framework (PTQF) provide comprehensive competency standards and assessment protocols, ensuring that training programs meet the highest quality standards (Edralin & Pastrana, 2023). These frameworks reflect the government's commitment to delivering inclusive, accessible, and quality-assured TVET programs, vital to addressing unemployment and underemployment challenges in the country (Edralin & Pastrana, 2023).

Republic Act No. 7796, known as the TESDA Act of 1994, further institutionalizes this mandate by establishing TESDA as the primary government agency responsible for managing

and supervising technical education and skills development. The law underscores the need for innovative and effective instructional methods to enhance learner competencies and meet the dynamic requirements of various industries. In line with this, TESDA Circular No. 42, s. 2016 highlights the promotion of technology-based instructional materials and learner-centered approaches, encouraging institutions to adopt multimedia and visual tools that complement hands-on training. This policy direction aligns with international best practices, which increasingly recognize the effectiveness of visual learning strategies in improving skill acquisition and retention.

In the context of the food and beverage services sector, particularly in barista training, the ability to master intricate skills such as latte art is crucial for graduates' competitiveness in the hospitality industry (Pramita & Parma, 2020). Latte art not only exemplifies technical proficiency but also enhances customer experience, serving as a tangible output of a barista's craftsmanship (Cotter, 2021). However, traditional instructional approaches often rely heavily on verbal explanations and live demonstrations, which may not sufficiently cater to diverse learning styles or fully engage learners. Studies have shown that visual learning modules can effectively bridge this gap by providing step-by-step, concrete visual representations that facilitate comprehension, reduce cognitive overload, and support skill mastery (Santoso et al., 2021). In technical-vocational education, such multimedia resources have been associated with improved learner confidence, accuracy, and motivation (Samat & Aziz, 2020).

Despite the recognized benefits, there remains a paucity of localized instructional materials tailored to the Philippine TVET context that leverage visual learning specifically for barista training and latte art skills development. The existing body of research calls for context-specific innovations that integrate TESDA's competency-based framework with modern pedagogical tools (Lin & Kuo, 2022). This study responds to this gap by developing and implementing step-by-step visual modules designed to enhance the latte art skills of students at Maxima Technical and Skills Training Institute Incorporated, a TESDA-accredited institution. By aligning with TESDA's policy guidelines and competency standards, the study seeks to contribute evidence-based strategies that support effective skill development in TVET.

Moreover, the integration of step-by-step visual modules aligns with TESDA Memorandum Circular No. 88, s. 2017, which encourages the adoption of blended learning approaches in technical education. Blended learning combines traditional hands-on instruction with digital or visual tools to create a more engaging and effective learning environment. This approach is particularly relevant in the current educational landscape, where learners increasingly benefit from multimedia and technology-enhanced instruction (Alkhatib & Jaradat, 2021). By incorporating detailed photographic sequences and clear visual cues, the modules aim to cater to visual learners and reduce the complexity inherent in mastering latte art techniques.

This study also draws on theoretical foundations from the Multimedia Learning Theory and Cognitive Load Theory, which emphasize the importance of well-structured visual information to optimize learning efficiency. Mayer's (2024) Multimedia Learning Theory posits that learners understand and retain information better when it is presented through both verbal and visual channels, as opposed to verbal instruction alone (Mayer, 2024). Cognitive Load Theory further explains how instructional designs that minimize extraneous cognitive load allow learners to allocate more mental resources to the intrinsic complexity of the task, thereby enhancing skill acquisition. These theories underpin the rationale for using step-by-step visual modules as a pedagogical tool in technical skills training (Bautista, 2019).

In summary, this study is grounded in national education policies, TESDA's regulatory frameworks, and established learning theories that collectively advocate for innovative, learner-centered instructional methods in TVET. By focusing on enhancing latte art skills through step-by-step visual modules, the research addresses an important gap in the Philippine technical-vocational education landscape. The findings of this study are anticipated to offer valuable

insights and practical recommendations for improving instructional delivery and learner outcomes in barista training and other related food and beverage service programs. This contribution supports TESDA's broader mandate to elevate the quality, accessibility, and relevance of technical education in the country.

2. Method

2.1 Research Design

This study employed a quasi-experimental single-group pretest-posttest research design to evaluate the effectiveness of step-by-step visual modules in enhancing the latte art skills of students at Maxima Technical and Skills Training Institute Incorporated. This design involved assessing the participants' skill levels and confidence before and after the intervention, without the inclusion of a control group. By measuring changes within the same group, the design provided practical insights into the instructional impact of the visual modules in a real-world educational setting. While the absence of a comparison group limits causal inferences, this approach remains appropriate for educational contexts where random assignment is impractical, allowing for empirical evaluation of skill development and learner outcomes attributable to the implemented instructional strategy.

2.2 Participants

This study comprised 40 students enrolled in the Latte Art Skills Training Program at Maxima Technical and Skills Training Institute Incorporated. These participants were purposively selected based on their active enrollment and engagement in the TESDA-accredited barista training course during the academic term in which the study was conducted. The selection criteria ensured that all respondents possessed foundational knowledge of coffee preparation and were at a stage where they were developing their latte art competencies. This homogeneity in training background and exposure to the same instructional setting enhanced the reliability of the findings related to the effectiveness of the step-by-step visual modules in improving their technical skills, confidence, and accuracy in latte art performance.

2.3 Instrumentation

The study utilized three primary instruments to collect data: a latte art performance checklist, a self-assessment confidence scale, and a researcher-developed step-by-step visual module. The performance checklist, aligned with TESDA's competency standards, was designed to objectively evaluate students' technical skills across criteria such as symmetry, clarity, contrast, steaming technique, and pouring control before and after the intervention. The self-assessment confidence scale employed a five-point Likert-type format to measure students' perceived confidence in executing various aspects of latte art, including milk frothing and pouring precision. The step-by-step visual module served as the instructional material, featuring photographic sequences and concise guides that visually demonstrated each stage of latte art creation. All instruments underwent rigorous content validation by experts in technical-vocational education and food and beverage services to ensure their reliability, relevance, and alignment with the study's objectives.

2.4 Data Analysis

The data collected from the performance checklist and confidence scale were systematically analyzed using both descriptive and inferential statistical methods. Means and standard deviations were computed to determine the levels of students' latte art skills before and after the intervention, as well as to assess changes in their self-reported confidence and accuracy. To evaluate the significance of the differences in skill performance between the pretest and posttest, a paired-sample t-test was employed. This statistical test allowed for the examination of

whether the observed improvements in latte art competencies were statistically meaningful. The analysis was conducted using appropriate statistical software to ensure accuracy and validity, thereby providing robust evidence regarding the effectiveness of the step-by-step visual modules in enhancing the learners' technical skills and confidence.

3. Results

The study revealed a marked improvement in the latte art skills of students following the implementation of the step-by-step visual modules. Analysis of the pretest and posttest scores indicated a significant increase across all evaluated skill components. For instance, the mean score for design symmetry improved from 2.85 (SD = 0.57) in the pretest to 4.12 (SD = 0.48) in the posttest, reflecting enhanced precision and balance in students' latte art outputs. Similarly, clarity and contrast showed a substantial gain, with mean scores rising from 2.78 (SD = 0.60) to 4.05 (SD = 0.50), indicating that learners were better able to execute visually distinct and aesthetically pleasing designs after engaging with the visual modules.

Furthermore, technical skills related to milk steaming and pouring control also exhibited significant advancements. The steaming technique mean score increased from 2.90 (SD = 0.62) to 4.20 (SD = 0.45), demonstrating improved mastery in frothing milk to the appropriate texture essential for latte art. Pouring control, critical for shaping precise designs, showed an increase from a mean of 2.70 (SD = 0.59) to 4.15 (SD = 0.52). These improvements collectively contributed to a higher overall performance score, which rose from a baseline mean of 2.81 (SD = 0.55) to 4.13 (SD = 0.47) post-intervention, indicating that the instructional innovation effectively enhanced the students' practical skills and execution quality.

In addition to technical skill enhancement, the study also documented a notable increase in students' confidence and accuracy in performing latte art. The self-assessment confidence scale revealed that students' perceived confidence in milk frothing improved from a mean score of 2.95 (SD = 0.58) to 4.10 (SD = 0.49), while confidence in pouring precision rose from 2.80 (SD = 0.61) to 4.05 (SD = 0.50). Accuracy in replicating latte art designs also experienced growth, with mean scores increasing from 2.75 (SD = 0.57) to 4.08 (SD = 0.48). These findings suggest that the step-by-step visual modules not only enhanced technical competencies but also significantly boosted learners' self-efficacy, which is integral to skill retention and continued practice.

4. Discussion

The significant improvement in students' latte art skills observed in this study aligns with findings from previous research emphasizing the efficacy of visual learning tools in technical skills development. Mayer's (2024) Multimedia Learning Theory posits that learners process information more effectively when verbal explanations are complemented by visual representations, which enhances comprehension and skill acquisition. This study's use of step-by-step visual modules provided clear, sequential visual cues that facilitated learners' understanding of complex latte art techniques, thereby corroborating Mayer's assertion that multimedia instruction reduces cognitive overload and improves learning outcomes. Similar results were reported by Lee and Lim (2018), who found that visual aids significantly improved technical competencies and performance accuracy among culinary arts students (Javier & Java, 2025).

Additionally, the increase in learners' confidence and accuracy echoes Bandura's (1997) Self-Efficacy Theory, which highlights the importance of mastery experiences and guided instruction in building individuals' belief in their capabilities. The visual modules in this study offered repeated, scaffolded demonstrations that allowed students to internalize procedures at their own pace, fostering a sense of competence and encouraging independent practice. This finding is consistent with the work of Eze et al. (2020), who demonstrated that multimedia instructional approaches in vocational education not only enhance technical skills but also

contribute to higher learner confidence, which is essential for sustained skill development and professional readiness (Eze et al., 2020).

Moreover, the results support TESDA's advocacy for innovative, learner-centered teaching strategies as outlined in TESDA Circular No. 42, s. 2016, which promotes the integration of technology-based instructional materials in TVET programs. The positive outcomes of the step-by-step visual modules in this study provide empirical evidence reinforcing TESDA's policy framework and its call for multimedia-enhanced instruction to improve training quality and learner engagement. Comparable studies within the Philippine TVET context, such as those by Ancho and PF (2021), have also documented that visual and interactive learning materials lead to improved competency attainment among technical-vocational students, thereby validating the applicability and effectiveness of such innovations in the local setting (Ancho & PF, 2021).

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IMPROVING KNIFE SKILLS AND FOOD PLATING TECHNIQUES THROUGH PRACTICAL WORKSHOPS IN FOOD AND BEVERAGE SERVICES

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Abstract

This study examined the effectiveness of practical workshops in enhancing knife skills and food plating techniques among Food and Beverage Services (FBS) students at Maxima Technical and Skills Training Institute Incorporated. Employing a quasi-experimental single-group pretest-posttest design, the research evaluated students' skill levels before and after participation in the workshops. Data were collected through performance assessments scored on a 20-point scale and a Likert-scale survey measuring students' confidence and perceived proficiency. Initial findings indicated that students demonstrated moderate competency in knife handling and food plating techniques. However, following the intervention, significant improvements were observed in both skill areas, as evidenced by paired t-test results revealing statistically significant differences in performance pre- and post-workshop. Furthermore, the workshops positively influenced students' confidence, enhancing their perceived readiness to undertake real-world culinary tasks. These findings underscore the value of integrating competency-based, experiential learning approaches within technical-vocational education to effectively bridge the gap between theory and practice. The study recommends the continued implementation and expansion of hands-on training modules in FBS curricula to ensure that students develop job-ready skills aligned with industry standards. This research contributes to the growing body of evidence supporting the essential role of practical workshops in fostering both technical proficiency and self-efficacy among TVET learners, thereby improving their future employability in the hospitality sector.

Keywords: Knife Skills, Food Plating Techniques, Practical Workshops, Competency-Based Education, Food And Beverage Services, Technical-Vocational Education, Experiential Learning, Student Confidence

1. Introduction

The growing demands of the hospitality and food service sectors demand a skilled and confident workforce—one that is not only technically proficient but also job-ready the moment they step into the industry. In the Philippines, Technical Vocational Education and Training (TVET) through institutions like TESDA and DepEd's Technical-Vocational-Livelihood (TVL) track aims to ensure such workforce preparedness. Republic Act No. 7796, also known as the Technical Education and Skills Development Act of 1994, mandates the formulation of comprehensive development plans, competency standards, and certification systems overseen by TESDA, emphasizing a competency-based, outcome-oriented model (Paqueo et al., 2024). The recently released National Technical Education and Skills Development Plan (NTESDP) 2023–2028 further underscores the importance of aligning TVET programs with industry needs—calling for enhanced quality, relevance, and certification mechanisms (Edralin & Pastrana, 2023).

Department of Education (DepEd) likewise supports this imperative of alignment between practical training and workforce readiness. Joint Memoranda and Orders between DepEd and TESDA seek to integrate TVET into all Senior High School (SHS) tracks to produce industry-relevant competencies among learners, particularly within the TVL strand (Parua & Yang, 2024). The Senior High School Assessment and Certification Support Program, established through

DepEd-TESDA collaboration under TESDA Circular No. 045 s. 2024, institutionalizes competency assessment and certification options for SHS students, further legitimizing TVET pathways. These policies demonstrate a systemic commitment to competency-based education (Estecomen et al., 2019). Yet, they also point to a need for evidence-based curricular enhancements—especially in high-demand fields like Food and Beverage Services.

Within this policy context, knife skills and food plating techniques stand out as fundamental yet challenging competencies in FBS training. These manual skills are essential for safety, precision, speed, and visual appeal—qualities highly valued in hospitality environments (Mantolas et al., 2023). However, limited research has explored the effectiveness of practical training approaches in enhancing these competencies among TVET learners in the Philippines. A recent study by Villar (2019) found extremely high positive correlations between cognitive skills and practical skills—and between preparedness and assessment outcomes—among NC II Commercial Cookery students, which underscores the importance of integrating theoretical and practical domains in training design. Similarly, international studies in culinary arts education highlight that hands-on training—particularly in segments like knife handling and food presentation—is critical in building competence and confidence, laying the foundation for culinary excellence (Chen et al., 2022).

Despite such findings, implementation varies across institutions. Issues such as limited access to functional facilities, inconsistent instructor approaches, and a lack of structured, competency-aligned workshops have been identified as constraints in TVL and cookery education contexts. These challenges underscore the need for structured, competency-based practical interventions within institutions like Maxima Technical and Skills Training Institute Incorporated, particularly given its alignment with TESDA performance standards and its role in preparing FBS learners for industry roles.

The present study aims to address this gap by systematically evaluating the impact of practical workshops on knife skills and food plating techniques among FBS students. It adopts a quasi-experimental pretest-posttest design to measure both technical proficiency and self-efficacy, using instruments aligned with TESDA's NC II competencies and national standards. By doing so, it contributes to both institutional improvement and broader pedagogical knowledge in Philippine TVET.

In sum, the convergence of national policy mandates (RA 7796, NTESDP 2023–2028), DepEd–TESDA operational frameworks (TVL integration, certification programs), and empirical evidence on skill–confidence linkages all point to the critical role of practical, competency-based education. This study seeks to empirically validate the effectiveness of structured workshops in enhancing essential FBS competencies—providing actionable insights for curriculum developers, policymakers, and trainers alike. Through empirical investigation, the study not only supports TESDA and DepEd's shared vision for high-quality TVET but also advocates for the hands-on pedagogies needed to produce confident, capable, and employable TVET graduates in the hospitality sector.

2. Method

2.1 Research Design

The study employed a quasi-experimental research design utilizing a single-group pretest-posttest approach to determine the effectiveness of practical workshops in enhancing the knife skills and food plating techniques of Food and Beverage Services students at Maxima Technical and Skills Training Institute Incorporated. This design was deemed appropriate as it allowed the measurement of changes in the same group of participants before and after the intervention, thereby providing direct evidence of the workshops' impact on both technical proficiency and self-reported confidence levels. The pretest established baseline performance, followed by a

structured series of competency-based practical sessions aligned with TESDA Training Regulations, and a posttest to assess improvements. While the absence of a control group limited the ability to eliminate all external influences, the design was practical and feasible within the institutional context, ensuring a focused examination of skill acquisition under controlled training conditions.

2.2 Participants

There were forty students enrolled in the Food and Beverage Services (FBS) program at Maxima Technical and Skills Training Institute Incorporated during the academic term in which the research was conducted. Selected through purposive sampling, all participants were actively engaged in the practical workshops designed to enhance knife skills and food plating techniques, making them the most appropriate group for evaluating the intervention's effectiveness. Their inclusion ensured that the data collected reflected the direct impact of the competency-based training on individuals who were uniformly exposed to the same instructional content, facilities, and assessment procedures. This homogeneity of exposure facilitated accurate measurement of changes in technical proficiency and self-reported confidence levels attributable to the workshops.

2.3 Instrumentation

The study utilized two primary research instruments: a practical skill assessment checklist and a self-administered questionnaire. The practical skill assessment checklist was developed by the competency standards outlined in the TESDA Training Regulations for Food and Beverage Services NC II, enabling objective evaluation of students' knife handling and food plating techniques in terms of accuracy, safety, efficiency, and presentation quality. Complementing this, the questionnaire—structured on a five-point Likert scale—was designed to measure the students' confidence and perceived proficiency in performing the targeted skills before and after the intervention. The combined use of these instruments provided a comprehensive assessment framework that captured both the quantitative improvements in technical performance and the qualitative enhancement of self-efficacy resulting from the practical workshops.

2.4 Data Analysis

The data gathered from the skill assessments and questionnaires were systematically tallied, tabulated, and analyzed using appropriate statistical tools to address the study's research objectives. Descriptive statistics, specifically the mean and standard deviation, were employed to determine the students' level of knife skills and food plating techniques before and after the practical workshops, providing a clear measure of central tendency and variability. A five-point Likert scale was utilized to quantify the respondents' self-reported confidence and perceived proficiency, offering insight into attitudinal changes. To establish whether there was a statistically significant difference in performance pre- and post-intervention, a paired sample t-test was applied, ensuring the validity of inferences regarding the effectiveness of the workshops. This rigorous analytical approach allowed for a precise evaluation of both skill development and confidence enhancement attributable to the intervention.

3. Results

The study revealed that the students' initial proficiency in knife skills and food plating techniques before the implementation of the practical workshops was at a moderate level. Pre-test mean scores for knife skills averaged 3.12 (SD = 0.45) on a five-point scale, indicating that while students possessed basic knowledge and some competency, there was considerable room for improvement, particularly in areas such as precision cutting, consistency of slices, and proper handling of kitchen tools. Similarly, the pre-test mean score for food plating techniques was 3.08 (SD = 0.48), suggesting that although students demonstrated a fundamental understanding of

portioning and arrangement, their execution lacked refinement and creativity consistent with industry standards. These baseline results underscored the necessity of structured, hands-on training to bridge gaps between theoretical knowledge and practical application.

Following the implementation of the practical workshops, post-test results showed a significant improvement in both knife skills and food plating techniques. The mean score for knife skills increased to 4.21 (SD = 0.37), reflecting enhanced proficiency in speed, accuracy, and safety measures during food preparation. In parallel, the mean score for food plating techniques rose to 4.18 (SD = 0.35), indicating notable advancements in presentation aesthetics, portion control, color balance, and plate composition. The paired sample t-test analysis confirmed that these increases were statistically significant ($p < 0.05$), validating the effectiveness of experiential, competency-based training in developing technical culinary skills. These gains were consistent among most participants, highlighting the uniform impact of the intervention regardless of prior skill level.

In addition to measurable improvements in technical competencies, the study also documented a substantial improvement in students' confidence and perceived proficiency following the workshops. Based on the five-point Likert scale responses, the overall mean rating for confidence in performing knife skills increased from 3.15 to 4.35, while confidence in executing food plating techniques rose from 3.12 to 4.31. This growth suggests that hands-on, practice-driven learning not only sharpened the participants' abilities but also cultivated self-assurance, an essential attribute for success in the Food and Beverage Services industry. These results collectively indicate that practical workshops serve as an effective pedagogical approach, enabling students to meet, and in some cases exceed TESDA's competency standards for FBS graduates.

4. Discussion

The findings of this study align with previous research underscoring the effectiveness of hands-on, competency-based training in developing technical skills among vocational and technical students. According to Higashi and Kanai (2020), practical workshops in culinary arts significantly enhance learners' precision, safety, and efficiency in kitchen tasks, as the repetitive, guided practice fosters muscle memory and procedural knowledge. This is consistent with the marked improvement in knife skills observed in the present study, where students demonstrated substantial gains in speed, accuracy, and proper tool handling after the intervention (Higashi & Kanai, 2020). Similarly, Tupas (2021) emphasized that experiential learning provides a more profound understanding of food preparation processes, bridging the gap between theoretical knowledge and industry-level performance. This principle mirrors the skill advancement seen among the participants in this research.

The results also corroborate the conclusions of Mojica (2023), who found that incorporating structured practical workshops into technical-vocational curricula leads to notable improvements in food presentation and plating artistry. Their study indicated that repeated exposure to real-life kitchen scenarios strengthens students' ability to apply concepts of color harmony, texture contrast, and portion control, thereby enhancing the aesthetic appeal of dishes—an outcome similarly reflected in this research's post-test results for food plating techniques. Moreover, these findings echo the framework set forth by the Technical Education and Skills Development Authority (TESDA), which mandates in its Training Regulations for Food and Beverage Services NC II that skill development be achieved through intensive, hands-on activities to ensure graduates meet industry standards.

Furthermore, the observed boost in student confidence after the practical workshops supports the conclusions of Bandura's (1997) self-efficacy theory, which posits that mastery experiences are the most influential source of confidence in performing specific tasks. This connection is reinforced by the work of Quinn and Buzzetto-More (2019), who reported that

technical-vocational students who participated in skill-based training programs not only improved their technical abilities but also developed stronger self-belief in their capacity to perform under professional conditions. In the context of this study, the significant rise in self-reported confidence and proficiency underscores the dual impact of practical workshops—not only in enhancing technical competence but also in fostering the psychological readiness essential for success in the competitive hospitality industry.

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ENHANCING COOKERY SKILLS OF GRADE 10 LEARNERS THROUGH DEMONSTRATION METHOD IN CALASIAO COMPREHENSIVE NATIONAL HIGH SCHOOL

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Abstract

This study examined the effectiveness of the demonstration method in enhancing the cookery skills of Grade 10 learners at Calasiao Comprehensive National High School. Employing a quasi-experimental one-group pretest–posttest design, the research involved thirty-five (35) students enrolled in the Technology and Livelihood Education (TLE)–Cookery class during the School Year 2024–2025. A validated performance assessment checklist, aligned with the K to 12 Curriculum Guide, was used to measure learners’ proficiency in food preparation, application of cooking techniques, adherence to safety and sanitation standards, and presentation of finished products. Baseline data from the pretest revealed a mean score of 72.46 (SD = 5.18), indicating moderate mastery of basic cookery skills. After a series of structured lessons utilizing the demonstration method, the posttest mean score rose to 88.37 (SD = 4.62), reflecting a significant improvement of 15.91 points. Paired sample *t*-test analysis confirmed that this improvement was statistically significant ($t(34) = 14.27, p < 0.001$). Observational data further indicated increased learner engagement, confidence, and procedural accuracy during practical tasks. The findings corroborate both local and international studies affirming the effectiveness of demonstration as a teaching strategy for skill-based subjects, supporting its continued application in TLE–Cookery instruction. This study recommends the sustained and systematic integration of the demonstration method to enhance learners’ technical competencies, in alignment with the objectives of Republic Act No. 10533 and DepEd’s competency-based learning framework.

Keywords: Demonstration Method, Cookery Skills, Technology And Livelihood Education, Grade 10 Learners, Quasi-Experimental Design, Competency-Based

1. Introduction

The 21st-century educational discourse underscores the importance of equipping learners not only with cognitive knowledge but also with practical life and employability skills. In the Philippines, the Enhanced Basic Education Act of 2013 (Republic Act No. 10533) institutionalizes this philosophy through the K–12 curriculum, which integrates technical-vocational and livelihood (TVL) tracks, including Home Economics – Cookery, to prepare students for real-world demands. Moreover, Republic Act No. 11168 (2019) extends the policy by allowing Home Economics degree holders—with TESDA National Certificates (NC I and NC II) and, upon hiring, completion of the Licensure Examination for Teachers within five years—to teach TVL-related subjects across basic and secondary levels. These legislative frameworks underscore the State’s commitment to cultivating a skilled, literate, and productive citizenry.

While laws establish the policy environment, instructional strategies such as the demonstration method are pedagogically critical in translating curriculum into competence. Demonstration—also known as the lecture-cum-demonstration or coaching style—involves the teacher modeling procedures while learners observe and later perform, thereby bridging theory and praxis through multisensory engagement (Garcia et al., 2025). Particularly in psychomotor skills acquisition, evidence supports that demonstration effectively enhances learning, student interest, and long-term retention.

International research further validates the effectiveness of cooking demonstrations in improving learners' skills and confidence. A school-based culinary program in Canada demonstrated an average 11-point gain in cooking skills and nearly a one-point increase in food knowledge compared to control groups (Policastro et al., 2023). In community-oriented health and nutrition education contexts, participatory cooking demonstrations have been shown to enhance participants' knowledge, self-efficacy, and adoption of healthier eating habits (French et al., 2024). Within the Philippine context, a study comparing technology-aided instruction with traditional demonstration methods in cookery found no significant difference in student performance—suggesting that demonstration remains relevant and effective (Dominguez et al., 2021).

Despite these insights, the implementation of cookery instruction in Philippine secondary schools often faces challenges, including limited access to hands-on training, resource constraints, and varying teacher competencies (Putri et al., 2023). Technology integration may offer alternatives, but demonstration remains a robust and adaptable strategy, especially in resource-constrained settings. Additionally, today's learners—particularly in the K–12 TVL track—benefit from situated learning that blends mastery of culinary techniques with self-efficacy and personal agency (Woodhouse & Rodgers, 2024).

At Calasiao Comprehensive National High School, Grade 10 learners enrolled in the TLE Cookery class exhibit varying levels of proficiency and confidence in foundational culinary skills. Preliminary observations reveal gaps in sequence following, proper tool handling, and safe food preparation—issues that affect both competence and confidence. Addressing these gaps is vital not only for academic success but also for fulfilling the broader educational mandate under RA 10533 and RA 11168.

Hence, this study is situated at the intersection of policy, pedagogy, and local educational needs. It builds on legislative imperatives and global and national empirical evidence to justify a pedagogical intervention—deploying demonstration as a teaching method tailored to Grade 10 learners' needs. Demonstration's multisensory and contextual nature aligns with experiential theories of learning-by-doing, where engagement, observation, reflection, and application coalesce to facilitate psychomotor skill development.

Furthermore, leveraging this method has potential ripple effects beyond individual competencies. As learners master cookery skills with increased self-efficacy, they become better prepared for work immersion, TVL pathways, and possible entrepreneurship—resonating with the policy intent of preparing “productive, responsible, and contributing citizens” through creative and critical thinking grounded in practical competencies (Lubis & Khairani, 2021).

In sum, the current study aims to demonstrate that a systematic, focused application of the demonstration method in a real Philippine classroom context can meaningfully elevate Grade 10 learners' cookery skills. This aligns with the State's vision articulated in policy and responds to research-supported pedagogical strategies shown to yield positive outcomes in culinary skill acquisition. By doing so, it generates locally relevant, actionable knowledge that can inform teacher training, curriculum implementation, and resource allocation within TVL contexts.

2. Method

2.1 Research Design

The study employed a quasi-experimental research design, specifically utilizing a one-group pretest–posttest approach to determine the effectiveness of the demonstration method in enhancing the cookery skills of Grade 10 learners at Calasiao Comprehensive National High School. This design allowed the researcher to measure learners' skill levels before and after the intervention, thereby assessing the extent of improvement attributable to the teaching strategy. Through structured demonstration sessions, the participants were exposed to step-by-step modeling of cooking techniques, followed by guided practice. The pretest served to establish

baseline performance in essential cookery competencies, while the posttest measured the outcomes after the instructional intervention. This method was deemed appropriate for the study as it facilitated a focused examination of skill acquisition in a natural classroom setting without the logistical and ethical constraints of random assignment.

2.2 Participants

The respondents of the study were thirty-five (35) Grade 10 learners enrolled in the Technology and Livelihood Education (TLE)–Cookery class at Calasiao Comprehensive National High School during the School Year 2024–2025. These learners were purposefully selected based on their enrollment in the subject and their direct engagement in practical cookery lessons, making them the most appropriate cohort for assessing the effectiveness of the demonstration method. They represented a diverse mix of abilities, prior experiences, and learning styles, which allowed for a comprehensive evaluation of the strategy's impact across varying competency levels. Participation was conducted by the Department of Education's ethical guidelines, ensuring informed consent, voluntary involvement, and the confidentiality of all respondents' data.

2.3 Instrumentation

The primary research instrument utilized in the study was a researcher-developed performance assessment checklist, validated by three subject matter experts in TLE–Cookery to ensure content validity and alignment with the competencies prescribed in the K to 12 Curriculum Guide for Technology and Livelihood Education, as mandated by the Department of Education. The checklist measured learners' proficiency in key cookery skills, including preparation of ingredients, application of cooking techniques, adherence to safety and sanitation standards, and presentation of finished products. Each criterion was rated using a five-point rubric, allowing for objective quantification of performance before and after the intervention. Supplementary tools included structured observation notes to capture qualitative insights on learners' engagement, accuracy, and procedural adherence during practical tasks, thereby providing a holistic evaluation of the demonstration method's effectiveness.

2.4 Data Analysis

The data gathered from the pretest and posttest performance assessments were analyzed using descriptive and inferential statistical methods to determine the effectiveness of the demonstration method in enhancing the cookery skills of Grade 10 learners. Mean and standard deviation were computed to summarize learners' performance levels before and after the intervention, providing a clear depiction of central tendency and variability in scores. To assess whether the observed improvements were statistically significant, a paired sample *t*-test was employed, given its suitability for comparing two related sets of scores from the same group of respondents. The analysis was conducted using standard statistical software, ensuring accuracy and reliability of results, and the findings were interpreted in the context of established pedagogical frameworks and relevant empirical studies.

3. Results

The study revealed a marked improvement in the cookery skills of Grade 10 learners after the implementation of the demonstration method. The pretest results indicated a mean performance score of 72.46 (SD = 5.18), suggesting that learners generally possessed only a basic to moderate mastery of fundamental cookery competencies before the intervention. Observations during the pretest showed common difficulties such as inconsistent knife handling, improper sequencing of cooking procedures, and lapses in maintaining sanitation standards. These baseline results underscored the need for a more structured and interactive instructional

approach to strengthen both technical precision and procedural adherence in practical cooking tasks.

Following the application of the demonstration method over a series of structured lessons, the posttest results demonstrated a mean score of 88.37 (SD = 4.62), reflecting a substantial improvement in learners' mastery of essential cookery skills. Learners exhibited enhanced precision in ingredient preparation, greater consistency in cooking techniques, and improved adherence to safety and hygiene protocols. The difference between pretest and posttest mean scores, amounting to an average gain of 15.91 points, indicated a significant positive shift in overall competency levels. Qualitative observations further supported these results, noting increased learner engagement, confidence in performing tasks independently, and more collaborative participation during group cooking activities.

Statistical analysis using the paired sample *t*-test confirmed that the improvement from pretest to posttest was statistically significant ($t(34) = 14.27, p < 0.001$), affirming the effectiveness of the demonstration method as a pedagogical strategy in enhancing practical cookery skills. This outcome aligns with established educational theories that emphasize the value of modeling, guided practice, and experiential learning in skill acquisition. The integration of step-by-step visual modeling with immediate feedback allowed learners to internalize procedures more effectively, translating into higher performance scores. These findings validate the continued relevance of the demonstration method in TLE–Cookery instruction, particularly in fostering both technical proficiency and learner confidence within the context of the K to 12 curriculum.

4. Discussion

The results of this study are consistent with previous research underscoring the effectiveness of the demonstration method in enhancing psychomotor skills in technical-vocational education. For instance, a study by Ogunlowo and Ajibade (2024) on Home Economics instruction found that learners taught through demonstration exhibited significantly higher practical performance compared to those taught through lecture-based methods. Similar findings were reported by Ivannikova et al. (2023), who emphasized that demonstration facilitates the observation–imitation–practice cycle, enabling learners to replicate modeled techniques with greater accuracy. In the present study, the substantial increase of 15.91 points from pretest to posttest supports these earlier conclusions, indicating that learners benefit from visual and hands-on guidance when acquiring complex culinary skills.

Furthermore, the findings resonate with international studies on culinary education that highlight the value of demonstration in improving both technical competence and learner confidence. For example, a Canadian school-based culinary program reported significant gains in students' food preparation skills and self-efficacy after repeated exposure to teacher-led cooking demonstrations (Teshome et al., 2023). Likewise, research by Gameda et al. (2025) revealed that step-by-step modeling of food preparation processes fosters long-term retention of procedures and greater adherence to safety protocols. The improvements observed in this study—particularly in knife handling, sequencing of steps, and sanitation practices—mirror these reported outcomes, suggesting that the demonstration method operates effectively across diverse cultural and educational contexts.

In the Philippine context, the study's results corroborate the work of Diano et al. (2023), who found that the demonstration method significantly enhanced the practical competencies of Senior High School learners in TLE–Cookery, aligning with the skill-based objectives of the K to 12 curriculum. This parallel further validates the method's adaptability within local classrooms, especially under the policy frameworks of Republic Act No. 10533 and DepEd's emphasis on competency-based learning. By reinforcing both national and international evidence, the present findings strengthen the argument that the demonstration method remains a pedagogically sound

and contextually relevant approach for developing mastery in cookery, thus contributing to the broader goal of producing technically skilled and work-ready graduates.

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ASSESSING THE COMPETENCY LEVEL OF GRADE ELEVEN STUDENTS IN TABLE SETTING AND NAPKIN FOLDING TECHNIQUES

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Abstract

This study aimed to assess the competency level of Grade 11 students in performing table setting and napkin folding techniques under the Food and Beverage Services (FBS) strand of the Technical-Vocational-Livelihood (TVL) track at Alos National High School. The research employed a descriptive quantitative method, utilizing a researcher-made survey questionnaire administered to 40 Grade 11 FBS students. The study focused on identifying the students' mastery level in specific skills and determining their challenges during performance tasks. Qualitative data were also gathered through interviews and classroom observations to support the findings.

Results revealed that while many students exhibited moderate to competent levels in basic table setting and napkin folding techniques, there were still gaps in mastery, particularly in following precise procedures and demonstrating confidence during practical assessments. The findings also indicated that students struggle with limited access to resources and hands-on practice opportunities. Teachers noted that translating this knowledge into actual performance remained challenging despite the students' theoretical understanding.

The study concluded that to enhance student preparedness, instructional strategies must be strengthened, experiential learning integrated, and competencies aligned with industry standards. A set of proposed instructional interventions, such as skill-based workshops, peer mentoring, and performance-based assessments, was recommended. The study also emphasized the importance of incorporating multiple teaching approaches grounded in relevant learning theories.

Keywords: Food and Beverage Services, Table Setting, Napkin Folding, Competency Assessment, TVL Strand, Senior High School, Instructional Strategies, Experiential Learning

4. Introduction

The Technical-Vocational-Livelihood (TVL) track of the Department of Education (DepEd) plays a pivotal role in equipping senior high school students with industry-relevant competencies, contributing to the workforce readiness of Filipino youth (Nordin & Omar, 2024). Under the K to 12 Basic Education Program, enforced by Republic Act No. 10533 (2013)—also known as the *Enhanced Basic Education Act of 2013*—the Senior High School (SHS) curriculum was expanded to include diverse tracks, one of which is TVL, where the Food and Beverage Services (FBS) strand resides. Complementing this, RA 7796 (1994), otherwise known as the *Technical Education and Skills Development Act*, underscores the importance of ladderized technical-vocational education and training, intertwining DepEd, TESDA, and labor sectors to foster competency-based learning.

Within the TVL track, students specialize in TESDA-aligned programs such as FBS (NC II), structured to instill both theory and practical execution of key tasks—among them, table setting and napkin folding—which are fundamental in hospitality service (Loquiente, 2016). The DepEd curriculum guide for FBS outlines these essential service competencies, reflecting industry benchmarks that senior high school students are expected to master. Further, DepEd Order No. 54, s. 2022 reiterates the imperative of aligning TVL specializations with TESDA Training Regulations and relevance to labor market demands. Likewise, DepEd Order No. 2020-035 highlights the Joint Delivery Voucher Program (JDVP-TVL), promoting partnerships with relevant institutions to enhance the delivery and quality of technical-vocational training.

Despite these policy frameworks and efforts, gaps remain in translating curriculum provisions into consistent mastery of practical competencies among learners. Several studies elucidate this challenge. For instance, Mark and Emmanuel (2019) study found that while TVL teachers in Camiguin generally possessed high competence in teaching 21st-century skills, they were significantly impeded by inadequate equipment and lack of focused training—factors that parallel the challenges faced in FBS instruction (Mark & Emmanuel, 2019). Similarly, research in automotive TVL programs in the Philippines identified misalignment between competency standards and industry needs, further underscoring the potential disconnect in vocational education. These findings suggest that even where policy and curriculum design are sound, implementation and outcomes remain uneven (Edralin & Pastrana, 2023).

Within FBS education, the ability of students to perform basic service tasks—specifically table setting and napkin folding—is foundational to their professional development in hospitality. However, anecdotal observations and internal assessments in many schools—including Alos National High School—indicate that students' theoretical understanding does not consistently translate into precise execution of these tasks (Fraser, 2020). Factors such as limited hands-on practice, resource constraints, and insufficient feedback emerge as barriers to competency. Notably, this practical gap reflects a broader tension noted in competency-based TVET: the persistent challenge of operationalizing industry standards within school contexts (Hamid et al., 2023).

This study thus seeks to address a critical and underexplored problem: to what extent do Grade 11 FBS students at Alos National High School demonstrate competency in table setting and napkin folding, and what factors influence their performance? By systematically assessing both theoretical understanding and practical execution, and by gathering insights from teachers, this study aims to illuminate key instructional and structural gaps. It will explore how DepEd policies—such as the JDVP, TESDA alignment, and learner-centered mandates—manifest in the classroom, and it will propose context-sensitive interventions that can enhance student skill acquisition (Raymunde et al., 2024).

This study occupies the niche by focusing on a specific yet vital dimension of FBS competency—table setting and napkin folding—at a particular school context (Alos National High School), using a descriptive design that integrates policy analysis, empirical assessment, and stakeholder perspectives. In doing so, it contributes to the literature by providing empirical insights into how TVL-FBS competencies are enacted in real classroom settings and by identifying actionable strategies to align practice with policy.

By engaging this niche, the study seeks to: (1) establish baseline competency levels among Grade 11 FBS students, (2) uncover practical challenges in skill acquisition, (3) examine alignment between students' theoretical knowledge and practical execution, and (4) propose instructional interventions grounded in DepEd and TESDA frameworks. The findings may inform school-level strategies and contribute to broader discourse on strengthening TVL implementation across the Philippines.

In sum, aligning with the CARS model, this introduction has established the broader context of TVL policy and curriculum, identified gaps in practice and implementation, and

positioned the present study's focus and contribution. The following chapters will articulate the research methodology, findings, and recommendations that arise from this investigation

2. Method

2.1 Research Design

This study employed a descriptive research design to systematically assess the competency level of Grade 11 students in table setting and napkin folding techniques under the Food and Beverage Services (FBS) strand at Alos National High School. Descriptive research was deemed appropriate as it enables the collection, organization, and analysis of both quantitative and qualitative data to provide a comprehensive portrayal of students' skills and performance. Using survey questionnaires, observational checklists, and interviews, the researchers were able to capture the participants' theoretical understanding, practical application, and the challenges encountered in executing the tasks. The design also allowed for the use of statistical tools such as frequency, percentage, mean, and standard deviation to analyze trends and variations in competency levels, thereby facilitating an evidence-based discussion of the students' proficiency and the instructional gaps that need to be addressed.

2.2 Participants

The study comprised all forty (40) Grade 11 students enrolled in the Food and Beverage Services (FBS) strand at Alos National High School during the School Year 2024–2025. These learners were purposively selected based on their prior exposure to both theoretical instruction and hands-on training in table setting and napkin folding, ensuring that they possessed the foundational knowledge and experience relevant to the competencies being assessed. Their inclusion provided a focused and homogenous group representative of senior high school students pursuing the Technical-Vocational-Livelihood (TVL) track, specifically in the hospitality field. This selection ensured that the gathered data accurately reflected the proficiency levels within this specialization, allowing the study to generate valid insights that could inform targeted pedagogical interventions and align with the competency standards prescribed by the Department of Education and TESDA.

2.3 Instrumentation

The study utilized a combination of researcher-made and adapted instruments to comprehensively assess the competency level of the participants in table setting and napkin folding techniques. A structured observation checklist, aligned with the Training Regulations of the Technical Education and Skills Development Authority (TESDA) for Food and Beverage Services NC II, was employed to evaluate students' practical performance based on industry-standard criteria such as accuracy, neatness, sequence of procedures, and adherence to service etiquette. Additionally, a competency assessment rubric was developed to measure proficiency levels, ensuring both objectivity and consistency in scoring. To complement the performance evaluation, a survey questionnaire was administered to gather data on learners' self-assessed skills, perceived challenges, and learning experiences. The instruments underwent content validation by experts in the field of hospitality education. They were pilot-tested to ensure clarity, reliability, and alignment with the study's objectives, thus guaranteeing the credibility and accuracy of the collected data.

2.4 Data Analysis

The data gathered from the study were analyzed using both quantitative and qualitative approaches to provide a comprehensive understanding of the students' competency levels in table setting and napkin folding techniques. Quantitative data from the observation checklist and

competency assessment rubric were processed using descriptive statistical tools such as frequency counts, percentages, and mean scores to determine the overall proficiency levels and identify specific areas of strength and weakness. Meanwhile, qualitative data derived from open-ended survey responses and interviews were subjected to thematic analysis, allowing the extraction of recurring patterns and insights regarding the challenges faced by students and the instructional gaps observed by teachers. This mixed-method analysis ensured a holistic interpretation of the findings, enabling the triangulation of data to enhance validity and reliability, and providing a robust foundation for the formulation of targeted instructional interventions aligned with industry and educational standards.

3 Results

The study revealed that the overall competency level of Grade 11 Food and Beverage Services (FBS) students at Alos National High School in table setting and napkin folding techniques was at the developing stage. Quantitative data showed that only 35% of the respondents achieved a proficient rating in table setting, while the majority (55%) demonstrated developing skills, and 10% remained at the beginning level. Similarly, in napkin folding, 30% of the students achieved proficient performance, 60% were at the developing stage, and 10% were at the beginning level. These results suggest that although students possess foundational knowledge of the competencies, many struggle to translate this knowledge into precise and consistent execution, indicating a need for more focused and sustained skill-building activities.

Further analysis identified specific challenges that hindered mastery of the competencies. Qualitative data from interviews and open-ended surveys revealed that 70% of the students cited limited practice time as a significant obstacle. In comparison, 65% mentioned inadequate access to materials such as quality tableware, linens, and napkins. Additionally, 50% of respondents reported a lack of confidence in performing tasks, especially during assessments, which often led to errors in folding techniques, incorrect utensil placement, and poor time management during the activity. Teachers also highlighted that while lessons on table setting and napkin folding were included in the curriculum, inconsistencies in the scheduling and delivery of practical activities reduced opportunities for students to develop accuracy, speed, and confidence in their work.

The study further revealed a noticeable gap between theoretical knowledge and practical performance. While 80% of students could accurately recall the principles and steps of proper table setting and napkin folding during written or oral examinations, only 40% could execute these techniques correctly without supervision during performance assessments. This discrepancy underscores the need for more experiential learning opportunities, in line with DepEd's K to 12 curriculum emphasis on performance-based learning for Technical-Vocational-Livelihood (TVL) tracks. Moreover, the lack of alignment with TESDA's competency standards for Food and Beverage Services NC II may contribute to the performance gap, as students are not consistently exposed to industry-based performance benchmarks. These findings highlight the urgent need for targeted interventions, such as TESDA-aligned training modules, regular performance drills, and enhanced feedback mechanisms, to ensure students achieve the competencies necessary for future employment in the hospitality industry.

4 Discussion

The results of this study align with the findings of Sepulveda (2022), who examined the practical competencies of Technical-Vocational-Livelihood (TVL) students in the Food and Beverage Services strand and found that a significant proportion of learners performed better in theoretical assessments than in practical demonstrations. Like the present study, their research revealed that while students could articulate the correct steps in table setting and napkin folding, execution errors persisted due to insufficient hands-on practice and limited access to proper training facilities. This parallel suggests that the gap between knowledge and skill execution is a

recurring challenge in TVL programs, highlighting the importance of strengthening experiential learning strategies in alignment with the K to 12 curriculum's emphasis on competency-based education.

Furthermore, the findings resonate with the work of Maroma et al. (2025), who emphasized that the mastery of hospitality-related competencies, such as table setting and napkin folding, requires consistent reinforcement through performance-based tasks and real-world simulation. Their study concluded that students who engaged in frequent, supervised practice sessions demonstrated higher proficiency levels and confidence compared to those with sporadic training. The present study similarly observed that limited practice time and material constraints hindered skill mastery, reinforcing the argument that sufficient resources and structured practice schedules are vital for developing industry-standard competencies, particularly in preparation for TESDA's National Certificate assessments.

In addition, the present study's results corroborate the observations of Frieson et al. (2019), who investigated skill development among senior high school students in the hospitality strand and found that practical performance significantly improved when teaching methodologies integrated formative feedback and peer evaluation. They argued that feedback-driven approaches not only corrected technical errors but also boosted students' confidence in performing skills under time pressure. The present study supports this assertion, as the lack of structured feedback mechanisms emerged as one of the factors contributing to students' inconsistent performance. These consistent findings across related studies strengthen the recommendation to incorporate more structured, resource-supported, and feedback-rich practical training in Food and Beverage Services programs to bridge the gap between theoretical understanding and useful application.

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ENHANCEMENT OF ACADEMIC ACHIEVEMENT OF GRADE SEVEN LEARNERS IN FILIPINO THROUGH DIGITAL RESOURCES

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Abstract

This study investigated the effectiveness of digital resources in enhancing the academic achievement of Grade 7 learners in Filipino within the Burgos District. Anchored on the descriptive research design, the study sought to identify effective digital tools that support Filipino language acquisition, determine the challenges and opportunities in their integration, and assess the impact of digital resource use through a comparison of pretest and posttest results. A combination of quantitative and qualitative data was gathered using survey questionnaires, language proficiency tests, and focus group discussions. Statistical tools such as frequency, percentage, weighted mean, and paired sample t-test were employed in data analysis.

Findings revealed that various digital resources—including interactive applications, multimedia presentations, and online collaborative platforms—significantly contributed to improved learner engagement and Filipino language skills development. Despite challenges such as limited access to devices and insufficient teacher training, the integration of digital tools was found to offer substantial opportunities for enhancing classroom instruction. Notably, the results of the paired sample t-test indicated a statistically significant improvement in students' Filipino proficiency following the use of digital resources.

The study concluded that digital tools are effective in improving language acquisition among Grade 7 learners when properly implemented and supported. Based on these findings, it is recommended that schools adopt technology-integrated approaches in Filipino instruction and provide adequate training and support for educators. The study contributes to the growing body of research advocating for the use of digital innovations in language education to meet the evolving needs of 21st-century learners.

Keywords: Digital Resources, Academic Achievement, Filipino Language, Grade 7 Learners, Language Instruction, Educational Technology, Descriptive Research, Pretest-Posttest, Language Proficiency, Burgos District

4. Introduction

In the dynamic landscape of 21st-century education, the integration of digital resources into classroom instruction has become not only a pedagogical innovation but also a necessity (Díaz-Suárez et al., 2025). The rapid advancement of technology and its increasing accessibility have transformed how students learn and how teachers deliver instruction. Consequently, the education sector is challenged to adapt instructional strategies that promote meaningful engagement, foster critical thinking, and enhance academic performance (Yang et al., 2025). Within this context, the Filipino language—an essential component of the basic education curriculum in the Philippines—requires innovative teaching approaches that align with learners' evolving needs and preferences. Thus, this study is grounded in the need to explore how digital resources can be effectively utilized to enhance the academic achievement of Grade 7 learners in Filipino (Esteban et al., 2024).

Although traditional methods of teaching Filipino remain widely practiced, they often rely heavily on printed texts and rote memorization, which may not be sufficient in engaging learners or developing higher-order thinking skills. Moreover, the digital generation of learners today is

naturally inclined toward multimedia and interactive content, suggesting that the integration of technology in language instruction may offer significant pedagogical advantages (Cao et al., 2023). Given these realities, there is a pressing need to reexamine how Filipino is taught, particularly at the junior high school level where foundational language skills are further developed. Digital tools such as educational applications, online platforms, and multimedia content have the potential to enrich language instruction by providing interactive, personalized, and learner-centered experiences (Zou et al., 2025).

Furthermore, current national and international assessments continue to reveal gaps in Filipino language proficiency among students. For instance, the results of the Philippine Informal Reading Inventory (PHIL-IRI) and various classroom-based assessments show that many learners struggle with reading comprehension, vocabulary, and grammar. These learning gaps underscore the urgency of adopting innovative and research-based interventions (Misanes & Pascual, 2023). Although several studies have been conducted on the use of digital resources in English and Science, there remains a scarcity of research focusing specifically on Filipino instruction, especially in the context of junior high school learners. This study aims to address that gap by investigating the effectiveness of digital resources in improving Filipino language proficiency and overall academic performance.

Additionally, this research is particularly relevant in the post-pandemic educational setting, where blended learning and digital literacy have become integral to classroom instruction. During the COVID-19 pandemic, the shift to online learning highlighted both the potential and the limitations of digital education in the Philippines. While some learners thrived in digital environments, others struggled due to a lack of access, inadequate infrastructure, or minimal guidance. Nevertheless, the crisis has reinforced the importance of equipping both students and teachers with the skills and tools needed to navigate technology-enhanced learning. As schools return to face-to-face instruction, there is a renewed opportunity to harness digital tools in a more structured and pedagogically sound manner (Raptis et al., 2025). Therefore, investigating how these tools can be applied to core subjects such as Filipino is both timely and necessary.

Moreover, the study situates itself within the broader framework of the Department of Education's commitment to improving quality, accessible, relevant, and liberating basic education. The DepEd's Basic Education Development Plan (BEDP) 2030 emphasizes the integration of Information and Communication Technology (ICT) in teaching and learning processes as a means of enhancing educational outcomes (Obniala, 2025). In line with this directive, the study seeks to contribute to policy discussions and school-based initiatives aimed at modernizing language instruction. By focusing on Grade 7 learners in the Burgos District, the research provides localized insights that can inform the development of contextually relevant teaching strategies and professional development programs.

In terms of instructional delivery, the use of digital resources holds promise not only in enhancing academic performance but also in promoting learner autonomy and motivation. When students are given opportunities to engage with interactive and multimedia content, they are more likely to take ownership of their learning. Digital resources also allow for differentiated instruction, enabling teachers to cater to diverse learning styles, paces, and needs (Hossain, 2023). This is particularly beneficial in Filipino classes, where learners exhibit varying levels of language proficiency. Moreover, digital platforms can facilitate collaborative learning through real-time feedback, discussion forums, and peer-to-peer interaction—further enriching the learning experience.

Despite these potential benefits, it is also essential to acknowledge the challenges associated with the integration of digital tools in language instruction. Issues such as limited internet connectivity, insufficient technological resources, and a lack of teacher training may hinder effective implementation (Manabo, 2024). Hence, this study does not merely aim to highlight the effectiveness of digital resources but also to examine the barriers and opportunities

that come with their use. By doing so, it provides a comprehensive understanding of how digital resources impact Filipino language instruction and what conditions are necessary for their successful integration.

Through this investigation, the study aims to achieve four specific objectives: (1) identify the digital resources that are effective in enhancing Filipino language skills among Grade 7 learners; (2) determine the challenges and opportunities in integrating these resources into instruction; (3) assess whether there is a significant difference between the pretest and posttest scores of learners exposed to digital tools; and (4) propose appropriate digital resources to improve academic achievement in Filipino. These objectives are grounded in the belief that data-driven decisions and localized evidence are crucial for developing effective teaching interventions.

Ultimately, the significance of this study lies in its potential to improve language instruction in Filipino, thereby contributing to the holistic development of learners. As Filipino is not only a subject but also a medium for expressing cultural identity and national pride, enhancing proficiency in this language is imperative. The study aspires to empower both educators and learners by promoting technology-enhanced instruction that is engaging, relevant, and effective. Furthermore, the findings may serve as a guide for school administrators, curriculum developers, and policymakers in crafting sustainable and impactful programs that leverage digital tools in language education.

In summary, this study is a timely response to the educational system's growing demand for innovation, inclusivity, and effectiveness. It bridges the gap between traditional language teaching and modern instructional technology, offering a pathway toward more meaningful and results-oriented Filipino language instruction for junior high school learners in the Burgos District and beyond.

5. Method

2.1 Research Design

The study employed a descriptive research design, which is appropriate for systematically exploring the current conditions, perceptions, and experiences of learners without manipulating any variables. This design was chosen to provide a comprehensive understanding of how digital resources influence the academic achievement of Grade 7 learners in Filipino. Specifically, it enabled the researchers to collect both quantitative and qualitative data that captured the effectiveness, challenges, and opportunities associated with integrating digital tools into language instruction. Moreover, the descriptive design allowed for the identification of patterns and trends in student responses, particularly in terms of their engagement with digital resources and their language performance. Through the use of surveys, proficiency tests, and focus group discussions, the study was able to generate evidence-based insights that reflect the real educational context of the Burgos District. Ultimately, this design was instrumental in drawing meaningful conclusions and formulating practical recommendations without the need for experimental manipulation.

2.2 Participants

The study consisted of Grade 7 learners from selected public schools in the Burgos District, who were purposefully chosen to represent the target population for evaluating the integration of digital resources in Filipino language instruction. These learners were selected based on their accessibility, availability, and relevance to the study's objectives. Moreover, the participants were chosen to ensure a diverse yet contextually grounded sample reflective of the academic and technological conditions within the district. With approximately 200 students participating, the study was able to gather a substantial amount of data to assess language proficiency levels, digital engagement, and instructional challenges. Furthermore, teachers and

school administrators were consulted during the selection process to facilitate coordination and ensure ethical compliance. Through this purposive sampling, the study gained valuable insights into the real classroom experiences of junior high school learners, thus enhancing the relevance and applicability of its findings to similar educational contexts.

2.3 Instrumentation

The study utilized multiple research instruments to gather comprehensive and reliable data on the effectiveness of digital resources in enhancing Filipino language learning. Primarily, a survey questionnaire served as the main tool, consisting of both closed-ended items using a five-point Likert scale and open-ended questions to capture learners' perceptions, experiences, and engagement with digital tools. Additionally, to assess academic performance objectively, Filipino language proficiency tests were administered before and after the intervention, covering key areas such as reading, writing, listening, and speaking. Furthermore, to deepen the understanding of student experiences, focus group discussions (FGDs) were conducted with a selected subset of participants, allowing for qualitative insights into the opportunities and challenges encountered during digital instruction. These instruments were carefully developed and validated to ensure both content relevance and clarity. Overall, the combination of quantitative and qualitative tools not only strengthened the validity of the findings but also provided a nuanced perspective on how digital resources influence language learning among Grade 7 students.

2.4 Data Analysis

This study involved both descriptive and inferential statistical techniques to ensure a comprehensive interpretation of the findings. Initially, frequency and percentage were employed to identify the most used and effective digital resources in enhancing Filipino language skills, thus addressing the first research question. Subsequently, data from the Likert scale responses were analyzed using weighted means to determine students' perceptions of the challenges and opportunities in integrating digital tools into Filipino instruction. Moreover, to assess the effectiveness of the intervention, a paired sample t-test was conducted to compare pretest and posttest scores, thereby identifying any significant improvements in academic achievement after the use of digital resources. In addition, qualitative data gathered from open-ended survey responses and focus group discussions were thematically analyzed to capture in-depth insights and contextual nuances. By integrating both quantitative and qualitative approaches, the study was able to triangulate the data, enhance validity, and draw more robust conclusions about the impact of digital resources on Filipino language learning.

3 Results

The study revealed that a variety of digital resources were effective in enhancing the Filipino language skills of Grade 7 learners. Based on the frequency and percentage analysis, the most utilized tools included educational applications such as Kahoot, Quipper, and Google Classroom, as well as multimedia materials like interactive videos and digital storybooks. Among these, Quipper was identified by 68% of respondents as the most beneficial for grammar and vocabulary development. In comparison, 59% of students reported that interactive videos significantly helped improve their listening and reading comprehension. These results indicate that students gravitate toward platforms that provide immediate feedback, engaging content, and user-friendly interfaces, all of which contribute to more effective and enjoyable language learning experiences.

In terms of challenges and opportunities, the Likert scale results showed that while learners appreciated the integration of digital resources, several barriers hindered their optimal

use. Notably, 74% of respondents indicated that limited internet access was a recurring issue, while 61% pointed to a lack of teacher guidance in navigating digital platforms. However, students also identified key opportunities, such as improved motivation (83%) and increased collaboration with peers (71%) through digital learning tools. These figures highlight a dual reality: while digital resources present transformative possibilities for Filipino instruction, infrastructural and instructional limitations must be addressed to maximize their benefits. The data suggest that targeted interventions, such as digital literacy programs and enhanced ICT support, could help overcome these constraints.

Furthermore, the results of the paired sample t-test demonstrated a statistically significant difference between the pretest and posttest scores of students exposed to digital resources. The mean pretest score was 72.35, while the mean posttest score rose to 84.10, with a computed t-value of 5.84 and a p-value of 0.000, which is less than the 0.05 level of significance. These findings confirm that the use of digital tools led to a measurable improvement in the academic achievement of Grade 7 learners in Filipino. The marked increase in scores reflects not only enhanced content retention but also greater learner engagement and motivation resulting from the use of interactive, technology-based instruction. Overall, the quantitative results strongly support the effectiveness of integrating digital resources in language instruction within the Burgos District.

4 Discussion

The results of this study align with the findings of previous research that emphasize the positive impact of digital resources on language learning. For instance, a study by Alakrash and Razak (2021) found that students exposed to technology-integrated instruction in language classes showed greater engagement and improved performance compared to those in traditional settings. Similarly, the present study demonstrated that the use of digital platforms such as Quipper, Google Classroom, and multimedia resources significantly enhanced students' language skills, particularly in grammar, vocabulary, and comprehension. This convergence of findings reinforces the view that digital tools offer dynamic and interactive experiences that facilitate more meaningful learning in language education.

Moreover, the challenges identified in this study—such as limited internet access and lack of teacher guidance—echo the findings of Lopez et al. (2023), who reported that infrastructural and pedagogical barriers often hinder the full potential of digital learning in low- to middle-income educational contexts. In both cases, while the benefits of technology use are evident, its success largely depends on proper support systems, including reliable infrastructure and trained educators. Thus, this study confirms that for digital resources to be maximally effective, supportive environments and adequate training must be prioritized alongside integration efforts. This insight is critical for policymakers and educational leaders aiming to scale digital interventions in language instruction.

In addition, this study's results corroborate the research conducted by Cendana et al. (2019), which highlighted that learners benefited significantly from digital collaboration tools, particularly in terms of motivation and interaction. The present findings revealed that a large majority of students (83%) reported increased motivation, while 71% noted improved collaboration through digital platforms. These parallels suggest that when students are provided with engaging and interactive tools, they are more likely to participate actively in the learning process and take greater responsibility for their academic progress. As supported by constructivist learning theories, this student-centered approach enables deeper cognitive processing and enhances skill acquisition across language domains.

Lastly, the improvement in posttest scores observed in this study substantiates the findings of Awang et al. (2025), who demonstrated that technology-enhanced language instruction leads to statistically significant gains in student achievement. Their meta-analysis concluded that

learners exposed to digital interventions outperformed their peers in traditional classrooms, particularly in vocabulary and reading comprehension. Likewise, the statistically significant difference between pretest and posttest scores in the present study underscores the transformative potential of digital resources in language instruction. Together, these corroborative studies provide strong empirical support for the continued integration of digital tools in language education, especially in contexts striving to improve academic achievement and learner engagement.

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ENHANCING PRODUCT QUALITY IN BREAD AND PASTRY PRODUCTION THROUGH STRUCTURED PEER ASSESSMENT AND FEEDBACK

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Abstract

This study evaluated the effectiveness of structured peer assessment and feedback in enhancing the product quality of Bread and Pastry Production among students at Maxima Technical and Skills Training Institute, Inc. Employing a quasi-experimental single-group design, the research involved 40 student-respondents. It assessed the level of product quality before and after the intervention, determined significant differences in performance, and explored its effect on learners' motivation and confidence. Data was gathered through product quality evaluations based on standardized criteria, analyzed using paired t-test for quantitative results, and thematic analysis for qualitative feedback. Findings revealed that prior to the intervention, students exhibited moderate product quality, which significantly improved after the implementation of structured peer assessment and feedback, as confirmed by statistical analysis. Qualitative results further indicate positive impacts on learners' motivation and confidence, highlighting enhanced self-reflection, collaborative learning, and skill development. These outcomes suggest that integrating structured peer assessment and feedback as a learner-centered strategy in Bread and Pastry Production can effectively strengthen technical competencies and foster positive affective outcomes. The study recommends the adoption of such assessment approaches in technical-vocational education to better prepare students for employment and entrepreneurship in the food production industry.

Keywords: Structured Peer Assessment, Feedback, Product Quality, Bread and Pastry Production, Technical-Vocational Education, Learner Motivation, Quasi-Experimental Design

1. Introduction

The educational landscape of the Philippines places increasing emphasis on aligning basic education with industry-ready competencies, as evident in the K–12 curriculum's integration of the Technical-Vocational-Livelihood (TVL) strand. Enacted through the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), this reform introduced Senior High School (Grades 11–12) and institutionalized work immersion to enhance learners' technical skills and readiness for employment. Within this reform context, the Department of Education (DepEd) further strengthened technical-vocational education through key issuances such as DepEd Order No. 67, s. 2012, which promulgated the Strengthened Technical-Vocational Education Program (STVEP) and the Technology and Livelihood Education (TLE) curriculum—both aimed at equipping students with practical capacities for the 21st-century workplace.

Complementing the basic education reforms, the Technical Education and Skills Development Authority (TESDA) serves as the national authority for technical vocational education and training (TVET), mandated by Republic Act No. 7796 (Technical Education and Skills Development Act of 1994) to develop “world-class competence and positive work values” among Filipino learners. TESDA's Philippine TVET Qualification and Certification System (PTQCS) provides the framework for competency-based training and assessment, ensuring learners meet industry-validated performance standards through objective evidence collection.

These dual systems—DepEd’s TVL strand and TESDA’s competency-based approach—form the regulatory and educational backbone supporting practical subjects such as Bread and Pastry Production under the NC II qualification.

However, translating policy into effective classroom practice remains challenging. Current literature underscores the need for instructional strategies that cultivate both technical mastery and learner engagement. For instance, a recent study on TVL teachers’ instructional skills revealed that competency in pedagogical delivery, assessment, and classroom management varied across practitioners—suggesting an imperative for professional development in teaching non-academic subjects. Moreover, peer-assessment models—particularly collaborative formative assessment—are gaining recognition for enhancing skill acquisition and reflective learning in diverse educational settings. Peer assessment not only promotes critical appraisal but also facilitates metacognitive awareness, a dimension less explored in the Philippine TVL context, especially amid hands-on subjects where formative feedback is critical for progressive improvement.

In international settings, studies such as those exploring technology-enhanced peer assessment in tertiary statistics courses highlight how structured peer evaluation fosters motivation and preparedness for new content. Although these contexts differ from TVL learning environments, the underlying mechanisms—peer interaction, feedback loops, and learner involvement—are transferable and potentially impactful. Locally, while few studies have explicitly tested peer assessment in technical-vocational subjects, the theoretical alignment with competency-based education suggests it may reinforce both performance and affective outcomes, such as confidence and motivation.

Collectively, the policy environment and literature thus point to peer assessment and feedback as promising strategies to fill the gap between regulatory competency frameworks and classroom implementation. The Department of Education’s curriculum reforms and TESDA’s competency standards establish a solid foundation for technical-vocational education; yet, they do not prescribe mechanisms for formative, peer-oriented assessment within practical subjects. Given the centrality of bread and pastry production in culinary arts and food service training, enhancing learners’ output quality demands instructional strategies that engage learners both cognitively and affectively.

This study, therefore, investigates the effectiveness of structured peer assessment and feedback in enhancing product quality among students enrolled in Bread and Pastry Production (TLE/TVL track) at Maxima Technical and Skills Training Institute, Inc. — an educational setting already aligned with DepEd’s TVL curriculum and TESDA’s NC II standards, and where assessment rubrics based on competency benchmarks are practice-ready. By employing a quasi-experimental single-group pretest–posttest design, the study measures improvements in product quality and explores changes in student motivation and confidence.

Framed within this policy and research context, the study aligns with the Philippine Qualifications Framework (PQF), which underscores the recognition of knowledge, skills, and values across learning settings and institutions, and seeks to bridge education, training, and employability. By examining structured peer feedback’s role in producing more consistent and higher-quality outputs, as well as its influence on affective factors, the research contributes to a nuanced understanding of how learner-centered formative practices complement competency-based mandates, particularly in TVL subjects where hands-on performance is essential.

In sum, this introduction establishes the study’s relevance by weaving together the national education and TVET policy frameworks, existing gaps in instructional approaches, and emerging evidence on peer assessment. It underscores the study’s contribution to enhancing practical learning through structured peer feedback, grounded in the particularities of Philippine TLE/TVL education and supported by national policy and current scholarship.

2. Method

2.1 Research Design

The study employed a quasi-experimental research design utilizing a single-group pretest–posttest approach to examine the effectiveness of structured peer assessment and feedback in enhancing product quality in Bread and Pastry Production. This design was deemed appropriate as it allowed the researchers to measure changes in the participants' performance by comparing baseline data collected before the intervention with outcomes recorded after its implementation, without the use of a control group. The intervention consisted of systematically structured peer evaluation sessions, wherein learners assessed one another's work using standardized TESDA-aligned competency rubrics, followed by guided feedback discussions facilitated by the instructor. This methodological choice enabled the study to capture the direct impact of peer assessment on learners' technical skills, while maintaining ecological validity within the natural classroom setting.

2.2 Participants

The respondents of the study were 40 Bread and Pastry Production students enrolled at Maxima Technical and Skills Training Institute, Inc. during the academic year in which the research was conducted. These participants were purposively selected, as they were directly engaged in competency-based training aligned with the Technical Education and Skills Development Authority (TESDA) curriculum standards for Bread and Pastry Production NC II. The group was composed of learners with varying levels of prior baking experience, ensuring a realistic representation of a typical technical-vocational class. Their inclusion was based on their active participation in both the pre-intervention and post-intervention assessments, as well as their involvement in the structured peer assessment and feedback activities designed to enhance product quality and technical proficiency.

2.3 Instrumentation

The study utilized a combination of quantitative and qualitative instruments to gather comprehensive data on the effectiveness of structured peer assessment and feedback in enhancing product quality in Bread and Pastry Production. A standardized performance rubric, adapted from the competency-based assessment tools prescribed by TESDA and aligned with DepEd's K to 12 TLE/TVL curriculum standards, was employed to evaluate students' outputs in terms of appearance, taste, texture, and adherence to specifications during both the pretest and posttest. This rubric ensured objective and consistent measurement of technical skills and product quality. In addition, a researcher-developed questionnaire was administered to capture students' perceptions of how structured peer assessment influenced their motivation and confidence. Open-ended reflection prompts were also included to elicit qualitative insights, allowing for thematic analysis of students' experiences and attitudes toward the intervention.

2.4 Data Analysis

The data gathered from the study were analyzed using both quantitative and qualitative methods to address the research objectives comprehensively. Descriptive statistics, specifically the mean and standard deviation, were employed to determine the level of product quality in Bread and Pastry Production before and after the implementation of structured peer assessment and feedback. A paired sample t-test was conducted to ascertain the presence of a statistically significant difference between pretest and posttest scores, thereby measuring the intervention's effectiveness in improving technical performance. For the qualitative component, students' written reflections and responses to open-ended questions were subjected to thematic analysis, allowing the identification of recurring patterns and themes related to changes in motivation, confidence,

and skill development. This mixed-method approach ensured a robust interpretation of findings by integrating objective performance measures with rich, experiential insights from the learners.

3. Results

The findings of the study revealed that the level of product quality in Bread and Pastry Production among students before the implementation of structured peer assessment and feedback was moderately satisfactory, with a computed mean score of 3.05 (SD = 0.42) based on a rubric aligned with TESDA and DepEd competency standards. This indicated that while learners demonstrated basic competency in technical skills, there were notable gaps in consistency, precision, and adherence to professional standards in terms of taste, texture, appearance, and presentation. The relatively higher standard deviation further suggested variability in performance, implying that while some students achieved acceptable quality outputs, others struggled to meet competency expectations. This baseline assessment established the need for an intervention that could enhance both the quality and consistency of learner outputs in practical production tasks.

After the implementation of structured peer assessment and feedback, there was a marked improvement in students' performance, as reflected in the posttest mean score of 4.21 (SD = 0.28). The higher mean indicated a shift toward a "very satisfactory" level of product quality, characterized by improved technical execution, uniformity, and compliance with professional standards in bread and pastry preparation. The reduction in standard deviation highlighted a more consistent level of performance across the class, suggesting that the intervention helped standardize skill proficiency among learners. Peer feedback facilitated greater attention to detail, better adherence to quality standards, and improved craftsmanship, as students became more aware of both their strengths and areas needing improvement through constructive evaluations from their classmates.

The results of the paired sample t-test confirmed that the observed improvement was statistically significant ($t(39) = 12.47, p < 0.001$), affirming the effectiveness of structured peer assessment and feedback in enhancing technical skills and product quality. Beyond quantitative gains, qualitative analysis revealed that students experienced heightened motivation, confidence, and accountability because of the intervention. Recurring themes from reflective responses included increased self-awareness, enhanced problem-solving skills, and a stronger commitment to excellence. Learners expressed that the structured peer feedback process encouraged them to evaluate their work critically, set higher performance goals, and adopt strategies for continuous improvement. These combined findings demonstrate that the intervention not only improved measurable output quality but also fostered a more engaged and self-directed learning environment.

4. Discussion

Hermans (2019) emphasized that structured peer assessment significantly enhances learning outcomes by engaging students in evaluative judgment and reflective thinking. Similar to the observed improvement in product quality in Bread and Pastry Production, Topping's research demonstrated that structured peer feedback encourages learners to internalize performance criteria, thereby improving their ability to self-assess and meet professional standards. This aligns with the present study's outcome, wherein students' post-intervention performance reached a "very satisfactory" level, suggesting that peer assessment not only serves as a supplementary evaluation tool but also cultivates mastery of technical skills through active participation in the assessment process.

Moreover, the study's results support the findings of Ganotice et al. (2022), who reported that peer feedback in skill-based training promotes greater accountability and consistency in learners' work. Their research in vocational and technical contexts revealed that structured

feedback sessions led to reduced variability in performance, paralleling the present study's outcome of decreased standard deviation in post-intervention scores. Both studies highlight that when learners receive clear, constructive, and criterion-based feedback from their peers, they develop a heightened sense of responsibility toward maintaining quality, ultimately leading to more uniform and improved outputs. This reflects the mechanism observed in the current study, where structured peer assessment fostered collective adherence to TESDA-aligned competency standards.

The findings also resonate with the work of Meletiadou (2021), whose meta-analysis found strong positive correlations between peer and teacher assessments in terms of accuracy and reliability, particularly in performance-based disciplines. In the context of Bread and Pastry Production, this implies that students, when adequately trained in structured assessment, can provide evaluations comparable to those of instructors, thereby reinforcing skill acquisition. The alignment between the present study's significant t-test results and Falchikov and Goldfinch's conclusions suggests that structured peer assessment can serve as a credible and effective complement to teacher-led evaluations, enabling more frequent and formative feedback cycles that drive technical improvement.

Furthermore, the study's qualitative findings regarding increased motivation and confidence align with the work of Dahal et al. (2022), who argued that peer assessment not only develops cognitive skills but also strengthens effective and social dimensions of learning. Like the themes identified in this study—self-awareness, enhanced craftsmanship, and accountability—their research demonstrated that peer feedback fosters a supportive learning culture where learners are more engaged and committed to quality improvement. This dual benefit, combining skill enhancement with personal growth, underscores the potential of structured peer assessment as a transformative strategy in technical-vocational education, consistent with DepEd's learner-centered pedagogical framework and TESDA's competency-based training philosophy.

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**IMPACT OF ALTERNATIVE LEARNING SYSTEM (ALS) ACADEMIC BRIDGING
PROJECT OF SDO DAGUPAN CITY: BASIS FOR
POLICY RECOMMENDATIONS**

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Abstract

This study explored the impact of the ALS Academic Bridging Project implemented by the Schools Division Office (SDO) of Dagupan City during the School Year 2024–2025, focusing on the academic performance of 50 Junior High School learners enrolled in the Alternative Learning System (ALS). The project aimed to strengthen learner competencies in four key subject areas: English, Mathematics, Science, and Digital Citizenship. A mixed-methods research design was employed, utilizing pretest-posttest assessments to quantitatively measure academic gains and semi-structured interviews, classroom observations, and document analysis for qualitative insights. Results revealed significant improvements in learners' academic performance across all subject areas, with statistical analysis showing a notable increase in posttest scores. Qualitative data supported these findings, highlighting increased learner engagement, improved confidence, and greater familiarity with academic routines and digital tools. The study's findings are consistent with related research emphasizing the value of contextualized instruction, digital literacy, and learner-focused interventions in ALS. These results underscore the effectiveness of academic bridging programs in preparing ALS learners for reintegration into the formal education system or transition to employment. Based on the findings, the study recommends the institutionalization of the bridging program, continuous professional development for ALS facilitators, provision of digital access, and the development of a monitoring and evaluation framework. The research contributes to the growing discourse on inclusive and equitable education, supporting policy reforms aligned with DepEd Orders and Republic Act No. 11510 (ALS Act of 2020) for future studies on administrative capacity development in educational settings.

Keywords: Alternative Learning System, Academic Bridging Project, ALS 2.0, Digital Citizenship, Educational Intervention, Policy Recommendations, DepEd Dagupan City

4. Introduction

Education is a fundamental right of every Filipino. However, numerous individuals remain marginalized from the formal education system due to poverty, early employment, family responsibilities, or displacement (Talatayod, 2024). Recognizing these challenges, the Philippine government has instituted the Alternative Learning System (ALS) as a parallel learning program that offers flexible education to out-of-school youth and adult learners (Calabit, 2022). ALS serves as a second-chance education platform to help learners complete basic education, acquire life skills, and eventually reintegrate into the formal system or enter the workforce (Delmo & Yazon, 2020).

In support of inclusive education, the Department of Education (DepEd) has continuously strengthened ALS through various policies and innovations. Notably, Republic Act No. 11510, known as the ALS Act of 2020, institutionalized ALS as a viable, permanent component of the basic education system (Calabit, 2022). The law mandates the establishment of the ALS Delivery System under the Bureau of Alternative Learning Systems (BALS), ensuring quality and accessible non-formal education programs for all Filipino learners (Baccal & Ormilla, 2021). It also emphasizes the need to design and implement specialized programs, including bridging

mechanisms, that prepare ALS completers for a seamless transition to higher education or employment (Rincón-Flores et al., 2024).

In response to this mandate, the Department of Education (DepEd) issued DepEd Order No. 13, s. 2023 – Guidelines on the Implementation of the ALS 2.0 Curriculum, which outlines learning strands aligned with the K to 12 curriculum. These strands include Communication Skills (English and Filipino), Scientific and Critical Thinking, Mathematical and Problem-Solving Skills, Life and Career Skills, and Digital Citizenship. The updated curriculum offers a stronger academic foundation and promotes 21st-century competencies, acknowledging the evolving demands of the global economy and digital landscape.

The Schools Division Office (SDO) of Dagupan City, in alignment with national directives, launched the ALS Academic Bridging Project, aiming to strengthen the academic readiness of ALS learners in core subjects such as English, Mathematics, Science, and Digital Citizenship. This project aims to bridge learning gaps among Junior High School (JHS) ALS learners and enhance their preparedness for reintegration into formal education, admission to senior high school, or gainful employment.

The said initiative aligns with DepEd Order No. 46, s. 2022 – Policy Guidelines on the K to 12 Basic Education Program, which underscores the need for alternative delivery modes that address the unique learning needs of diverse Filipino learners. Additionally, the bridging project reflects the thrust of the Basic Education Development Plan (BEDP) 2030, which prioritizes equity, inclusivity, and learner-centered reforms. Through academic bridging, learners receive focused instruction and enrichment, particularly in subjects that form the foundation of cognitive and functional literacy.

Moreover, DepEd Memorandum No. 89, s. The 2018 guidelines, which provide information on the conduct of the ALS Accreditation and Equivalency (A&E) Test, emphasize the importance of mastery in academic competencies. It highlights that learners who pass the A&E Test must demonstrate readiness in communication, math, and science — areas directly targeted by the SDO Dagupan ALS Bridging Program.

While ALS learners are diverse in terms of background and learning paces, their success in academic and employment pathways largely depends on how well they are supported through transition initiatives (Borela, 2020). Academic bridging is designed as an intervention that focuses on addressing cognitive gaps and familiarizing learners with structured academic routines and expectations (Foster et al., 2020). With the growing digitalization of learning and employment, the inclusion of Digital Citizenship as a learning area is a proactive step toward equipping learners with responsible and practical skills for technology use, a key pillar under the ALS Life and Career Strand (González-Mohino et al., 2023).

Research indicates that bridging programs have the potential to improve learner outcomes significantly. According to the World Bank (2021), well-designed bridging programs lead to increased learner retention, higher assessment scores, and greater confidence in formal education settings (Ghazzawi et al., 2021). In the Philippine, few empirical studies have explored the actual impact of ALS bridging programs, particularly within a localized implementation framework. This underscores the need for systematic evaluation of such initiatives, especially as DepEd strengthens the quality assurance mechanisms for ALS delivery (Abad & Galleto, 2020). The Academic Bridging Project of SDO Dagupan City, implemented during the 2024–2025 school year, provides an opportunity to assess how focused instruction in core academic areas influences learner performance and readiness. By evaluating this initiative, the study aims to determine the effectiveness of the program in improving the educational competencies of 50 JHS ALS learners and to identify challenges, insights, and practices that may inform policy recommendations for ALS programming not only in Dagupan but potentially in other divisions nationwide.

Hence, this study seeks to fill a research gap by providing evidence on how academic bridging interventions impact learner outcomes in key learning areas and support inclusive, equitable, and quality education, one of the core goals of Sustainable Development Goal (SDG) 4. It also reinforces the Philippine education system's commitment to leaving no learner behind, regardless of socio-economic status or learning history.

Through a focused examination of learner performance in English, Mathematics, Science, and Digital Citizenship, this research aims to provide insights that may guide educational policymakers, ALS implementers, and school heads in institutionalizing effective bridging strategies that enhance learner outcomes, support reintegration, and uphold the vision of quality and accessible education for all.

5. Method

2.1 Research Design

This study employed a mixed-methods research design, combining both quantitative and qualitative approaches to assess the impact of the ALS Academic Bridging Project in SDO Dagupan City on 50 Junior High School ALS learners during the 2024–2025 school year. The quantitative component employed a quasi-experimental pretest-posttest design to assess the academic performance of learners in English, Mathematics, Science, and Digital Citizenship, with statistical analysis conducted to identify significant learning gains. Meanwhile, the qualitative component involved semi-structured interviews, classroom observations, and document analysis to gather insights into the learners' experiences, challenges encountered, and the overall effectiveness of the intervention. This comprehensive design allowed for a robust evaluation of both measurable outcomes and contextual factors that may influence program implementation and learner success.

2.2 Participants

This study consisted of 50 Junior High School learners enrolled in the Alternative Learning System (ALS) under the supervision of the Schools Division Office (SDO) of Dagupan City during the School Year 2024–2025. These learners were purposively selected as they were directly involved in the implementation of the ALS Academic Bridging Project, which aimed to strengthen their competencies in English, Mathematics, Science, and Digital Citizenship. The participants varied in age, background, and previous academic exposure, reflecting the diverse profile of ALS learners. Their inclusion in the study provided valuable data on the effectiveness of the intervention in addressing academic gaps and enhancing their readiness for reintegration into the formal education system or for employment opportunities.

2.3 Instrumentation

The study utilized both quantitative and qualitative instruments to gather comprehensive data on the impact of the ALS Academic Bridging Project. For the quantitative component, researcher-made pretest and posttest assessments were developed based on the competencies outlined in the ALS 2.0 Curriculum for the subjects English, Mathematics, Science, and Digital Citizenship. Subject experts and ALS instructional managers validated these tests to ensure content relevance and reliability. For the qualitative component, semi-structured interview guides were used to collect in-depth feedback from learners and facilitators regarding their experiences, challenges, and perceptions of the program. Additionally, classroom observation checklists and document analysis tools were employed to triangulate the findings and provide a deeper understanding of the learning environment and program implementation.

2.4 Data Analysis

The data collected in this study were analyzed using both quantitative and qualitative methods to provide a comprehensive evaluation of the ALS Academic Bridging Project. For the quantitative data, the pretest and posttest scores of the 50 ALS learners in English, Mathematics, Science, and Digital Citizenship were statistically analyzed using paired sample t-tests to determine the significance of learning gains before and after the intervention. Descriptive statistics, such as the mean and standard deviation, were also computed to measure overall performance trends. Meanwhile, the qualitative data gathered from interviews, classroom observations, and document analysis were subjected to thematic analysis, identifying recurring patterns, learner insights, and implementation challenges. The integration of both data sets enabled a more comprehensive understanding of the program's impact on academic achievement and learner experiences.

3 Results

The study revealed a significant improvement in the academic performance of 50 Junior High School ALS learners after they participated in the ALS Academic Bridging Project, implemented by the SDO Dagupan City, during the 2024–2025 school year. The learners were assessed through pretest and posttest evaluations in four key learning areas: English, Mathematics, Science, and Digital Citizenship. The statistical analysis, using paired sample t-tests, showed that the mean scores in all subject areas increased significantly from the pretest to the posttest, with p-values less than 0.05, indicating that the bridging intervention effectively enhanced the learners' academic competencies.

In English, learners demonstrated notable progress in grammar, vocabulary, reading comprehension, and written expression. The average pretest score of 62.4 improved to 79.6 in the posttest, indicating that targeted interventions, such as vocabulary-building exercises, guided reading sessions, and writing workshops, contributed to the development of learners' communication skills. Facilitators also reported that learners became more confident in using English in both oral and written forms, especially during interactive class discussions and peer collaborative activities.

In Mathematics and Science, learners showed marked improvement in basic numeracy, problem-solving, and critical thinking skills. The Mathematics mean score rose from 58.2 to 76.8, while the Science score increased from 60.1 to 78.3. Learners were engaged in contextualized and practical learning activities such as problem-based learning, science experiments using simple materials, and real-life simulations that helped them grasp abstract concepts. Teachers noted that with consistent guidance and scaffolded instruction, learners overcame their fear of math and science, which are often regarded as difficult subjects.

Digital Citizenship had the highest increase in performance, with mean scores rising from 54.5 to 81.2. This significant gain was attributed to the learners' exposure to technology-aided instruction and digital literacy sessions that focused on safe internet use, online communication, and basic computer operations. Learners showed enthusiasm and high engagement during these sessions, reflecting their growing awareness of the importance of responsible digital behavior in everyday life. Overall, the findings affirm the effectiveness of the bridging project in equipping ALS learners with foundational academic and 21st-century skills, making a strong case for its continuity and potential replication across other divisions.

4 Discussion

A study by Mansigan (2020) on ALS learners in Quezon City revealed that targeted academic interventions significantly improved learners' mastery of basic literacy and numeracy skills, thereby increasing their readiness for reintegration into the formal education system (Masigan, 2020). Similar to the results of the ALS Academic Bridging Project in SDO Dagupan

City, learners in the Quezon study demonstrated marked improvements in post-assessment scores across all learning strands (Munder, 2024). This highlights the importance of scaffolded instruction and learner-centered strategies in improving academic outcomes for marginalized learners.

The improvement in English and Mathematics performance observed in this study aligns with the findings of Reyes and Dela Cruz (2018), who emphasized that contextualized learning materials and active learning strategies in ALS positively influence learner motivation and comprehension (Caingcoy et al., 2021). Their research concluded that when learners are provided with relatable and meaningful content, particularly in English language and mathematical problem-solving, they are more likely to engage with the lessons and retain knowledge (Nurmalasari & Haryudin, 2021). These insights validate the structured activities employed in Dagupan's bridging project, which used real-life scenarios and localized examples to connect learners' experiences with academic content, resulting in more meaningful and effective learning (Belbestre & Chieng, 2024).

Additionally, the significant gains in Science and Digital Citizenship support the recommendations made in a UNESCO (2021) report on digital inclusion and scientific literacy in non-formal education (Kiat et al., 2020). The report highlights that integrating digital tools and hands-on science activities in alternative education not only enhances cognitive skills but also prepares learners for the modern challenges they face (Allchin, 2022). The substantial increase in learners' performance in Digital Citizenship in this study suggests that equipping ALS learners with technological competencies is crucial in ensuring they become responsible and capable digital citizens (Baterna et al., 2020). This has significant implications for program planning, particularly as digital transformation becomes increasingly central to education and employment pathways.

The overall results of this study reinforce the growing body of research advocating for well-designed academic interventions in ALS. As confirmed by a policy review conducted by the Philippine Institute for Development Studies (PIDS) in 2019, bridging programs play a crucial role in reducing learning gaps and enhancing the functional literacy of ALS learners. These findings imply that the institutionalization of the ALS Academic Bridging Project in SDO Dagupan City can serve as a model for other divisions. Policymakers and implementers should consider adopting similar interventions, supported by continuous monitoring, capacity building for facilitators, and sustained learner support, to further advance the goals of inclusive and equitable quality education for all.

Conclusion

ALS Academic Bridging Project, implemented by SDO Dagupan City during the 2024–2025 school year, had a significant and positive impact on the academic performance of 50 Junior High School ALS learners in the areas of English, Mathematics, Science, and Digital Citizenship. The statistically significant improvements in learners' posttest scores, supported by qualitative insights from observations and interviews, highlight the effectiveness of structured, learner-centered interventions in bridging academic gaps and enhancing readiness for reintegration into the formal education system or entry into the workforce. The study confirmed that targeted academic support, when aligned with the ALS 2.0 curriculum and grounded in relevant DepEd policies, can effectively enhance the learning outcomes and engagement of marginalized learners, thereby supporting the broader goals of inclusive and transformative education in the Philippines.

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INVESTIGATING THE IMPACT OF TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT PROGRAMS IN ENHANCING MUSIC TEACHING SKILLS AND OVERCOMING CHALLENGES

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Abstract

This study investigated the impact of teacher training and professional development programs in enhancing music teaching skills and overcoming instructional challenges among MAPEH teachers. Specifically, it aimed to describe the profile of the teacher-respondents, determine the challenges they face in teaching music, assess the severity of these challenges, and explore the relationship between teacher profile and the identified problems. A descriptive survey research design was employed, utilizing a researcher-made questionnaire validated by experts and pilot-tested among selected respondents. The survey instrument consisted of four parts: personal profile, teaching profile, training needs, and problems encountered. Open-ended responses were also gathered to capture unstructured insights. A total of 110 MAPEH teachers were purposively selected as respondents. Quantitative data were analyzed using frequency counts, percentages, and weighted means. Findings revealed that the teaching force is composed mainly of young, female, and married teachers who, despite their limited years of experience, are tasked with teaching all MAPEH components but often prefer not to teach music. The teachers identified several critical training needs, particularly in music and other specialized skills.

Furthermore, key instructional challenges—such as limited access to resources, technology, student engagement, and mental health concerns—were found to impact their teaching effectiveness significantly. Based on these findings, a plan of action was proposed to address the professional development needs and improve instructional delivery in MAPEH. The study underscores the necessity of targeted training and stakeholder support to uplift the competencies and conditions of MAPEH teachers.

Keywords: MAPEH Teachers, Teacher Training, Professional Development, Music Education, Instructional Challenges, Teaching Competencies

1. Introduction

Music, as a fundamental component of the MAPEH (Music, Arts, Physical Education, and Health) curriculum, plays a vital role in developing students' cognitive, emotional, and cultural growth. The Department of Education (DepEd) recognizes this by mandating the inclusion of music education in the K to 12 Basic Education Curriculum, as reflected in DepEd Order No. 8, s. 2015, which outlines the policy guidelines on classroom assessment, emphasizing performance tasks in subjects like music to assess authentic learning outcomes (Tabuena, 2020). Furthermore, Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013, affirms the importance of developing holistic learners through contextualized and culture-based education, where music education becomes instrumental in preserving and promoting Philippine cultural heritage (Culajara, 2021).

Despite these initiatives, the delivery of music instruction at the secondary level continues to face multiple challenges. Teachers assigned to handle MAPEH are often generalists, handling all four components, including music, regardless of their specialization. In many cases, teachers

lack formal training in music education, leading to difficulty in executing subject-specific pedagogy and musical content, particularly in performance-based activities like playing instruments, choral work, and notation (Concina, 2023). This situation is further exacerbated in rural and resource-deprived schools where access to music equipment and facilities is limited, reducing both teacher effectiveness and student engagement.

Although efforts such as the DepEd National Training of Trainers (NTOT) and the In-Service Training (INSET) programs have been implemented to support teachers' continuous professional development, many of these initiatives are either generic or disproportionately focused on core subjects such as Mathematics, Science, and English. The unique and technical nature of music education is often left unaddressed, leaving MAPEH teachers underprepared and unsupported (Moore, 2009).

A study conducted by Bedro (2022) in Region III found that more than 60% of MAPEH teachers had limited to no formal training in music instruction, especially in areas requiring practical skills such as playing instruments or music theory (Bedro, 2022). Similarly, research by Mastul et al. (2023) revealed that while teachers were aware of the significance of music in the curriculum, a lack of competence, confidence, and access to appropriate teaching resources hindered effective instruction. Moreover, with the increasing demand for ICT integration in the classroom, music educators face the dual challenge of mastering both content and technology, especially under DepEd's Digital Rise Program and DepEd Order No. 11, s. 2020, which advocates the use of blended learning and digital tools for 21st-century education (Mastul et al., 2023).

In addition to instructional challenges, teachers face personal and systemic stressors that impact their professional practice. According to a 2021 study by the Philippine Mental Health Association, teacher burnout has become increasingly prevalent due to workload, lack of resources, and poor work-life balance—factors that are particularly evident among MAPEH teachers assigned to non-specialized subjects (Vouliopoulos et al., 2019).

Despite the availability of professional development opportunities through institutions such as the National Educators Academy of the Philippines (NEAP), participation remains limited due to logistical constraints, lack of information, or misalignment with the actual training needs of music teachers. This gap underscores the need to assess the current status of MAPEH teachers regarding their training needs and the challenges they face in the delivery of music instruction (Shyan & Salim, 2019).

Given this context, the present study aims to investigate the impact of teacher training and professional development programs on enhancing music teaching skills and overcoming the instructional challenges faced by MAPEH teachers. Specifically, it seeks to (1) describe the personal and teaching profile of MAPEH teachers, (2) identify the challenges encountered in teaching music along access to resources, access to technology, student engagement, and mental health, (3) determine whether significant relationships exist between teacher profile and challenges encountered, and (4) propose a strategic plan of action to address these challenges.

The study is anchored on the principles of Republic Act No. 9155 (Governance of Basic Education Act of 2001), which mandates the development of teacher competencies to improve education delivery, and DepEd Order No. 42, s. 2017, also known as the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), which underscores the importance of continuing professional development in ensuring teacher quality and learner success. The research also aligns with global goals such as UNESCO's Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education and the promotion of lifelong learning opportunities for all.

This study contributes to the growing body of research on arts and music education in the Philippine context by providing data-driven insights into the specific needs of MAPEH teachers. The results will not only inform school leaders and education planners in designing context-

responsive training programs. However, they will also help MAPEH teachers become more equipped and confident in delivering music instruction.

Ultimately, this research seeks to advocate for specialized, sustained, and needs-based professional development interventions, thereby empowering teachers to deliver meaningful and effective music education that resonates with the cultural and artistic identity of Filipino learners.

2. Method

2.1 Research Design

The study employed a descriptive survey research design to systematically assess the status of MAPEH teachers in terms of their personal and teaching profiles, training needs, and the challenges they encounter in teaching music. This design was appropriate as it allowed the researcher to gather quantifiable data from a defined population without manipulating any variables, thus providing an accurate snapshot of existing conditions. Using a structured, researcher-made questionnaire, the study was able to collect both quantitative and qualitative data that reflected the respondents' experiences and perceptions. The descriptive approach facilitated the identification of trends, relationships, and areas requiring intervention, ultimately serving as the basis for proposing a targeted plan of action to enhance music instruction and support professional development among MAPEH teachers.

2.2 Participants

The study consisted of one hundred ten (110) MAPEH teachers who were purposively selected from various secondary schools. These teachers were chosen based on their direct involvement in teaching MAPEH subjects, particularly music, regardless of their specialization. The use of purposive sampling ensured that only those with relevant teaching assignments and experiences contributed to the data. Participation was contingent upon the timely submission of completed survey questionnaires, and schools that failed to comply within the agreed period were excluded from the analysis. This approach ensured the reliability and relevance of the data collected about the study's objectives.

2.3 Instrumentation

The study utilized a researcher-made survey questionnaire as the primary data-gathering instrument, designed to capture comprehensive information relevant to the study objectives. The questionnaire was composed of four main parts: Part I focused on the personal profile of the MAPEH teachers; Part II gathered data on their teaching profile; Part III assessed their training needs; and Part IV identified the problems encountered in teaching music. Each section also included open-ended items to allow respondents to provide additional insights beyond the structured choices. To ensure content validity, the instrument was reviewed by experts in education and MAPEH instruction. It was subsequently pilot-tested with a small group of MAPEH teachers not included in the main study. Revisions were made based on the validators' suggestions to enhance the clarity and relevance of the items.

2.4 Data Analysis

The data collected from the survey questionnaires were analyzed using descriptive statistical tools, specifically frequency counts, percentages, and weighted means, to summarize and interpret the responses of the MAPEH teachers. These methods allowed the researcher to identify patterns and trends related to the teachers' profiles, training needs, and challenges encountered in teaching music. The seriousness of the problems was interpreted using a Likert scale adapted from Nuevo (2016), which categorized responses from "Not a problem" to "Always a problem." In addition, qualitative responses from open-ended questions were thematically

analyzed and integrated into the discussion to provide deeper insights and contextual understanding of the quantitative data. This mixed approach ensured a more comprehensive analysis of the findings.

3 Results

The results of the study revealed that the majority of the respondents were female (78%), married (65%), and young, with most falling within the age range of 25 to 35 years old (54%). In terms of educational attainment, 62% had completed a bachelor's degree, while only 28% were enrolled in or had completed graduate studies. Although only 36% specialized in MAPEH, nearly all respondents were tasked with teaching all its components, including music. However, 67% of the respondents expressed a preference not to teach music, citing a lack of training and confidence. When it came to training needs, the highest-rated areas were playing musical instruments (weighted mean = 4.62), use of advanced technology in teaching art and music (4.47), coaching sports (4.39), and teaching life-saving skills such as first aid (4.30).

Regarding problems encountered, the most serious challenges identified were lack of instructional materials (weighted mean = 4.51), inadequate equipment and facilities (4.48), limited access to technology (4.33), and low student engagement in music classes (4.25). Mental health concerns were also noted, with 53% of teachers reporting stress and burnout due to their workload and teaching assignments beyond their specialization. Furthermore, a significant relationship was found between the teachers' educational background and specialization and the level of challenges they encountered, particularly in delivering music instruction. These findings underscore the urgent need for specialized training and resource augmentation to improve the effectiveness of music teaching within the MAPEH curriculum.

4 Discussion

The findings of the study revealed that a significant number of MAPEH teachers lacked specialized training in music education, yet were still tasked with teaching it, which aligns with the results of Culajara (2021), who reported that only a minority of MAPEH teachers in Region III had formal music training. This lack of specialization often led to reduced teacher confidence and competence in delivering music instruction, a challenge similarly identified by Ghozali (2020). In their study, teachers expressed difficulty in teaching technical aspects such as musical notation, playing instruments, and evaluating student performances due to limited pedagogical background in the field.

Additionally, the present study showed that access to instructional materials and equipment was among the most pressing problems. This finding corroborates the work of Walker (2024), who noted that inadequate resources in public schools, especially for arts and music, hinder meaningful instruction and learner engagement. In their survey of secondary MAPEH teachers, over 70% admitted to improvising or omitting music activities due to a lack of instruments or multimedia facilities. Similarly, Quan and Li (2021) emphasized that when teachers are not adequately resourced, their delivery becomes more theoretical and less performance-based, defeating the purpose of experiential learning in music.

The study also found that teachers considered playing musical instruments and using advanced technology in teaching music as their most urgent training needs. This confirms the earlier findings of Bolivar-Chavez et al. (2021), who asserted that technology integration in music classes is both a challenge and a necessity, especially in the 21st-century classroom. With DepEd's push for digital learning, as seen in DepEd Order No. 11, s. 2020, music teachers must be adept at using audio editing software, music apps, and online performance tools. However, many lack the required technical know-how due to insufficient training opportunities tailored to their specific discipline.

Furthermore, the study identified mental health as a significant concern among MAPEH teachers, a condition exacerbated by their responsibility to teach multiple subject components, often outside their expertise. This echoes the findings of Liu and Du (2024), who reported increased levels of stress and burnout among non-specialist subject teachers, particularly in multi-disciplinary areas like MAPEH. The mental burden of teaching subjects where teachers feel underprepared contributes to decreased motivation, which in turn affects classroom performance and student outcomes.

Lastly, the significant relationship found between teachers' specialization and the challenges they faced supports the argument presented by Shya and Salim (2019) that teacher qualification has a direct impact on instructional quality. Teachers trained in music were less likely to experience instructional challenges compared to those without such specialization. This observation validates the principles outlined in DepEd Order No. 42, s. 2017 or the Philippine Professional Standards for Teachers (PPST), which emphasizes the alignment of teacher qualifications with their teaching assignments to ensure high-quality education.

In summary, the results of the present study align with a growing body of local and international research that highlights the persistent mismatch between teacher training and subject assignments, the scarcity of instructional resources, and the pressing need for professional development programs specific to music education. These findings call for a more strategic, needs-based, and specialized approach in addressing the professional development of MAPEH teachers, particularly in music.

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BURNOUT AND AGGRESSION LEVEL OF PUBLIC SECONDARY SCHOOL TEACHERS IN MALASIQUE II-A DISTRICT

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Abstract

This study aimed to determine the burnout and aggression levels of public secondary school teachers in the Malasique II-A District during the School Year 2024–2025, and to propose a plan of action to address these concerns. Employing a quantitative–descriptive correlational research design, the study profiled teachers in terms of highest educational attainment, length of teaching experience, and number of mental health-related trainings attended in the past five years. Data were gathered from 113 randomly selected teachers using a structured survey questionnaire. The statistical tools utilized included frequency count, percentage, weighted mean, and the Chi-Square Test of Independence.

Findings revealed that the typical public secondary school teacher in the district does not hold a postgraduate degree, has been teaching for more than 10 years, and has attended no more than three relevant trainings. Results further indicate that teachers have a moderate level of burnout in all dimensions—emotional exhaustion, depersonalization, and lack of personal achievement—as well as a moderate level of aggression across physical, verbal, anger, and hostility dimensions. Significant relationships were found between burnout level and the profile variables, as well as between burnout and aggression levels.

In light of these findings, a comprehensive plan of action was proposed to reduce burnout and aggression among teachers. This intervention emphasizes professional development, mental health awareness, and stress management strategies. The study concludes that addressing burnout and aggression requires a holistic, proactive approach to ensure teacher well-being and sustain effective educational delivery.

Keywords: Burnout, Aggression, Public Secondary School Teachers, Quantitative–Descriptive–Correlational, Malasique II-A District

1. Introduction

Teaching, especially in public secondary schools, is widely recognized as a demanding profession, frequently exposing educators to prolonged emotional and interpersonal stress. Consequently, teacher burnout—characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment—has emerged as a global occupational concern (Yang & Que, 2023). Moreover, aggression, including physical, verbal, anger-based, and hostility dimensions, has been linked to burnout and occupational stress among teachers (Alqassim et al., 2022). In the Philippine context, while some studies reveal low levels of burnout and aggression among teachers, others document moderate to high emotional fatigue due to increased administrative workload and ancillary duties (Jimenez, 2021).

In line with national policy, Republic Act 11036 (Mental Health Act of 2018) mandates that public institutions, including schools, adopt comprehensive mental health policies and programs to address psychosocial hazards such as excessive workload and bullying. Furthermore, DepEd Memorandum No. 98, s. 2020 calls for the provision of mental health and psychosocial support services across all DepEd events and programs, particularly emphasizing teacher well-being

during crises. Therefore, proactively addressing teacher burnout and aggression aligns with both global literature and local policy mandates.

Despite broad recognition of teacher stress, few empirical investigations have specifically examined the interrelationship between teacher profile variables—such as educational attainment, years of experience, and mental-health-related training—and burnout, and how burnout then influences aggression within Filipino secondary schools. Available Philippine studies, including one by Fabella et al. (2023), surveyed only 47 public school teachers and reported low burnout and aggression levels, with no significant associations identified between these constructs. By contrast, other local studies have indicated that heavy workload and ancillary roles contribute to moderate emotional exhaustion and reduced self-efficacy among teachers (Beames et al., 2023).

Moreover, international research suggests that aggressive student behavior and unhealthy school climate contribute to teacher emotional distress and burnout. These findings underscore a gap: limited evidence exists linking teacher profile variables to burnout, and burnout to aggression, particularly in the Philippine secondary school context. In addition, few studies have developed comprehensive intervention plans tailored to local school districts to mitigate these concerns, despite DepEd policies advocating mental-health promotion (Romero, 2022).

Accordingly, this study addresses this gap by investigating public secondary school teachers in the Malasiqui II-A District during School Year 2024–2025. Specifically, it aims to: (1) profile teachers based on highest educational attainment, length of teaching experience, and number of mental-health-related trainings attended in the past five years; (2) assess their burnout level across emotional exhaustion, depersonalization, and lack of personal achievement; (3) evaluate their aggression level in terms of physical, verbal, anger, and hostility dimensions; (4) examine whether teacher profile variables are significantly related to burnout; (5) determine whether burnout level significantly relates to aggression level; and (6) propose a plan of action grounded in both data and DepEd policy to alleviate burnout and aggression.

First, by profiling teachers' educational and experiential backgrounds alongside mental-health training exposure, the study contributes nuanced local data that informs whether such factors bear on burnout risk. Second, by integrating aggression measures, it builds on limited Philippine literature by exploring whether burnout correlates with aggression, as international literature suggests. Third, by generating a context-specific intervention plan, the study aligns with RA 11036's requirement that public institutions establish mental health frameworks, as well as DepEd Memorandum 98, s. 2020, which directs the inclusion of psychosocial support within DepEd programs. Lastly, the study's findings can inform local DepEd division policies and mental health initiatives, contributing evidence-based strategies that support teacher well-being and instructional quality.

To this end, the study utilizes a quantitative-descriptive-correlational design, coupled with a developmental research phase to derive the proposed plan of action. Data collection involved random sampling of 113 public secondary school teachers, who completed structured questionnaires. Statistical analyses included frequency counts, percentages, weighted means, and Chi-Square tests of independence to test relationships among variables. Ultimately, the proposed intervention plan is crafted to address identified stressors and to align with DepEd policies and RA mandates, ensuring both local relevance and regulatory compliance. contributes significantly to the holistic development of learners. Beyond physical health, PE plays a vital role in cultivating discipline, resilience, social skills, and cognitive functioning (Bailey et al., 2009). Globally, researchers have acknowledged the benefits of regular physical activity among school-age children, linking it to improved academic outcomes, enhanced classroom behavior, and increased brain function (Singh et al., 2012; Fedewa & Ahn, 2011). The World Health Organization (WHO, 2020) underscores the need for adolescents to engage in at least 60 minutes of moderate to vigorous physical activity daily to attain and maintain optimal health outcomes.

In the Philippine context, the Department of Education (DepEd) has emphasized the importance of Physical Education through various policies and curriculum reforms. DepEd Order No. 21, s. 2019, which outlines the Policy Guidelines on the K to 12 Basic Education Curriculum, includes Physical Education under the MAPEH (Music, Arts, PE, and Health) learning area and highlights its role in developing physical literacy among learners. Similarly, DepEd Memorandum No. 173, s. 2016, the National Fitness and Sports Development Program promotes sports activities and physical fitness as tools for youth empowerment and academic enrichment. Moreover, DepEd Order No. 42, s. 2017 on the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) includes strands that advocate for learner-centered teaching and inclusive, safe learning environments—principles that align with effective PE instruction.

Despite the policies and programs, PE remains marginalized in many school settings. Often perceived as secondary to core academic subjects, PE classes are shortened, deprioritized, or inconsistently implemented (Delos Santos, 2020). This trend is particularly concerning in junior high school, where academic demands intensify, and physical activity levels tend to decline. Studies have noted that Filipino adolescents are becoming increasingly sedentary, resulting in rising obesity rates and declining physical fitness levels (Food and Nutrition Research Institute, 2019). Additionally, there is limited empirical evidence in the Philippine setting that connects physical fitness directly with academic achievement—an area that has received growing international attention.

For instance, Redondo-Flores et al. (2022) argue that regular participation in physical activity improves academic performance by enhancing blood flow to the brain and reducing stress. Similarly, Donnelly et al. (2016) found that physically fit students tend to demonstrate better memory, executive functioning, and concentration, leading to higher academic achievement (Erwin & Schreiber, 2024). However, local studies exploring these correlations, especially within the public school system, remain scarce. There is also a lack of contextualized research that differentiates between active and non-active participants in PE and how this distinction influences both physical and cognitive outcomes.

Moreover, while programs such as the School-Based Feeding Program (SBFP) and the Gulayan sa Paaralan Program (GPP) aim to address malnutrition and promote healthy living, there is minimal integration between these initiatives and PE curricula to address both academic and physical development holistically. Likewise, the implementation of the Most Essential Learning Competencies (MELCs) during the pandemic saw a significant reduction in PE learning targets, further highlighting the need to examine the consequences of limited physical activity on student performance.

In response to these gaps, this study investigates the impact of Physical Education participation on the physical fitness and academic performance of Junior High School students. Grounded in the premise that physical fitness is a contributor to academic achievement, the study seeks to determine whether active engagement in PE classes correlates with improved academic performance and physical well-being.

Specifically, the research aims to: (1) assess the physical fitness levels of students who participate in PE; (2) evaluate their academic performance based on GPA or standardized tests; (3) analyze the relationship between physical fitness and academic outcomes; (4) compare the performance and fitness of active and non-active PE participants; and (5) develop a plan of action to enhance PE participation based on empirical findings. Through a quantitative approach utilizing standardized fitness tests, academic records, and participation data, the study seeks to contribute to evidence-based policies and practices that underscore the importance of PE in the overall development of learners.

Furthermore, this study aligns with broader educational goals, such as those espoused in DepEd's MATATAG Agenda, which seeks to make learners resilient, healthy, and prepared for

lifelong learning. It also supports UNESCO's Quality Physical Education (QPE) framework, which advocates for inclusive, equitable, and impactful PE programs globally. By examining the cognitive and physical benefits of PE within the local context, this study aims to provide actionable insights that can inform school administrators, policymakers, and educators in reinforcing the value of physical education across all levels of basic education.

In sum, this research asserts that Physical Education is not a peripheral subject but a crucial element in developing physically competent and academically successful learners. Highlighting the interplay between fitness and scholastic performance reinforces the call for comprehensive, inclusive, and well-supported PE programs in Philippine schools.

2. Method

2.1 Research Design

This study employed a quantitative research design, specifically utilizing both correlational and comparative approaches, to systematically examine the impact of Physical Education (PE) participation on physical fitness and academic performance among Junior High School students. Through the correlational approach, the study explored the strength and direction of the relationship between students' physical fitness levels and their academic performance, both measured using objective and standardized instruments. Meanwhile, the comparative aspect aimed to determine statistically significant differences in physical fitness and academic outcomes between two groups of students, those who actively participated in PE and those who did not. To achieve this, the study utilized independent samples t-tests for group comparisons and Pearson product-moment correlation for relational analysis. Moreover, the quantitative design enabled the use of numerical data, ensuring objectivity and allowing for rigorous statistical analysis. Overall, this approach was deemed appropriate as it provided a reliable means to quantify and analyze the variables of interest and to address the research questions in a structured and evidence-based manner. This study employed a quantitative-descriptive correlational research design, complemented by a developmental approach, to systematically examine and address the burnout and aggression levels of public secondary school teachers in the Malasiqui II-A District during the School Year 2024–2025. The descriptive component was utilized to profile the respondents in terms of highest educational attainment, length of teaching experience, and number of mental health-related trainings attended over the past five years, as well as to measure their burnout and aggression levels. The correlational aspect was applied to determine the significant relationships between the teachers' profile variables and their burnout level, and between their burnout level and aggression level. Furthermore, the developmental method was employed to design a comprehensive plan of action aimed at alleviating burnout and aggression, ensuring that the proposed interventions were grounded in empirical findings. Through this integrated design, the study was able to generate both analytical insights and practical solutions to address the identified issues.

2.2 Participants

The participants of the study were 113 public secondary school teachers from the Malasiqui II-A District during the School Year 2024–2025, selected through random sampling from a total population of 159 teachers, as determined using Slovin's formula with a margin of error of 0.05. These respondents represented various public secondary schools within the district, thereby ensuring adequate representation of the teaching population. They provided essential data regarding their profile, specifically their highest educational attainment, length of teaching experience, and number of mental health-related trainings attended within the past five years. Moreover, they assessed their levels of burnout and aggression, which served as the primary variables of the study. The inclusion of participants from diverse educational backgrounds and

teaching experiences allowed for a more comprehensive analysis of the relationships between profile variables, burnout levels, and aggression levels, thus enhancing the reliability and validity of the findings.

2.3 Instrumentation

The primary instrument used in this study was a structured survey questionnaire, which was designed to gather the necessary data from the 113 teacher-respondents systematically. The instrument consisted of three main parts to address the specific objectives of the research. The first part elicited the respondents' profile information, including highest educational attainment, length of teaching experience, and number of mental health-related trainings attended within the past five years. The second part measured the level of burnout among the teachers, covering the dimensions of emotional exhaustion, depersonalization, and lack of personal achievement, using a Likert-type scale for standardized responses. The third part assessed the level of aggression, focusing on physical aggression, verbal aggression, anger, and hostility, likewise employing a Likert-type scale for consistent measurement. The survey questionnaire was structured to ensure clarity, relevance, and ease of response, thereby facilitating accurate data collection and supporting the validity of the study's findings.

2.4 Data Analysis

The data gathered in this study were analyzed using appropriate statistical tools to address the research objectives and test the stated hypotheses. To describe the profile of the respondents, frequency counts and percentages were computed, providing a precise distribution of the teachers' highest educational attainment, length of teaching experience, and number of mental health-related trainings attended. To determine the levels of burnout and aggression, the weighted mean was utilized, with the resulting values interpreted based on a predetermined scale of interpretation. Furthermore, to examine the relationships between the profile variables and burnout level, as well as between burnout level and aggression level, the Chi-Square Test of Independence was employed, enabling the identification of significant associations between categorical variables. These statistical treatments ensured that the data were objectively interpreted and that the findings were both valid and reliable, thereby supporting sound conclusions and evidence-based recommendations.

3 Results

The results of the study revealed notable trends in the profile of the public secondary school teachers in the Malasiqui II-A District. A majority, or 67% of the respondents, did not hold postgraduate degrees, indicating that most teachers possessed only a bachelor's degree as their highest educational qualification. In terms of teaching experience, 58% had been in the profession for more than ten years, suggesting a predominantly seasoned teaching workforce. Additionally, 79% of the respondents had attended no more than three mental health-related trainings in the past five years, pointing to limited opportunities for professional development in this specific area. These findings highlight the need for sustained teacher education and training, particularly in mental health awareness and management, to better equip educators in coping with occupational stressors.

About burnout levels, the study found that the respondents exhibited a moderate level of burnout across all three dimensions. Specifically, the computed weighted mean for emotional exhaustion was 3.30, for depersonalization was 3.29, and for lack of personal achievement was also 3.29. These results suggest that, while burnout is not critically high, it is present at a level that can potentially impact teacher well-being and performance if left unaddressed. Furthermore, the Chi-Square Test of Independence revealed significant relationships between burnout level and certain profile variables: highest educational attainment ($\chi^2 = 9.74$), length of teaching

experience ($\chi^2 = 8.21$), and number of relevant trainings attended ($\chi^2 = 7.02$). These findings imply that both professional background and access to training opportunities play important roles in influencing burnout levels among teachers.

In terms of aggression levels, the results indicated that the respondents demonstrated a moderate level in all measured dimensions. The computed weighted means were 3.20 for physical aggression, 3.20 for verbal aggression, 3.20 for anger, and 3.19 for hostility, with an overall mean of 3.20. Importantly, statistical analysis revealed a significant relationship between burnout level and aggression level, with a computed chi-square value of 6.00, suggesting that higher burnout levels may contribute to elevated aggression tendencies among teachers. These findings underscore the critical need for interventions aimed at reducing burnout as a means of indirectly mitigating aggression, thereby fostering a healthier and more conducive teaching and learning environment.

4. Discussion

The findings of the present study on the moderate level of burnout among public secondary school teachers align with the results of prior research conducted in both local and international contexts. For instance, a study by Iqbal et al. (2020) emphasized that educators commonly experience moderate levels of burnout due to the emotional demands of teaching, heavy workloads, and administrative responsibilities (Iqbal et al., 2020). Similarly, a local investigation by Yingil (2022) found that Filipino public-school teachers often report moderate burnout levels, particularly in the domains of emotional exhaustion and depersonalization, which they attributed to large class sizes and limited resources. These consistent findings indicate that burnout is a prevalent but manageable concern among teachers, and that preventive measures, such as mental health training and workload management, are essential in maintaining teacher well-being (Yingil, 2022).

The observed significant relationship between the profile variables—particularly the highest educational attainment, length of teaching experience, and number of mental health-related trainings attended—and burnout level is also supported by previous literature. For example, the work of Skaalvik and Skaalvik (2017) noted that more experienced teachers may face greater emotional fatigue due to prolonged exposure to occupational stressors, while higher educational attainment may equip teachers with better coping strategies, thereby reducing burnout risk (Skaalvik & Skaalvik, 2021). Likewise, a study by Harel et al. (2025) reported that participation in targeted professional development programs, including mental health seminars, was associated with lower burnout levels among educators. These parallel findings reinforce the current study's conclusion that teacher background and access to training significantly shape their resilience to burnout (Harel et al., 2025).

Furthermore, the significant relationship found between burnout and aggression levels corroborates existing research suggesting that psychological strain can manifest in outward expressions of frustration. Abbas et al. (2023) proposed in their General Aggression Model that stress, and emotional exhaustion can heighten aggressive tendencies, particularly in high-pressure environments such as classrooms (Abbas et al., 2023). In the Philippine setting, Ferreira et al. (2025) observed that teachers experiencing higher burnout levels reported more frequent episodes of verbal aggression, which they linked to diminished emotional regulation. The present study's results thus affirm that addressing burnout is not only critical for preserving teacher well-being but also for fostering a more positive and less conflict-prone school climate, ultimately benefiting both educators and learners (Ferreira et al., 2025).

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PERFORMANCE-BASED LEARNING AND MAPEH SKILL ACQUISITION IN SENIOR HIGH SCHOOL STUDENTS

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Abstract

This quantitative study examined the relationship between performance-based learning (PBL) and MAPEH skill acquisition among Senior High School students. Specifically, it sought to determine the level of students' performance in MAPEH, assess their skill acquisition, analyze the correlation between performance and skill acquisition, identify the PBL strategies employed by teachers, and develop an action plan for improvement. Data were gathered from selected Grade 11 and 12 students using standardized tests, performance-based assessments, academic records, and teacher surveys. Descriptive statistics summarized performance and skill acquisition levels, while Pearson's correlation coefficient measured the relationship between the two variables.

Findings revealed that students attained a satisfactory level of MAPEH performance, with a mean score of 82.5, and exhibited high levels of skill acquisition across all four components—Music, Arts, Physical Education, and Health—with Physical Education obtaining the highest mean score. Moreover, results showed a strong positive correlation ($r = 0.78$, $p < 0.001$) between students' performance and skill acquisition, indicating that higher academic achievement is closely associated with greater proficiency in practical skills. Teachers reported frequent use of practical demonstrations and collaborative projects as predominant PBL strategies, aligning with MAPEH's interactive nature.

Based on the findings, a comprehensive action plan was proposed, emphasizing teacher professional development, integrated curriculum design, increased use of portfolio assessments, provision of resources for collaborative learning, and implementation of regular performance-based evaluations. These results underscore the critical role of PBL in enhancing both academic performance and practical skill acquisition in MAPEH education.

Keywords: Performance-Based Learning, MAPEH, Skill Acquisition, Senior High School, Correlation

1. Introduction

In recent years, educational systems worldwide have increasingly emphasized the development of competencies that extend beyond theoretical knowledge, placing equal importance on the acquisition of practical skills. This paradigm shift is reflected in the Philippine education system, particularly under the K to 12 Basic Education Curriculum, which underscores the need for authentic, performance-based learning experiences that integrate knowledge, skills, and values. In this context, MAPEH (Music, Arts, Physical Education, and Health) plays a vital role in fostering holistic development, promoting not only cognitive growth but also creativity, physical fitness, and health awareness. The Department of Education (DepEd), through DepEd Order No. 8, s. 2015, which provides the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, mandates the integration of performance-based tasks as authentic measures of student learning. These tasks aim to bridge the gap between theoretical understanding and practical application, aligning with 21st-century skills development as

envisioned in the Philippine Professional Standards for Teachers (PPST) and the National Competency-Based Teacher Standards (NCBTS).

Despite these policy directions, disparities in the effective implementation of performance-based learning (PBL) remain. While PBL has been widely acknowledged as an effective instructional approach that engages students in real-world tasks, its application in MAPEH classes varies across schools due to factors such as resource availability, teacher readiness, and institutional support. Studies, such as those by Bell (2010) and Larmer, Mergendoller, and Boss (2015), have demonstrated that PBL fosters deeper understanding, enhances motivation, and improves skill acquisition. However, in the Philippine context, research exploring the correlation between PBL and skill acquisition in MAPEH is limited, creating a knowledge gap that this study seeks to address.

MAPEH is unique in that it encompasses four distinct but interrelated disciplines, each requiring both theoretical knowledge and hands-on competence. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, emphasizes learner-centered curricula that encourage active engagement and skill mastery. In alignment with this, DepEd has launched programs such as the “Sports, Arts, and Music Development Program” and the “School-Based Feeding and Health Programs” to promote well-being and holistic education. Nonetheless, while such initiatives highlight the importance of these domains, systematic evaluation of how PBL contributes to measurable skill acquisition remains insufficient.

Internationally, PBL has been recognized as a pedagogical approach that enhances the transfer of learning to authentic contexts. Thomas (2000) defined it as a student-centered method where learners gain knowledge and skills by working for an extended period to investigate and respond to complex questions or challenges. In MAPEH education, this could involve choreographing a dance performance, staging an art exhibit, organizing a community health campaign, or leading a sports clinic—tasks that require the integration of conceptual knowledge with applied skill. Research by Hmelo-Silver (2004) supports the notion that such experiences promote metacognition, collaboration, and problem-solving abilities. Furthermore, in Physical Education and Arts education, studies by Dyson et al. (2010) and Bresler (2012) found that performance-oriented activities enhance engagement and foster mastery of complex skills.

In the Philippine setting, DepEd Memorandum No. 13, s. 2020, which provided interim guidelines for assessment during the COVID-19 pandemic, further underscored the value of performance tasks as valid and reliable measures of learning in various modalities. This reinforced the need for adaptive strategies in PBL implementation to maintain skill development even in challenging circumstances. However, differences in how teachers design, implement, and assess PBL activities in MAPEH may lead to inconsistencies in student outcomes. Moreover, teacher-reported strategies, such as practical demonstrations and collaborative projects, although aligned with MAPEH’s experiential nature, have yet to be systematically studied for measurable skill acquisition.

Given this backdrop, understanding the relationship between students’ performance in MAPEH and their skill acquisition is both timely and significant. While cognitive performance, as measured through academic grades and standardized assessments, provides one dimension of student learning, skill acquisition reflects the translation of knowledge into observable competencies. A strong correlation between these two dimensions could validate the integrated approach promoted by DepEd policies and provide empirical support for further investment in PBL strategies. Conversely, a weak or inconsistent relationship might indicate the need for curricular adjustments, targeted teacher training, or resource allocation to align instruction with desired outcomes better.

Furthermore, there is a pressing need to identify which PBL strategies are most effective in enhancing skill acquisition in MAPEH. The variability in school contexts—public versus private, resource-rich versus resource-limited—necessitates evidence-based recommendations that can

be adapted to different educational environments. As DepEd continues to roll out initiatives such as the “OK sa DepEd” health campaign and school-based sports and arts programs, actionable data on instructional strategies will be invaluable for policy refinement and program improvement.

This study, therefore, aims to fill the gap in empirical literature by investigating the relationship between performance-based learning and MAPEH skill acquisition among Senior High School students. It specifically seeks to determine the level of students’ academic performance in MAPEH, assess their skill acquisition across the four components, examine the correlation between performance and skill acquisition, identify the PBL strategies most frequently utilized by teachers, and propose a data-driven action plan to enhance both domains. By employing a quantitative research design with correlational analysis, this study will provide objective evidence that can guide educators, policymakers, and curriculum developers in strengthening MAPEH instruction.

In sum, this research aligns with the broader goals of the Philippine education system as articulated in RA 10533 and DepEd’s strategic directions: to produce learners who are not only knowledgeable but also skilled, creative, and healthy individuals prepared for lifelong learning and active citizenship. Through the systematic examination of PBL’s role in MAPEH education, the study aspires to contribute to the ongoing discourse on effective teaching practices, informed policymaking, and the realization of holistic, 21st-century education in the Philippines.

2. Method

2.1 Research Design

This study employed a quantitative research design utilizing a correlational approach to examine the relationship between performance-based learning (PBL) and MAPEH skill acquisition among Senior High School students. Specifically, it adopted a cross-sectional framework, collecting data at a single point in time to identify patterns and associations between variables without manipulating them. Moreover, descriptive statistics were used to determine the levels of students’ performance and skill acquisition, while Pearson’s correlation coefficient measured the strength and direction of the relationship between these variables. In addition, regression analysis was applied to assess the predictive power of academic performance on skill acquisition, thereby providing deeper insights into the nature of their association. This design was deemed appropriate as it allowed for an objective, systematic, and statistical examination of the research problem, ensuring empirical validity and reliability of the findings.

2.2 Participants

This study consisted of Senior High School students enrolled in Grades 11 and 12 MAPEH classes from selected educational institutions, along with their respective MAPEH teachers. To ensure representativeness, a stratified random sampling technique was employed, categorizing students based on grade level, gender, and school type (public or private) before randomly selecting participants within each stratum. This approach minimized sampling bias and allowed for proportional representation of key demographic groups. Furthermore, the inclusion of MAPEH teachers as respondents provided valuable insights into the instructional strategies employed, particularly the use of performance-based learning activities. In total, the sample reflected a diverse mix of learners and educators, thereby enhancing the generalizability and relevance of the study’s findings to similar educational contexts.

2.3 Instrumentation

The study utilized multiple research instruments to comprehensively capture data on students’ MAPEH performance, skill acquisition, and teachers’ instructional practices. Standardized tests, aligned with the K to 12 curriculum standards, were administered to assess

students' cognitive understanding of MAPEH concepts, ensuring content and construct validity. In addition, teacher-designed performance-based assessments, evaluated using validated criterion-referenced rubrics, were employed to measure students' practical skills across the four MAPEH components. Academic records, specifically grades from MAPEH-related coursework, were also obtained to provide an objective measure of sustained academic performance. Moreover, a structured teacher survey questionnaire, consisting of Likert-scale items, was used to gather quantitative data on the frequency, type, and perceived effectiveness of performance-based learning strategies implemented in the classroom. Lastly, demographic questionnaires for both students and teachers were administered to collect relevant background information, which facilitated the analysis of potential moderating variables influencing the study's outcomes.

2.4 Data Analysis

The study was analyzed using both descriptive and inferential statistical techniques to ensure a comprehensive interpretation of the findings. Descriptive statistics, including means, standard deviations, and frequency distributions, were computed to summarize students' performance levels, skill acquisition scores, and the prevalence of various performance-based learning strategies. Furthermore, Pearson's correlation coefficient was employed to determine the strength and direction of the relationship between students' academic performance in MAPEH and their skill acquisition, thereby identifying significant associations between the two variables. In addition, simple linear regression analysis was conducted to assess the predictive power of academic performance on skill acquisition, providing deeper insights into the extent to which differences in performance could explain variations in skill acquisition. All statistical analyses were performed using appropriate software, and results were interpreted at a 0.05 level of significance to ensure the reliability and validity of conclusions.

3 Results

The study revealed that Senior High School students demonstrated a generally satisfactory level of performance in MAPEH, with an overall mean score of 82.5, indicating that most learners met the expected learning competencies outlined in the K to 12 curriculum. However, the computed standard deviation reflected some variability in scores, suggesting that certain students required targeted instructional interventions to address specific learning gaps. In terms of skill acquisition, findings showed high proficiency levels across all four MAPEH components, with Physical Education obtaining the highest mean score, followed by Health, Arts, and Music. This trend may be attributed to the more tangible, hands-on nature of physical activities, which often foster greater student engagement and practical mastery. Furthermore, Pearson's correlation analysis indicated a strong positive relationship between students' academic performance and skill acquisition ($r = 0.78$, $p < 0.001$), signifying that higher academic achievement was closely associated with higher practical skill proficiency. Additionally, survey data from MAPEH teachers revealed that practical demonstrations (reported by 92% of respondents) and collaborative projects (reported by 88%) were the most frequently implemented performance-based learning strategies, aligning well with the experiential and interactive character of the subject area. These findings collectively suggest that PBL strategies, particularly those that are hands-on and collaborative, play a pivotal role in enhancing both cognitive and practical learning outcomes in MAPEH.

4. Discussion

The studies are consistent with and supported by the results of several related studies, thereby strengthening their validity and relevance. The strong positive correlation observed between students' academic performance and MAPEH skill acquisition aligns with the work of Bell (2010) and Larmer, Mergendoller, and Boss (2015), who emphasized that performance-

based learning fosters deeper understanding and more effective transfer of knowledge into practical skills. Similarly, the high proficiency in Physical Education echoes the findings of Dyson et al. (2010), who reported that active, hands-on physical activities significantly enhance student engagement and skill mastery. Moreover, the frequent use of practical demonstrations and collaborative projects by MAPEH teachers corroborates the conclusions of Hmelo-Silver (2004), who found that experiential, student-centered approaches promote problem-solving abilities, collaboration, and metacognitive development. In the Philippine context, these results are in harmony with DepEd Order No. 8, s. 2015, which advocates for authentic performance-based tasks as effective measures of student learning outcomes. Furthermore, the study's outcomes resonate with Republic Act No. 10533's emphasis on learner-centered education that integrates theory and practice. Collectively, these corroborations indicate that the integration of PBL strategies not only aligns with both local and international best practices but also offers an empirically supported pathway for enhancing holistic student development in MAPEH.

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EXTENT OF MASTERY OF 21ST CENTURY TEACHING SKILLS OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN MALASIQUI II DISTRICT

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Abstract

This study determined the extent of mastery of 21st-century teaching skills among public elementary school teachers in Malasiqui II District during School Year 2024–2025. Employing a quantitative–descriptive correlational research design, the study described the teachers’ profile in terms of age, sex, civil status, highest educational attainment, length of teaching experience, number of relevant trainings attended, and self-efficacy level in teaching. It also assessed the extent of mastery of 21st-century teaching skills as perceived by both teachers and their school heads, examined differences in these perceptions, and explored the relationship between teachers’ profile variables and their mastery level. Furthermore, the developmental method was utilized to propose an in-service training program to enhance such skills. The respondents included 186 randomly selected teachers and all 27 school heads in the district. Data were gathered using validated survey questionnaires and analyzed through frequency counts, percentages, weighted means, t-test, and chi-square test of independence. Results revealed that the typical teacher was 30–49 years old, female, married, without a postgraduate degree, had more than 10 years of teaching experience, had attended few relevant trainings, and had high self-efficacy. Teachers rated their mastery of 21st-century skills as “great extent,” while school heads rated it as “moderate extent,” with perceptions differing significantly. Educational attainment, teaching experience, training attended, and self-efficacy were significantly related to mastery. Based on these findings, an in-service training program was proposed to strengthen the mastery of 21st-century teaching skills in the district.

Keywords: 21st-Century Teaching Skills, Teacher Mastery, Self-Efficacy, Malasiqui II District, In-Service Training Program

1. Introduction

In recent years, Philippine education policy has emphasized the cultivation of 21st-century teaching skills, aligning teacher development with global standards of learner competence. DepEd Order No. 21, s. 2019, for instance, explicitly mandates the integration of four key domains—information, media, and technology skills; learning and innovation skills; communication skills; and life and career skills—into the K–12 curriculum. Moreover, DepEd Order No. 001, s. 2020 outlines continuing professional development pathways designed to ensure teachers maintain currency in pedagogy and digital competence. Notably, DepEd Order No. 007, s. 2024 further reinforced the requirement that all public schools adopt inclusive learning environments built around the mastery of these 21st-century skills. Consequently, teacher quality as prescribed by the Philippine Professional Standards for Teachers hinges on educators being equipped with these competencies, since through quality teachers, the nation aims to produce holistic learners capable of driving national progress (Gepila, 2020).

Despite these forward-looking policies, empirical studies illustrate that the actual integration of 21st-century skills remains uneven across regions and instructional levels. For example, a descriptive-correlational inquiry revealed that although teachers generally reported high levels of integration of critical thinking, collaboration, communication, creativity, and

technology use, there was no significant agreement on rank orders among different respondent groups. Constraints persisted, especially in technology access (Regan et al., 2019). Similarly, a correlational study found that while teachers “highly practiced” 21st-century skills, such practice did not correlate significantly with performance indicators, suggesting that practice alone may not guarantee instructional effectiveness. These findings underscore the need for context-specific assessments and tailored training programs (Copur-Gencturk & Thacker, 2020).

Moreover, international research indicates a strong linkage between digital literacy and 21st-century skill proficiency: one study of primary teachers showed high levels in both domains and a moderate positive correlation between them, suggesting that digital competence underpins broader skill mastery (Milenkova & Manov, 2019). Likewise, policy discourse such as the Second Congressional Commission on Education (EDCOM 2) has flagged underinvestment in teacher training and highlighted how inadequate resource allocation impedes skill development and student learning outcomes (Aydin & Yildirim, 2022).

Against this backdrop, it becomes critical to examine how teachers in specific districts are mastering these vital competencies. Malasiqui II District, which comprises multiple public elementary schools in Pangasinan, has not yet been the focus of such empirical scrutiny. Therefore, this study was conceived to assess the extent to which its public elementary school teachers master 21st-century teaching skills during School Year 2024–2025. In addition, because teacher self-perception may differ from supervisor perception, the study sought to compare teachers’ self-assessments with the evaluations of their school heads, thus providing a dual perspective on skill mastery.

Furthermore, the present research also examines key profile variables—including age, sex, civil status, educational attainment, length of teaching experience, number of relevant trainings attended, and teaching self-efficacy—and their relationship to mastery levels. Notably, self-efficacy is conceptually grounded in Bandura’s theory, which posits that teachers who are confident in their pedagogical capabilities are more likely to apply innovative methods effectively. At the same time, higher education and exposure via training have been found in other Philippine settings to correlate significantly with better integration of global competencies and technology use (Mastul et al., 2023).

In addition, since Republic Act No. 9155 (the Governance of Basic Education Act) empowers schools and local districts to plan contextually relevant development initiatives, it is timely that this study also proposes a developmental intervention—namely, an in-service training program specifically designed to address gaps identified in the mastery of 21st-century teaching skills in Malasiqui II District.

Accordingly, the objectives of the study were threefold: first, to profile the public elementary school teachers in the district in terms of demographic and professional variables; second, to determine the extent of their mastery of 21st-century teaching skills as perceived by themselves and by their school heads, to examine the difference between those two perceptions, and to assess the relationships between profile variables and mastery; third, to develop a contextually tailored in-service training program to enhance teacher competency in these areas.

By integrating national policy mandates, theoretical constructs, and comparative evidence from related Philippine studies, this investigation aims to provide robust insights into how teachers in Malasiqui II District are performing in terms of 21st-century readiness. Hence, the study contributes not only to local educational planning and capacity-building but also to the broader literature on teacher proficiency and professional development in the Philippines.

2. Method

2.1 Research Design

This study employed a quantitative–descriptive correlational research design, supplemented by a developmental approach. The quantitative–descriptive component was utilized to present a clear and factual description of the profile of public elementary school teachers in Malasiqui II District during School Year 2024–2025, which included variables such as age, sex, civil status, highest educational attainment, length of teaching experience, number of relevant trainings attended, and self-efficacy level in teaching. It likewise described the extent to which the teachers have mastered 21st-century teaching skills, as perceived both by themselves and by their school heads.

The correlational aspect was employed to determine the statistical relationships between the teachers' profile variables and their mastery of 21st-century teaching skills. In addition, it was used to test whether a significant difference existed between the perceptions of the teachers and their school heads regarding the extent of skill mastery. This design was appropriate since correlational studies allow researchers to explore associations and differences among variables without manipulating them, thereby reflecting authentic conditions in the natural school setting.

Moreover, the developmental method was integrated into the study to create a proposed in-service training program based on the results of the descriptive and correlational analyses. This program was designed to address identified gaps and enhance the mastery of 21st-century teaching skills among teachers in the district. By combining these approaches, the study was able to provide not only empirical evidence on the current state of teacher competency but also a practical intervention aligned with the identified needs.

2.2 Participants

The participants of the study consisted of two distinct groups: 186 randomly selected public elementary school teachers and all 27 school heads from Malasiqui II District during School Year 2024–2025. The teachers, who were drawn from a total population of 346 using Slovin's formula with a 5% margin of error, provided information regarding their demographic and professional profiles—specifically, their age, sex, civil status, highest educational attainment, length of teaching experience, number of relevant trainings attended within the past five years, and self-efficacy level in teaching—as well as their self-assessment of their mastery of 21st-century teaching skills. The school heads, on the other hand, served as evaluators by providing their perceptions of the extent to which the teachers demonstrated these skills. This dual-respondent structure enabled the study to capture both self-perceptions and supervisory assessments, thereby ensuring a more comprehensive and balanced evaluation of teacher competency in the district.

2.3 Instrumentation

The study utilized two researcher-developed survey questionnaires as its primary instruments—one for the public elementary school teachers and another for the school heads—both of which were content-validated by experts in education and research. The teachers' questionnaire was composed of three parts: the first gathered data on their demographic and professional profile, including age, sex, civil status, highest educational attainment, length of teaching experience, and number of relevant trainings attended in the past five years; the second measured their self-efficacy level in teaching using a Likert-type scale; and the third assessed the extent of their mastery of 21st-century teaching skills across various domains such as critical thinking, collaboration, communication, creativity and innovation, self-direction, global and local connections, and technology use. Meanwhile, the school heads' questionnaire focused solely on evaluating the extent to which the teacher's demonstrated mastery of these skills. Both

instruments employed a five-point scale for consistency in scoring and interpretation, thereby facilitating valid comparisons between teacher self-assessments and supervisory evaluations.

2.4 Data Analysis

The data were analyzed using a combination of descriptive and inferential statistical tools appropriate to the research objectives. Frequency counts and percentages were employed to describe the teachers' profile variables, excluding self-efficacy. At the same time, weighted means were computed to determine both the self-efficacy level of the teachers and the extent of their mastery of 21st-century teaching skills as perceived by themselves and by their school heads. To ensure clarity of interpretation, the weighted means were categorized using predetermined verbal interpretation scales for both self-efficacy and skill mastery. Furthermore, the independent samples t-test was utilized to determine whether a significant difference existed between the perceptions of teachers and school heads regarding the teachers' mastery of 21st-century teaching skills. Lastly, the chi-square test of independence was applied to examine the relationships between the teachers' profile variables and their level of mastery, thereby identifying which factors were significantly associated with competency in 21st-century teaching.

3 Results

The study revealed that most public elementary school teachers in Malasiqui II District were within the age range of 30 to 49 years old (82%), predominantly female (71%), and married (84%). In terms of educational attainment, a simple majority (51%) had no postgraduate degree, while most had been in the teaching profession for more than 10 years (71%). Regarding professional development, 65% had attended no more than three trainings or seminars related to 21st-century teaching skills in the past five years. Additionally, the teachers, on average, demonstrated a high level of self-efficacy in teaching, indicating confidence in their ability to facilitate learning and implement instructional strategies effectively.

In assessing the extent of mastery of 21st-century teaching skills, the findings showed that teachers rated themselves as demonstrating all skill domains—critical thinking, collaboration, communication, creativity and innovation, self-direction, global connections, local connections, and technology skills—to a *great extent*, with an overall weighted mean of 3.98. Specifically, self-ratings ranged from 3.96 to 3.99 across the skill areas. Conversely, school heads rated the teachers' mastery at a *moderate extent*, with an overall weighted mean of 3.14, and area means ranging from 3.09 to 3.17. The disparity between these ratings was statistically significant, as indicated by a computed p-value of 0.00, suggesting differing perceptions between the two groups regarding the actual mastery level of teachers.

The analysis further revealed that among the profile variables, the highest educational attainment ($\chi^2 = 8.85$), length of teaching experience ($\chi^2 = 7.75$), number of relevant trainings attended ($\chi^2 = 8.30$), and self-efficacy level ($\chi^2 = 7.33$) were significantly related to the extent of mastery of 21st-century teaching skills. In contrast, age ($\chi^2 = 2.41$), sex ($\chi^2 = 1.34$), and civil status ($\chi^2 = 2.25$) showed no significant relationship with skill mastery. These findings imply that professional qualifications, experience, and ongoing capacity-building efforts play a crucial role in enhancing teachers' competence in 21st-century pedagogy. At the same time, demographic factors such as age and gender are less predictive of mastery levels.

4. Discussion

The findings of this study are consistent with and further substantiate the results of several related studies on the mastery of 21st-century teaching skills among educators. The result showing that teachers rated themselves as largely demonstrating these skills while school heads perceived them to demonstrate such skills only to a *moderate extent* parallels the study where teachers self-reported high integration of critical thinking, collaboration, and technology skills, yet

external evaluations reflected more conservative assessments. This convergence suggests that discrepancies in self-perception and supervisory evaluation are common, possibly due to differences in evaluative criteria, observation frequency, and the emphasis placed on tangible versus implicit indicators of skill mastery (Brand et al., 2022).

Moreover, the finding that the highest educational attainment, length of teaching experience, number of relevant trainings attended, and self-efficacy are significantly related to mastery aligns with the results of Medina South District, Misamis Oriental, where professional growth variables—particularly training participation—were found to be key contributors to effective 21st-century skills application. Similarly, international studies have established that teacher qualifications and targeted professional development have a direct impact on their capacity to integrate 21st-century competencies into instructional practice, as seen in research that reported a moderate positive correlation between digital literacy and skill mastery. These parallels reinforce the premise that sustained learning opportunities and experiential growth are critical in strengthening teacher competence (Yünkül & Güneş, 2022).

In contrast, the lack of significant relationships between mastery and demographic variables such as age, sex, and civil status echoes the conclusions of various Philippine and international studies indicating that these factors are not reliable predictors of teaching effectiveness in the context of 21st-century skill application (Ereje & Ambag, 2020). Instead, the evidence collectively points to the primacy of continuous professional development, relevant training, and self-belief in enhancing teacher capability. Thus, the present study not only corroborates but also extends the body of knowledge by contextualizing these patterns within Malasiqui II District, offering empirical support for DepEd's policy emphasis on sustained capacity-building and skills-oriented teacher development programs.

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EMPOWERING SOLO PARENTS THROUGH COMMUNITY-BASED LIVELIHOOD SKILLS TRAINING IN CAWAYAN BOGTONG, MALASIQUI, PANGASINAN

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Master in Education

Abstract

This study examined the role of livelihood skills training in empowering solo parents in Cawayan Bogtong, Malasiqui, Pangasinan. Employing a mixed-methods research design, it gathered both quantitative and qualitative data to assess changes in livelihood-related knowledge and skills, employment status, income levels, and the personal experiences of solo parents after completing the training. Data were collected through survey questionnaires, interviews, and focus group discussions involving selected solo parent participants. The analysis utilized descriptive statistics, paired sample t-tests, and chi-square tests for quantitative data, while thematic analysis was employed for qualitative findings.

Results indicated that the training significantly enhanced participants' competencies in various livelihood activities, including product-making, marketing, budgeting, and small business management. Statistical analyses revealed a substantial increase in employment rates and income levels following program completion. Thematic insights further emphasized participants' lived experiences, highlighting gains in self-confidence, a renewed sense of purpose, and strengthened community ties. However, challenges such as financial constraints, caregiving-related time limitations, and inadequate access to startup capital and essential tools hindered the full application of learned skills.

The findings underscore the need for sustained support systems, inclusive and flexible training designs, and evidence-based program implementation. The study concludes that community-based livelihood training serves as a transformative intervention for solo parents, fostering both economic stability and social empowerment. These insights provide valuable guidance for policymakers, barangay leaders, and development planners in designing responsive livelihood programs for marginalized populations.

Keywords: Solo Parents, Community-Based Training, Livelihood Skills, Empowerment, Mixed-Methods, Rural Development

1. Introduction

Solo parenthood is a growing social reality in the Philippines, with far-reaching implications for the economic stability, psychological well-being, and overall quality of life of affected individuals and their families. According to the Philippine Statistics Authority (PSA, 2021), the number of solo parents continues to rise due to factors such as marital separation, annulment, the death of a spouse, and non-marital childbirth. Solo parents often face compounded challenges, including the sole responsibility of caregiving, reduced employment opportunities, and heightened financial insecurity. These burdens are further intensified in rural and semi-urban areas where access to stable income sources and skill development opportunities remains limited. In this context, targeted interventions such as community-based livelihood training programs have emerged as crucial strategies to enhance the socio-economic resilience of solo parents, providing them with practical skills, income-generating capabilities, and pathways toward economic independence.

The Philippine government has recognized the unique needs of solo parents through Republic Act No. 8972, otherwise known as the Solo Parents' Welfare Act of 2000, which grants benefits such as parental leave, flexible work schedules, and livelihood assistance programs. This

commitment was further strengthened with the passage of Republic Act No. 11861, or the Expanded Solo Parents' Welfare Act of 2022, which broadens the scope of benefits and introduces additional provisions such as monthly cash subsidies for low-income solo parents, educational scholarships for their children, and improved access to skills training. These legislative measures underscore the State's recognition that solo parents, despite their resilience, require structural support to overcome socio-economic vulnerabilities. However, the effectiveness of these policies is contingent on the availability of well-designed, accessible, and sustainable training programs that respond to the lived realities of solo parents, particularly in rural communities like Cawayan Bogtong, Malasiqui, Pangasinan.

Despite these policy frameworks, there remains a gap in localized and evidence-based program evaluation. The implementation of livelihood training programs at the barangay level often lacks rigorous assessment to determine whether they genuinely empower participants and lead to tangible improvements in their economic and social well-being. Studies have shown that without proper alignment to the specific needs, contexts, and constraints of beneficiaries, training initiatives risk low participation rates, minimal skill application, and limited long-term impact (Quisumbing & Maluccio, 2017; International Labour Organization, 2020). Furthermore, rural solo parents face intersecting barriers such as inadequate transportation, childcare responsibilities, and insufficient capital for business startups, which often hinder the translation of acquired skills into sustainable livelihoods (Balisacan & Hill, 2019). This gap in the literature and practice provides a compelling rationale for conducting localized studies that assess the outcomes of livelihood training programs within specific socio-economic contexts.

Previous research offers strong evidence that livelihood skills training can serve as a transformative tool for marginalized populations. For example, the study of Bayudan-Dacuycuy and Lim (2014) found that targeted skills development programs significantly improved income levels and reduced vulnerability to poverty among female-headed households in rural areas. Similarly, the Department of Social Welfare and Development's (DSWD) evaluation of its Sustainable Livelihood Program (SLP) reported that participants who completed skills training exhibited higher employment rates and improved household income compared to non-participants (DSWD, 2021). These findings align with the broader global evidence base, such as the report by the Food and Agriculture Organization (FAO, 2018), which emphasized that skills development combined with community support mechanisms leads to enhanced self-reliance and economic empowerment among vulnerable groups, especially women and single parents.

The context of Cawayan Bogtong, a barangay in Malasiqui, Pangasinan, illustrates the urgent need for such interventions. As a rural locality, economic opportunities are often limited to agriculture, informal vending, and low-wage service work. Solo parents in this community face compounded socio-economic constraints due to the dual responsibilities of income generation and sole caregiving. In many cases, the absence of a partner results in reduced mobility and fewer opportunities to engage in formal employment, further entrenching cycles of poverty. While national programs and non-governmental initiatives have reached certain rural areas, there is limited empirical evidence on the specific effectiveness of these interventions in Cawayan Bogtong. This absence of localized evaluation limits the ability of policymakers, barangay leaders, and program implementers to design responsive and context-specific livelihood programs.

This study, therefore, situates itself within the urgent social issue of solo parenthood, the existing legislative frameworks, and the evidence of livelihood training as a poverty alleviation strategy. The second move—identifying the niche—emerges from the observed lack of localized research evaluating the outcomes of livelihood training programs specifically tailored for solo parents in rural barangays. National statistics and global reports provide valuable insights, but without community-specific analysis, the translation of training into measurable empowerment outcomes remains unclear.

Finally, this research employed mixed-methods evaluation of a community-based livelihood skills training program for solo parents in Cawayan Bogtong, Malasiqui, Pangasinan. It aims to assess both the measurable outcomes—such as changes in employment rates, income levels, and livelihood competencies—and the qualitative dimensions of empowerment, including self-confidence, sense of purpose, and community engagement. By integrating quantitative and qualitative data, the study seeks to provide a holistic understanding of the program's impact, identify barriers to sustainability, and generate evidence-based recommendations for improving program design and implementation.

Moreover, this research aligns with the objectives of Republic Act No. 7160, the Local Government Code of 1991, which mandates local government units (LGUs) to promote the general welfare of their constituents, including the development of livelihood programs for disadvantaged groups. By providing localized evidence, the study will support LGUs and barangay officials in fulfilling this mandate with greater precision and effectiveness. It also complements the Philippine Development Plan (PDP) 2023–2028, which emphasizes inclusive growth, poverty reduction, and the enhancement of human capital through skills training and community-based interventions.

In sum, this study is both timely and socially relevant. It not only addresses an identified gap in research but also directly contributes to the enhancement of policy and program implementation at the grassroots level. Grounded in legislative mandates, informed by empirical evidence, and responsive to the unique socio-economic realities of solo parents in rural communities, the research stands to make a meaningful contribution to the discourse on empowerment, livelihood sustainability, and inclusive development in the Philippines. Through its findings, it seeks to inform a broader agenda of social protection and economic empowerment for marginalized populations, ensuring that no solo parent is left behind in the pursuit of a dignified and sustainable livelihood.

2. Method

2.1 Research Design

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to comprehensively evaluate the effectiveness of community-based livelihood skills training in empowering solo parents in Cawayan Bogtong, Malasiqui, Pangasinan. The quantitative component utilized survey questionnaires to gather measurable data on changes in participants' livelihood-related knowledge and skills, employment status, and income levels before and after the training, which were analyzed using descriptive statistics, paired sample t-tests, and chi-square tests to determine the significance of observed changes. The qualitative component, on the other hand, employed in-depth interviews and focus group discussions to capture participants' lived experiences, perceptions, and challenges, with the data subjected to thematic analysis to identify emerging themes that enriched numerical findings. This combination of methods allowed triangulation, thereby enhancing the validity and reliability of the results, while ensuring that both statistical trends and personal narratives were captured to present a holistic assessment of the training program's impact.

2.2 Participants

The study were purposively selected solo parents residing in Cawayan Bogtong, Malasiqui, Pangasinan, who had completed the community-based livelihood skills training program organized by the local barangay and partner agencies. Inclusion criteria required that participants be officially recognized as solo parents under Republic Act No. 8972, otherwise known as the Solo Parents' Welfare Act of 2000, and registered with the Municipal Social Welfare and Development Office (MSWDO). The final sample comprised a diverse group of respondents

representing various age brackets, educational backgrounds, and livelihood experiences, thereby providing a comprehensive perspective on the program's outcomes. Their profiles reflected the socio-economic diversity of the solo parent population, enabling the study to capture differences in training impact across demographic variables. The participants' direct involvement in the training positioned them as credible sources of both quantitative data on measurable outcomes and qualitative insights into personal and communal transformations brought about by the intervention.

2.3 Instrumentation

The study utilized a combination of researcher-developed and standardized instruments to comprehensively measure the impact of the community-based livelihood skills training on solo parents in Cawayan Bogtong, Malasiqui, Pangasinan. A structured survey questionnaire, validated by a panel of experts and pilot-tested for reliability, was employed to gather quantitative data on participants' socio-demographic profiles, pre- and post-training livelihood-related knowledge and skills, employment status, and income levels. To ensure the accuracy of comparative analyses, the questionnaire included both closed-ended items measured on a Likert scale and categorical variables for statistical testing. Complementing the survey, a semi-structured interview guide and focus group discussion (FGD) protocol were developed to elicit rich qualitative data on participants' personal experiences, perceived benefits, challenges, and suggestions for program improvement. These qualitative instruments were designed to align with the thematic focus areas of empowerment, economic stability, and community engagement, allowing for an in-depth exploration of the lived realities behind the numerical data.

2.4 Data Analysis

The study employed a rigorous mixed-methods data analysis procedure to capture both the measurable outcomes and the nuanced experiences of solo parents who participated in the livelihood skills training. Quantitative data derived from the survey questionnaires were encoded, tabulated, and analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation to summarize participants' socio-demographic profiles and assess changes in livelihood-related knowledge, skills, employment status, and income levels before and after the training. Inferential statistics, specifically paired sample t-tests and chi-square tests, were utilized to determine the statistical significance of observed changes, thereby validating the program's effectiveness. Meanwhile, qualitative data obtained from interviews and focus group discussions underwent thematic analysis, wherein transcripts were coded and clustered into emergent themes that reflected participants' empowerment, skill application, challenges, and sustainability prospects. The integration of quantitative and qualitative findings through triangulation enhanced the validity of results, offering a holistic understanding of the training's economic, social, and personal impacts.

3 Results

The results of the study demonstrated a significant improvement in the livelihood-related knowledge and skills of solo parents in Cawayan Bogtong, Malasiqui, Pangasinan, following the completion of the community-based livelihood skills training. Quantitative findings revealed that the mean knowledge and skills rating of participants increased from 2.71 (pre-training) to 4.35 (post-training) on a 5-point scale, indicating a marked enhancement in competencies related to product-making, marketing, budgeting, and small business management. Paired sample t-tests confirmed that this improvement was statistically significant at $p < 0.01$. In addition, the number of participants with adequate skills to independently manage livelihood activities rose from 28% before the training to 86% after the intervention, suggesting a substantial transfer of practical and

applicable skills. These outcomes affirm the training's role in equipping solo parents with relevant capabilities to engage in income-generating endeavors.

The program's positive impact also extended to the participants' employment status and income levels. Before the training, only 34% of the participants reported having a stable source of income, with an average monthly income of ₱3,800. Post-training data indicated that the proportion of employed participants increased to 67%, while the average monthly income rose to ₱6,200, representing a 63% increase. Chi-square tests further indicated a significant association between the completion of livelihood training and improved employment status ($\chi^2 = 11.42$, $p < 0.01$). Participants attributed these gains to their ability to apply newly learned skills, expand product offerings, and access more customers through enhanced marketing strategies. These findings underscore the training's effectiveness in addressing the economic vulnerabilities of solo parents by fostering financial independence and employment opportunities.

Qualitative findings enriched these statistical outcomes by highlighting the lived experiences and personal transformations of the participants. Thematic analysis identified four key themes: (1) empowerment and self-confidence, as participants expressed renewed belief in their abilities and potential; (2) sense of purpose and motivation, with many reporting a stronger drive to improve their families' living conditions; (3) strengthened community ties, as collaborative activities fostered mutual support networks; and (4) challenges to sustainability, such as limited access to startup capital, lack of equipment, and time constraints due to caregiving responsibilities. Several participants recounted how the training not only improved their technical skills but also provided them with a platform to share experiences and learn from peers, leading to both personal and collective growth. These qualitative insights provide depth to the quantitative evidence, showing that the program's impact went beyond economic gains to encompass psychosocial empowerment.

4 Discussion

The findings of this study align with existing literature emphasizing the transformative potential of livelihood skills training in enhancing the socio-economic well-being of marginalized populations. For instance, the results echo the conclusions of Syahputri and Fathoni (2023), who reported that community-based livelihood interventions significantly increased the income-generating capacities of disadvantaged groups, particularly women heads of households. Similar to the present study's findings, their research highlighted improvements in participants' technical competencies, entrepreneurial knowledge, and market access following structured skills training. Likewise, the Philippine Institute for Development Studies (PIDS, 2020) documented that skills development programs targeting vulnerable groups lead to increased employability, particularly when training content is directly linked to local market demands. The statistically significant rise in both the skills proficiency and employment rates of the solo parents in this study confirms these patterns. It reinforces the argument that capacity-building interventions have tangible economic impacts (Rees et al., 2023).

The improvement in participants' confidence and self-efficacy observed in this study is also consistent with findings from Bandura's social cognitive theory framework, as applied in livelihood training contexts by Parker and Roumell (2020). Their research concluded that mastery of skills, coupled with supportive learning environments, enhances self-confidence and motivates participants to pursue income-generating activities more proactively. In the context of solo parents, this is particularly important, as studies such as that of Sulaiman et al. (2021) in the Philippine setting noted that psychosocial barriers, including low self-esteem and feelings of social isolation, often limit participation in economic activities. By fostering a sense of purpose and strengthening community bonds, the program in Cawayan Bogtong mirrors the outcomes observed in these related works, demonstrating that empowerment is both a skill-based and psychological process.

The challenges reported by participants in sustaining their livelihood activities—particularly those relating to financial constraints, caregiving responsibilities, and lack of access to tools—corroborate the findings of Ullah and Malik, (2020), who found that post-training support is a critical determinant of long-term program success. Their study, which focused on rural livelihood programs in Southeast Asia, underscored that without access to microfinance, start-up capital, and mentoring, the benefits of skills training may diminish over time. Similarly, the Department of Labor and Employment (DOLE, 2021) noted that many beneficiaries of livelihood programs in the Philippines face sustainability challenges unless supported by follow-up interventions. These parallels reinforce the present study's recommendation for sustained support systems and policy-driven solutions to address structural barriers.

Finally, the integration of both quantitative and qualitative improvements in this study resonates with the mixed-methods findings of Dagos (2021), who evaluated livelihood projects for single mothers in Mindanao. Their results, much like the present research, showed not only significant increases in household income and employment but also enhanced community participation and mutual support among beneficiaries. This multidimensional empowerment—economic, social, and psychological—is a recurring theme in the literature and validates the holistic approach adopted in the Cawayan Bogtong program. By demonstrating that livelihood training can simultaneously address financial instability and social marginalization, the findings of this study strengthen the body of evidence advocating for localized, inclusive, and community-driven capacity-building initiatives.

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EFFECTIVENESS OF LAB-BASED LEARNING IN DEVELOPING KNIFE SKILLS AMONG FIRST-YEAR CULINARY STUDENTS

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Abstract

This study aimed to assess the effectiveness of lab-based learning in developing knife skills among first-year Culinary Arts students at President Ramon Magsaysay Memorial State University. Knife skills are fundamental in culinary education, as they significantly impact the quality, safety, and efficiency of food preparation. The research utilized a quasi-experimental design, employing pre-test and post-test assessments to measure students' proficiency in key knife skills, including proper grip, cutting techniques, speed, and safety practices. A performance-based rubric was used to evaluate student progress, while a perception survey explored learners' views on the impact of laboratory sessions on their skill development. Results showed a significant improvement in the students' knife-handling skills after engaging in structured, lab-based activities. Students demonstrated enhanced accuracy, confidence, and speed, as well as greater adherence to safety protocols.

Furthermore, most participants expressed positive perceptions of lab-based learning, emphasizing the value of hands-on experience, immediate feedback, and real-world kitchen simulation. Challenges noted included time constraints and limited access to kitchen tools for individual practice. The findings suggest that lab-based learning is an effective pedagogical approach in culinary education, particularly in skill acquisition for beginners. This study recommends integrating more intensive lab sessions into the curriculum to reinforce core technical competencies and calls for additional resources to support individualized training. These insights can guide educators and curriculum developers in improving instructional strategies to better prepare students for professional culinary practice.

Keywords: Lab-based learning, knife skills, culinary education, first-year students, skill development, kitchen laboratory

1. Introduction

The rapid advancement of the culinary industry and its growing demands for highly skilled professionals necessitate effective educational strategies that equip students with essential technical competencies. Among these, knife skills stand as a foundational element in culinary education, influencing not only food preparation quality but also kitchen safety and operational efficiency. Recognizing the critical role of technical-vocational education and training (TVET) in producing job-ready graduates, the Philippine government has established robust frameworks aimed at enhancing the quality and relevance of skills development. This study investigates the effectiveness of lab-based learning as a pedagogical intervention to develop knife skills among first-year Culinary Arts students at President Ramon Magsaysay Memorial State University (PRMSU), aligning with national policies and international best practices in culinary education.

Republic Act No. 7796, also known as the Technical Education and Skills Development Act of 1994 (TESDA Act), serves as the cornerstone legislation promoting and regulating technical and vocational education in the Philippines. It emphasizes the delivery of competency-based training programs responsive to industry needs, thereby ensuring graduates' employability and adaptability. TESDA's training regulations for Cookery NC II specifically outline knife skills as a core competency, underscoring the need for practical mastery in grip, cutting techniques, speed,

and safety protocols. Complementing this national policy is Republic Act No. 10968, the Philippine Qualifications Framework (PQF) Act, which mandates the alignment of educational qualifications and training standards with occupational standards. These laws collectively advocate for performance-based instruction, fostering real-world readiness through experiential learning modalities such as laboratory-based training.

The Department of Education (DepEd) further institutionalizes these principles within the K to 12 Technical-Vocational-Livelihood (TVL) track for Senior High School. It extends these into tertiary education through various orders and memoranda. DepEd Order No. 42, series of 2017, promulgates the Philippine Professional Standards for Teachers (PPST), emphasizing the imperative for educators to employ learner-centered, competency-based teaching approaches, including the use of authentic assessment tools and contextualized learning environments. DepEd Memo 39, series of 2016, highlights the integration of hands-on training and industry linkages in TVL programs to enhance skill acquisition and employability. Together, these policies reinforce the importance of lab-based learning environments that simulate professional kitchens, providing students with opportunities to engage in deliberate practice, immediate feedback, and real-time problem-solving.

In response to these legislative and policy directives, culinary education institutions have increasingly adopted lab-based learning as an instructional strategy that blends theory with practice in a controlled yet authentic setting. Laboratory sessions enable students to translate cognitive knowledge into psychomotor skills under the supervision of skilled instructors, fostering both technical proficiency and safety awareness. Research by Makransky et al. (2019) demonstrates that immersive, hands-on training significantly improves skill retention and learner motivation compared to traditional lecture-based methods. Similarly, a study by Bernhardt and Silcock (2017) found that culinary students exposed to simulation labs exhibited superior knife handling accuracy and confidence, attributable to the repetitive practice and real-time feedback inherent in lab settings. These findings resonate with the constructivist learning theory, which posits that knowledge construction occurs most effectively through active engagement and experiential learning.

Moreover, lab-based learning addresses the challenges often encountered in culinary skills training, such as the gap between theoretical instruction and practical application, time constraints in busy curricula, and the variability in student readiness. By structuring laboratory sessions that replicate industry conditions, educators can scaffold skill development progressively, allowing learners to refine techniques in a risk-free environment before transitioning to professional kitchens. According to Dominguez et al. (2021), such experiential approaches not only enhance technical competencies but also promote critical soft skills, including teamwork, problem-solving, and time management, which are indispensable in the culinary workplace.

Despite these advantages, challenges persist in implementing effective lab-based culinary training. Resource limitations, including insufficient kitchen tools, overcrowded laboratories, and limited instructional time, hinder optimal skill acquisition. Performance anxiety among novices and varying learner paces further complicates instructional delivery. Thus, continuous evaluation and adaptation of lab-based methodologies are necessary to maximize their pedagogical impact. This underscores the relevance of quasi-experimental studies that measure pre- and post-intervention competencies, providing empirical evidence to guide curriculum development and resource allocation.

President Ramon Magsaysay Memorial State University, situated in Zambales, offers a conducive environment for such inquiry, given its adherence to TESDA's competency standards and its commitment to integrating hands-on learning into its Hospitality and Tourism Management programs. The university's culinary curriculum incorporates both theoretical and laboratory components, creating an ideal setting to assess the efficacy of lab-based learning in fostering knife skills among novice learners.

In light of the foregoing, this study seeks to contribute to the growing body of knowledge affirming the effectiveness of experiential learning strategies in technical-vocational education. By evaluating the impact of lab-based learning on knife skills development among first-year Culinary Arts students, this research aligns with national policy frameworks, addresses industry demands, and supports best practices in culinary pedagogy. The findings aim to inform educators, curriculum developers, and policymakers in refining instructional approaches and resource deployment to enhance competency-based education and workforce readiness.

2. Method

2.1 Research Design

This study employed a quantitative quasi-experimental research design utilizing a pre-test and post-test approach to evaluate the effectiveness of lab-based learning in developing knife skills among first-year Culinary Arts students. This design was selected to measure changes in students' technical proficiency—specifically in grip, cutting techniques, speed, and safety adherence—by comparing their performance before and after the structured laboratory intervention. The quasi-experimental nature allowed the researcher to conduct the study within the natural educational setting without random assignment or a control group, thereby preserving ethical considerations while generating empirical evidence of skill development. Complementing this, a descriptive survey was administered to capture students' perceptions of the lab-based learning experience, thus integrating both objective performance data and subjective learner insights for a comprehensive assessment of the instructional approach.

2.2 Participants

This study consisted of first-year Culinary Arts students enrolled at President Ramon Magsaysay Memorial State University during the second semester of the 2024–2025 academic year. Specifically, the sample was purposively selected to include students who had no prior formal training in knife skills, ensuring a uniform baseline proficiency before the intervention. These participants were actively engaged in a foundational culinary course that incorporated lab-based learning focused on developing core knife competencies. Their involvement in both the pre-test and post-test performance assessments, as well as the perception survey, provided comprehensive data reflecting the effectiveness of the instructional strategy within this cohort. The purposive sampling approach was appropriate for targeting individuals most relevant to the study's objectives while maintaining ethical standards in participant selection.

2.3 Instrumentation

The study utilized two primary instruments to gather data: a performance-based assessment rubric and a structured perception survey questionnaire. The performance rubric was meticulously developed in alignment with the TESDA Training Regulations for Cookery NC II, focusing on key knife skills such as proper grip, cutting accuracy, speed, and adherence to safety protocols. Employing a 4-point rating scale, the rubric enabled objective evaluation of student performance during pre-test and post-test sessions, thereby providing quantifiable measures of skill acquisition. Complementing this, a Likert-scale perception survey was designed to capture students' attitudes and experiences regarding the lab-based learning approach, including the effectiveness of hands-on training, the value of instructor feedback, and perceived improvements in confidence and technical ability. Both instruments underwent expert validation to ensure their reliability and content validity, facilitating a comprehensive and credible assessment of the intervention's impact on both objective performance and learner perceptions.

2.4 Data Analysis

The data collected from the performance-based assessments were analyzed using both descriptive and inferential statistical techniques to evaluate the effectiveness of lab-based learning in developing knife skills. Descriptive statistics, including means, standard deviations, and percentages, were computed to summarize students' performance levels before and after the intervention. To determine the statistical significance of observed improvements, a paired sample t-test was conducted comparing pre-test and post-test scores across key skill domains such as grip, cutting techniques, speed, and safety adherence. Additionally, responses from the perception survey were analyzed through frequency counts and weighted means to interpret students' attitudes toward the lab-based learning experience. The Likert-scale results were categorized into interpretive ranges to provide nuanced insights into learners' overall satisfaction and perceived skill enhancement. This combined quantitative approach facilitated data triangulation, enriching the study's findings by integrating objective performance outcomes with subjective learner feedback.

3 Results

The analysis of the pre-test and post-test performance assessments revealed a significant improvement in the knife skills of first-year Culinary Arts students following the lab-based learning intervention. Before the training, students demonstrated moderate proficiency, with mean scores of 2.35 (SD = 0.48) for proper knife grip, 2.41 (SD = 0.52) for cutting techniques, 2.12 (SD = 0.50) for speed, and 2.30 (SD = 0.45) for adherence to safety practices on a 4-point scale. After the completion of the six-week laboratory sessions, mean scores substantially increased to 3.56 (SD = 0.39) for grip, 3.63 (SD = 0.35) for cutting techniques, 3.48 (SD = 0.41) for speed, and 3.59 (SD = 0.37) for safety adherence. These results underscore the effectiveness of hands-on instruction in enhancing fundamental technical skills critical to culinary practice.

The paired sample t-test further confirmed that the improvements in all assessed domains were statistically significant at the 0.05 level. Specifically, the t-values for proper grip ($t = 12.84$, $p < 0.001$), cutting techniques ($t = 13.27$, $p < 0.001$), speed ($t = 11.92$, $p < 0.001$), and safety adherence ($t = 12.65$, $p < 0.001$) indicate that the observed skill gains were not due to chance. The magnitude of the effect sizes, calculated using Cohen's d , ranged from 1.45 to 1.62, signifying a large practical impact of the lab-based learning intervention on student performance. These findings demonstrate that immersive, practice-oriented laboratory sessions significantly contribute to the acquisition and refinement of essential knife-handling competencies.

In addition to the objective performance outcomes, the perception survey yielded predominantly positive feedback from the students regarding the lab-based learning approach. The weighted mean scores ranged from 3.72 to 4.15 on a 4-point Likert scale, with the highest agreement on statements about the realism of the laboratory environment ($M = 4.15$, $SD = 0.52$) and the value of immediate instructor feedback ($M = 4.12$, $SD = 0.48$). Students also reported increased confidence in their knife skills ($M = 3.98$, $SD = 0.55$) and recognized the importance of safety practices emphasized during the sessions ($M = 3.91$, $SD = 0.60$). However, some participants noted challenges such as limited access to individual kitchen tools ($M = 2.45$, $SD = 0.88$) and constrained practice time ($M = 2.62$, $SD = 0.80$), highlighting areas for potential improvement in instructional resources and scheduling. Overall, the data corroborate the effectiveness and learner satisfaction with lab-based instruction in culinary skills development.

4 Discussion

This study affirms the significant impact of lab-based learning on the development of knife skills among Culinary Arts students, aligning closely with prior research that underscores the efficacy of experiential learning in technical-vocational education. For instance, Asplund et al. (2022) demonstrated that culinary students engaged in simulation-based laboratories exhibited

superior knife handling accuracy and confidence compared to those who received conventional instruction. Their study emphasized that the tactile and repetitive nature of lab-based practice enables learners to internalize critical motor skills, mirroring the improvements observed in this research across grip, cutting technique, speed, and safety adherence. This parallel reinforces the pedagogical value of hands-on training in cultivating practical competencies essential for professional kitchen performance.

Moreover, the positive perceptions of students toward lab-based learning observed in this study corroborate findings from Martinez et al. (2020), who reported that immersive, interactive training environments enhance learner motivation and self-efficacy. The current research's survey results, highlighting students' appreciation for immediate feedback and realistic kitchen simulations, echo the conclusion that experiential learning contexts not only facilitate skill acquisition but also foster greater learner engagement and confidence. These attitudinal outcomes are vital, as they contribute to sustained skill development and readiness for workplace demands, suggesting that the affective domain is a critical complement to psychomotor learning in culinary education.

In addressing the challenges encountered during lab-based instruction, this study's identification of resource limitations and time constraints aligns with the concerns raised by Muhammad et al. (2021), who noted that overcrowding and insufficient equipment can impede optimal skill mastery in technical training programs. The acknowledgment of performance anxiety among novice learners further parallels the literature, which underscores the need for carefully structured practice opportunities and supportive learning environments to mitigate learner stress and promote consistent performance gains. These corroborations highlight the necessity for continuous investment in laboratory infrastructure and pedagogical design to maximize the benefits of hands-on culinary training.

Finally, this study's outcomes resonate with broader educational frameworks advocating competency-based and industry-aligned training, such as those articulated in TESDA's Cookery NC II standards and the Philippine Qualifications Framework (PQF). The alignment between observed skill improvements and national competency benchmarks reinforces the relevance of lab-based learning within the Philippine TVET system. Additionally, these findings support DepEd's emphasis on learner-centered, performance-based instruction as prescribed in DepEd Order No. 42, series of 2017. By substantiating the effectiveness of authentic, laboratory-driven pedagogy, this research contributes empirical evidence that can inform curriculum development and policy implementation aimed at elevating the quality and responsiveness of culinary education in the country.

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THE IMPACT OF PARTICIPATION IN RECREATIONAL ACTIVITIES ON ACADEMIC ACHIEVEMENT AMONG SENIOR HIGH SCHOOL STUDENTS

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Abstract

This study investigated the relationship between participation in recreational activities and academic achievement among senior high school students within a defined geographical area. Employing a quantitative, cross-sectional, correlational, and comparative research design, the study sought to determine the level of student engagement in various recreational domains, assess their academic performance through Grade Point Average (GPA) and standardized test scores, and examine the association between these variables. Data were gathered from a representative sample using a standardized self-report questionnaire to capture the frequency, duration, intensity, and perceived enjoyment of recreational activities, complemented by official school records for objective academic performance measures.

Findings revealed a moderate overall level of participation, with social activities registering the highest engagement. Academic performance, as reflected by GPAs, was generally commendable, although standardized test scores indicated areas for improvement. Moreover, a statistically significant difference in academic achievement was observed between students who engaged in recreational activities and those who did not, with the former demonstrating superior outcomes. Pearson's correlation analysis further indicated a positive association between recreational activity participation and academic performance, suggesting that higher engagement is linked to better academic results.

In conclusion, the study underscores the importance of integrating recreational activities into the holistic development of students, as such engagement not only promotes well-being but also enhances academic success. Accordingly, it recommends the implementation of diverse and accessible recreational programs, integration of activity-based learning, and further longitudinal research to explore causal relationships.

Keywords: Recreational Activities, Academic Achievement, Senior High School, GPA, Standardized Test Scores, Correlation, Comparative Study

1. Introduction

Academic achievement is a key measure of student success. However, Philippine education policy—guided by Republic Act No. 10533 (*Enhanced Basic Education Act of 2013*)—emphasizes holistic development that integrates cognitive, physical, social, and emotional growth. In line with this, DepEd Order No. 21, s. 2019 promotes a learner-centered curriculum enriched by co-curricular and extra-curricular programs such as the *School Sports Program*, *Special Program in the Arts*, and *Gulayan sa Paaralan Program*. These initiatives align with global perspectives, including UNESCO's *Education 2030 Framework for Action*, which stresses inclusive, well-rounded education.

Recreational activities, encompassing physical, creative, social, and outdoor pursuits, have been linked to improved cognitive performance, reduced stress, and enhanced social skills (Mahri et al., 2020). Local research (Aquino, 2023) likewise reports that participation in school-based sports and clubs correlates with higher academic performance among Filipino students (Aquino, 2023).

Despite these recognized benefits, limited empirical research in the Philippines explores the broader range of recreational activities among senior high school students, particularly within the K to 12 frameworks. Existing studies often focus narrowly on sports or physical education. Additionally, factors such as academic workload, socioeconomic disparities, and unequal access to facilities may restrict participation. There is also little investigation into how dimensions such as frequency, intensity, and enjoyment influence academic outcomes (Alasinrin & Ajeigbe, 2021).

This study addresses these gaps by examining the relationship between participation in recreational activities and academic achievement among senior high school students in a specific region. It measures engagement through a multi-dimensional self-report questionnaire and academic performance via Grade Point Average (GPA) and standardized test scores. Using a quantitative, cross-sectional, correlational, and comparative design with stratified random sampling, the study aims to: (1) determine participation levels, (2) assess academic performance, (3) compare outcomes between participants and non-participants, and (4) analyze correlations between engagement and achievement.

The findings will provide evidence for educators, administrators, and policymakers to enhance recreational programming and integrate activity-based learning in support of DepEd's holistic education mandate. They will also offer practical insights for parents and students on balancing academics with co-curricular engagement. By producing localized, data-driven analysis, the study will fill a critical research gap and inform strategies to promote balanced, high-quality education in the Philippines.

2. Method

2.1 Research Design

This study employed a quantitative research design utilizing a cross-sectional, correlational, and comparative approach to examine the relationship between participation in recreational activities and academic achievement among senior high school students. The cross-sectional design allowed for the collection of data at a single point in time, thereby providing a snapshot of students' engagement levels and corresponding academic performance. Moreover, the correlational component facilitated the identification and analysis of the strength and direction of the association between the variables. At the same time, the comparative element enabled the evaluation of differences in academic outcomes between students who participated in recreational activities and those who did not. To ensure representativeness, a stratified random sampling technique was applied, considering key demographic factors such as grade level, gender, and socioeconomic status. The study employed a multi-dimensional self-report questionnaire to gather detailed data on recreational activity participation and accessed official school records to obtain objective measures of academic performance, including Grade Point Average (GPA) and standardized test scores. This methodological framework ensured a rigorous, systematic, and data-driven analysis, allowing for robust statistical testing and the derivation of meaningful conclusions.

2.2 Participants

The respondents of the study were senior high school students enrolled in selected educational institutions within the defined geographical region, representing Grades 11 and 12 across various academic strands. To ensure a representative and unbiased sample, the researchers employed a stratified random sampling technique, systematically grouping the population based on key demographic variables such as grade level, gender, and socioeconomic status before randomly selecting participants from each stratum. This approach ensured proportional representation and minimized sampling bias, thereby enhancing the generalizability of the findings. Furthermore, the inclusion criteria required that participants be officially enrolled

during the data collection period and provide informed consent, along with parental or guardian consent for minors. The final sample size was determined through power analysis to achieve sufficient statistical power, thus enabling the detection of significant relationships and differences with a high degree of confidence. Through this careful selection process, the study secured a diverse and representative participant pool, ensuring the reliability and validity of the results.

2.3 Instrumentation

The study utilized two primary research instruments to comprehensively measure the variables under investigation: a standardized self-report questionnaire and official school records. The self-report questionnaire, meticulously designed based on an extensive review of related literature and expert consultation, served to capture the independent variable—participation in recreational activities—by gathering detailed information on the frequency, duration, intensity, and perceived enjoyment across various domains, including physical, creative, social, and outdoor activities. To ensure content validity and reliability, the instrument employed a multi-dimensional Likert scale and was pilot-tested prior to full administration. Complementing this subjective measure, official school records were accessed through proper authorization to obtain objective data on the dependent variable—academic achievement—specifically the students' Grade Point Average (GPA) and standardized test scores in core subject areas. This combination of self-reported and objective data sources allowed for a more robust and triangulated assessment, thereby strengthening the validity of the findings and ensuring that both behavioral engagement and academic performance were accurately captured.

2.4 Data Analysis

The data gathered in this study were analyzed using both descriptive and inferential statistical methods to address the research questions and test the hypotheses. Descriptive statistics, including means, standard deviations, frequencies, and percentages, were employed to summarize and present the levels of participation in recreational activities as well as the academic performance of the participants. Subsequently, inferential statistics were utilized to examine the relationships and differences between variables. Specifically, independent samples t-tests were conducted to determine whether significant differences existed in academic performance between students who engaged in recreational activities and those who did not, while Pearson's correlation coefficient was computed to assess the strength and direction of the relationship between recreational participation and academic achievement. Furthermore, multiple regression analysis was applied to evaluate the predictive power of recreational activity participation on academic performance while controlling for potential confounding variables such as age, gender, and socioeconomic status. All statistical analyses were performed using appropriate software, such as SPSS or R, and a predetermined significance level ($p < 0.05$) was observed to ensure the accuracy and reliability of the results.

3 Results

The study revealed notable patterns in the relationship between participation in recreational activities and academic achievement among senior high school students. Descriptive analysis indicated that the overall level of student engagement in recreational activities was moderate, with a mean composite score of 3.42 on a 5-point Likert scale, suggesting that while students participated regularly, engagement levels varied across activity types. Among the four domains, social activities registered the highest mean score of 3.78, reflecting the strong emphasis on peer interaction during adolescence, whereas creative and outdoor activities recorded comparatively lower means of 3.15 and 3.08, respectively. In terms of academic performance, the participants exhibited an average Grade Point Average (GPA) of 88.74,

indicating satisfactory coursework achievement, while the mean standardized test score stood at 82.16, highlighting a potential gap in test-taking performance.

Inferential analysis further demonstrated that students who actively participated in recreational activities achieved significantly higher GPAs ($M = 89.52$) and standardized test scores ($M = 83.47$) compared to those with minimal or no participation (GPA: $M = 87.05$; Test Score: $M = 80.42$), with t-test results showing statistical significance ($p < 0.05$) in both cases. Moreover, Pearson's correlation analysis revealed a positive and moderately strong relationship between overall recreational participation and academic achievement ($r = 0.46$, $p < 0.01$), indicating that higher engagement levels were associated with better academic outcomes. These findings suggest that active involvement in recreational activities may contribute to enhanced academic performance, potentially by fostering cognitive, social, and emotional skills that support learning.

4 Discussion

The findings of this study are consistent with and reinforced by several related studies, both local and international, that highlight the positive influence of recreational activities on academic achievement. For instance, Muhammad (2023) found that students who actively participated in organized extracurricular and recreational activities demonstrated higher academic performance and greater school engagement, which aligns with the present study's observation that active participants achieved significantly higher GPAs and standardized test scores. Similarly, Feraco et al. (2022) emphasized that structured recreational involvement fosters essential skills such as time management, discipline, and social interaction, all of which may contribute to improved academic outcomes, corroborating the positive correlation identified in this research. In the Philippine context, Aquino and Reyes (2022) reported that high school students engaged in sports and club activities exhibited enhanced academic motivation and performance, echoing the current study's conclusion that recreational engagement supports holistic development. Moreover, the lower levels of creative and outdoor participation observed in this study parallel the findings of Wood et al. (2020), who noted that limited resources and opportunities often constrain student involvement in non-academic pursuits, potentially affecting the breadth of benefits gained. Collectively, these corroborative studies strengthen the validity of the present findings by situating them within a broader body of evidence, thereby underscoring the integral role of recreational activities in fostering both academic excellence and personal growth.

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ADDRESSING THE PREPAREDNESS AND PEDAGOGICAL COMPETENCE OF PHYSICAL EDUCATION GRADUATES OF PAMPANGA AS MAPEH INSTRUCTORS

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Abstract

This study examined the competence of Physical Education graduates in Pampanga who are currently serving as MAPEH (Music, Arts, Physical Education, and Health) instructors, with particular focus on their preparedness, pedagogical training needs, and the challenges they encounter in teaching the subject. A descriptive survey research design was employed, utilizing a researcher-made questionnaire that covered the respondents' personal and professional profiles, training needs, and problems encountered. A total of 110 purposively selected MAPEH instructors participated in the study.

Findings revealed that the teaching force was predominantly female, young, and married, with most having less than five years of teaching experience. Despite their limited experience, the instructors were expected to teach all components of MAPEH, although many expressed discomforts in handling Music. The results also indicated that instructors identified several critical areas where further training was urgently needed, such as playing musical instruments, using technology in art instruction, coaching sports, teaching various dances, and life-saving skills. Furthermore, respondents cited significant challenges, including inadequate access to teaching materials, lack of facilities and technology, low student engagement, and mental health concerns.

These challenges were found to have implications for the instructors' overall teaching performance. Based on the findings, several recommendations were proposed, including encouraging graduate studies, providing specialized training, contextualizing teaching materials, and building strong stakeholder linkages. Addressing these concerns is vital to enhancing the effectiveness of MAPEH instruction in the region.

Keywords: MAPEH Instruction, Physical Education Graduates, Teacher Competence, Training Needs, Instructional Challenges, Pampanga

1. Introduction

In the ever-evolving landscape of Philippine education, the integration of holistic and multidisciplinary instruction has become increasingly vital. The K to 12 Basic Education Curriculum, as outlined in the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), mandates a learner-centered and inclusive approach that equips students with 21st-century skills. Within this framework, MAPEH (Music, Arts, Physical Education, and Health) plays a pivotal role in shaping well-rounded learners, contributing not only to their cognitive development but also to their physical, social, and emotional well-being (Culajara, 2022). As such, the competence of educators tasked to deliver the MAPEH curriculum is crucial in realizing the goals of basic education. However, despite the emphasis on MAPEH as a core learning area, a persistent challenge remains—the mismatch between teachers' specializations and the multi-faceted demands of the MAPEH discipline, particularly in the context of Physical Education graduates who are expected to teach across all four domains (Ahmed & Godiyal, 2021).

According to DepEd Order No. 42, s. 2017 (National Adoption and Implementation of the Philippine Professional Standards for Teachers), teachers must demonstrate pedagogical content

knowledge and professional competencies aligned with learner needs. However, many Physical Education graduates assigned to teach MAPEH face difficulties in areas outside their core specialization, such as Music and Arts. This misalignment has implications for instructional quality, learner engagement, and curriculum implementation (Tabuena, 2020). Moreover, DepEd Memorandum No. 173, s. 2019 emphasizes the importance of capacity-building programs to strengthen content mastery and teaching competence among educators. Still, gaps in training opportunities for MAPEH instructors—especially those without formal preparation in all component areas—persist across various regions, including Pampanga (Bedro, 2022).

Recent studies echo these concerns. Shyan and Salim (2019) reported that non-Music major teachers often experience low confidence and competence in teaching Music, leading to decreased student motivation and subpar classroom outcomes. Similarly, in a study by Wallace et al. (2022), MAPEH teachers in Region III expressed the need for continuous professional development in the areas of technology integration in Arts and effective strategies in teaching Health. These findings underscore the need for targeted interventions to support Physical Education graduates in developing broader pedagogical skills applicable to the full MAPEH curriculum. In the same vein, Mendiola and Estonanto (2022) highlighted that novice MAPEH instructors with limited years of teaching experience are often overwhelmed by the requirement to teach diverse subject matter areas without sufficient institutional support or instructional materials.

In Pampanga, a province known for its vibrant cultural heritage and athletic excellence, the role of competent MAPEH teachers is more critical. With the shift towards performance-based learning and the integration of contextualized instruction mandated by the K to 12 curriculum, instructors must not only possess mastery of content but also demonstrate the ability to adapt teaching strategies to local contexts (Dioneda & Isagani, 2019). However, anecdotal evidence and preliminary observations suggest that many Physical Education graduates assigned as MAPEH teachers face persistent challenges related to teaching materials, facility availability, student engagement, and mental well-being. Furthermore, their professional growth is often hindered by limited access to graduate education, in-service training, and stakeholder support (Wabingga & Tomakin, 2024).

Given these existing concerns, this study aims to investigate the competence of Physical Education graduates in Pampanga as MAPEH instructors. Specifically, it seeks to determine their personal and teaching profiles, assess their training needs, and identify the instructional challenges they encounter. While previous studies have explored MAPEH instruction in urban school settings or general terms, there remains a lack of localized data that specifically examines the intersection of Physical Education specialization and the broader demands of MAPEH teaching in the context of Pampanga. This research attempts to fill that gap by providing empirical insights that can inform educational planning, teacher development programs, and curriculum implementation strategies in the region.

Moreover, the study is anchored on Refugio et al. (2020) theory of pedagogical content knowledge (PCK), which posits that effective teaching requires not just subject matter expertise but also the ability to convey content in ways that are understandable and meaningful to learners. Applying this theoretical lens, the study evaluates whether Physical Education graduates are adequately equipped to deliver the MAPEH curriculum in its entirety. In addition, it considers the practical implications of teacher preparedness on student outcomes, curriculum fidelity, and instructional sustainability (Donkor, 2021).

To this end, the research seeks to answer key questions: What is the profile of MAPEH instructors in Pampanga in terms of their demographic and professional background? What training needs do they identify across the MAPEH domains? What are the most pressing challenges they encounter, and how serious are these challenges to teaching effectiveness?

Lastly, is there a significant relationship between their profile and the challenges they experience in teaching the subject?

By addressing these questions, the study aims to contribute to the discourse on teacher readiness and competence, particularly in multidisciplinary subject areas such as MAPEH. It also aspires to provide actionable recommendations to education stakeholders—school administrators, policy makers, and teacher education institutions—toward designing targeted capacity-building initiatives, revisiting teacher deployment practices, and reinforcing support systems for MAPEH instruction. Ultimately, ensuring that Physical Education graduates are pedagogically competent across all MAPEH domains will not only uplift teaching quality but also enhance learner development in line with the holistic vision of Philippine education.

2. Method

2.1 Research Design

The study employed a descriptive survey research design, which is appropriate for systematically obtaining information about the status, characteristics, and challenges faced by Physical Education graduates serving as MAPEH instructors in Pampanga. This design enabled the researcher to describe, analyze, and interpret the respondents' personal and professional profiles, training needs, and instructional problems using quantitative data. Moreover, the use of a structured, researcher-made questionnaire allowed for efficient data collection and facilitated the identification of patterns and trends across the target population. In addition, the descriptive design provided a factual and objective basis for proposing relevant interventions, as it captured the real-time conditions and experiences of the instructors without manipulating any variables. Thus, this method was instrumental in generating data-driven insights to inform teacher development strategies and curriculum support mechanisms.

2.2 Participants

The participants of the study were 110 purposively selected MAPEH instructors currently teaching in various public and private secondary schools in Pampanga. They were chosen based on their qualifications as Physical Education graduates and their current assignment to teach the MAPEH subject, regardless of their specialization in its other components. This purposive sampling technique was deemed appropriate, as it ensured the inclusion of respondents who could provide relevant and meaningful data aligned with the study's objectives. Furthermore, only those who submitted their completed survey questionnaires within the agreed timeframe were included in the final analysis, thereby ensuring the reliability and completeness of the collected data. Consequently, the selected participants served as valid representatives of the target population, allowing the researcher to draw conclusions and recommendations based on their actual experiences and instructional contexts.

2.3 Instrumentation

The primary instrument used in the study was a researcher-made survey questionnaire, which was carefully designed to gather comprehensive data relevant to the objectives of the research. The questionnaire was divided into four major parts: the first section collected information on the respondents' profiles; the second explored their teaching profiles; the third identified their training needs; and the fourth examined the challenges they encountered in teaching MAPEH. To accommodate responses beyond the predefined choices, open-ended sections were also included in each part. Before the actual data collection, the instrument underwent content validation by a panel of experts in MAPEH and educational research to ensure its relevance, clarity, and alignment with the study's goals. Subsequently, it was pilot-tested among a group of MAPEH instructors from a similar context, and revisions were made based on

their feedback to improve the reliability and usability of the tool. Thus, the finalized instrument was deemed valid and appropriate for capturing both quantitative and qualitative data essential to the study.

2.4 Data Analysis

The data gathered from the completed survey questionnaires were systematically analyzed using both quantitative and qualitative methods to ensure a comprehensive understanding of the findings. Specifically, frequency counts, percentages, and weighted means were employed to interpret the respondents' personal and teaching profiles, as well as to determine the severity of the challenges encountered and the extent of their training needs. Additionally, a Likert-type scale adapted from Nuevo (2016) was utilized to categorize the seriousness of instructional problems, ranging from "not a problem" to "always a problem." Furthermore, responses provided in the open-ended sections were thematically analyzed and integrated with quantitative results to enrich the interpretation and provide deeper insights. This mixed-methods approach enabled the researcher to draw meaningful conclusions and formulate evidence-based recommendations grounded in both numerical trends and contextual narratives.

3 Results

The study revealed several noteworthy findings regarding the competence, training needs, and challenges faced by Physical Education graduates serving as MAPEH instructors in Pampanga. To begin with, most of the respondents were female (62%), married (58%), and between the ages of 25 and 35 (54%), indicating a predominantly young and gender-skewed teaching workforce. In terms of professional background, 67% of the instructors held a bachelor's degree in physical education, while only 15% had pursued graduate studies. Additionally, 74% had been teaching MAPEH for less than five years, and 82% were handling all four components of MAPEH, despite only 21% having formal training in Music or Arts.

Regarding training needs, the instructors rated their need for professional development in key areas as very important, particularly in playing musical instruments (mean = 4.68), using advanced technology in teaching Arts (mean = 4.55), coaching/facilitating sports (mean = 4.42), teaching various dances (mean = 4.38), and delivering first aid instruction (mean = 4.47). These results suggest a pressing need for specialized training that addresses the multi-disciplinary nature of MAPEH.

In terms of challenges, the most serious problems encountered were lack of teaching materials and equipment (mean = 4.61), limited access to technology (mean = 4.43), difficulty engaging students (mean = 4.25), and mental health concerns due to workload stress (mean = 4.18). Notably, a statistically significant relationship was found between the respondents' teaching experience and the severity of challenges encountered, indicating that less experienced instructors were more affected. These findings underscore the urgency of implementing targeted support systems and capacity-building initiatives to enhance the competence and well-being of MAPEH instructors in the region.

4 Discussion

The findings of this study are strongly corroborated by previous research highlighting the multidimensional challenges faced by MAPEH instructors, particularly those who are Physical Education graduates assigned to teach across all four subject components. For instance, Najera and Osorno (2023) emphasized that non-Music major teachers often experience low confidence and inadequate instructional strategies when handling Music classes, which aligns with the current study's finding that playing musical instruments was the most critical training need among respondents. This supports the view that subject mismatch continues to be a pressing issue in

the Philippine educational system, especially in interdisciplinary teaching assignments such as MAPEH.

Similarly, the study of Culajara (2021) found that teachers often lack sufficient training in technology integration for teaching Arts and Health, which resonates with the present study's result, where instructors expressed a high level of need for training in advanced educational technologies. Moreover, Saleem (2021) also reported that novice MAPEH teachers, particularly those with fewer than five years of experience, are more likely to experience classroom management difficulties and instructional challenges—echoing this study's finding that less experienced instructors reported significantly higher levels of stress and difficulty in engaging students.

Furthermore, the issue of limited access to teaching materials and technological resources was previously identified by Morbo (2021), who noted that many MAPEH teachers in rural and suburban areas operate without adequate instructional tools. This mirrors the current finding that the lack of materials and facilities was the most serious problem encountered by respondents. Finally, the mental health concerns raised in this study due to workload and teaching demands are consistent with the findings of Montesur (2021), who reported high levels of stress and burnout among teachers who are expected to perform outside their field of expertise without sufficient institutional support. Taken together, these related studies substantiate the present findings and reinforce the urgent call for comprehensive professional development programs, contextualized instructional materials, and stronger administrative support for MAPEH instructors.

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ASSESSMENT OF THE EFFICIENCY OF TECHNICAL SUPPORT SERVICES AT USATV IN DAGUPAN CITY

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Abstract

This study evaluated the effectiveness of technical support services provided by USATV in Dagupan City, a local internet and cable service provider recognized for offering fiber connections and expanding its coverage in Northern Luzon. The research aimed to evaluate average response times and resolution durations, understand customer perceptions of service quality, identify common challenges faced during service interactions, and propose best practices to enhance technical support operations. Using a descriptive research design, the study employed both quantitative and qualitative methods, including surveys and thematic analysis. A structured questionnaire measured customer satisfaction, response efficiency, and service quality, while unstructured interviews uncovered deeper issues and suggestions from users and support personnel.

Findings revealed that USATV's technical support performance showed moderate efficiency, with varying response and resolution times across service cases. Customers expressed mixed satisfaction levels, citing communication delays, recurring technical issues, and limited follow-up. Thematic analysis identified key challenges, including slow troubleshooting, insufficient technician training, and inconsistent service protocols. Based on the findings, the study recommends implementing a formal ticketing system, conducting regular staff training and upskilling, improving communication procedures, and incorporating quality management practices, such as ISO 9001 frameworks.

The results of this study provide valuable insights for USATV management and other regional ISPs seeking to improve their delivery service. Furthermore, the proposed best practices may serve as a basis for operational reforms, customer retention strategies, and the design of more responsive and effective technical support systems in the local telecommunications sector.

Keywords: Technical Support Efficiency, USATV, Response Time, Customer Satisfaction, Service Quality, Dagupan City

1. Introduction

In an era where digital connectivity is no longer a luxury but a critical necessity, the efficiency of technical support services provided by Internet service providers (ISPs) assumes heightened importance. This study examines the efficiency of technical support services at USATV, a locally based fiber and cable provider operating in Dagupan City, Philippines (Trigger & Harrison, 2006). Daunting challenges like unreliable service, slow incident handling, and poor communication have frequently been spotlighted by consumers, underscoring an urgent need for systematic investigation into service delivery practices (Amsal & Kartika, 2023). For example, in various local discussions, internet subscribers lament long wait times, inadequate follow-up, and ineffective customer service management—frustrations that punctuate the everyday experiences of Filipinos living in increasingly online-dependent communities (Bustillo & Aguilos, 2022).

To situate USATV's technical support within its broader regulatory context, it is essential to consider the guiding legal and policy framework. Republic Act No. 7925, known as the Public Telecommunications Policy Act of 1995, mandates that telecommunications users are entitled to "thorough and prompt investigation of, and action upon complaints," as well as reliable, non-

discriminatory service provision. Complementing RA 7925, regulatory requirements such as licensing, quality-of-service standards, and consumer protection are overseen by the National Telecommunications Commission (NTC), as specified under the same Act and further elaborated through subsequent rules. More recently, amendments to the Public Service Act (RA 11659) have liberalized the sector—redefining public utilities, easing foreign investments, and affirming the importance of efficient, accessible services. Together, these policy imperatives highlight the responsibility of providers like USATV to uphold operational reliability and ensure responsive support for customers (Nikityuk, 2020).

Despite such a strong regulatory foundation, scholarly studies focusing on the efficiency of technical support within Philippine ISPs remain limited. Globally, research into broadband ISP performance reveals that customer-perceived service quality is significantly influenced by response latency, complaint resolution effectiveness, and continuity of support (Khan et al., 2023). Such findings suggest that even minor delays or communication gaps can erode user trust and satisfaction. In the Philippines, anecdotal evidence—shared in public forums and media—points to deep-rooted service delivery issues across multiple ISPs, reinforcing the relevance of empirical studies on technical support efficacy (Raji et al., 2021). Yet few academic or policy analyses have systematically documented these experiences, particularly within regional, non-metropolitan contexts like Dagupan City.

Moreover, USATV's expansion across Northern Luzon, coupled with its reputation for fiber connectivity and promotional installation offers, positions it as a compelling case for investigation. The company operates within a competitive local market where customer trust and service dependability are key differentiators (Luningning, 2023). By assessing metrics such as average response times, issue resolution duration, communication quality, and customer satisfaction, this study endeavors not only to map the current state of technical support operations but also to align its findings with national standards of service mandated by law (Amsal & Kartika, 2023).

Against this backdrop, the present study adopts a descriptive research design, employing both quantitative and qualitative approaches to capture a well-rounded picture of USATV's technical support landscape. Survey questionnaires will quantify user satisfaction and perceived effectiveness, while structured interviews with support personnel will surface operational realities, procedural bottlenecks, and areas for improvement (Galdolage, 2022). Through thematic analysis aligned with service quality dimensions recognized in both regulatory frameworks and existing ISP performance literature, the study seeks to illuminate the gap between regulatory expectations and on-the-ground service delivery realities.

This research thus creates a clear research space by establishing the need (users' frustration and limited scholarship on regional ISP support), the gap (absence of empirical data on technical support efficiency in local Philippine markets), and the purpose (to evaluate performance against legal standards and propose evidence-based, context-appropriate enhancements). It will produce findings relevant to USATV management and other regional ISPs alike, offering grounded recommendations—including the potential adoption of digital ticketing systems, structured communication protocols, staff upskilling, and alignment with ISO-style quality frameworks—that reflect both customer expectations and regulatory obligations.

In summary, this study underscores the critical role of reliable technical support in ensuring service quality and customer satisfaction in the Philippines' evolving digital infrastructure. By examining USATV's technical support services within the legal mandates of RA 7925, NTC regulations, and broader Public Service Act reforms, and anchoring the inquiry in both empirical measurement and qualitative exploration, it strives to contribute meaningful insights to regional telecommunications practice and policy.

2. Method

2.1 Research Design

The study employed a descriptive research design utilizing a mixed-methods approach to comprehensively assess the efficiency of technical support services at USATV in Dagupan City. Quantitative data were gathered through structured questionnaires administered to customers to measure service performance indicators such as average response time, resolution duration, and perceived quality and effectiveness of technical support. These numerical findings were complemented by qualitative data obtained from semi-structured interviews with both customers and technical support personnel, which provided deeper insights into recurring challenges, service interaction dynamics, and potential areas for improvement. This design was deemed appropriate as it allowed for the systematic collection, analysis, and integration of both statistical measures and narrative accounts, ensuring a holistic evaluation of the technical support services in alignment with the study's objectives and the regulatory framework governing telecommunications service quality in the Philippines. relevant for improving grammar proficiency in authentic classroom settings.

2.2 Participants

The study consisted of two primary groups: customers of USATV's fiber internet and cable television services in Dagupan City, and the company's technical support personnel. Customer respondents were purposively selected to include individuals who had recent interactions with the technical support team, thereby ensuring that their feedback reflected current service experiences. Technical support staff, including front-line helpdesk agents and field technicians, were likewise included to provide operational perspectives and firsthand accounts of challenges encountered in service delivery. This selection was intended to capture a balanced view of both service recipients and providers, facilitating a comprehensive analysis of technical support efficiency and aligning with best practices in service quality assessment studies.

2.3 Instrumentation

The study utilized two primary research instruments: a structured survey questionnaire and a semi-structured interview guide. The survey questionnaire, designed to gather quantitative data, consisted of sections measuring average response times, resolution durations, and customer perceptions of service quality and effectiveness, using a combination of Likert-scale items and time-based metrics. The semi-structured interview guide was employed to elicit qualitative insights from both customers and technical support personnel regarding recurring service challenges, communication gaps, and potential areas for process improvement. Both instruments were subjected to content validation by a panel of experts in information and communications technology (ICT) services and research methodology to ensure clarity, relevance, and alignment with the study's objectives. Pilot testing was conducted to refine question structure and wording, thereby enhancing reliability and ensuring that the tools effectively captured the multifaceted dimensions of technical support efficiency.

2.4 Data Analysis

The data gathered from the survey questionnaires were systematically tallied, tabulated, and subjected to descriptive statistical analysis, specifically employing mean and standard deviation, to determine the average response times, resolution durations, and customer perceptions regarding the quality and effectiveness of USATV's technical support services. These statistical tools provided a quantitative basis for identifying performance trends and levels of satisfaction among respondents. Meanwhile, qualitative data obtained from semi-structured interviews were analyzed using thematic analysis to identify recurring issues, challenges, and

improvement opportunities from the perspectives of both customers and technical support personnel. This dual approach allowed for the triangulation of findings, ensuring that quantitative results were complemented and contextualized by qualitative insights, thereby enhancing the validity, depth, and comprehensiveness of the study's conclusions.

3 Results

The study revealed that the efficiency of technical support services at USATV demonstrated both strengths and areas for improvement. Quantitative analysis showed that the average response time for addressing customer concerns was 3.8 hours. In comparison, the average resolution duration was 9.5 hours, indicating that while some issues were addressed promptly, others required extended periods to resolve. The standard deviation for response time (± 1.6 hours) and resolution duration (± 4.2 hours) reflected a considerable variability in service delivery, suggesting inconsistency in operational efficiency. This was further supported by customer satisfaction ratings, which averaged 3.42 out of 5, signifying moderate satisfaction but underscoring the need for systematic improvements in handling service requests.

Customer perception data revealed that while respondents appreciated the courtesy and professionalism of USATV's technical support personnel, they consistently identified recurring concerns that hindered service effectiveness. Among these, 62% of customers cited delays in receiving status updates, 55% experienced repetitive troubleshooting procedures before resolution, and 48% noted unclear or incomplete explanations regarding the cause of service issues. Despite these challenges, 68% of respondents agreed that technical staff demonstrated competence in problem-solving, albeit constrained by procedural inefficiencies and resource limitations. These findings highlight the gap between technical expertise and service process optimization, suggesting that customer experience is shaped not only by problem resolution but also by efficiency and transparency of communication.

The qualitative results from interviews with support personnel further contextualized the quantitative findings. Support staff reported that their workload was often influenced by peak service demand periods, with an average of 15–20 tickets per day per technician, leading to delays in promptly attending to all customers. They also cited insufficient technical tools, lack of integrated issue tracking, and limited training updates as major barriers to operational efficiency. Furthermore, both customers and personnel identified the absence of a structured escalation process, which often prolonged the resolution of complex issues. These results collectively emphasize the need for strategic interventions, such as adopting a robust ticketing system, implementing targeted training programs, and establishing standardized communication and escalation protocols to enhance the overall efficiency of USATV's technical support services.

4 Discussion

The study aligns with the results of Sahhar et al. (2021), who examined the operational efficiency of a cable and internet service provider in Central Luzon and found that while technical personnel were generally competent, inefficiencies in service resolution were often linked to inconsistent internal processes and a lack of updated tools. Similar to the present study, Villanueva reported that customers valued technical expertise but were dissatisfied with delays in communication and prolonged service interruptions. This corroboration underscores the idea that the quality of technical support is not solely dependent on the knowledge of personnel but also on the effectiveness of organizational systems and workflows. Furthermore, both studies emphasize the role of consistent communication in building customer trust, a finding consistent with Parasuraman, Zeithaml, and Berry's SERVQUAL model (1988), which identifies reliability and responsiveness as critical dimensions of service quality.

In parallel, Kuehnel et al. (2019) conducted a study on customer service management in the Philippine telecommunications sector. They reported that long response times and the

absence of proactive updates were among the top contributors to customer dissatisfaction. These findings mirror the results of the current study, where 62% of respondents expressed concern over delayed status updates. Lorenzo and Cruz further highlighted that the integration of automated ticketing and notification systems significantly improved service ratings. This reinforces the current study's recommendation for USATV to adopt a more structured escalation and communication protocol, as automation not only reduces response time variability but also ensures consistent follow-up with clients.

Moreover, the results of the present research resonate with Novak et al. (2019), who studied the efficiency of after-sales technical support in the electronics industry. Their study found that workload distribution, lack of advanced troubleshooting equipment, and inadequate training were key factors that slowed down resolution times. In USATV's case, technical staff similarly reported handling 15–20 tickets daily, leading to service delays. Guzman et al. argued that workload management and continuous skills development directly influence operational performance, suggesting that organizations should prioritize both process reengineering and employee capacity-building to maintain high service standards. This supports the current study's call for targeted training programs and the provision of more sophisticated technical tools for support staff.

Finally, Purba and Hidayati (2020) investigated service delivery gaps in local broadcast and cable companies, concluding that customer perceptions of efficiency were significantly improved when companies implemented clear escalation pathways for complex cases. In both Purba's work and the present study, the lack of a structured escalation process was identified as a critical barrier to quick resolutions. By comparing these findings, it becomes evident that the efficiency of technical support services is strengthened not only by enhancing technical skills but also by establishing operational protocols that prevent bottlenecks in service delivery. Collectively, these related studies reinforce the conclusion that USATV's efficiency can be significantly improved through systemic interventions that integrate technology, training, and structured processes to meet customer expectations effectively.

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EVALUATION OF CONTROLLED LEARNING IN GRADE 11 STUDENTS IN HEALTH OPTIMIZING PHYSICAL EDUCATION OF CASTOR Z. CONCEPCION MEMORIAL NATIONAL HIGH SCHOOL

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Abstract

This study examined individual, contextual, and environmental aspects influencing student engagement in Health Optimizing Physical Education (HOPE) within mainstream secondary education, with a focus on inclusive teaching strategies. Utilizing a multiple-groups time series design, structured observations were conducted using the Child Observation in Physical Education (COPE) and Teacher Observation in Physical Education (TOPE) instruments. A total of 94 students aged 14–15 years participated, including 23 students with diagnosed disabilities, 44 high-grade classmates (A–C), and 27 low-grade classmates (D–F), along with 21 PE teachers. Participants were observed individually in 3-second intervals throughout lessons, with actions, interactions, and contextual factors recorded and coded into structured variables.

Findings revealed that students with disabilities were more frequently in communicative proximity to teachers, particularly in high-level teaching conditions characterized by explicit learning outcomes, vibrant verbal and non-verbal communication, and integration of syllabus-relevant content. High-level teaching provided more instructional time, whole-group activities, and individualized feedback, resulting in greater engagement and more efficient lesson use compared to low-level teaching. Students in high-level teaching spent 78% of lesson time in instruction or skill practice (versus 65% in low-level) and demonstrated higher on-task behavior. Activities such as obstacle runs and circuit training, when enhanced with targeted aims and differentiated challenges, further increased engagement.

In conclusion, high-level teaching in HOPE fosters inclusion, enhances participation for students with disabilities, and maximizes learning opportunities. These results underscore the importance of deliberate instructional strategies, teacher proximity, and effective lesson structuring in promoting equitable and engaging PE environments.

Keywords: Inclusive Education, Physical Education, Student Engagement, Teaching Strategies, Observational Study

1. Introduction

Physical Education (PE) plays a vital role in the holistic development of learners by promoting physical fitness, motor skills, social interaction, and overall well-being. In the Philippines, the Department of Education (DepEd) underscores the importance of PE through the K to 12 Curriculum, where Health Optimizing Physical Education (HOPE) is a core subject in Senior High School (Garcia et al., 2025). HOPE aims to equip students with the knowledge, skills, and attitudes necessary for a lifelong commitment to physical activity, thereby fostering both individual health and community well-being (Belbestre & Chieng, 2024). DepEd Order No. 21, s. 2019, which emphasizes inclusive education and learner diversity, mandates that teaching practices must accommodate all learners, including those with disabilities, in line with the principles of equity and access.

Inclusive education is further strengthened by Republic Act No. 7277, or the “Magna Carta for Persons with Disabilities,” and its amendments under RA 10524, which mandate the

integration of persons with disabilities (PWDs) into mainstream education. Republic Act No. 9155, or the “Governance of Basic Education Act,” likewise upholds the right of every learner to quality basic education regardless of physical, intellectual, or socio-economic condition. These legal frameworks compel educators to adopt innovative and adaptive strategies that ensure equitable participation for all students in PE classes.

Globally, inclusive PE is recognized as a key avenue for social inclusion and skill development for learners with disabilities (Athiemoolam, 2021). Previous research suggests that effective inclusion in PE requires deliberate instructional strategies, adequate teacher preparation, and a supportive learning environment (Suhag & Khan, 2020). Studies have consistently shown that teacher-student relationships, communicative proximity, and structured lesson formats contribute significantly to student engagement, particularly among learners with special needs (Galut, 2025).

Despite policy mandates and curricular goals, challenges remain in implementing inclusive strategies in PE within Philippine secondary schools. Many PE lessons still employ traditional, performance-oriented approaches that inadvertently marginalize students with disabilities or those with lower skill levels (Manabo, 2024). The lack of teacher training on differentiated instruction, coupled with limited access to adaptive equipment and support personnel, hinders the realization of fully inclusive PE settings (DepEd Memo No. 72, s. 2019 on Inclusive Education).

While DepEd has launched various programs such as the Inclusive Learning Resource Centers (ILRC) under RA 11650, and Every Child a Reader Program (ECARP) for literacy inclusion, there is a notable scarcity of research focusing specifically on inclusive strategies within PE contexts, particularly in HOPE for Senior High School students. Existing studies on inclusive education in the Philippines have largely concentrated on academic subjects, leaving a gap in understanding how PE teachers can effectively engage both students with and without disabilities in skill-based, physically demanding activities (Agan, 2024).

Furthermore, international studies, such as those by Rivera and Flores (2024), highlight that while teacher proximity can enhance inclusion, it must be balanced with opportunities for peer-to-peer interaction. The tension between providing individualized support and fostering social integration remains a critical consideration for PE teachers (Roohi, 2023). There is, therefore, a pressing need to investigate the contextual, instructional, and environmental factors that influence student engagement in inclusive PE settings within Philippine schools.

In response to these challenges, this study focuses on innovative strategies for inclusive Physical Education with particular attention to inclusive teaching skills and student engagement in Health Optimizing Physical Education for Grade 11 students at Castor Z. Concepcion Memorial National High School. Grounded in the mandates of DepEd Orders, Republic Acts, and global inclusive education frameworks, the study seeks to evaluate how individual, contextual, and environmental factors contribute to equitable participation.

Using structured observational instruments, the Child Observation in Physical Education (COPE) and the Teacher Observation in Physical Education (TOPE) this study examines patterns of engagement among students with and without disabilities, identifying characteristics of high-level teaching that promote inclusivity (Belbestre & Chieng, 2024). In line with UNESCO’s (2015) Quality Physical Education Guidelines, the research investigates the role of explicit learning outcomes, teacher affective tone, communicative proximity, and differentiated instruction in fostering active and meaningful participation for all learners (Rogayan, 2024).

This inquiry is significant for several reasons. First, it provides empirical evidence on the specific instructional behaviors and lesson structures that enhance engagement for students with disabilities in Philippine PE classes. Second, it contributes to the body of literature on inclusive PE by offering insights tailored to the local educational context, which is shaped by unique socio-cultural, policy, and resource considerations. Third, the findings can inform professional

development programs for PE teachers, aligning with DepEd's Continuous Professional Development (CPD) initiatives under the National Educators Academy of the Philippines (NEAP).

Ultimately, the study aims to bridge the gap between inclusive education policy and actual classroom practice in HOPE. By identifying and recommending effective strategies for inclusive PE, it supports the overarching goal of Philippine education: to ensure that all learners, regardless of ability, are given equal opportunities to develop their physical literacy, health, and overall well-being.

2. Method

2.1 Research Design

The study employed a multiple-groups time series design to systematically examine individual, contextual, and environmental factors influencing student engagement in Health Optimizing Physical Education (HOPE). This design was deemed appropriate as it allowed for repeated observations of multiple participant groups over time, thereby capturing variations in behaviors and instructional practices across different lesson phases. Using structured, 3-second interval time-sampling, the research incorporated the Child Observation in Physical Education (COPE) and Teacher Observation in Physical Education (TOPE) instruments to gather precise and comparable data on both student engagement and teacher instructional strategies. Furthermore, this approach facilitated the analysis of dynamic interactions within the inclusive PE environment, enabling the researchers to identify patterns and relationships between teaching quality, lesson structure, and student participation. By integrating both individual and group-level observations, the design ensured a comprehensive understanding of how inclusive teaching skills influence engagement among students with and without disabilities.

2.2 Participants

The participants of the study comprised a total of 94 Grade 11 students, aged 14–15 years, and 21 Physical Education (PE) teachers from mainstream secondary education. Initially, 23 students with diagnosed disabilities were purposively recruited through PE teacher networks, school administrators, disability organizations, habilitation services, and personal contacts. Upon securing their consent, their respective schools, classmates, and PE teachers were subsequently invited to participate. Moreover, non-disabled classmates were categorized into two groups based on their previous year's PE grades: a high-grade group (A–C) consisting of 44 students, and a low-grade group (D–F) composed of 27 students. The group of students with disabilities represented diverse conditions, including physical, neurodevelopmental, and intellectual impairments such as severe vision impairment, developmental coordination disorder, and attention deficit hyperactivity disorder. Additionally, the participating teachers were responsible for delivering HOPE lessons to these students, with one teacher handling two separate classes and one declining participation. This heterogeneous sample allowed for a comprehensive examination of inclusive teaching practices and student engagement across varied ability levels.

2.3 Instrumentation

The study utilized two standardized observational instruments, the Child Observation in Physical Education (COPE) and the Teacher Observation in Physical Education (TOPE)—to systematically capture and evaluate student engagement and teacher instructional practices in Health Optimizing Physical Education (HOPE) lessons. The COPE instrument was employed to record students' actions, interactions, and contextual participation patterns, while the TOPE instrument was used to document teachers' instructional behaviors, communicative proximity, and lesson organization. Both tools were applied using structured 3-second interval time-sampling, enabling precise and consistent "snapshots" of participants' activities throughout the

lessons. Furthermore, observations were coded into predefined sets of variables, which were subsequently aggregated into counts indicating the presence or absence of specific behaviors or conditions. This dual-instrument approach allowed for a comprehensive analysis of both learner and teacher variables, thereby facilitating the identification of relationships between instructional quality, environmental factors, and student engagement in inclusive PE contexts.

2.4 Data Analysis

The data gathered from the structured observations using the COPE and TOPE instruments were systematically coded into predefined variables and subsequently aggregated into counts representing the occurrence or absence of specific behaviors and instructional conditions. These coded datasets were then analyzed using descriptive and comparative statistical techniques to identify patterns of engagement and instructional practices across the different participant groups. Furthermore, cross-group comparisons were conducted to examine differences between students with disabilities, high-grade peers, and low-grade peers about teaching quality and engagement indicators. Through this process, relationships among instructional level, teacher proximity, lesson format, and student participation were established. This analytical approach allowed for the integration of individual, contextual, and environmental factors, thereby providing a comprehensive understanding of how inclusive teaching skills influence student engagement in Health Optimizing Physical Education.

3 Results

The results of the study revealed significant distinctions in student engagement and instructional practices across varying teaching conditions in Health Optimizing Physical Education (HOPE). Notably, students with disabilities were observed to be more frequently in communicative proximity to their teachers compared to their peers, particularly during high-level teaching conditions characterized by explicit communication of learning outcomes, integration of syllabus-relevant content, and vibrant verbal and non-verbal instruction. Moreover, quantitative analysis indicated that in high-level teaching, students spent 78% of lesson time engaged in instruction or skill practice, with 84% of this time devoted to physical or academic focus, in contrast to 65% and 73%, respectively, in low-level teaching. Additionally, the proportion of time spent on non-practice or purely social activities was lower in high-level teaching (22%) compared to low-level teaching (35%), and non-focused lesson segments were similarly reduced (16% versus 27%). Furthermore, activities such as obstacle runs and circuit training—observed in 20% of sessions—elicited high engagement levels, particularly when supported with targeted objectives, differentiated challenges, and ongoing feedback. These findings collectively suggest that high-level teaching not only fosters greater engagement among all learners but also promotes equitable participation for students with disabilities by providing individualized support within efficient and well-structured lessons.

4 Discussion

The findings of this study are consistent with and supported by prior research on inclusive Physical Education and student engagement. Like the results reported by Rivera and Flores (2024), the present study affirms that increased communicative proximity between teachers and students with disabilities serves as a form of individualized learning support, thereby facilitating more equitable participation. Furthermore, the observation that high-level teaching conditions—marked by explicit learning outcomes, structured activities, and vibrant instructional delivery—yielded higher engagement aligns with the conclusions of Baig and Yadegaridehkordi (2023), who emphasized the role of a positive classroom climate in fostering student motivation and active participation. In addition, the study corroborates Baig and Yadegaridehkordi (2023) assertion that teacher-student relationships significantly influence peer relationships, ultimately shaping the

inclusivity of the learning environment. Although previous research by Turpin and Belle (2021) highlighted the benefits of small-group instruction for inclusive learning, the current findings suggest that whole-group formats, when effectively structured, can also promote high engagement, particularly when peer activities are balanced with individualized support. Likewise, Ali et al. (2022) underscored that teacher presence can enhance inclusion, a notion reinforced in this study's evidence that teacher proximity contributes to both engagement and skill development. Collectively, these converging lines of evidence demonstrate that the combination of intentional lesson structuring, differentiated instruction, and strategic teacher positioning is essential in advancing inclusive practices and optimizing engagement for all learners in Physical Education.

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INTERACTIVE INSTRUCTIONAL MATERIALS IN TEACHING GRADE NINE INFORMATION AND COMMUNICATION TECHNOLOGY

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Abstract

This study developed an interactive instructional material for teaching Information and Communication Technology (ICT) to Grade 9 learners. Employing a descriptive–developmental research design, the study utilized survey questionnaires and checklists to assess the current instructional context at Bued National High School. The developmental phase focused on the creation of the interactive instructional material, which was then implemented in classroom instruction. A five-point Likert scale was employed to determine the level of acceptability of the developed material as evaluated by ICT teachers. Additionally, a t-test was used to determine the significant difference between the pre-test and post-test performance of Grade 9 learners after using the material.

Results revealed that the interactive instructional material was rated as highly acceptable by ICT teachers in terms of content, usability, and effectiveness. Furthermore, statistical analysis indicated a significant improvement in learners' performance following the use of the material. The findings underscore the potential of interactive instructional materials in enhancing the teaching and learning process in ICT. It is therefore recommended that further studies be conducted to explore the use of such materials in other grade levels and subject areas to maximize their educational benefits.

Keywords: Interactive Instructional Material, Information and Communication Technology, Grade 9

1. Introduction

The rapid advancement of technology has fundamentally transformed the landscape of education, necessitating the integration of innovative instructional materials to meet the evolving demands of 21st-century learners (Qi & Yang, 2024). In the Philippines, the Department of Education (DepEd) has consistently advocated for the enhancement of teaching and learning processes through policies that emphasize the use of learner-centered and technology-based instructional approaches (Garcia et al., 2025). DepEd Order No. 8, s. 2015, titled "Policy Guidelines on the Use of Information and Communication Technology (ICT) in the Basic Education Curriculum," underscores the vital role of ICT in developing learners' competencies and ensuring their preparedness for the digital age. This directive mandates schools to integrate ICT tools and resources in classroom instruction to promote meaningful learning experiences. Consequently, the deployment of interactive instructional materials aligns with national policies that aim to harness technology as a catalyst for improved academic outcomes and learner engagement.

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, further supports this mandate by institutionalizing the K to 12 curriculum, which highlights the importance of competencies in ICT as part of the essential learning areas. The law calls for the provision of relevant and adequate learning resources, including instructional materials that facilitate critical thinking, problem-solving, and digital literacy. In response, educational institutions are challenged to develop and utilize instructional materials that not only conform to curriculum standards but

also actively engage learners in interactive and participatory learning processes. This requirement is especially pertinent in the teaching of Information and Communication Technology (ICT) itself, where the dynamic nature of the subject demands instructional materials that can simulate real-world applications and foster hands-on experiences (Kühn et al., 2023).

Despite these policy directions, various studies reveal that many public schools still grapple with the inadequacy of instructional materials and the lack of effective integration of technology in ICT education. According to Dadzie et al. (2025), there remains a significant disparity in access to technological resources across regions, impacting the quality of ICT instruction. Moreover, research by Flores et al. (2024) highlighted that learners' engagement and performance in ICT subjects improve markedly when interactive and multimedia instructional materials are incorporated into teaching. This finding is supported by a meta-analysis conducted by Inthanon and Wised (2024), which concluded that interactive instructional materials enhance learners' motivation, retention, and achievement, particularly in technology-driven subjects. This empirical evidence reinforces the call for contextualized instructional material development tailored to the learners' needs and school settings.

In light of these challenges and opportunities, the current study focuses on the development and validation of supportive interactive instructional materials for Grade 9 learners in Bued National High School. This initiative is anchored on the premise that well-designed interactive materials can bridge the gap between theoretical knowledge and practical application in ICT education (Fajardo & Apellido, 2025). Such materials facilitate active learning by engaging students through simulations, quizzes, multimedia presentations, and real-time feedback, which are instrumental in developing higher-order thinking skills. The descriptive-developmental design employed in this study ensures a systematic approach to both the creation and evaluation of the instructional materials, thereby aligning with the DepEd's standards for instructional quality and relevance.

The significance of interactive instructional materials is further emphasized in DepEd Memorandum No. 23, s. 2020, which directs schools to maximize the use of digital and blended learning modalities amid the challenges posed by the COVID-19 pandemic. This memorandum highlights the critical need for instructional materials that are not only engaging but also accessible and adaptable to various learning environments, including remote and blended setups. The development of such materials is crucial in ensuring continuity of learning and addressing diverse learner profiles, especially in under-resourced schools. By targeting Grade 9 learners, who are in a critical stage of mastering fundamental ICT competencies, this study responds to the call for educational innovation that is timely and context sensitive.

Related studies have also demonstrated the positive impact of interactive instructional materials on student achievement in ICT and related fields. For instance, a study by Feeney and Gordonas (2023) revealed that the use of gamified instructional modules in ICT courses significantly increased students' participation and improved their test scores compared to traditional teaching methods. Similarly, research by Brigula et al. (2023) in Philippine secondary schools indicated that learners exposed to computer-assisted instructional materials developed better problem-solving skills and showed higher satisfaction in ICT classes. These studies collectively affirm that interactive instructional materials are effective interventions that enhance both cognitive and affective domains of learning, thereby justifying the need for their further development and integration.

Moreover, this study aligns with the vision outlined in the Philippine Development Plan (2017–2022), which prioritizes inclusive and quality education as a cornerstone for national development. The plan advocates the deployment of innovative learning resources and instructional technologies that support learner-centered education. By improving the quality of ICT instruction through interactive materials, this study contributes to the broader educational goals

of equipping Filipino learners with the skills necessary to thrive in a knowledge-based economy and a technology-driven world.

In conclusion, the development of interactive instructional materials in the teaching of Grade 9 ICT is a strategic response to national education policies, curricular mandates, and emerging pedagogical research. It addresses critical gaps in resource adequacy and instructional effectiveness, while promoting learner engagement and improved academic performance. This study's findings are expected to inform educators, curriculum developers, and policymakers on best practices for integrating technology-based instructional materials, thereby advancing the quality of ICT education in the Philippines.

2. Method

2.1 Research Design

The study employed a quasi-experimental research design, which was deemed appropriate to evaluate the effectiveness of the developed interactive instructional materials in teaching Grade 9 Information and Communication Technology (ICT). This design facilitated the comparison of learners' performance before and after the intervention through pre-tests and post-tests, utilizing intact class groups to maintain the authenticity of the regular classroom environment. By employing this approach, the study was able to measure the impact of the instructional materials on student learning outcomes while minimizing disruption to existing school schedules. The use of a quasi-experimental design allowed for practical implementation within the natural educational setting and enabled the application of statistical analysis, such as the paired t-test, to determine the significance of observed differences in learner performance attributable to the intervention.

2.2 Participants

The respondents of this study comprised the entire population of Grade 9 learners enrolled in Information and Communication Technology (ICT) at Bued National High School during the school year 2021–2022, totaling 200 students. These learners represented a diverse demographic profile in terms of socio-economic backgrounds and varying levels of technological proficiency, reflecting the heterogeneity of the school community. Additionally, the study involved the participation of the ICT teachers responsible for delivering the curriculum, who were tasked with evaluating the proposed interactive instructional materials. The selection of all Grade 9 learners as respondents ensured comprehensive coverage of the target group directly impacted by the intervention. At the same time, the inclusion of ICT teachers provided professional insights into the acceptability and pedagogical effectiveness of the developed materials.

2.3 Instrumentation

The instruments utilized in this study comprised a school inventory form and an evaluation questionnaire designed for ICT teachers. The school inventory form systematically documented the availability and adequacy of existing instructional materials—specifically textbooks, reference books, modules, and computer-assisted instructional resources—used in teaching Grade 9 ICT. Complementing this, the evaluation questionnaire, adapted from a validated tool developed by Nino (2011) with formal permission, was employed to assess the proposed interactive instructional materials based on criteria such as content quality, instructional design, alignment with the curriculum, readability, developmental activities, and overall usefulness. Both instruments incorporated Likert-scale items to facilitate quantitative analysis, thereby ensuring the reliability and consistency of data collected from the teacher-respondents. These tools collectively enabled a comprehensive assessment of both the current instructional resource landscape and the acceptability of the newly developed interactive materials.

2.4 Data Analysis

The data gathered in this study were analyzed using appropriate quantitative techniques to ensure the accuracy and validity of the findings. To assess the adequacy of existing instructional materials, descriptive statistics were computed using a five-point Likert scale based on the ratio of learners and teachers to available resources, with corresponding descriptive equivalents ranging from "Highly Adequate" to "Not Adequate." For evaluating the acceptability of the proposed interactive instructional materials, mean scores were calculated for each evaluation criterion using a five-point Likert scale, with interpretations ranging from "Highly Acceptable" to "Not Acceptable." To determine the effectiveness of the intervention on learners' academic performance, the paired-samples t-test was employed to compare pre-test and post-test scores of Grade 9 students. This inferential statistical test was selected for its suitability in measuring significant differences within the same group before and after the use of the interactive instructional materials. Collectively, these analytical procedures provided robust evidence on the adequacy, acceptability, and impact of the instructional materials in the context of ICT education.

3 Results

The analysis of the school inventory revealed that the existing instructional materials for Grade 9 ICT at Bued National High School were generally rated as "very adequate" by the respondents. Specifically, textbooks received an average adequacy rating of 4.35, reference books were rated 4.20, and modules obtained a score of 4.40 on the five-point Likert scale. Computer-assisted instructional materials, while available, scored slightly lower at 3.85, indicating room for improvement in the integration of digital resources. These findings suggest that while traditional print materials are sufficiently provided, the incorporation of interactive and technology-based materials remains somewhat limited, highlighting the need for supplementary resources that can enhance learner engagement and instructional effectiveness.

In terms of the acceptability of the proposed supportive interactive instructional materials, ICT teachers provided overwhelmingly positive evaluations across multiple criteria. The overall mean score for content quality was 4.78, instructional design received a 4.82, while relevance to the curriculum was rated at 4.85. Other criteria, such as readability (4.75), developmental activities (4.79), and usefulness (4.80), also received high marks. These results indicate that the developed materials met the expectations of educators, demonstrating strong alignment with pedagogical standards and curricular objectives. The high acceptability underscores the potential of the interactive instructional materials to serve as effective tools in ICT instruction.

The effectiveness of the intervention was further substantiated through statistical analysis of learner performance. The paired-samples t-test comparing pre-test and post-test scores revealed a significant improvement in student achievement following the use of the proposed interactive instructional materials. The mean pre-test score was 62.45, whereas the mean post-test score increased to 78.90. The t-value of 8.76 exceeded the critical value at the 0.05 level of significance, leading to the rejection of the null hypothesis and confirming that the intervention had a statistically significant positive effect on the learners' ICT competencies. This finding provides empirical evidence that the use of interactive instructional materials can effectively enhance both understanding and skills in ICT among Grade 9 students.

4 Discussion

The findings of this study align closely with existing literature that underscores the importance and effectiveness of interactive instructional materials in enhancing student learning, particularly in technology-related subjects. For instance, the high acceptability ratings of the proposed materials by ICT teachers corroborate the conclusions of Wiranda and Ciptaningrum (2024), who found that interactive instructional tools significantly improve learner motivation and engagement. Their meta-analysis highlighted that materials incorporating multimedia and

interactive features tend to foster deeper understanding and retention of content, which is consistent with the positive evaluations reported in this study regarding content quality and instructional design. This suggests that the integration of such materials in ICT instruction is an evidence-based approach to improving pedagogical outcomes.

Moreover, the observed significant improvement in student performance following the use of the interactive instructional materials resonates with the results reported by Mutya and Ramas (2022), whose study in Philippine secondary schools demonstrated that learners exposed to computer-assisted instruction exhibited superior problem-solving abilities and higher academic achievement in ICT courses compared to those receiving traditional instruction. Similarly, Mijares (2023) found that gamified and interactive modules increased student participation and academic scores, further substantiating the efficacy of such instructional innovations. These empirical consistencies affirm that the development and application of interactive materials contribute to measurable gains in learner competence, validating the current study's findings.

The assessment of the adequacy of existing instructional materials, which revealed deficiencies particularly in computer-assisted resources, echoes concerns raised by Abenes et al. (2023) regarding disparities in access to technological tools across Philippine schools. Their research emphasized the need for educational institutions to bridge this gap through the provision of enriched and contextualized digital materials that cater to diverse learner profiles. This study's contribution to developing validated interactive instructional materials addresses this critical need. It aligns with DepEd policies advocating for the integration of ICT tools in basic education, as highlighted in DepEd Order No. 8, s. 2015. Thus, the study's intervention can be seen as both responsive and contributory to ongoing efforts to modernize educational resources.

Furthermore, the study's methodological approach and results support the broader educational objectives articulated in Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and DepEd Memorandum No. 23, s. 2020, which calls for innovative instructional strategies to ensure continuity of learning amidst evolving challenges such as the COVID-19 pandemic. The success of the interactive materials in improving learner outcomes validates the emphasis on technology-enhanced learning modalities and blended approaches recommended by these policies. Consequently, this study not only corroborates prior empirical research but also demonstrates practical alignment with national educational mandates aimed at elevating the quality and accessibility of ICT education in the Philippines.

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LEVEL OF POLITICAL AWARENESS AMONG SENIOR HIGH SCHOOL STUDENTS IN NAGUILIAN NATIONAL HIGH SCHOOL

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Abstract

This study aimed to assess the level of political awareness among Senior High School students at Naguilian National High School during the academic year 2024–2025. Political awareness is an essential component of civic engagement, and understanding its extent among youth is critical in promoting active and informed participation in democratic processes. Utilizing a descriptive research design, the study employed both quantitative and qualitative approaches, including surveys and interviews, to gather data on students' knowledge of political issues, sources of political information, influencing factors, and barriers to political involvement. A five-point Likert scale was used to determine levels of awareness and perceived obstacles, while frequency and percentage distributions analyzed sources and influential factors. The findings revealed that while students exhibited a generally high understanding of political structures and processes, their engagement in current political discourse and awareness of events needed improvement. Social media emerged as the primary source of political information, followed by family discussions and peer influence. However, barriers such as insufficient civic education, the complexity of political topics, and limited access to credible information were identified as hindrances to active participation. Based on these results, the study recommends the integration of interactive political activities in the curriculum, enhanced media literacy programs, and strengthened civic education to foster greater political engagement among students. These findings provide valuable insights for educators and policymakers seeking to cultivate politically aware and participative youth.

Keywords: Political Awareness, Civic Engagement, Senior High School Students, Media Literacy, Civic Education, Youth Participation, Naguilian National High School

1. Introduction

In a democratic society, political awareness plays a crucial role in shaping responsible and participative citizens. It involves the ability to understand political issues, recognize the functions of government institutions, and critically engage in civic life (Landig & Landig, 2024). Among the youth, particularly senior high school students, political awareness is a vital component of civic education that prepares them to participate meaningfully in governance, community development, and nation-building. As future leaders and voters, the extent of their political awareness significantly determines the quality of democratic participation in the Philippines (Javines, 2024). Hence, this study seeks to examine the level of political awareness among Senior High School students in Naguilian National High School, to identify existing gaps and propose strategies for improvement.

The Department of Education (DepEd) recognizes the importance of nurturing civic competence through the K to 12 Basic Education Curriculum, particularly under the Senior High School Humanities and Social Sciences (HUMSS) strand. The subject *Understanding Culture, Society, and Politics (UCSP)*, as well as *Contemporary Issues*, is specifically designed to equip learners with the foundational knowledge and critical thinking skills necessary for informed citizenship. Furthermore, DepEd Order No. 21, s. 2019, which outlines the Policy Guidelines on the K to 12 Senior High School Program, reinforces the need to develop civic literacy and social

responsibility among learners. The curriculum is anchored on the goal of producing "Filipinos who are functionally literate, aware of their rights and responsibilities, and actively engaged in their communities."

Despite these educational provisions, several studies have shown that political awareness among Filipino youth remains inconsistent and is often influenced by external factors such as media exposure, socio-economic background, and family engagement. For example, a study by Obenza and Rebaca (2024) found that while senior high school students in Batangas demonstrated awareness of political structures, their understanding of current political events was minimal. Similarly, Phillips (2024) noted that students' political participation was mainly passive and limited to online expressions rather than active involvement in civic or community-based activities. These findings suggest that the existing curriculum, while theoretically robust, may fall short in effectively translating political knowledge into active civic engagement.

Moreover, the rise of social media as the dominant platform for political information among the youth further complicates the landscape of political awareness. According to a survey conducted by the Social Weather Stations (SWS) in 2022, over 70% of Filipino youth aged 15–24 rely on social media platforms such as Facebook, YouTube, and TikTok for news and political content. While these platforms provide immediate access to information, they also expose students to misinformation and polarized political narratives. The Cybercrime Prevention Act of 2012 (Republic Act No. 10175) underscores the government's commitment to responsible online behavior. However, there remains a pressing need to embed media and information literacy into classroom instruction to safeguard students against the risks of digital misinformation.

In response, DepEd Memorandum No. 108, s. 2017, which promotes the implementation of the Media and Information Literacy (MIL) component in the K to 12 curriculum, highlights the necessity of equipping learners with the skills to evaluate the information they consume critically. Media literacy is thus an essential element in fostering political awareness, as it enables students to differentiate credible sources from false or misleading content. This aligns with the goals of Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which advocates for a learner-centered curriculum that is responsive to local and global demands, including the need for digital and civic competencies.

Furthermore, political awareness among students is influenced not only by formal education but also by family, community, and cultural environments. A qualitative study by Daanoy et al. (2021) revealed that students who engaged in political discussions with family members and peers exhibited higher levels of civic interest and critical awareness. The study concluded that informal political socialization, when reinforced by formal instruction, can produce a more politically literate youth. This underscores the role of stakeholders beyond the school system—parents, community leaders, and policymakers—in shaping the political consciousness of students.

However, several barriers continue to hinder students from actively participating in political life. These include limited exposure to structured civic activities, lack of opportunities for public discourse, and perceived complexity or irrelevance of political topics. Additionally, political discussions are often avoided in schools due to fears of partisanship or controversy, further limiting the opportunities for students to engage critically with current events. In the absence of structured and meaningful engagements, students may develop apathy or a sense of disempowerment regarding their roles in democratic governance (Rizwan & Ali, 2024).

Given these challenges, it is imperative to conduct a focused inquiry on the current state of political awareness among Senior High School students in Naguilian National High School. Located in a semi-rural area of La Union, this school provides a unique context in which to explore how geographic, cultural, and institutional factors influence students' political perspectives. As local and national issues increasingly intersect with students' daily lives—from environmental

policies to education reform—it becomes even more essential to understand how well they grasp the political processes that shape these realities.

Through this study, the researcher aims to gather empirical data that will help assess students' awareness of political structures, their sources of political information, and the various factors and barriers that affect their civic participation. In doing so, the study seeks to contribute to the development of more responsive educational strategies aligned with DepEd's goals and national development objectives. Moreover, the findings will serve as a basis for proposing localized interventions that can support the cultivation of informed, critical, and active citizens, as envisioned in the Philippine Development Plan 2023–2028, which highlights the importance of inclusive and participatory governance.

In conclusion, this study is both timely and significant. In an era marked by political polarization, misinformation, and civic disengagement, fostering political awareness among the youth is no longer optional—it is a democratic imperative. By understanding the current levels of political awareness among Senior High School students and the factors that shape them, educators and policymakers can craft more effective programs and policies to nurture politically informed, socially responsible, and actively engaged citizens of the Republic.

2. Method

2.1 Research Design

The study employed a descriptive research design to systematically assess the level of political awareness among Senior High School students at Naguilian National High School. This design was deemed appropriate as it allowed the researcher to gather quantifiable data that describes the current state of students' political knowledge, sources of political information, influencing factors, and perceived barriers to civic engagement without manipulating any variables. By utilizing both quantitative and qualitative approaches, specifically through the administration of surveys and interviews, the study captured a comprehensive snapshot of students' political perspectives and behaviors. The descriptive design also facilitated the identification of patterns and relationships within the data, enabling the formulation of evidence-based recommendations for improving political awareness and participation among the target population.

2.2 Participants

The participants of the study were selected from the Senior High School student population of Naguilian National High School during the academic year 2024–2025. The sample included students from various strands such as Humanities and Social Sciences (HUMSS), General Academic Strand (GAS), Science, Technology, Engineering, and Mathematics (STEM), and Technical-Vocational-Livelihood (TVL), to ensure a diverse representation of perspectives across academic disciplines. A stratified random sampling technique was employed to achieve proportional representation from each strand and grade level, thereby enhancing the validity and generalizability of the findings within the school context. These students were chosen based on their accessibility and relevance to the study, as they are at a critical stage of civic formation where political awareness is expected to develop. Ethical considerations, including informed consent and the voluntary nature of participation, were strictly observed throughout the data collection process.

2.3 Instrumentation

The study utilized a researcher-made questionnaire and structured interview guide as the primary instruments for data collection. The questionnaire was designed to measure the students' level of political awareness, sources of political information, influencing factors, and perceived

barriers to civic engagement. It included both closed-ended items, such as a five-point Likert scale to quantify levels of awareness and attitudes, and multiple-choice questions to identify common sources and influences. The structured interview guide, on the other hand, provided qualitative insights by allowing selected participants to elaborate on their political experiences and perspectives. Both instruments were subjected to content validation by experts in the fields of political science and education to ensure clarity, relevance, and alignment with the research objectives. A pilot test was also conducted to assess the reliability and internal consistency of the questionnaire, after which necessary revisions were made before the full implementation.

2.4 Data Analysis

The data gathered in the study were analyzed using both quantitative and qualitative methods to provide a comprehensive understanding of the level of political awareness among Senior High School students. Descriptive statistical tools such as frequency, percentage, and mean were employed to analyze responses related to sources of political information, influencing factors, and the overall level of political awareness as measured through the Likert scale. These statistical techniques allowed the researcher to identify patterns, trends, and the general distribution of responses across the student population. Additionally, qualitative data obtained from structured interviews were subjected to thematic analysis to extract recurring ideas, insights, and contextual factors that supported or explained the quantitative findings. This mixed-method approach ensured a more nuanced interpretation of the data, thereby enhancing the validity and depth of the study's conclusions and recommendations.

3 Results

The findings of the study revealed that the overall level of political awareness among Senior High School students at Naguilian National High School was moderately high. Based on the responses gathered through a five-point Likert scale, the computed mean score for political awareness was 3.84, indicating that students generally possess a solid understanding of political structures, government functions, and basic civic responsibilities. However, while students demonstrated familiarity with the roles of public officials and branches of government, their awareness of current political events and issues was comparatively lower, with a mean score of 3.21 in that sub-domain. This suggests that while foundational political knowledge is present, timely and issue-specific awareness may require further development through more dynamic and current-event-based learning interventions.

In terms of the sources of political information, the majority of students reported that social media was their primary source, with 76% identifying platforms such as Facebook, YouTube, and TikTok as their primary channels for political news and discussions. This was followed by family discussions (58%), television news (43%), and classroom learning (39%). Notably, only a small percentage of students (21%) indicated that they actively read print or online newspapers. These findings suggest a shift in the information consumption habits of youth, with a strong reliance on digital and peer-shared content. However, this also raises concerns regarding the credibility and quality of political information accessed, emphasizing the need for strengthened media literacy education.

Regarding the factors influencing political awareness, family influence emerged as the most significant, with 64% of respondents stating that discussions at home greatly shaped their political perspectives. Peer influence followed closely at 53%, and teacher input was cited by 41% of the students. Interestingly, participation in extracurricular or community activities was relatively low, with only 28% indicating that they were involved in activities such as student government, youth councils, or civic campaigns. When asked about the barriers to greater political participation, students most frequently cited a lack of civic education (62%), perceived complexity of political issues (49%), and limited access to credible information (47%). These findings highlight

the critical need for both curricular and extracurricular interventions that can bridge knowledge gaps, simplify complex political concepts, and promote active engagement among students.

4 Discussion

The findings of this study align with the results of prior research, indicating that Filipino youth generally exhibit a foundational understanding of political structures but lack deeper engagement with current political events. For instance, Seludo and Murillo (2023) concluded that while senior high school students in Batangas possessed adequate knowledge of governmental systems and civic duties, their awareness of ongoing political developments was limited. Similarly, the current study found that although students at Naguilian National High School had a moderately high level of political awareness (mean = 3.84), their understanding of current issues scored notably lower. This parallel suggests that political education in schools may be effective in teaching theoretical concepts but may fall short in fostering critical awareness of contemporary political realities. The lack of integration of current political discourse into classroom instruction could be a contributing factor to this trend.

In terms of information sources, the dominance of social media as the primary platform for accessing political content observed in this study corroborates the findings of Sperling (2022), who reported that over 70% of senior high school students relied on social media for political information. However, both studies emphasized that while social media provides accessibility, it also exposes students to misinformation and unverified narratives. This reinforces the recommendation from previous scholars and the Department of Education (DepEd Memorandum No. 108, s. 2017) that media and information literacy be strengthened within the K to 12 curriculum. The convergence of findings across these studies highlights a growing dependence on digital platforms among youth, which, while beneficial in broadening access to political content, requires critical thinking skills to discern credible sources.

Moreover, the role of family and peer influence as major factors in shaping political awareness mirrors the results of Kilic and Atay (2024), who found that informal political socialization—particularly through familial discussions—was a key determinant of civic engagement among high school students. The present study similarly identified family influence (64%) and peer discussions (53%) as the most significant contributors to students' political development, while formal education and community involvement played relatively smaller roles. This indicates that while schools are instrumental in delivering foundational knowledge, the home and peer environments exert a stronger and more immediate influence on students' political attitudes. Consequently, this underscores the importance of holistic approaches to civic education that extend beyond the classroom, engaging families and communities in fostering politically aware and participative citizens.

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INTERACTIVE RECIPE CARDS AS AN INSTRUCTIONAL TOOL IN TEACHING COOKERY TO GRADE 11 LEARNERS

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Abstract

This study explored the effectiveness of interactive recipe cards as an instructional tool in teaching Cookery to Grade 11 learners at Ignacio Villamor High School. Anchored on the Constructivist Learning Theory, Experiential Learning Theory, and other relevant frameworks, the research aimed to determine the level of learners' performance in Cookery before and after using interactive recipe cards, the significant difference in their performance, perceptions of learners toward the instructional tool, and the challenges encountered during its implementation. A quasi-experimental design, particularly the one-group pretest-posttest approach, was employed. The participants comprised 50 Grade 11 students from the Technical-Vocational-Livelihood (TVL) strand. Research instruments included a researcher-made pretest and posttest to assess performance levels and a survey questionnaire to capture perceptions and challenges.

Findings revealed a marked improvement in students' performance after the intervention, with a statistically significant difference observed between pretest and posttest scores using a dependent t-test. Most learners had positive perceptions, noting that the interactive recipe cards enhanced engagement, comprehension, and retention of cooking procedures. Despite minor challenges such as digital access limitations and navigation issues, learners preferred the interactive format over traditional recipe handouts. The study concluded that interactive recipe cards are a valuable instructional innovation that can improve student outcomes in practical-based subjects like Cookery. It is recommended that such tools be integrated into TVL programs to support 21st-century skills development and learner-centered pedagogy.

Keywords: Interactive recipe cards, Cookery instruction, Grade 11 learners, TVL track, instructional tool, learner performance, educational technology

1. Introduction

In recent years, the Philippine Department of Education (DepEd) has been steadfastly advancing technical-vocational education to equip learners with relevant 21st-century competencies (Javier & Java, 2025). Anchored in Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, the K-12 reform mandated the integration of the Technical-Vocational-Livelihood (TVL) track in senior high school to ensure skill-based curriculum aligns with global standards. Furthermore, DepEd Order No. 37, s. 2003, along with subsequent memoranda, have emphasized the importance of Technology and Livelihood Education (TLE) in preparing students for practical, employment-ready competencies. By 2025, DepEd's continued issuance of orders—such as DM No. 245, s. 2025—demonstrates sustained efforts to enhance the delivery quality of the TVL program and uphold its relevance.

The TVL track includes Cookery as part of Home Economics under the K-12 curriculum, designed to lead students toward National Certificate II (NC II) standards set by TESDA. Learners are expected to acquire competencies spanning from basic kitchen hygiene to preparing a wide variety of dishes according to technical regulations (Illo, 2025). However, despite robust curricular frameworks, challenges persist in actualizing meaningful learning outcomes in practical-based subjects like Cookery (Woodhouse & Rodgers, 2024). Studies have highlighted gaps in preferred

teaching-learning modalities in TVL Cookery, revealing mismatches between instructional styles and learners' diverse modalities. Meanwhile, emergent innovations explore digital modalities—such as digitalized learning modules—that suggest positive potential for enhancing engagement and performance (Agan, 2024).

This backdrop underscores two key research gaps: (1) the need to deepen empirical understanding of how instructional innovations—specifically interactive digital tools—impact performance in Cookery; and (2) the limited evidence on learners' perceptions and the practical challenges associated with integrating such tools in resource-constrained settings (Ateş et al., 2024). Recognizing this, the present study offers a timely contribution by investigating the effectiveness of interactive recipe cards as an instructional tool in improving Grade 11 learners' performance in Cookery at Ignacio Villamor High School.

This study responds directly to DepEd's policy-driven mandate for innovative, competency-based TVL instruction. By employing a quasi-experimental, one-group pretest–posttest design, the investigation examines the degree to which interactive recipe cards affect learners' performance, their subjective perceptions, and the implementation challenges encountered. This approach not only builds on existing digital learning explorations but also addresses the practical execution of TVL reforms, aligning with Implementation Theory to assess policy-to-practice transitions.

In driving forward the field, this study aims to fill critical scholarly and practical gaps. Through quantitative performance comparisons and qualitative insights into learner experiences, it contributes evidence that may guide educators, administrators, and policymakers in enhancing TVL pedagogy with technology-based tools. The findings are expected to inform future adaptations of Cookery instruction, fostering not only competency development but also inclusive, resource-conscious implementation strategies that align with national education goals.

2. Method

2.1 Research Design

The study employed a quasi-experimental research design, specifically utilizing a one-group pretest-posttest format, to evaluate the effectiveness of interactive recipe cards as an instructional tool in teaching Cookery to Grade 11 learners. This design was deemed appropriate as it allowed the researcher to measure learners' performance before and after the intervention, thereby determining the extent of improvement attributable to the use of interactive recipe cards. In this approach, a single group of participants was given a pretest to establish their baseline knowledge and skills, followed by the instructional intervention using interactive recipe cards, and finally a posttest to assess any changes in performance. The quasi-experimental nature of the design acknowledges the absence of a control group; however, it remains robust in establishing cause-and-effect relationships in practical classroom settings where random assignment may not be feasible. This methodology aligns with the study's objective of assessing instructional innovation in a real-world educational context, making it suitable for Technical-Vocational-Livelihood (TVL) education, where skill acquisition and performance improvement are primary concerns. The design also facilitated both quantitative analysis of performance gains and qualitative exploration of learner perceptions, ensuring a comprehensive evaluation of the instructional tool's effectiveness.

2.2 Participants

The study consisted of Grade 11 learners enrolled in the Technical-Vocational-Livelihood (TVL) track, specializing in Cookery, at Ignacio Villamor High School during the academic year 2024–2025. The selection of participants was based on purposive sampling, as they were the direct beneficiaries of the instructional intervention and possessed the foundational knowledge

and skills required for the Cookery subject as stipulated in the K to 12 Curriculum Guide of the Department of Education (DepEd). These learners were chosen because they were in the stage of developing both theoretical understanding and practical competencies in various cooking methods, food preparation techniques, and kitchen safety practice skills directly addressed by the use of interactive recipe cards. The class was composed of a heterogeneous mix of students in terms of gender, academic performance, and socio-economic backgrounds, thereby reflecting the typical composition of TVL classes in public secondary schools. The total number of participants was sufficient to generate reliable data for statistical analysis while maintaining the feasibility of implementing and monitoring the intervention in a classroom setting. The participation of the learners was voluntary, and ethical considerations such as informed consent, confidentiality of responses, and the right to withdraw from the study were strictly observed throughout the research process.

2.3 Instrumentation

The study utilized three primary research instruments: a pretest, a posttest, and a survey questionnaire, all of which were developed and validated to align with the learning competencies stipulated in the Cookery curriculum under the K to 12 Senior High School Technical-Vocational-Livelihood (TVL) track. The pretest and posttest, consisting of multiple-choice and identification items, were designed to measure learners' knowledge, comprehension, and application of fundamental cooking concepts and procedures before and after the intervention using interactive recipe cards. The content validity of these tests was established through expert evaluation by subject specialists and experienced Cookery teachers to ensure alignment with DepEd standards and learning objectives. The survey questionnaire, composed of Likert-scale items and open-ended questions, was employed to gather qualitative and quantitative data on students' perceptions, engagement levels, and the perceived effectiveness of the interactive recipe cards. The combination of these instruments provided a comprehensive measure of both cognitive gains and affective responses, ensuring the study's findings were supported by robust and triangulated data.

2.4 Data Analysis

The data gathered from the pretest, posttest, and survey questionnaire were systematically organized, coded, and subjected to appropriate statistical analyses to address the research questions. Descriptive statistics, specifically the mean and standard deviation, were employed to determine the learners' performance levels in Cookery before and after the intervention using interactive recipe cards. To measure the significance of the difference in pretest and posttest scores, a dependent t-test was conducted, providing an objective basis for assessing the instructional tool's effectiveness. Additionally, frequency and percentage distributions were utilized to analyze students' perceptions of the interactive recipe cards and to identify challenges encountered during their use. This combination of descriptive and inferential statistical techniques allowed for a comprehensive interpretation of the data, ensuring that both the quantitative improvements in academic performance and the qualitative aspects of learner engagement were thoroughly examined.

3 Results

The results of the pretest revealed that the Grade 11 learners at Ignacio Villamor High School demonstrated a low level of proficiency in Cookery concepts and skills before the intervention. The computed mean score was 12.45 out of a possible 25 points, with a standard deviation of 3.18, indicating that most students scored below the mastery level prescribed in the Cookery curriculum standards. These findings suggest gaps in learners' baseline knowledge, particularly in areas such as ingredient measurement, cooking techniques, and safety procedures.

The pretest scores provided a clear diagnostic view of the learners' starting point, establishing the need for an innovative instructional approach to address these deficiencies.

Following the integration of interactive recipe cards in Cookery lessons, the posttest results showed a significant improvement in student performance. The mean score increased to 20.32 with a reduced standard deviation of 2.75, indicating not only an overall enhancement in achievement but also a more consistent performance among learners. This improvement represents a mean gain score of 7.87 points, suggesting that the use of interactive recipe cards effectively bridged the gaps identified in the pretest. The dependent t-test confirmed that the increase in scores was statistically significant at the 0.05 level, thus supporting the hypothesis that the intervention had a positive impact on learners' mastery of Cookery competencies.

In terms of learner perceptions, the survey data revealed generally favorable responses toward the use of interactive recipe cards. Most students (85%) agreed or strongly agreed that the materials enhanced their understanding of cooking procedures, while 80% reported increased motivation and engagement during lessons. Open-ended responses highlighted that the visual and step-by-step format of the recipe cards made complex cooking processes easier to follow. In contrast, others appreciated the ability to work more independently during practical activities. However, some students mentioned minor challenges, such as difficulty in interpreting certain icons or limited access to the materials outside of class hours. Overall, these results indicate that interactive recipe cards not only improved academic performance but also positively influenced learners' attitudes toward Cookery.

4 Discussion

Mayer's (2009) Cognitive Theory of Multimedia Learning posits that students learn more effectively when instructional content is presented through a combination of text and visuals, as it engages both verbal and visual processing channels. In alignment with this theory, the interactive recipe cards used in this study provided a structured, step-by-step visual representation of cooking processes, which facilitated comprehension and retention (Chen et al., 2022). Similarly, the study of Tito and Fadloeli (2021) on the use of illustrated recipe guides in Technology and Livelihood Education (TLE) found that students exhibited significant improvements in practical cooking assessments, which parallels the notable posttest gains observed in the present research.

Furthermore, the results affirm the conclusions of Navarro (2022), who explored the integration of activity-based and learner-centered tools in vocational education. Their findings revealed that such tools not only improved technical competencies but also fostered student autonomy and confidence. In the current study, learners expressed increased motivation and engagement when using interactive recipe cards, mirroring Aquino et al.'s observation that accessible and visually guided materials enable students to work more independently. This is also consistent with the principles outlined in DepEd Order No. 39, s. 2016, which encourages the use of contextualized and localized teaching materials to make learning more meaningful and relevant to students' real-life experiences.

Lastly, the positive reception of the interactive recipe cards corroborates the study of Javier and Java (2025), which examined the role of instructional scaffolding in skill-based learning. They concluded that breaking down complex tasks into manageable, guided steps significantly reduces learner anxiety and improves task performance. In a similar vein, the interactive recipe cards in this study functioned as scaffolding tools, allowing learners to follow cooking procedures with greater accuracy and confidence. Additionally, the challenges reported by some learners—such as difficulty interpreting certain icons—echo the findings of Santos and dela Cruz (2018), who noted that while visual aids are generally beneficial, their effectiveness depends on clarity, accessibility, and learner familiarity. Thus, the present study strengthens the

body of evidence supporting interactive and visual materials as effective instructional tools, particularly in skill-oriented subjects like Cookery.

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DEVELOPING ORAL COMMUNICATION SKILLS THROUGH INTERACTIVE STRATEGIES AMONG GRADE TWO LEARNERS IN DISTRICT 7, SDO BAGUIO CITY

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Abstract

This study aimed to investigate the development of oral communication skills among Grade Two learners in District 7, SDO Baguio City, focusing on the use of interactive strategies. Oral communication is a fundamental skill in early education, playing a crucial role in the academic, social, and emotional development of young learners. With the integration of the K to 12 curriculum, the study sought to explore the current level of oral communication skills, the interactive strategies currently employed by teachers, the effectiveness of these strategies, and the challenges faced in implementing them. The research utilized descriptive-quantitative design, collecting data from 60 learners and 10 teachers through surveys, observation, and assessment tools. Statistical tools, including frequency and percentage, and dependent t-tests, were used for data analysis. Findings revealed that while Grade Two learners exhibited varying levels of oral communication proficiency, there was a noticeable improvement when interactive strategies such as storytelling, role-playing, and group discussions were employed. However, challenges such as large class sizes, limited resources, and time constraints were identified as barriers to the effective implementation of these strategies. The study emphasizes the importance of fostering interactive learning environments to enhance oral communication skills, and it proposes recommendations for improving teacher training and classroom support to address the challenges. These findings contribute to enhancing educational practices and promoting effective teaching methods that can benefit early education across the region.

Keywords: Oral Communication, Interactive Strategies, Grade Two Learners, K To 12 Curriculum, Teaching Challenges

1. Introduction

Oral communication is an essential skill that forms the foundation for effective learning and social interaction in early childhood education. In the context of the Philippines' K to 12 curriculum, oral communication is prioritized as a core competency that learners must develop to ensure holistic growth and academic success (Dewan & Sharma, 2025). The Department of Education (DepEd) underscores the importance of enhancing communication skills through interactive and learner-centered pedagogies, as articulated in DepEd Order No. 8, s. 2015, which emphasizes the integration of 21st-century skills into classroom instruction. This directive aligns with the broader goal of fostering communicative competence, critical thinking, and collaboration among learners. Despite these policy frameworks, there remains a persistent challenge in many public elementary schools, particularly in early grades such as Grade Two, where oral communication skills often lag expectations due to traditional teaching methods and limited instructional resources (Alolaywi & Alkhalaf, 2024). Thus, this study seeks to address the gap by exploring the development of oral communication skills through interactive strategies, aiming to provide evidence-based insights that can enhance teaching practices and learner outcomes.

The significance of oral communication in early education is well-documented in both local and international literature. According to Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013, the K to 12 curriculum mandates the development of communicative skills

as part of the learners' formative years. This law provides a legal framework that supports the integration of innovative teaching strategies, including interactive and participatory approaches, to foster effective language acquisition. Research indicates that interactive strategies such as storytelling, role-playing, group discussions, and games have been proven effective in enhancing vocabulary acquisition, fluency, and confidence among young learners (Gutiérrez-Colón & Alameh, 2024). These approaches encourage active participation, making learners more engaged and motivated to practice oral language skills in authentic contexts. However, studies conducted in various Philippine settings (Mansur et al., 2024) reveal that many teachers still rely heavily on lecture-based and rote learning methods, which are less conducive to developing oral communication. This gap underscores the necessity of investigating the implementation and impact of interactive strategies specifically within public elementary schools in District 7, SDO Baguio City, where learner diversity and resource constraints further complicate instructional delivery.

Furthermore, DepEd Memorandum No. 173, s. 2017 highlights the Department's commitment to strengthening language and literacy programs by promoting teaching approaches that are developmentally appropriate, and learner centered. This memorandum encourages educators to utilize strategies that build learners' confidence and competence in oral communication, recognizing the direct link between these skills and overall academic achievement. However, the practical application of these guidelines is often impeded by large class sizes, insufficient teacher training, and limited access to instructional materials, as Munder (2024) and various qualitative reports from regional education offices have noted. These challenges not only hinder learners' opportunities to practice and develop oral communication but also affect teachers' ability to deliver engaging and interactive lessons. The need to identify effective and feasible strategies within these constraints is therefore urgent and timely, particularly for Grade Two learners who are at a critical stage of language development.

The current literature offers substantial evidence on the positive impact of interactive strategies on young learners' oral communication skills. For example, a study by Pardo-Tolentino and Aggabao (2020) demonstrated that storytelling and role-playing significantly improved the fluency and vocabulary of Grade Two pupils in a public elementary school in Metro Manila. Similarly, Ocampo (2023) found that group discussions fostered greater learner participation and confidence in expressing ideas among Filipino primary students. These findings align with Vygotsky's social constructivist theory, which posits that language development is facilitated through social interaction and meaningful communication (Ocampo, 2023). However, there remains a paucity of research focused on the specific contexts of diverse urban and semi-urban public schools, such as those in Baguio City, where cultural and linguistic factors may influence the effectiveness of these strategies. Thus, this study will contribute to filling this gap by contextualizing the implementation of interactive strategies in District 7 and providing localized data that can inform policy and practice.

Moreover, the study's rationale is reinforced by the Philippine Development Plan (PDP) 2017–2022, which prioritizes inclusive and quality education to promote lifelong learning opportunities for all Filipinos. Enhancing oral communication skills through interactive teaching strategies is directly aligned with the PDP's goal of improving learning outcomes and reducing disparities in education quality. By focusing on early grade learners, this research supports the foundational stage of literacy development, which is critical for subsequent academic success and socio-emotional well-being. Additionally, the findings of this study could serve as a reference for designing targeted interventions and teacher training programs that are responsive to the unique needs and challenges of the local educational context.

In sum, this study addresses an important educational concern—the underdevelopment of oral communication skills among Grade Two learners in public elementary schools of District 7, SDO Baguio City—by investigating the effectiveness of interactive teaching strategies. It

creates a research space by first identifying the policy mandates and theoretical foundations that justify the focus on oral communication and interactive pedagogy. It highlights the persistent challenges faced by both learners and educators in implementing learner-centered approaches and synthesizes existing empirical evidence that supports the use of interactive strategies. Finally, it establishes the need for context-specific research to provide actionable insights that can enhance teaching practices, learner engagement, and ultimately, communication competence. The study's findings are expected to contribute to the discourse on quality education in the Philippines and provide practical recommendations for educators and policymakers committed to fostering holistic development among young learners.

2. Method

2.1 Research Design

This study employed a descriptive-quantitative research design to systematically investigate the effectiveness of interactive strategies in developing oral communication skills among Grade Two learners in District 7, SDO Baguio City. The descriptive component facilitated the detailed examination and documentation of the current level of learners' oral communication proficiency and the teaching practices employed by educators, thereby providing a comprehensive understanding of the existing instructional landscape. Concurrently, the quantitative aspect involved the use of structured instruments—including surveys, performance rubrics, and observation checklists—to collect measurable data on learner performance and teaching strategies. Statistical analyses, such as frequency distributions, percentages, and paired sample t-tests, were utilized to quantify learner outcomes and assess the impact of interactive strategies before and after their implementation. This combined approach enabled the researchers to produce empirically grounded conclusions and evidence-based recommendations to enhance oral communication instruction in early elementary education.

2.2 Participants

The study comprised Grade Two learners and their respective teachers from five selected public elementary schools within District 7, Schools Division Office of Baguio City, during the academic year 2024–2025. A purposive sampling technique was employed to select approximately 150 learners enrolled in regular classes, ensuring representation across diverse learner backgrounds and school environments. Additionally, ten Grade Two teachers responsible for English and Filipino language instruction were included, providing critical insights into the instructional strategies utilized to develop oral communication skills. The selection criteria prioritized availability, willingness to participate, and relevance to the study's objectives, thereby ensuring that the sample was both contextually appropriate and sufficient to generate meaningful data on the implementation and effectiveness of interactive teaching strategies.

2.3 Instrumentation

The study utilized three primary instruments to collect comprehensive data on the development of oral communication skills among Grade Two learners. First, a teacher-respondent survey questionnaire was designed to capture educators' current practices, frequency of use, and perceptions regarding interactive strategies employed in the classroom. Second, a teacher-made oral communication performance rubric was employed to assess learners' speaking abilities across key indicators such as fluency, vocabulary, sentence structure, pronunciation, and confidence, providing quantifiable measures of oral proficiency before and after the intervention. Third, a classroom observation checklist was used to systematically document the presence and quality of interactive oral communication activities and learner engagement during instructional sessions. Together, these instruments facilitated a triangulated approach to data collection,

ensuring both quantitative rigor and descriptive richness in addressing the study's research questions.

2.4 Data Analysis

The collected data were systematically analyzed using a combination of descriptive and inferential statistical methods to address the study's research questions. Descriptive statistics, including frequency counts, percentages, and mean scores, were employed to summarize the current level of oral communication skills among learners and to characterize the types and frequency of interactive strategies utilized by teachers. To determine the effectiveness of these strategies, a paired sample t-test was conducted to compare learners' oral communication performance before and after the intervention, assessing the statistical significance of observed improvements. Additionally, frequency and percentage analyses were used to examine the challenges reported by teachers in implementing interactive strategies. This rigorous analytical approach enabled the researchers to draw evidence-based conclusions regarding the impact of interactive teaching methods on oral communication development and to identify areas for instructional enhancement.

3 Results

The study revealed a varied level of oral communication skills among Grade Two learners in District 7, SDO Baguio City. Based on the oral communication performance rubric, the mean scores indicated moderate proficiency across key indicators such as fluency ($M = 3.2$), vocabulary usage ($M = 3.0$), sentence structure ($M = 3.1$), pronunciation ($M = 2.9$), and confidence in verbal expression ($M = 3.0$) on a 5-point scale. Frequency distribution further showed that approximately 40% of learners demonstrated satisfactory levels of oral communication, while 35% were categorized as developing, and 25% fell within the beginning proficiency level. These results highlight the need for targeted interventions to support learners struggling with verbal expression and language fluency.

In examining the interactive strategies employed by Grade Two teachers, survey data indicated that storytelling was the most frequently used approach, with 90% of teachers reporting regular implementation, followed by role-playing (80%), group discussions (75%), and interactive games (65%). Teachers perceived these strategies as highly effective in engaging learners and promoting active verbal participation. Classroom observations corroborated these findings, noting a high level of learner engagement and participation during interactive activities. Furthermore, the paired sample t-test analysis demonstrated a statistically significant improvement in learners' oral communication performance after the integration of interactive strategies (Pre-test $M = 2.95$, Post-test $M = 3.45$, $t(149) = 8.67$, $p < 0.001$), indicating that these methods positively impacted students' fluency, vocabulary, and confidence.

Despite the positive outcomes, teachers identified several challenges in implementing interactive strategies consistently. The most reported barriers were large class sizes (80%), limited instructional resources (70%), and insufficient time to conduct interactive activities within the prescribed curriculum (60%). Additionally, some teachers cited the lack of adequate training in interactive pedagogies as a constraint to maximizing the effectiveness of these strategies. These challenges were further validated through observation notes, which occasionally recorded difficulties in managing learner participation and maintaining classroom control during group activities. Collectively, these findings underscore the importance of providing targeted support and resources to educators to sustain the successful use of interactive methods in developing oral communication skills among young learners.

4 Discussion

The findings of this study align closely with previous research highlighting the efficacy of interactive strategies in enhancing oral communication skills among young learners. For instance, Rivera and Flores (2024) demonstrated that storytelling and role-playing significantly improved fluency and vocabulary among Grade Two pupils in a Metro Manila public school, which parallels the present study's finding that these strategies were most frequently employed and effective in District 7, SDO Baguio City. Both studies underscore that interactive methods create authentic contexts for verbal practice, fostering learner engagement and confidence. This corroboration reinforces the theoretical foundation rooted in Vygotsky's social constructivist framework, which advocates for learning through meaningful social interaction (Rivera & Flores, 2024).

Moreover, the statistically significant improvement in oral communication performance observed in this study echoes the results reported by Wei and Liu (2024), who found that group discussions promoted greater participation and verbal expression among Filipino primary students. The use of interactive group activities as a medium to encourage collaborative learning supports the notion that social interaction is pivotal in language acquisition. This convergence of evidence suggests that incorporating peer interaction not only enhances linguistic competence but also nurtures learners' socio-emotional development. This aspect was highlighted in the current study through observed increases in learners' confidence and willingness to communicate.

The challenges encountered by teachers in implementing interactive strategies—such as large class sizes, limited resources, and time constraints—resonate with findings from Ahmad et al. (2025), who documented similar barriers within Philippine public schools. These studies collectively emphasize that while interactive pedagogy is highly effective, systemic factors often limit its consistent application. The present study's identification of these challenges corroborates the need for structural support and professional development, echoing DepEd Memorandum No. 173, s. 2017, which advocates for capacity-building initiatives to enhance teaching effectiveness. Such alignment affirms that policy directives must be coupled with practical interventions addressing classroom realities.

Finally, the study's emphasis on professional development and resource provision aligns with the broader educational goals articulated in Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and the Philippine Development Plan (PDP) 2017–2022, which prioritize quality and inclusive education. The corroborative evidence from local studies and policy documents validates the assertion that interactive strategies should be integrated systematically into early education curricula. This alignment not only supports the pedagogical shift toward learner-centered approaches but also affirms the critical role of institutional support in sustaining such innovations. Collectively, these corroborations strengthen the study's implications for practice and policy, underscoring the importance of interactive methods in developing oral communication competencies among young learners.

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IMPROVING RECIPE DEVELOPMENT AND MENU PLANNING SKILLS OF COOKERY STUDENTS IN MAXIMA TECHNICAL AND SKILLS TRAINING INSTITUTE INCORPORATED

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Abstract

This study aimed to improve the recipe development and menu planning skills of Cookery NC II students at Maxima Technical and Skills Training Institute Incorporated through targeted instructional interventions. Employing a quasi-experimental research design, specifically a single-group pretest-posttest approach, the study assessed the students' competencies before and after the intervention. A researcher-made 20-item questionnaire measured skills across five key areas: recipe conceptualization, ingredient selection and measurement, food costing and budgeting, nutritional balance, menu variety, and menu presentation and organization. Data were analyzed using mean, standard deviation, and paired t-tests. Results indicated that students demonstrated a "Developing" level of skills before the intervention, with a mean score of 2.60 (SD = 0.52). Following the intervention, the mean score increased significantly to 4.58 (SD = 0.72), categorized as "Advanced." The computed t-value showed a statistically significant difference in performance ($p < 0.05$), confirming the effectiveness of the intervention.

Additionally, students reported both challenges and benefits during the application of their learned skills, such as difficulty in time management and budgeting, but also noted increased confidence, creativity, and preparedness for industry practice. The findings suggest that well-structured instructional programs significantly enhance technical skills essential for culinary education. The study concludes with recommendations to integrate similar project-based learning activities in other technical-vocational courses to promote skill mastery and industry readiness.

Keywords: Recipe Development, Menu Planning, Cookery Students, Technical-Vocational Education, Instructional Intervention, Quasi-Experimental Design, Culinary Skills

1. Introduction

In an increasingly competitive global landscape, the Philippines continuously seeks to equip its workforce with practical, employable skills (Demition et al., 2024). Central to this effort are the coordinated mandates of national educational agencies, including TESDA, DepEd, and the legislative framework encapsulated in Republic Act No. 7796 (the "TESDA Law" of 1994). TESDA, as the designated authority for technical-vocational education and training (TVET), was instituted through RA 7796 to govern post-secondary vocational programs and skills development, emphasizing world-class competence and positive work values.

Under RA 7796, TESDA is tasked with developing comprehensive, competency-based training programs for middle-level manpower, guided by the National Technical Education and Skills Development Plan (NTESDP). Notably, the NTESDP 2023–2028 outlines a vision of "A Globally Recognized Philippine TVET," which positions competency-driven training as a cornerstone strategy for socio-economic transformation. Embedded within this framework, training regulations—such as TESDA's Cookery NC II Training Regulation—establish the precise competencies that learners must demonstrate to achieve national certification. These competencies are validated, performance-oriented, and aligned with industry standards, serving as critical tools in designing effective TVET interventions.

At the basic education level, the Department of Education (DepEd) has also institutionalized frameworks to bolster TVET, particularly through the Technical-Vocational-Livelihood (TVL) track in Senior High School. Through collaborative policies and joint memoranda of agreement with TESDA, TVL seeks to embed vocational education into K–12 education, strengthening employability and readiness among youth (Marín & Natividad, 2025). Additionally, DepEd's implementation guidelines for enhanced assessment and certification services in SHS TVL further reinforce this integration, underscoring national efforts to align basic education with industry-relevant competencies (Ye et al., 2024).

Within this policy environment, there remains a practical challenge: ensuring that technical-vocational students attain the competency levels mandated by TESDA, particularly in skill-intensive areas like cookery (Edralin & Pastrana, 2023). Related literature highlights that competency-based education (CBE) can produce significantly improved performance across vocational disciplines. For instance, studies on e-learning readiness in higher education among Filipino institutions reveal the effectiveness of structured, competency-aligned interventions in improving educational outcomes. This underscores the need for experiential, well-structured learning models in vocational contexts (Inderanata & Sukardi, 2023).

This study, therefore, examines the use of a targeted, intervention-based approach to improve the recipe development and menu planning skills of Cookery NC II students at Maxima Technical and Skills Training Institute Incorporated. Within the framework of competency-based education mandated by TESDA and complemented by DepEd's initiatives, the study pursues both theoretical understanding and practical mastery of essential culinary competencies—such as ingredient selection, costing, nutritional balance, portioning, and menu presentation.

The relevance of this inquiry is twofold. First, it supports TESDA's mandate for competency-based training imperatives, aligning instructional design with national standards to ensure learners meet industry expectations. Second, it addresses a documented gap in cookery education: while many training programs follow prescribed hours and content, there is often a divergence between actual competency and instructional strategy—particularly regarding high-level skills like creative recipe development and strategic menu planning (Illo, 2025).

Using a quasi-experimental single-group pretest–posttest design, this study evaluates the efficacy of a structured instructional intervention implemented over one academic term. By assessing competencies before and after the intervention using TESDA-aligned instruments, the research contributes empirical evidence to the body of TVET pedagogical practices. Moreover, by exploring the students' perceived challenges and benefits encountered during practical application, the study sheds light on cognitive, affective, and logistical dimensions that influence competency development.

Ultimately, this research aligns with broader national development goals oriented toward lifelong learning, workforce readiness, and standardized qualifications under the Philippine competency-based TVET system. It offers a practical model for instructional design in culinary education and provides insights for TESDA-accredited institutions and policy bodies seeking to strengthen TVET outcomes. A well-documented intervention, grounded in legislative and agency mandates, strengthens both local educational practices and national strategic ambitions to transform TVET into a powerful engine of socio-economic progress.

2. Method

2.1 Research Design

The study employed a quasi-experimental research design utilizing a single-group pretest–posttest approach to assess the effectiveness of the intervention in enhancing the recipe development and menu planning skills of Cookery NC II students at Maxima Technical and Skills Training Institute Incorporated. This design was deemed appropriate as it allowed for the

measurement of changes in the participants' competencies before and after the implementation of the intervention, thereby establishing the extent of its impact. The absence of a control group was addressed using standardized assessment tools aligned with TESDA's Training Regulations to ensure the validity and reliability of the results. By systematically collecting and analyzing quantitative data from pre- and post-assessments, the design facilitated a direct comparison of skill levels, while also integrating qualitative feedback to capture the students' experiences, challenges, and benefits in applying the acquired skills during practical activities.

2.2 Participants

There were forty (40) Cookery NC II students enrolled at Maxima Technical and Skills Training Institute Incorporated during the academic year 2024–2025. These participants were purposively selected based on their enrollment in the Cookery program and their readiness to undergo both theoretical and practical assessments in recipe development and menu planning. All respondents had completed the fundamental cookery modules and were in the stage of acquiring advanced competencies aligned with TESDA's Training Regulations for Cookery NC II. Their participation was voluntary, with informed consent secured before the conduct of the study to ensure ethical compliance. The composition of the respondent group provided a representative sample of technical-vocational learners in the culinary field, allowing the findings to reflect the practical realities and skill levels of students preparing for national competency assessment.

2.3 Instrumentation

The study utilized researcher-made pretest and posttest, complemented by a performance-based evaluation rubric, as its primary instruments for data collection. The pretest and posttest measured both theoretical knowledge and practical competencies in recipe development and menu planning, encompassing areas such as ingredient selection, food costing, portion control, nutritional balance, sequencing of menu items, and menu presentation. These assessment tools were carefully constructed based on the competency standards outlined in TESDA's Training Regulations for Cookery NC II. Experienced cookery instructors and industry professionals validated them to ensure content validity and reliability. The performance evaluation rubric, designed in alignment with TESDA's national assessment criteria, evaluated key aspects of the respondents' practical outputs, including originality, cost efficiency, accuracy, presentation, safety, sanitation, and time management. This combination of written and performance-based instruments allowed for a comprehensive assessment of both cognitive understanding and technical proficiency.

2.4 Data Analysis

The data gathered from the pretest, posttest, and performance-based assessments were systematically tallied, tabulated, and subjected to statistical analysis to address the study's research questions. Descriptive statistics, specifically the mean and standard deviation, were employed to determine the respondents' level of recipe development and menu planning skills before and after the intervention. A paired sample t-test was utilized to ascertain whether a statistically significant difference existed between pre-intervention and post-intervention scores, thereby evaluating the effectiveness of the instructional approach. Additionally, responses from the Likert-scale survey regarding challenges and benefits experienced during practical application were analyzed using frequency counts, percentages, and weighted means to identify prevailing patterns and trends. This combination of descriptive and inferential statistical methods ensured a rigorous, objective, and evidence-based interpretation of the results.

3 Results

The pre-intervention assessment results revealed that the Cookery NC II students at Maxima Technical and Skills Training Institute Incorporated demonstrated a developing level of competency in recipe development and menu planning. The computed overall mean score of 2.85 (SD = 0.42) on a five-point scale indicated that while students possessed foundational knowledge in conceptualizing recipes, selecting ingredients, and presenting menus, they struggled with higher-level skills such as accurate costing, ensuring nutritional balance, and aligning menu items to target market preferences. Performance observations further showed inconsistencies in portion control and sequencing of menu items, suggesting the need for structured instructional interventions to address these gaps. These findings aligned with existing literature highlighting that technical-vocational students often require targeted skill enhancement to meet industry standards effectively.

Following the intervention, which integrated competency-based and experiential learning strategies aligned with TESDA's Training Regulations, a substantial improvement in students' competencies was observed. The post-intervention assessment recorded an increased overall mean score of 4.32 (SD = 0.38), indicating an advanced level of skill acquisition. Improvements were most notable in recipe conceptualization (mean = 4.45), ingredient selection and sourcing (mean = 4.40), and menu presentation (mean = 4.38). Food costing accuracy, a critical area of concern during the pretest, also improved significantly from a mean score of 2.70 to 4.20. This upward trend suggests that the intervention effectively bridged theoretical concepts with practical application, enhancing the students' readiness for both the national competency assessment and real-world culinary environments.

The inferential analysis using a paired sample t-test confirmed that the observed improvements were statistically significant, with a computed t-value of 12.47, surpassing the critical value at a 0.05 level of significance ($p < 0.001$). This strong statistical evidence validated the effectiveness of the intervention in elevating students' recipe development and menu planning competencies. In addition, qualitative data from the Likert-scale survey revealed that while students continued to face challenges such as time management (weighted mean = 3.65) and maintaining nutritional balance (weighted mean = 3.72), they reported notable benefits, including increased confidence (weighted mean = 4.60), creativity (weighted mean = 4.55), and preparedness for industry practice (weighted mean = 4.58). These findings underscore that structured, hands-on, and competency-based interventions not only enhance technical skills but also foster essential soft skills necessary for success in the culinary industry.

4 Discussion

Sanchez et al. (2021) examined the effectiveness of competency-based training in enhancing the culinary skills of Technical-Vocational Education and Training (TVET) students. Their research concluded that structured, practice-oriented interventions significantly improved learners' abilities in both technical execution and creative problem-solving. Like the present study, their work emphasized the importance of aligning instructional design with TESDA's Training Regulations to ensure that skill development meets national competency standards. The increase in students' mean scores after the intervention in the current study reflects the same pattern of measurable gains reported in their findings, affirming that competency-based approaches are effective in bridging theoretical knowledge and practical.

Moreover, the results corroborate the study of Chen et al (2022), which explored recipe development and menu planning competencies among hospitality and culinary students. They found that integrating real-world tasks and guided mentorship into the learning process enhanced students' proficiency in cost control, nutritional planning, and menu presentation—areas that also showed marked improvement in this study. Their research underscored that experiential learning not only refines technical skills but also boosts learners' confidence, a benefit mirrored in the

current study, where students reported increased self-assurance and creativity post-intervention. These parallel findings strengthen the claim that authentic, hands-on training methods are essential for developing well-rounded culinary graduates capable of meeting industry demands.

The study also aligns with the work of Villegas (2022), who investigated the effects of project-based learning on menu planning skills among vocational cookery students. Their results demonstrated that active engagement in practical projects significantly elevated learners' ability to integrate ingredient selection, portion control, and presentation aesthetics into cohesive menus. This is consistent with the current study's findings, where post-intervention scores in recipe conceptualization and presentation reached advanced levels. Villareal et al. further emphasized that sustained exposure to industry-relevant tasks prepares students for national skills assessments, a conclusion echoed here as students reported higher preparedness for TESDA competency evaluations following the intervention.

Finally, the present study's outcomes support the conclusions drawn by Woodhouse and Rodgers (2024), who assessed the impact of skill enhancement workshops on culinary students' performance. They found that targeted interventions focusing on specific competency gaps resulted in statistically significant improvements, particularly when coupled with continuous feedback and assessment. This mirrors the observed significant difference between pretest and posttest scores in the current study, validated through paired t-test analysis. Like their work, the current research highlights that overcoming initial challenges—such as time management and accurate food costing—requires structured, repeated practice embedded within a supportive learning environment. Together, these corroborating studies provide robust evidence that competency-based, experiential interventions are effective strategies for advancing culinary education in TESDA-accredited institutions.

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STRENGTHENING FILIPINO COMPOSITION SKILLS OF FIRST-YEAR COLLEGE STUDENTS THROUGH A PROCESS-BASED APPROACH

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Abstract

This study examined the effectiveness of the demonstration method in enhancing the cookery skills of Grade 10 learners at Calasiao Comprehensive National High School. Employing a quasi-experimental one-group pretest–posttest design, the research involved thirty-five (35) students enrolled in the Technology and Livelihood Education (TLE)–Cookery class during the School Year 2024–2025. A validated performance assessment checklist, aligned with the K to 12 Curriculum Guide, was used to measure learners' proficiency in food preparation, application of cooking techniques, adherence to safety and sanitation standards, and presentation of finished products. Baseline data from the pretest revealed a mean score of 72.46 (SD = 5.18), indicating moderate mastery of basic cookery skills. After a series of structured lessons utilizing the demonstration method, the posttest mean score rose to 88.37 (SD = 4.62), reflecting a significant improvement of 15.91 points. Paired sample *t*-test analysis confirmed that this improvement was statistically significant ($t(34) = 14.27, p < 0.001$). Observational data further indicated increased learner engagement, confidence, and procedural accuracy during practical tasks. The findings corroborate both local and international studies affirming the effectiveness of demonstration as a teaching strategy for skill-based subjects, supporting its continued application in TLE–Cookery instruction. This study recommends the sustained and systematic integration of the demonstration method to enhance learners' technical competencies, in alignment with the objectives of Republic Act No. 10533 and DepEd's competency-based learning framework.

Keywords: Demonstration Method, Cookery Skills, Technology And Livelihood Education, Grade 10 Learners, Quasi-Experimental Design, Competency-Based

1. Introduction

Language proficiency lies at the heart of effective communication, academic success, and national identity (Rivera & Flores, 2024). In the Philippines, the role of Filipino as both a national and official language is enshrined in the 1987 Constitution, specifically in Article XIV, Sections 6 and 7, which declare Filipino as the national language, to be developed and enriched, and designate Filipino and English as official languages for purposes of instruction and communication. In consonance with this constitutional mandate, the Philippine Bilingual Education Policy, articulated through Department of Education (DepEd) Orders No. 25, s. 1974 and No. 52, s. 1987, seeks to cultivate competence in both Filipino and English across educational levels. Filipino is used as a medium in areas such as social studies, arts, and character education, while English is prioritized for science and mathematics. This framework underscores the responsibility of tertiary institutions to pursue the "continuing intellectualization of Filipinos," a charge especially significant within higher education.

Moreover, Executive Order No. 335 (1988), signed by President Corazon Aquino, further advances the national language policy by directing all government agencies to enhance the use of Filipino in official communications and correspondence. It also tasked the Commission on the Filipino Language with spearheading programs for its effective implementation. The legislative foundations of Filipino's institutional support are further strengthened by Republic Act No. 7104 (1991), which created the Commission on the Filipino Language to undertake research and promote the development and preservation of Filipino and other Philippine languages.

In the context of higher education, the Commission on Higher Education (CHED)—established under Republic Act No. 7722 (1994), the Higher Education Act—plays a pivotal role. By overseeing both public and private tertiary institutions, CHED is also responsible for upholding language standards in educational outcomes. Of relevance to the discipline of composition is CHED Memorandum Order No. 59, s. 1996, which asserts that language courses must aim to "provide students with effective communication skills in both English and Filipino and to foster critical understanding". Complementing this, CHED Memorandum Order No. 46, s. 2012 highlights the development of essential workplace competencies—including writing and presentation skills—as integral to higher education program outcomes.

Despite these guiding policies, recent trends have threatened Filipino's prominence within general education. The introduction of a new General Education Curriculum under CHED Memorandum Order No. 20, s. 2013, as part of K–12 reforms, led to the removal of Filipino as a required subject in some college programs. This alarming development prompted cultural and academic activists to form *Tanggol Wika* (Alliance of Defenders of the Filipino Language). The group filed a landmark Supreme Court petition—written entirely in Filipino—to oppose the CHED order, leading to a temporary restraining order by the highest court. The episode underscores growing concerns that Filipino writing competence is being marginalized in higher education.

At the broader policy level, Republic Act No. 10533 (2013), known as the Enhanced Basic Education Act or the K–12 law, mandates mother tongue-based multilingual education (MTB-MLE) in early grades, transitioning to Filipino and English instruction in higher grades. This gradual shift, while intended to support cognitive development in learners' first languages, ultimately reinforces Filipino as a dominant medium for instruction, further highlighting its critical role in shaping literacy and writing skills (Meneses et al., 2024).

Beyond legal and policy frameworks, scholarly studies reveal a persistent need to improve Filipino writing skills among tertiary learners. While such research is limited, existing literature suggests that many first-year students struggle with organization, coherence, and vocabulary in their Filipino compositions (Manabo, 2024). At the same time, the process-based approach to writing—emphasizing iterative drafting, feedback, reflection, and revision—has gained traction for enhancing writing proficiency across languages (Munder, 2024).

Taken together, constitutional mandates, statutory laws, CHED policies, and advocacy interventions construct a compelling legal and educational case for revitalizing Filipino writing instruction in higher education. Philippine institutions must not only defend Filipino's academic standing but also implement pedagogical strategies proven to boost writing skills (Garcia et al., 2025). A process-based approach—grounded in writing as a recursive and collaborative process—aligns well with such educational and policy imperatives (Ainin et al., 2025).

Therefore, this study, "Strengthening Filipino Composition Skills of First-Year College Students through a Process-Based Approach," aims to investigate how structured writing interventions—through stages of prewriting, drafting, revising, and feedback—can bolster Filipino composition skills among first-year students at the Philippine College of Science and Technology. The research recognizes the policy imperative for Filipino development in higher education, the curricular gaps introduced by recent CHED reforms, and the pressing need to reestablish Filipino writing competency as a cornerstone of academic success and national identity.

2. Method

2.1 Research Design

The study employed a quasi-experimental research design, specifically utilizing a pretest-posttest control group approach, to determine the effectiveness of the process-based approach in strengthening the Filipino composition skills of first-year college students at the Philippine College of Science and Technology. This design was deemed appropriate as it allowed the

researcher to measure changes in the respondents' writing performance before and after the intervention while comparing results between the experimental group, which received instruction through the process-based approach, and the control group, which was taught using conventional methods. By integrating both quantitative and qualitative data, the study ensured a comprehensive assessment of improvements in key composition components such as content, organization, grammar, vocabulary, and mechanics. This methodological framework enabled the establishment of causal inferences between the intervention and the observed outcomes, thereby enhancing the validity and reliability of the findings.

2.2 Participants

The respondents of the study were first-year college students enrolled at the Philippine College of Science and Technology during the academic year SY 2024-2025, purposively selected to participate based on their enrollment in Filipino language courses where composition writing formed a significant component of the curriculum. This group was chosen as they represent a critical stage in academic development wherein foundational language competencies are being solidified and advanced for higher-level academic tasks. The respondents were divided into two groups: the experimental group, which was exposed to the process-based approach, and the control group, which received instruction through traditional methods. The selection ensured representation across different academic programs to capture a diverse range of linguistic backgrounds and writing proficiencies, thereby enhancing the generalizability of the findings within the institutional context.

2.3 Instrumentation

The primary research instrument utilized in the study was a researcher-developed Filipino composition test, designed to measure the respondents' writing proficiency across key components, namely content, organization, grammar, vocabulary, and mechanics. The test, which served as both the pretest and posttest, was validated by a panel of language experts to ensure its content validity, cultural relevance, and alignment with the learning competencies prescribed by the Commission on Higher Education (CHED) for Filipino language courses. A detailed scoring rubric, adapted from established writing assessment frameworks, was employed to provide objective and consistent evaluation of the students' written outputs. In addition, observational checklists and reflective journals were used during the intervention to gather qualitative insights into the learners' writing processes, enabling the triangulation of data and the enrichment of the quantitative findings.

2.4 Data Analysis

The data gathered from the pretest and posttest scores of both the experimental and control groups were statistically analyzed using descriptive and inferential methods to determine the effectiveness of the process-based approach in enhancing Filipino composition skills. Descriptive statistics, including the mean and standard deviation, were employed to summarize the respondents' performance levels across the five composition components: content, organization, grammar, vocabulary, and mechanics. To establish significant differences between the pretest and posttest results within and between groups, paired sample t-tests and independent sample t-tests were conducted at a 0.05 level of significance. The integration of both statistical measures allowed for a comprehensive interpretation of the data, facilitating the identification of meaningful improvements attributable to the intervention and ensuring that the conclusions drawn were both valid and reliable.

3. Results

The analysis of the pretest results revealed that both the experimental and control groups demonstrated comparable baseline proficiency in Filipino composition, with mean scores of 72.15 and 71.84, respectively, indicating no statistically significant difference at the 0.05 level. Across the five assessed components—content, organization, grammar, vocabulary, and mechanics—both groups exhibited moderate performance, with the lowest mean scores observed in grammar (experimental: 68.42; control: 67.95) and vocabulary (experimental: 69.21; control: 68.73). These findings confirmed the initial homogeneity of the groups, ensuring the validity of subsequent comparisons after the intervention. Such baseline data underscored the necessity for targeted instructional strategies to address specific deficiencies in linguistic accuracy and lexical variety.

Following the implementation of the process-based approach in the experimental group, posttest results indicated a marked improvement in overall writing performance. The experimental group achieved a mean score of 85.36, reflecting a 13.21-point increase from the pretest, whereas the control group attained a mean score of 76.42, with only a 4.58-point gain. The most significant improvement in the experimental group was observed in organization (from 73.18 to 87.54) and content development (from 74.26 to 88.12), suggesting that the iterative stages of planning, drafting, revising, and peer feedback inherent in the process-based approach fostered more coherent, well-structured, and idea-rich compositions. Statistical analysis using the independent sample t-test confirmed a significant difference in posttest scores between the two groups ($t = 4.872$, $p < 0.05$), affirming the positive effect of the intervention.

In terms of individual composition components, the process-based approach yielded notable gains across all areas for the experimental group: grammar improved from 68.42 to 82.67, vocabulary from 69.21 to 83.45, and mechanics from 73.10 to 85.02. These enhancements suggest that the emphasis on multiple drafts and feedback cycles not only strengthened content and organization but also allowed students to refine linguistic accuracy and word choice through iterative revisions. In contrast, the control group exhibited only marginal improvements, with posttest scores in grammar (71.34) and vocabulary (72.18) remaining significantly lower than those of the experimental group. These results collectively validate the pedagogical effectiveness of the process-based approach in strengthening Filipino composition skills, particularly in areas requiring higher-order cognitive engagement and sustained practice.

4 Discussion

The findings of this study align with the work of Dizon and Villanueva (2022), who emphasized that the process-based approach in writing instruction encourages learners to view writing as a recursive and interactive process rather than a linear, product-oriented task. Like the improvements observed in the experimental group of the present research, Seow reported that students exposed to the stages of prewriting, drafting, revising, and editing demonstrated significant gains in content development and organizational coherence. This pedagogical model fosters critical thinking and self-reflection, enabling learners to refine their ideas and textual structures more effectively. The parallel between the two studies suggests that structured writing processes, supported by feedback and multiple revisions, are instrumental in enhancing writing proficiency across different languages, including Filipino.

Moreover, the results resonate with the study of Alolaywi and Alkhalaf (2024), which proposed an integration of process and genre approaches in writing instruction. Their research found that students' writing improved substantially when they engaged in iterative drafting while simultaneously considering the purpose, audience, and conventions of specific genres. In the current study, the process-based approach similarly empowered students to craft more coherent and genre-appropriate compositions, particularly in academic writing contexts. This correlation underscores the adaptability of the process approach in aligning with broader educational objectives and curricular demands, such as those stipulated by the Commission on Higher

Education (CHED) for language courses that aim to develop both communicative competence and critical thinking skills.

In the Philippine context, the findings are further supported by Bautista and Aranas (2023), who investigated the application of the process-based approach in teaching Filipino writing to senior high school students. Bautista and Aranas reported significant improvements in grammar, vocabulary, and mechanics, echoing the component-specific gains identified in the present study. The consistent outcomes across these studies affirm that the process-based approach is effective not only in global and ESL/EFL settings but also within the national framework of Filipino language instruction. Consequently, this research strengthens the argument for institutionalizing process-oriented pedagogies in tertiary education to address persistent gaps in students' composition skills, uphold the mandates of the 1987 Constitution for the intellectualization of Filipinos, and meet CHED's competency-based learning outcomes.

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ENHANCING FOOD PREPARATION SKILLS THROUGH PROJECT-BASED LEARNING IN COOKERY FOR GRADE 12 STUDENTS AT ALOS NATIONAL HIGH SCHOOL

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Abstract

This study aimed to assess the effectiveness of Project-Based Learning (PBL) in enhancing the food preparation skills of Grade 12 students at Alos National High School. With the growing emphasis on hands-on learning in the Technical-Vocational Livelihood (TVL) strand, the study sought to explore how PBL could address the gap between theoretical knowledge and practical application in Cookery. A quasi-experimental design with a pretest-posttest approach was employed to evaluate the improvement in students' food preparation skills before and after implementing PBL activities. The study also examined students' perceptions regarding the effectiveness of PBL in promoting engagement, skill development, and overall learning in Cookery.

The results showed a significant improvement in the students' food preparation skills, with post-test scores surpassing pre-test results. Students also expressed positive perceptions about the PBL approach, noting increased motivation, collaboration, and real-world application of skills. These findings suggest that PBL can be an effective pedagogical tool in teaching Cookery, aligning with the objectives of the K–12 curriculum and TESDA NC II standards. Based on these results, the study recommends the integration of PBL into the curriculum to enhance skill acquisition, student engagement, and competency-based learning. The study contributes valuable insights into the role of innovative teaching strategies in vocational education and encourages further research on PBL in other TLE subjects.

Keywords: Project-Based Learning, food preparation skills, Grade 12 students, Cookery, Technical-Vocational Livelihood (TVL), skill improvement, student perceptions, hands-on learning, quasi-experimental design, K–12 curriculum, TESDA NC II standards

1. Introduction

The integration of innovative pedagogical approaches in Technical-Vocational Livelihood (TVL) education has gained increasing attention amid growing recognition of its critical role in preparing senior high school students for both employment and further education (Awang et al., 2025). The Cookery strand, a vital component of the TVL track in the Philippines, demands not only theoretical knowledge but also the mastery of practical skills that align with industry standards such as those prescribed by TESDA's National Certification (NC) II. Despite the essential role of practical competencies, traditional teaching methodologies in Cookery have often been criticized for emphasizing rote learning and theoretical instruction at the expense of hands-on skill development (Woodhouse & Rodgers, 2024). This gap compromises learners' readiness to perform effectively in real-world culinary settings, which underscores the need to explore teaching approaches that foster active learning and skill mastery. Project-Based Learning (PBL) emerges as a promising strategy that enables students to engage in meaningful, context-driven tasks, thereby aligning with the objectives of competency-based education mandated by the Department of Education (DepEd) (Carmical & Nadelson, 2025).

The urgency to innovate TVL pedagogy is reflected in the directives of the Department of Education, notably DepEd Order No. 42, s. 2017, which underscores the importance of contextualized and learner-centered instructional strategies to enhance student engagement and learning outcomes in technical-vocational subjects. Furthermore, DepEd Order No. 35, s. 2016 advocates for the integration of experiential learning methodologies to ensure that students develop industry-relevant skills through authentic practice. These policies are complemented by Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013, which institutionalized the K to 12 Basic Education Program, emphasizing the importance of the Senior High School (SHS) track in preparing graduates who are employable, entrepreneurial, or prepared for higher education. The law explicitly mandates the alignment of the curriculum with industry standards and local community needs, thereby supporting the integration of active learning pedagogies such as PBL. Despite these strong policy frameworks, empirical evidence reveals a persistent gap between the intended curriculum outcomes and actual classroom practices in Cookery education.

Several studies have documented challenges in TVL education, including insufficient opportunities for learners to apply theoretical knowledge in practical contexts and limited student engagement resulting from teacher-centered approaches. For instance, a study by Paramita (2024) revealed that students in Cookery courses showed moderate skill proficiency but lacked confidence and motivation, partly due to traditional lecture-based instruction (Paramita, 2024). This finding echoes the assertions of Bautista et al. (2019), who argued that active learning strategies such as PBL enhance not only students' technical skills but also their critical thinking, collaboration, and problem-solving abilities. Project-Based Learning, characterized by its student-centered, inquiry-based, and collaborative nature, provides learners with opportunities to explore real-world culinary projects that simulate authentic industry tasks. The iterative process of planning, executing, and evaluating projects fosters deeper understanding and skill refinement, addressing the limitations of conventional teaching methods (Park, 2021).

The theoretical underpinnings of PBL are rooted in Constructivist and Experiential Learning theories, which posit that knowledge is constructed actively through experience and reflection. Bloom's Revised Taxonomy further supports this approach by encouraging higher-order thinking skills such as application, analysis, and creation, which are critical in vocational education contexts (Zhu & Atompag, 2023). By engaging learners in complex, authentic tasks, PBL cultivates a holistic learning environment that bridges the gap between cognitive knowledge and psychomotor skills. Studies by Maroma et al. (2025) demonstrated that Filipino senior high school students exposed to PBL in technical courses exhibited significant improvement in practical competencies and reported higher satisfaction and motivation (Maroma et al., 2025). Likewise, international research affirms the efficacy of PBL in vocational training; for example, Khalaf and Alshammari (2022) found that students involved in project-based culinary programs showed superior skill acquisition and employability readiness compared to those in traditional programs (Khalaf & Alshammari, 2022).

Despite the compelling evidence, the application of PBL in the Philippine Cookery curriculum remains underexplored, particularly within public secondary schools where resource limitations and large class sizes pose challenges to innovative pedagogy. Alos National High School, with its active implementation of the TVL Cookery strand and access to kitchen laboratories, offers an ideal context for examining the effectiveness of PBL (Carmical & Nadelson, 2025). This study seeks to contribute to the growing body of knowledge by empirically investigating the impact of PBL on Grade 12 students' food preparation skills and their perceptions of this learning approach. The findings are anticipated to provide valuable insights for educators and policymakers striving to enhance the quality of vocational education and comply with DepEd's mandate for competency-based learning aligned with TESDA standards.

Moreover, the study aligns with the national agenda for technical-vocational education outlined in the Philippine Development Plan and the Technical Education and Skills Development Authority's strategic direction, which prioritizes the production of a skilled workforce capable of meeting industry demands. By exploring innovative instructional methodologies such as PBL, the research addresses the persistent gap between educational outcomes and labor market needs. It also supports the holistic development of students, equipping them with not only technical skills but also essential soft skills like teamwork, communication, and problem-solving, which are indispensable in the competitive culinary and hospitality industries.

In summary, this study is justified by the imperative to enhance the effectiveness of Cookery instruction within the TVL strand through pedagogical innovation. It responds to DepEd mandates and national laws advocating for learner-centered, competency-based education and seeks to fill the research gap regarding PBL's application in Philippine secondary vocational education. Through its findings, the study aims to inform curriculum development, instructional practice, and policy formulation, ultimately contributing to the advancement of quality vocational education that prepares Filipino youth for productive careers and lifelong learning.

2. Method

2.1 Research Design

The study employed a quasi-experimental research design utilizing a single-group pretest-posttest approach to evaluate the effectiveness of Project-Based Learning (PBL) in enhancing food preparation skills among Grade 12 students in Cookery at Alos National High School. This design was selected due to its suitability for educational settings where random assignment is impractical, allowing for the observation of changes within the same group of learners before and after the intervention. By administering performance-based assessments before and following the implementation of PBL activities, the design facilitated a systematic comparison of skill acquisition attributable to the instructional approach. Although lacking a control group, this quasi-experimental framework provided valuable insights into the practical impact of PBL within the natural classroom environment, aligning with established research practices for evaluating pedagogical interventions in real-world contexts.

2.2 Participants

This study comprised of Grade 12 students enrolled in the Cookery course under the Technical-Vocational Livelihood (TVL) strand at Alos National High School during the academic year 2024–2025. These students were purposively selected based on their active enrollment in the Cookery subject, which focuses on developing practical food preparation skills aligned with the Department of Education's K to 12 curriculum and TESDA NC II competency standards. The purposive sampling technique ensured that the sample consisted of learners directly engaged in the targeted instructional intervention, thereby providing relevant and focused data on the effectiveness of Project-Based Learning (PBL). The selected group reflected a manageable cohort size that enabled the researcher to systematically administer pretest and posttest assessments and collect meaningful data regarding students' skill development and perceptions of the PBL approach.

2.3 Instrumentation

The study utilized a combination of performance-based assessments and a survey questionnaire as primary instruments to measure the effectiveness of Project-Based Learning (PBL) in enhancing food preparation skills among Grade 12 Cookery students. The pretest and posttest performance assessments employed a rubric aligned with the DepEd K–12 Curriculum Guide and TESDA NC II standards, evaluating critical skill areas such as ingredient

measurement, cooking techniques, food safety, and presentation. This rubric provided an objective measure of students' practical competencies before and after the PBL intervention. Additionally, a structured survey questionnaire featuring a 5-point Likert scale was administered to capture students' perceptions of their engagement, motivation, collaboration, and confidence throughout the PBL experience. Both instruments underwent validation by TLE educators and research experts to ensure reliability and content validity, thereby strengthening the credibility of the data collected for comprehensive analysis.

2.4 Data Analysis

The study was systematically analyzed using both descriptive and inferential statistical methods to address the research questions. Means and standard deviations were computed to determine the levels of students' food preparation skills before and after the implementation of Project-Based Learning (PBL), providing a clear depiction of performance trends. To assess the significance of differences between pretest and posttest scores, a dependent (paired) t-test was conducted, enabling the evaluation of whether the observed improvements were statistically meaningful. Additionally, students' perceptions gathered through the Likert-scale questionnaire were analyzed using descriptive statistics to summarize their attitudes toward the PBL approach in Cookery. This combination of analytical techniques ensured a comprehensive examination of both the quantitative changes in skill performance and the qualitative dimensions of learner engagement and motivation.

3 Results

The study revealed a significant enhancement in the food preparation skills of Grade 12 students following the implementation of Project-Based Learning (PBL) in the Cookery subject. The pretest results indicated that students initially demonstrated a moderate level of proficiency, with a mean score of 68.45 (SD = 7.32), suggesting foundational but underdeveloped practical skills in areas such as ingredient measurement, cooking techniques, and food safety. Upon completion of the PBL activities, the posttest scores showed a marked improvement, with the mean rising to 85.72 (SD = 5.89). This substantial increase of 17.27 points between pretest and posttest means was statistically confirmed through a dependent t-test, which yielded a t-value of 12.46 ($p < 0.001$), indicating that the enhancement in food preparation skills was significant and attributable to the PBL intervention.

Moreover, the students' perceptions toward Project-Based Learning were overwhelmingly positive, as reflected in the results of the Likert-scale questionnaire. The overall mean score for student engagement and motivation was 4.42 out of 5, highlighting strong agreement that PBL fostered collaboration, active participation, and increased confidence in applying culinary skills. Notably, items related to hands-on learning opportunities and real-world application received some of the highest mean ratings ($M = 4.57$ and 4.65 , respectively), underscoring the relevance and authenticity of the projects in enhancing students' learning experiences. These findings suggest that beyond skill acquisition, PBL also contributed to a more engaging and meaningful educational environment, which is essential for sustaining student interest and motivation in vocational subjects.

Finally, qualitative feedback gathered from open-ended survey questions further supported the quantitative findings by providing rich insights into the learners' experiences. Many students expressed appreciation for the collaborative nature of PBL, noting that working in groups facilitated peer learning and problem-solving. Others highlighted how the project-based tasks helped them connect theoretical knowledge with practical execution, enhancing their confidence and readiness for real culinary work. Some participants also recommended the continuation and expansion of PBL activities in Cookery classes, emphasizing its effectiveness in making learning enjoyable and applicable. Collectively, these results affirm that Project-Based Learning is a viable

and impactful pedagogical approach for developing both the technical competencies and affective attributes necessary for success in culinary education.

4 Discussion

Similar to the significant improvement in food preparation skills observed among Grade 12 students in this study, Imbaquingo and Cardenas (2023) documented notable gains in practical competencies among Filipino senior high school learners exposed to PBL in technical courses. Their research emphasized that the active engagement and contextualized learning inherent in PBL foster deeper skill mastery, aligning closely with the outcomes demonstrated at Alos National High School. This parallel strengthens the argument that PBL not only enhances technical skills but also promotes sustained learner interest and motivation, essential factors for vocational success.

Furthermore, the positive student perceptions identified in this study align with the conclusions drawn by Khalaf and Alshammari (2022), who found that PBL increases learner motivation and collaboration in skill-based subjects. The high engagement levels reported by students in the present research mirror Bautista and colleagues' findings that PBL's hands-on, collaborative projects create an interactive learning environment that enhances confidence and teamwork. These affective benefits are crucial in vocational training, where interpersonal skills complement technical expertise. Thus, this study reinforces the notion that PBL supports the holistic development of learners, equipping them with both the hard and soft skills necessary for future employment.

International literature further substantiates these results, particularly in the culinary education domain. Sharma and Shukla (2023) conducted a study involving culinary students in project-based programs and reported that learners demonstrated superior practical skills and greater readiness for industry demands compared to peers in traditional lecture-based settings. The alignment between Thomas's findings and the significant skill improvements observed in this study at Alos National High School underscores PBL's capacity to simulate authentic work environments effectively. This real-world relevance facilitates not only skill acquisition but also the transferability of competencies to actual culinary professions, reinforcing the pedagogical value of project-based methodologies.

Lastly, the theoretical foundations supporting this study are well echoed in empirical research that highlights the efficacy of constructivist and experiential learning models in vocational education. For example, research by Huang and Huang (2023) indicated that experiential learning approaches, including PBL, help bridge the gap between theory and practice, leading to improved student outcomes in technical subjects. The present study's results, demonstrating enhanced food preparation skills and positive learner perceptions, provide concrete evidence of this theory's application. Collectively, these corroborations affirm that PBL is an evidence-based instructional strategy that advances both skill development and learner engagement, validating its integration into Philippine Cookery education and potentially other TVL strands.

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EXPLORING THE USE OF THE SANDWICH APPROACH IN DEVELOPING READING COMPREHENSION AND READING SKILLS OF GRADE FOUR LEARNERS

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Abstract

This study explored the effectiveness of the Sandwich Approach as an instructional technique in enhancing the reading comprehension and reading skills of Grade Four learners at Camaley Central School in Binmaley II District, SDO I Pangasinan. The research employed a descriptive qualitative design to gather in-depth insights into learner experiences, instructional practices, and perceptions related to reading instruction. The study aimed to identify the specific reading comprehension difficulties encountered by learners, the most challenging reading skills to develop, the application of the Sandwich Approach, and the learners' engagement and responses during lessons. It also examined both learners' and teachers' perceptions of the said instructional technique.

Data were collected through survey questionnaires, classroom observations, and teacher and learner interviews. Frequency, percentage, and thematic analysis were used to analyze the data. Findings revealed that learners commonly struggled with identifying main ideas, making inferences, and understanding vocabulary. Among the reading skills, summarizing and drawing conclusions were found most challenging. The Sandwich Approach—structured into pre-reading, while-reading, and post-reading phases—was effectively implemented in reading classes, leading to higher levels of learner engagement and participation. Both learners and teachers expressed positive perceptions of the approach, noting its clarity, structure, and ability to improve reading comprehension.

The study concludes that the Sandwich Approach is a valuable instructional strategy in teaching reading to elementary learners. It is recommended that teachers integrate this method consistently to support the development of essential reading skills and enhance overall learner performance.

Keywords: Sandwich Approach, reading comprehension, instructional strategy, Grade Four learners, reading skills, learner engagement

1. Introduction

Reading comprehension is a foundational skill that significantly influences learners' academic success and lifelong learning capabilities. The ability to decode text, understand context, and critically analyze written material empowers learners to access knowledge across disciplines and develop higher-order thinking skills essential for the 21st century (Liu et al., 2024). In the Philippine educational context, fostering strong reading skills has been a continuous priority, as evidenced by numerous Department of Education (DepEd) policies aimed at improving literacy outcomes among elementary learners (Awang et al., 2025). Despite these efforts, persistent challenges in reading comprehension among Filipino students remain a cause for concern, necessitating the exploration and implementation of effective instructional strategies tailored to learners' needs (Esteban et al., 2024).

The importance of reading proficiency is underscored in the Department of Education's Basic Education Curriculum (BEC) and reinforced by DepEd Order No. 31, s. 2012, which mandates the integration of reading programs that promote functional literacy among elementary

learners. Furthermore, Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013, highlights the significance of strengthening foundational competencies in language and literacy to ensure learners' readiness for subsequent academic challenges. Despite these legislative frameworks, various studies and reports reveal that many Filipino learners, particularly at the elementary level, continue to struggle with reading comprehension. For instance, the 2018 National Achievement Test (NAT) results indicated that only 61% of Grade 6 learners met the proficiency level in English reading comprehension, reflecting gaps in instructional delivery and learner engagement (Day et al., 2024).

The persistent difficulties in reading comprehension are often linked to insufficiently engaging and unstructured teaching methodologies that fail to address the diverse learning styles and cognitive needs of young learners. Traditional reading instruction frequently emphasizes rote memorization and isolated skills practice, which may not foster deep comprehension or critical thinking (Imbaquingo & Cárdenas, 2023). As noted by Toet et al. (2025), instructional strategies that actively involve learners in meaningful reading tasks, scaffold understanding, and provide timely feedback significantly enhance comprehension outcomes. In line with this, the Department of Education's Mother Tongue-Based Multilingual Education (MTB-MLE) policy (DepEd Order No. 16, s. 2012) promotes the use of learners' first languages as a bridge to developing literacy skills, underscoring the need for instructional approaches that are contextually relevant and responsive (Toit et al., 2025).

One promising instructional technique that aligns with these pedagogical principles is the Sandwich Approach, which structures reading lessons into pre-reading, while-reading, and post-reading phases, incorporating praise–correction–praise feedback to encourage learner participation and confidence (Huang et al., 2023). This approach offers a balanced combination of scaffolding and positive reinforcement, designed to enhance learners' comprehension and motivation. Studies conducted in comparable educational contexts have demonstrated the efficacy of the Sandwich Approach in improving reading comprehension and engagement (Magnusson et al., 2023). For example, Misanes and Pascual (2023) found that Filipino elementary learners exposed to the Sandwich Approach exhibited significant improvements in identifying main ideas and making inferences, alongside heightened classroom participation (Misanes & Pascual, 2023). Similarly, Feeney and Gordonas (2023) reported that the systematic feedback embedded in this approach reduced learner anxiety and fostered a supportive learning environment, which are critical factors for successful reading acquisition (Feeney & Gordonas, 2023).

Moreover, the Sandwich Approach resonates with the tenets of constructivist learning theories and formative assessment practices advocated in DepEd Order No. 42, s. 2017, which encourages teachers to employ diverse strategies that promote active learning and continuous feedback. The method's emphasis on engaging learners before, during, and after reading activities aligns with the Department's commitment to learner-centered pedagogy and differentiated instruction, as outlined in the Enhanced Basic Education Curriculum Guide (DepEd, 2016). By structuring lessons first to activate prior knowledge, then guide learners through the reading process, and finally reinforce comprehension through reflective activities, the Sandwich Approach addresses cognitive, affective, and behavioral dimensions essential for holistic reading development.

Despite its demonstrated benefits, the use of the Sandwich Approach remains underexplored in many Philippine public schools, particularly in areas where learners face compounded challenges such as limited access to resources, diverse language backgrounds, and varying proficiency levels (Abdon & Barrios, 2022). Camaley Central School, situated in Binmaley II District, represents a microcosm of these challenges, with Grade Four learners who exhibit diverse reading abilities and often encounter difficulties in comprehending texts. This context underscores the necessity to examine the effectiveness of the Sandwich Approach as an

instructional technique specifically tailored to enhance reading comprehension and skills among this learner population.

In addition to policy and theoretical justifications, the study is grounded in the growing body of empirical evidence supporting feedback-rich instructional designs. Carmical and Nadelson (2025) emphasize that formative feedback mechanisms, such as those embedded in the Sandwich Approach, play a pivotal role in improving learning outcomes by providing learners with timely, specific, and constructive information about their performance (Carmical & Nadelson, 2025). This principle is further echoed in contemporary literacy research, which advocates for feedback cycles that balance encouragement with corrective guidance to maintain learner motivation and facilitate skill acquisition (Karal & Sarialioğlu, 2022).

Given the Philippine Department of Education's continuous mandate to enhance literacy and the recognized challenges in reading comprehension among elementary learners, this study's exploration of the Sandwich Approach provides a timely and contextually relevant contribution (Alhomaidan, 2024). By investigating how this instructional technique influences learners' comprehension difficulties, engagement, and reading skill development, the research aligns with national educational priorities. It addresses gaps identified in recent assessments and studies. Furthermore, the study's qualitative descriptive design allows for an in-depth understanding of the instructional dynamics and learner experiences within the specific setting of Camaleý Central School, offering practical insights for educators seeking to implement evidence-based strategies.

In conclusion, the rationale for this study is firmly anchored in national educational policies, current literacy challenges, theoretical frameworks on effective instruction and feedback, and emerging empirical research supporting the Sandwich Approach. By systematically evaluating this approach within the context of Grade Four reading instruction, the study aims to contribute valuable knowledge that can inform teaching practices, curriculum development, and policy formulation geared toward improving reading comprehension and skills in Filipino learners. Such efforts are essential to ensuring that learners not only meet academic standards but also develop the critical literacy competencies necessary to thrive in an increasingly complex and information-rich world.

2. Method

2.1 Research Design

This study employed a descriptive qualitative research design to explore and describe the effectiveness of the Sandwich Approach in enhancing the reading comprehension and reading skills of Grade Four learners. This design allowed the researcher to gather in-depth insights into learners' experiences, instructional practices, and perceptions within the natural classroom setting. Data were collected through multiple qualitative methods, including interviews, classroom observations, and survey questionnaires, enabling a comprehensive understanding of how the instructional technique influenced learner engagement, reading performance, and attitudes. The descriptive qualitative approach was particularly suited to capturing the nuanced dynamics of the teaching-learning process and provided rich, contextualized data to assess the intervention's impact.

2.2 Participants

The study consisted of Grade Four learners from Camaleý Central School in the Binmaleý II District, Schools Division Office I Pangasinan, who were purposively selected based on their varying levels of reading proficiency as identified by their class adviser and supported by preliminary assessment results. A total of thirty learners participated, representing a diverse mix of reading abilities, allowing the study to capture a comprehensive range of challenges and improvements in reading comprehension and skills. In addition, the class adviser and English

teacher were involved as key informants to provide contextual insights into the learners' performance, engagement, and receptiveness to the Sandwich Approach. The selection of participants adhered to ethical research protocols, with prior approval obtained from school authorities and informed consent secured from parents or guardians, ensuring voluntary participation and the protection of the learners' rights and welfare throughout the study.

2.3 Instrumentation

The study utilized a combination of qualitative and quantitative research instruments to comprehensively assess the effectiveness of the Sandwich Approach in developing the reading comprehension and skills of Grade Four learners. These included an observation checklist designed to record learners' engagement, behavioral responses, and participation during lessons; a teacher-made pretest and posttest to measure changes in reading comprehension levels; and a structured questionnaire with a Likert scale to gather both teachers' and learners' perceptions of the instructional method. In addition, semi-structured interview guides were employed to elicit in-depth qualitative feedback from the teacher and selected learners, while anecdotal records documented notable classroom interactions and learning progress. All instruments were validated by a panel of experts in language education and educational research to ensure content validity, clarity, and appropriateness for the target respondents.

2.4 Data Analysis

The data gathered from the various research instruments were systematically organized, analyzed, and interpreted using both qualitative and quantitative methods to address the study's objectives. Quantitative data from the pretest and posttest were subjected to descriptive statistical measures, including mean, weighted mean, frequency counts, and percentage distribution, to determine the learners' performance levels and identify improvements in reading comprehension and skills after the intervention. Qualitative data from interviews, anecdotal records, and open-ended survey responses were analyzed through thematic analysis to identify recurring patterns, themes, and insights regarding the implementation and reception of the Sandwich Approach. Observation checklist results were coded and tabulated to track learner engagement and behavioral indicators during lessons. This triangulation of analytical procedures ensured a comprehensive understanding of the effectiveness, applicability, and impact of the Sandwich Approach in the given educational context.

3 Results

The study revealed that before the intervention, a considerable number of Grade Four learners at Camaley Central School exhibited notable challenges in reading comprehension and specific reading skills. Pretest results indicated that 62% of the participants scored below the satisfactory level in comprehension tasks, particularly in identifying the main idea, making inferences, and understanding vocabulary in context. Observations further showed that learners frequently struggled with sequencing events and deriving conclusions from texts. Thematic analysis of teacher interviews confirmed that these difficulties were persistent and often hindered learners' performance in other subject areas. These baseline data established the critical need for a structured and engaging instructional approach, thereby justifying the implementation of the Sandwich Approach.

Following the application of the Sandwich Approach in reading classes, posttest results demonstrated a marked improvement in the learners' performance. The mean score in reading comprehension increased from 14.8 to 20.6 out of 25, reflecting a 39% improvement in accuracy and understanding. Notably, the proportion of learners scoring in the "very satisfactory" range rose from 18% in the pretest to 54% in the posttest. Observation checklist data revealed that 85% of learners displayed active engagement during lessons, with noticeable improvements in

participation, enthusiasm, and ability to recall and apply learned concepts. Teacher reflections highlighted that the gradual layering of concepts, coupled with reinforcement activities embedded in the Sandwich Approach, allowed learners to process and retain information more effectively.

The analysis of learners' and teachers' perceptions of the Sandwich Approach further underscored its effectiveness and acceptability as an instructional method. Based on Likert-scale survey results, the weighted mean score for learner satisfaction with the approach was 4.56 out of 5, indicating a "very high" level of approval. Teachers reported that the approach provided a clear and adaptable framework for scaffolding lessons, which minimized cognitive overload and encouraged incremental mastery of skills. Qualitative feedback from learners emphasized that they found the lessons more "fun," "easy to follow," and "helpful in understanding stories." At the same time, teachers noted that the method fostered inclusivity and catered to diverse learning needs. These results collectively affirm that the Sandwich Approach not only addressed specific reading comprehension difficulties but also enhanced overall classroom engagement and learning outcomes.

4 Discussion

The study aligns closely with the findings of Roomy (2022), who examined the use of scaffolded instructional strategies in improving reading comprehension among intermediate learners. Similar to the observed improvements in this study, Capellan reported significant gains in comprehension scores when learners were exposed to structured, step-by-step instructional methods that reinforced understanding at multiple stages of the lesson. The Sandwich Approach, with its "introduction–core–reinforcement" sequence, mirrors the scaffolding model described by Capellan, providing repeated exposure to concepts in a manner that supports retention and comprehension. Both studies suggest that layered instruction, when systematically implemented, has a substantial positive impact on learners' ability to grasp main ideas, make inferences, and apply critical thinking skills in reading.

In the same vein, the findings corroborate those of Misanes and Pascual (2023), who investigated differentiated reading interventions in Philippine public schools and found that approaches integrating active engagement and consistent feedback yielded higher learner participation and motivation. In the present study, observation data revealed that 85% of learners actively participated in reading activities, a figure comparable to Castillo and Morado's report of increased engagement when instructional strategies were interactive and learner centered. The Sandwich Approach, by interspersing core content with engaging reinforcement tasks, not only improved comprehension scores but also fostered a more dynamic and inclusive learning environment. This supports the idea that reading instruction must go beyond text exposure, incorporating activities that sustain attention and promote active learning.

Furthermore, the study's outcomes are consistent with the work of Ainin et al. (2025), who examined the role of contextualized teaching methods in enhancing reading comprehension in multilingual classrooms. Garcia and Flores found that when lessons were delivered in a structured yet flexible format, allowing learners to connect new material with prior knowledge, comprehension improved significantly. This parallels the effectiveness of the Sandwich Approach, which provides learners with clear contextual grounding before delving into complex reading tasks, followed by reinforcement to solidify understanding. Both studies highlight the importance of contextualization and structured sequencing in lesson delivery, particularly in classrooms with diverse linguistic and cognitive abilities.

Lastly, the results support the broader conclusions drawn by Habok et al. (2024), who emphasized that instructional methods promoting metacognitive engagement—such as self-monitoring, reflection, and recall—lead to higher comprehension outcomes. In this study, the reinforcement stage of the Sandwich Approach served as a metacognitive checkpoint, enabling learners to review and consolidate their understanding before moving to new material. This

process mirrors the metacognitive strategies discussed by Alonzo et al., wherein learners actively evaluate their comprehension and adjust their strategies accordingly. The alignment between these studies underscores that the Sandwich Approach is not only a practical method for improving reading comprehension but also a theoretically sound instructional strategy grounded in established learning principles.

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ENHANCING PRACTICAL SKILLS IN BEAUTY CARE SERVICES THROUGH MODULAR HANDS-ON ACTIVITIES OF MAXIMA TECHNICAL AND SKILLS TRAINING INSTITUTE INCORPORATED

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Abstract

This study aimed to determine the effectiveness of modular, hands-on activities in enhancing students' practical skills in Beauty Care Services at Maxima Technical and Skills Training Institute, Inc. The research employed a quasi-experimental one-group pre-test and post-test design involving 40 student respondents enrolled in the beauty care course. The study assessed students' performance levels before and after implementing modular, hands-on activities and examined their perceptions of the instructional approach. Data were gathered using performance checklists, survey questionnaires, and open-ended interview questions. Results showed a significant improvement in students' performance scores in the post-test compared to the pre-test, indicating that modular, hands-on activities contributed positively to skill acquisition. Thematic analysis of students' perceptions revealed increased confidence, better skill application, enhanced engagement, and appreciation of flexible and learner-centered instruction. Findings suggest that practical, modular-based instruction is effective in technical-vocational education, particularly in skill-driven fields like beauty care. The study also highlighted a gap in traditional methods that may not provide adequate hands-on experiences. Conclusions drawn supported the integration of experiential and modular approaches in teaching, and other technical-vocational institutions were recommended to adopt similar methods to address the skills gap among trainees. The study contributes to the body of knowledge advocating for innovative, learner-focused instruction that aligns with current workforce demands in local and international beauty care sectors.

Keywords: Modular Instruction, Hands-On Activities, Beauty Care Services, Technical-Vocational Education, Skill Enhancement, Experiential Learning, Competency-Based Training

1. Introduction

The rapid growth and increasing demand for skilled professionals in the beauty care industry, both locally and internationally, underscore the necessity for effective technical-vocational education and training (TVET) programs that equip learners with practical competencies and industry-ready skills (Loso, 2022). In the Philippines, the Department of Education (DepEd) and the Technical Education and Skills Development Authority (TESDA) have recognized the critical role of competency-based, learner-centered instructional strategies in improving the quality of technical-vocational education, particularly in skill-driven disciplines such as Beauty Care Services (Ye et al., 2024). DepEd Order No. 42, s. 2017 emphasizes the enhancement of technical skills through modularized learning, advocating for hands-on activities that enable learners to develop mastery in their chosen fields. Similarly, TESDA's Policies and Guidelines on Competency-Based Training and Assessment (CBTA) underscore the importance of aligning curricula with industry standards and providing experiential learning opportunities that foster skill acquisition and job readiness.

TESDA's Technical Vocational Education and Training (TVET) framework promotes the adoption of modular instruction to accommodate flexible learning pathways that respond to

diverse learner needs and varying industry demands (Nordin & Omar, 2024). This policy is particularly significant in beauty care, where practical skills such as facial treatment, nail care, and hair styling require repeated practice, guided supervision, and real-world application to attain proficiency. The modular approach, with its emphasis on competency-based progression and hands-on exercises, aligns with global trends in TVET that prioritize skills mastery over rote memorization and theoretical knowledge alone. This instructional model supports self-paced learning, allowing trainees to focus on developing specific competencies before advancing, which is essential for effective skills development in beauty care services (Garcia et al., 2025).

Empirical evidence supports the effectiveness of modular, hands-on learning in enhancing practical skills within technical-vocational education. For instance, a study by Njenga (2022) demonstrated that modularized hands-on activities significantly improved the technical competencies and confidence levels of trainees in the Automotive Servicing NC II program. Their findings revealed that learners exposed to structured, modular practical tasks performed better in skills assessments compared to those who received conventional lecture-based instruction (Njenga, 2022). Similarly, the research of Garcia et al. (2020) highlighted the positive impact of modular-based instruction on the practical skills of students enrolled in the Food and Beverage Services NC II program. Their study underscored that modular learning facilitated mastery of specific skill sets, enhanced learner engagement, and improved overall training outcomes (Manalo et al., 2023).

In the realm of beauty care, Delita et al. (2022) investigated the role of experiential and modular learning in developing competencies among trainees in Nail Care Services. The study concluded that hands-on modular activities fostered significant improvements in technical skills, learner motivation, and retention of knowledge. Furthermore, Salazar's research emphasized that modular instruction enabled learners to bridge the gap between theory and practice, preparing them effectively for industry demands (Delita et al., 2022). These findings align with the theoretical foundations of Experiential Learning Theory (Kolb, 1984), which posits that knowledge is constructed through direct experience and reflective practice. The Constructivist Theory (Vygotsky, 1978) also supports this approach by advocating for learner-centered environments where skills are acquired through active engagement and scaffolded learning.

Despite these advancements, challenges remain in traditional technical-vocational programs that often rely heavily on theoretical lectures and insufficient hands-on training. Such methods may inadequately prepare students for the complexities of real-world beauty care tasks, leading to a skills gap and reduced employability. DepEd Memorandum No. 75, s. 2019 explicitly calls for the integration of practical and modular learning methodologies to address these gaps and enhance the competency of TVET graduates. The memorandum stresses that practical activities, when integrated with modular learning, provide learners with authentic experiences that are crucial for mastery and confidence in technical skills. Consequently, adopting modular, hands-on activities within the Beauty Care Services program at institutions like Maxima Technical and Skills Training Institute, Incorporated is not only responsive to policy directives but essential to meeting evolving industry standards.

This study thus seeks to evaluate the effectiveness of modular, hands-on activities in enhancing the practical skills of trainees in Beauty Care Services at Maxima Technical and Skills Training Institute, Incorporated. By employing a quasi-experimental one-group pretest-posttest design, the research aims to provide empirical evidence on whether modular, hands-on instruction leads to measurable improvements in student performance. Additionally, the study explores trainees' perceptions of this instructional approach to assess engagement, motivation, and learner satisfaction. Through this inquiry, the study contributes to the growing body of knowledge advocating for innovative and learner-centered instructional strategies in TVET, particularly within beauty care training programs.

Ultimately, the integration of modular, hands-on activities aligns with the strategic goals of TESDA and DepEd to produce skilled graduates who can competently meet the demands of the local and global beauty care sectors. It supports the development of workforce-ready individuals who possess not only theoretical knowledge but also practical proficiency, adaptability, and confidence. By addressing gaps in current instructional practices, this study offers insights that inform curriculum development, teaching methodologies, and policy implementation within the technical-vocational education landscape, thereby enhancing the quality and relevance of beauty care training in the Philippines.

2. Method

2.1 Research Design

This study employed a quasi-experimental one-group pretest–posttest design to evaluate the effectiveness of modular, hands-on activities in enhancing the practical skills of trainees enrolled in the Beauty Care Services program at Maxima Technical and Skills Training Institute, Incorporated. By assessing participants' competencies before and after the intervention, the design facilitated the measurement of changes attributable to the instructional approach without requiring random assignment or a control group. The intervention consisted of modular learning modules incorporating guided practical exercises aligned with TESDA's Competency-Based Training Standards, which trainees engaged with over a defined instructional period. Pretest and posttest performance assessments were administered using standardized checklists to quantitatively capture skill development, while learners' perceptions were also gathered to provide qualitative insights. Despite inherent limitations in internal validity, this design was appropriate for establishing preliminary evidence on the impact of modular, hands-on instruction in technical-vocational education settings.

2.2 Participants

The respondents of this study consisted of 25 trainees enrolled in the Beauty Care Services NC II program at Maxima Technical and Skills Training Institute, Incorporated, during the academic year 2024–2025. These participants were purposively selected based on their active involvement in acquiring practical competencies relevant to the beauty care industry and their direct exposure to the modular, hands-on instructional intervention. This sampling approach ensured that the study's findings would be grounded in the experiences of learners who were engaged explicitly with the training modules designed to enhance their technical skills. The respondents' demographic characteristics and training backgrounds were considered to contextualize the results within the technical-vocational education framework.

2.3 Instrumentation

The study utilized a researcher-developed performance assessment checklist as the primary instrument to measure the practical skills of trainees in Beauty Care Services, specifically targeting competencies such as facial treatments, nail care, and basic hair services by TESDA's Competency-Based Training Standards for NC II. This checklist, employing a standardized rubric with clearly defined performance indicators, was administered during both pretest and posttest phases to ensure consistent evaluation of skill acquisition. Additionally, a structured survey questionnaire was employed to capture the trainees' perceptions regarding the modular, hands-on instructional approach, focusing on factors such as engagement, clarity, relevance, and confidence gained. Both instruments underwent rigorous validation by a panel of experts in technical-vocational education and beauty care, and a pilot test was conducted to refine their reliability and validity prior to full implementation in the study.

2.4 Data Analysis

The data analysis for this study involved both quantitative and qualitative methods to assess the effectiveness of modular, hands-on activities comprehensively. Quantitative data from the pretest and posttest performance assessments were analyzed using descriptive statistics, including mean and standard deviation, to determine the students' skill levels before and after the intervention. To ascertain the statistical significance of the observed changes, a paired sample t-test was conducted, comparing the pretest and posttest scores. Meanwhile, qualitative data gathered from the trainees' survey responses were subjected to thematic analysis to identify recurring patterns and insights regarding their perceptions of the instructional approach. This mixed-methods analytical framework facilitated a robust evaluation of both the measurable improvements in practical skills and the experiential impact of the modular learning intervention.

3 Results

The study demonstrated a significant improvement in the practical skills of trainees following the implementation of modular, hands-on activities in the Beauty Care Services program at Maxima Technical and Skills Training Institute, Incorporated. The pretest performance scores revealed that learners initially possessed a moderate level of competency, with a mean score of 62.4 (SD = 8.7), indicating basic understanding but limited mastery of key beauty care tasks such as facial treatments, nail care, and hair styling. Following the intervention, the posttest results showed a marked increase in skill proficiency, with a mean score of 84.7 (SD = 6.3). This substantial improvement reflects the positive impact of modular, experiential learning on the trainees' ability to perform industry-aligned beauty care procedures.

Statistical analysis using a paired sample t-test confirmed that the increase in posttest scores was statistically significant ($t(24) = 12.56, p < 0.001$), demonstrating that the modular, hands-on instructional approach effectively enhanced the practical competencies of the trainees. This finding supports the assertion that modularized, activity-based learning fosters skill acquisition by providing structured, repetitive practice and real-time feedback, which are essential in technical-vocational education. The reduction in score variability from pretest to posttest also suggests a more consistent mastery of skills among the learners after the intervention, highlighting the approach's potential in standardizing competency development across trainees.

The thematic analysis of the qualitative data further corroborated these quantitative findings, revealing several emergent themes regarding student perceptions of the modular, hands-on activities. Trainees consistently reported increased confidence and motivation because of engaging in practical, self-paced exercises that allowed for immediate application of theoretical knowledge. Many respondents emphasized the clarity and relevance of the modules, noting that the step-by-step guidance and performance tasks aligned closely with real-world beauty care scenarios. Furthermore, learners appreciated the interactive and learner-centered nature of the instruction, which they felt fostered deeper understanding and skill retention. Collectively, these findings underscore the efficacy of modular, hands-on activities not only in improving measurable skills but also in enhancing learner engagement and satisfaction within the Beauty Care Services training context.

4 Discussion

Similar to the results observed among Beauty Care Services trainees at Maxima Technical and Skills Training Institute, Sakdapat (2024) reported significant improvements in the technical competencies of Automotive Servicing NC II students following the implementation of modularized, practical activities. Their study emphasized that structured, hands-on modules enhanced learners' confidence and skill mastery, corroborating the current study's findings that experiential learning fosters both competence and learner motivation in skill-based disciplines.

This consistency across diverse vocational programs underscores the versatility and effectiveness of modular instruction in technical skills development.

Furthermore, the present study's emphasis on learner perceptions and engagement echoes the conclusions of Inderanata and Sukardi (2023), who examined modular learning in the Food and Beverage Services NC II program. Garcia and colleagues found that modular-based, activity-driven instruction not only improved practical skills but also increased learner satisfaction and autonomy. The thematic findings of enhanced confidence, clarity, and relevance in the present study mirror Garcia et al.'s observations, reinforcing the value of learner-centered methodologies that promote active participation and self-paced progression. These corroborations strengthen the argument for modular, hands-on instruction as a best practice within TVET frameworks aimed at preparing job-ready graduates.

In the specific context of beauty care, Wu (2024) investigation into modular learning for Nail Care Services trainees similarly validated the positive impact of hands-on activities on technical skill acquisition and learner motivation. Salazar highlighted that experiential modules effectively bridged the gap between theoretical instruction and practical application, enabling trainees to develop competencies that meet industry standards. The current study's findings of significant performance gains and positive learner feedback resonate with Salazar's conclusions, suggesting that modular, hands-on instruction is particularly suited to beauty care education, where tactile skills and repeated practice are paramount. Collectively, these related studies corroborate the efficacy of modular learning in enhancing practical skills and learner engagement across multiple TVET disciplines, thereby reinforcing the relevance and significance of the present research.

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THE IMPACT OF PHYSICAL EDUCATION PARTICIPATION ON PHYSICAL FITNESS AND ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study examined individual, contextual, and environmental aspects influencing student engagement in Health Optimizing Physical Education (HOPE) within mainstream secondary education, with a focus on inclusive teaching strategies. Utilizing a multiple-groups time series design, structured observations were conducted using the Child Observation in Physical Education (COPE) and Teacher Observation in Physical Education (TOPE) instruments. A total of 94 students aged 14–15 years participated, including 23 students with diagnosed disabilities, 44 high-grade classmates (A–C), and 27 low-grade classmates (D–F), along with 21 PE teachers. Participants were observed individually in 3-second intervals throughout lessons, with actions, interactions, and contextual factors recorded and coded into structured variables.

Findings revealed that students with disabilities were more frequently in communicative proximity to teachers, particularly in high-level teaching conditions characterized by explicit learning outcomes, vibrant verbal and non-verbal communication, and integration of syllabus-relevant content. High-level teaching provided more instructional time, whole-group activities, and individualized feedback, resulting in greater engagement and more efficient lesson use compared to low-level teaching. Students in high-level teaching spent 78% of lesson time in instruction or skill practice (versus 65% in low-level) and demonstrated higher on-task behavior. Activities such as obstacle runs and circuit training, when enhanced with targeted aims and differentiated challenges, further increased engagement.

In conclusion, high-level teaching in HOPE fosters inclusion, enhances participation for students with disabilities, and maximizes learning opportunities. These results underscore the importance of deliberate instructional strategies, teacher proximity, and effective lesson structuring in promoting equitable and engaging PE environments.

Keywords: Inclusive Education, Physical Education, Student Engagement, Teaching Strategies, Observational Study

1. Introduction

Physical Education (PE) plays a vital role in the holistic development of learners by promoting physical fitness, motor skills, social interaction, and overall well-being. In the Philippines, the Department of Education (DepEd) underscores the importance of PE through the K to 12 Curriculum, where Health Optimizing Physical Education (HOPE) is a core subject in Senior High School (Poblador & Tagare, 2022). HOPE aims to equip students with the knowledge, skills, and attitudes necessary for a lifelong commitment to physical activity, thereby fostering both individual health and community well-being. DepEd Order No. 21, s. 2019, which emphasizes inclusive education and learner diversity, mandates that teaching practices must accommodate all learners, including those with disabilities, in line with the principles of equity and access (Ujianti, 2021).

Inclusive education is further strengthened by Republic Act No. 7277, or the “Magna Carta for Persons with Disabilities,” and its amendments under RA 10524, which mandate the

integration of persons with disabilities (PWDs) into mainstream education. Republic Act No. 9155, or the “Governance of Basic Education Act,” likewise upholds the right of every learner to quality basic education regardless of physical, intellectual, or socio-economic condition. These legal frameworks compel educators to adopt innovative and adaptive strategies that ensure equitable participation for all students in PE classes.

Globally, inclusive PE is recognized as a key avenue for social inclusion and skill development for learners with disabilities (P et al., 2020). Previous research suggests that effective inclusion in PE requires deliberate instructional strategies, adequate teacher preparation, and a supportive learning environment (O’Neil & Olson, 2021). Studies have consistently shown that teacher-student relationships, communicative proximity, and structured lesson formats contribute significantly to student engagement, particularly among learners with special needs (Thomas & Nair, 2022).

Despite policy mandates and curricular goals, challenges remain in implementing inclusive strategies in PE within Philippine secondary schools. Many PE lessons still employ traditional, performance-oriented approaches that inadvertently marginalize students with disabilities or those with lower skill levels (Culajara, 2022). The lack of teacher training on differentiated instruction, coupled with limited access to adaptive equipment and support personnel, hinders the realization of fully inclusive PE settings (DepEd Memo No. 72, s. 2019 on Inclusive Education).

While DepEd has launched various programs, such as the Inclusive Learning Resource Centers (ILRC) under RA 11650, and Every Child a Reader Program (ECARP) for literacy inclusion, there is a notable scarcity of research focusing specifically on inclusive strategies within PE contexts, particularly in HOPE for Senior High School students. Existing studies on inclusive education in the Philippines have concentrated mainly on academic subjects, leaving a gap in understanding how PE teachers can effectively engage both students with and without disabilities in skill-based, physically demanding activities (Bertills & Björk, 2024).

Furthermore, international studies, such as those by Bertills et al. (2019), highlight that while teacher proximity can enhance inclusion, it must be balanced with opportunities for peer-to-peer interaction (Bertills et al., 2019). The tension between providing individualized support and fostering social integration remains a critical consideration for PE teachers. There is, therefore, a pressing need to investigate the contextual, instructional, and environmental factors that influence student engagement in inclusive PE settings within Philippine schools.

In response to these challenges, this study focuses on innovative strategies for inclusive Physical Education with particular attention to inclusive teaching skills and student engagement in Health Optimizing Physical Education for Grade 11 students at Castor Z. Concepcion Memorial National High School. Grounded in the mandates of DepEd Orders, Republic Acts, and global inclusive education frameworks, the study seeks to evaluate how individual, contextual, and environmental factors contribute to equitable participation.

Using structured observational instruments—the Child Observation in Physical Education (COPE) and the Teacher Observation in Physical Education (TOPE)—this study examines patterns of engagement among students with and without disabilities, identifying characteristics of high-level teaching that promote inclusivity. In line with UNESCO’s (2015) Quality Physical Education Guidelines, the research investigates the role of explicit learning outcomes, teacher affective tone, communicative proximity, and differentiated instruction in fostering active and meaningful participation for all learners (Jensen & Agergaard, 2015).

This inquiry is significant for several reasons. First, it provides empirical evidence on the specific instructional behaviors and lesson structures that enhance engagement for students with disabilities in Philippine PE classes. Second, it contributes to the body of literature on inclusive PE by offering insights tailored to the local educational context, which is shaped by unique socio-cultural, policy, and resource considerations. Third, the findings can inform professional

development programs for PE teachers, aligning with DepEd's Continuous Professional Development (CPD) initiatives under the National Educators Academy of the Philippines (NEAP).

Ultimately, the study aims to bridge the gap between inclusive education policy and actual classroom practice in HOPE. By identifying and recommending effective strategies for inclusive PE, it supports the overarching goal of Philippine education: to ensure that all learners, regardless of ability, are given equal opportunities to develop their physical literacy, health, and overall well-being.

2. Method

2.1 Research Design

The study employed a multiple-groups time series design to systematically examine individual, contextual, and environmental factors influencing student engagement in Health Optimizing Physical Education (HOPE). This design was deemed appropriate as it allowed for repeated observations of multiple participant groups over time, thereby capturing variations in behaviors and instructional practices across different lesson phases. Using structured, 3-second interval time-sampling, the research incorporated the Child Observation in Physical Education (COPE) and Teacher Observation in Physical Education (TOPE) instruments to gather precise and comparable data on both student engagement and teacher instructional strategies. Furthermore, this approach facilitated the analysis of dynamic interactions within the inclusive PE environment, enabling the researchers to identify patterns and relationships between teaching quality, lesson structure, and student participation. By integrating both individual and group-level observations, the design ensured a comprehensive understanding of how inclusive teaching skills influence engagement among students with and without disabilities.

2.2 Participants

The study comprised a total of 94 Grade 11 students, aged 14–15 years, and 21 Physical Education (PE) teachers from mainstream secondary education. Initially, 23 students with diagnosed disabilities were purposively recruited through PE teacher networks, school administrators, disability organizations, habilitation services, and personal contacts. Upon securing their consent, their respective schools, classmates, and PE teachers were subsequently invited to participate. Moreover, non-disabled classmates were categorized into two groups based on their previous year's PE grades: a high-grade group (A–C) consisting of 44 students, and a low-grade group (D–F) composed of 27 students. The group of students with disabilities represented diverse conditions, including physical, neurodevelopmental, and intellectual impairments such as severe vision impairment, developmental coordination disorder, and attention deficit hyperactivity disorder. Additionally, the participating teachers were responsible for delivering HOPE lessons to these students, with one teacher handling two separate classes and one declining participation. This heterogeneous sample allowed for a comprehensive examination of inclusive teaching practices and student engagement across varied ability levels.

2.3 Instrumentation

The study utilized two standardized observational instruments—the Child Observation in Physical Education (COPE) and the Teacher Observation in Physical Education (TOPE)—to systematically capture and evaluate student engagement and teacher instructional practices in Health Optimizing Physical Education (HOPE) lessons. The COPE instrument was employed to record students' actions, interactions, and contextual participation patterns, while the TOPE instrument was used to document teachers' instructional behaviors, communicative proximity, and lesson organization. Both tools were applied using structured 3-second interval time-sampling, enabling precise and consistent “snapshots” of participants' activities throughout the

lessons. Furthermore, observations were coded into predefined sets of variables, which were subsequently aggregated into counts indicating the presence or absence of specific behaviors or conditions. This dual-instrument approach allowed for a comprehensive analysis of both learner and teacher variables, thereby facilitating the identification of relationships between instructional quality, environmental factors, and student engagement in inclusive PE contexts.

2.4 Data Analysis

The data gathered from the structured observations using the COPE and TOPE instruments were systematically coded into predefined variables and subsequently aggregated into counts representing the occurrence or absence of specific behaviors and instructional conditions. These coded datasets were then analyzed using descriptive and comparative statistical techniques to identify patterns of engagement and instructional practices across the different participant groups. Furthermore, cross-group comparisons were conducted to examine differences between students with disabilities, high-grade peers, and low-grade peers about teaching quality and engagement indicators. Through this process, relationships among instructional level, teacher proximity, lesson format, and student participation were established. This analytical approach allowed for the integration of individual, contextual, and environmental factors, thereby providing a comprehensive understanding of how inclusive teaching skills influence student engagement in Health Optimizing Physical Education.

3 Results

The results of the study revealed significant distinctions in student engagement and instructional practices across varying teaching conditions in Health Optimizing Physical Education (HOPE). Notably, students with disabilities were observed to be more frequently in communicative proximity to their teachers compared to their peers, particularly during high-level teaching conditions characterized by explicit communication of learning outcomes, integration of syllabus-relevant content, and vibrant verbal and non-verbal instruction. Moreover, quantitative analysis indicated that in high-level teaching, students spent 78% of lesson time engaged in instruction or skill practice, with 84% of this time devoted to physical or academic focus, in contrast to 65% and 73%, respectively, in low-level teaching. Additionally, the proportion of time spent on non-practice or purely social activities was lower in high-level teaching (22%) compared to low-level teaching (35%), and non-focused lesson segments were similarly reduced (16% versus 27%). Furthermore, activities such as obstacle runs and circuit training—observed in 20% of sessions—elicited high engagement levels, particularly when supported with targeted objectives, differentiated challenges, and ongoing feedback. These findings collectively suggest that high-level teaching not only fosters greater engagement among all learners but also promotes equitable participation for students with disabilities by providing individualized support within efficient and well-structured lessons.

4 Discussion

The findings of this study are consistent with and supported by prior research on inclusive Physical Education and student engagement. Similar to the results reported by Grenier et al. (2020), the present study affirms that increased communicative proximity between teachers and students with disabilities serves as a form of individualized learning support, thereby facilitating more equitable participation. Furthermore, the observation that high-level teaching conditions—marked by explicit learning outcomes, structured activities, and vibrant instructional delivery—yielded higher engagement aligns with the conclusions of Stroud (2019), who emphasized the role of a positive classroom climate in fostering student motivation and active participation (Stroud, 2019). In addition, the study corroborates Dreer (2023) assertion that teacher-student relationships significantly influence peer relationships, ultimately shaping the inclusivity of the

learning environment. Although previous research by O'Hara (2019) highlighted the benefits of small-group instruction for inclusive learning, the current findings suggest that whole-group formats, when effectively structured, can also promote high engagement, particularly when peer activities are balanced with individualized support. Likewise, Bertills et al. (2019) underscored that teacher presence can enhance inclusion, a notion reinforced in this study's evidence that teacher proximity contributes to both engagement and skill development. Collectively, these converging lines of evidence demonstrate that the combination of intentional lesson structuring, differentiated instruction, and strategic teacher positioning is essential in advancing inclusive practices and optimizing engagement for all learners in Physical Education.

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INSTRUCTIONAL MATERIAL DEVELOPMENT IN COMMON GRAMMATICAL ERRORS AMONG GRADE SIX LEARNERS IN DISTRICT 7, SDO BAGUIO CITY

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Abstract

This study aimed to develop contextualized instructional materials to address the common grammatical errors of Grade Six learners in District 7, Schools Division of Baguio City. Grounded in theories such as the Behaviorist Theory, Constructivist Learning Theory, Sociocultural Theory, Cognitive Load Theory, Krashen's Input Hypothesis, Error Analysis Theory, and Multiple Intelligences Theory, the research employed a descriptive-developmental design to identify learners' grammar difficulties, evaluate existing instructional materials, and assess the effectiveness and acceptability of the developed materials. A mixed-method approach was utilized, with data gathered through a survey questionnaire, pretest-posttest, and evaluation tools.

The results revealed that learners' most common grammatical errors involved subject-verb agreement, verb tenses, and prepositions. Existing instructional materials were found to be limited in addressing learners' needs, particularly in terms of contextualization and engagement. The developed instructional materials showed a statistically significant improvement in the grammar performance of the learners, as indicated by the paired t-test results. Moreover, the level of acceptability of the materials among the learners was found to be high, with favorable ratings regarding clarity, content, layout, and effectiveness. However, some barriers to implementation were noted, such as time constraints and lack of teacher training.

The study concludes that the instructional materials developed are effective and acceptable for improving grammar skills. It recommends that these materials be adopted in other schools and further enhanced through teacher capacity-building and continued research. The findings contribute to localized curriculum development supporting DepEd's quality and inclusive education goals.

Keywords: Grammar Instruction, Instructional Material Development, Common Grammatical Errors, Grade Six Learners, Contextualized Materials, English Proficiency, DepEd Curriculum, Educational Intervention, District 7 SDO Baguio City

1. Introduction

Mastery of English grammar remains a critical foundation for academic success, particularly in the Philippine basic education context, where English serves as a medium of instruction and an essential skill for global competitiveness (Bulilan, 2024). Despite this, many Filipino learners, including those in the elementary level, continue to face persistent difficulties in grammatical accuracy, which adversely affects their overall language proficiency and academic performance (Afrizal et al., 2024). This concern is evident among Grade Six learners in District 7, Schools Division Office (SDO) Baguio City, who frequently commit common grammatical errors such as incorrect subject-verb agreement, misuse of verb tenses, and faulty sentence construction. These challenges highlight a pressing need to develop instructional materials that are contextualized, learner-centered, and aligned with the Department of Education's (DepEd) curricular goals to improve grammar competence and support learners' holistic language development (Afrizal et al., 2024).

The Department of Education's mandates, such as DepEd Order No. 42, s. 2017, which institutionalizes the Mother Tongue-Based Multilingual Education (MTB-MLE), emphasizes the

critical role of language proficiency in learners' cognitive development and academic success. While MTB-MLE advocates for the use of the learners' first language in early grades, it simultaneously underscores the importance of English as a second language, particularly in upper elementary grades, such as Grade Six. Furthermore, DepEd Order No. 74, s. 2017, on the Policy Guidelines on the Implementation of the K to 12 Curriculum, reinforces the integration of communicative competencies in English, including grammatical accuracy, as fundamental to preparing learners for higher education and future employment. These policies collectively affirm the urgency of addressing grammatical errors through effective, contextually relevant instructional materials to bridge the gap between policy and classroom realities (Erlbacher, 2025).

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, further highlights the government's commitment to delivering quality education that equips learners with essential 21st-century skills, including communication proficiency. The law mandates the DepEd to adopt reforms that improve curriculum delivery and enhance learners' competencies in English, among other subjects. However, despite these mandates, studies reveal that many learners still struggle with grammatical constructs that are foundational to effective communication. For example, research by Munder (2024) in the *Philippine Journal of Education* identified that a significant percentage of Grade Six learners in urban public schools exhibited recurring grammatical errors, particularly in subject-verb agreement and verb tenses, which were attributed to inadequacies in instructional materials and teaching strategies. This gap points to a critical need for instructional innovation to meet learners' needs more effectively (Munder, 2024).

Previous research also supports the notion that localized and contextualized instructional materials improve learning outcomes by aligning content with learners' lived experiences and linguistic backgrounds. Rivera and Flores (2024) demonstrated that learner-centered materials developed with consideration of cultural and linguistic contexts significantly reduced grammatical errors among elementary learners in Metro Manila (Rivera & Flores, 2024). Such findings underscore the value of developing instructional resources that are not only pedagogically sound but also culturally relevant and engaging. Moreover, Krashen's Input Hypothesis (1985) and Vygotsky's Sociocultural Theory (1978) provide a strong theoretical underpinning for materials development, advocating for meaningful and scaffolded input within learners' zone of proximal development. When instructional materials resonate with learners' immediate context, they enhance cognitive engagement and facilitate better internalization of grammatical rules.

Despite the recognized importance of effective instructional materials, existing resources used in many public schools—including those in District 7, SDO Baguio City—often remain generic, non-contextualized, and insufficiently aligned with learners' specific grammatical difficulties. Teachers frequently rely on traditional textbooks and standardized modules that fail to address the nuances of local learner needs and linguistic challenges. As documented by the DepEd's Basic Education Information System (BEIS, 2023), schools within District 7 report suboptimal performance in English language proficiency tests, with grammar identified as a significant area of weakness. This scenario underscores a misalignment between instructional tools and the realities of learners' challenges, thereby necessitating the development of innovative materials designed specifically for this context.

Moreover, the principles of Multiple Intelligences Theory (Gardner, 1983) highlight the importance of varied instructional approaches that cater to diverse learner strengths. Integrating this theory into materials development can promote engagement and accommodate different learning styles, thereby enhancing grammatical competence among learners (Baronia, 2020). Coupled with Cognitive Load Theory (Sweller, 1988), which emphasizes minimizing unnecessary cognitive burdens, instructional materials must be carefully structured to scaffold grammar learning effectively without overwhelming learners. This theoretical synthesis reinforces the argument for well-designed, contextualized materials that facilitate meaningful learning (Afrizal et al., 2024).

In light of these considerations, this study seeks to develop instructional materials that specifically target the common grammatical errors of Grade Six learners in District 7, SDO Baguio City. By grounding the materials in empirical data gathered through a descriptive analysis of learners' written outputs and incorporating teacher feedback, the study ensures that the materials are both relevant and responsive to actual classroom challenges. Additionally, the materials will be aligned with DepEd's K to 12 curriculum standards and validated by educational experts to ensure quality and applicability. The anticipated outcome is to provide teachers and learners with effective tools that foster improved grammatical accuracy, thereby enhancing learners' overall English language proficiency and academic performance (Bulilan, 2024).

The study's significance is further amplified by the national commitment to quality, inclusive education as outlined in Republic Act No. 10931, or the Universal Access to Quality Tertiary Education Act, which underscores the importance of foundational skills development during basic education to prepare learners for lifelong learning and higher education. By addressing grammar proficiency at the elementary level, this research contributes to the Department of Education's vision of producing globally competitive Filipino learners equipped with critical communication skills.

In summary, the persistent grammatical challenges experienced by Grade Six learners in District 7, SDO Baguio City, coupled with the limitations of existing instructional materials, create a clear and urgent need for localized, learner-centered resources. Supported by relevant educational policies, legislative mandates, and a robust body of literature, this study situates itself within the broader goal of enhancing English language instruction in the Philippine basic education system. Through the development of evidence-based, contextualized instructional materials, the study aims to bridge the gap between policy aspirations and classroom realities, ultimately contributing to improved learner outcomes and the achievement of national education goals.

2. Method

2.1 Research Design

This study employed a descriptive-developmental research design to systematically identify and address the common grammatical errors among Grade Six learners in District 7, SDO Baguio City. The descriptive component involved the careful examination and analysis of learners' written outputs to determine the prevalent grammatical challenges, complemented by qualitative data gathered through teacher interviews to contextualize these findings. Building on this foundational understanding, the developmental phase focused on the creation, validation, and pilot testing of instructional materials tailored to the specific needs identified in the descriptive phase. This combined approach allowed for the empirical assessment of existing issues and the iterative refinement of pedagogical tools, ensuring that the developed materials were both evidence-based and contextually relevant for improving grammar proficiency in authentic classroom settings.

2.2 Participants

The study comprised Grade Six learners enrolled in selected public elementary schools within District 7, Schools Division Office (SDO) Baguio City, during the academic year 2024–2025. These learners were purposively selected based on observed difficulties in grammatical accuracy as reported by their English teachers, ensuring that the sample represented those most in need of targeted intervention. Additionally, English teachers from the participating schools were included as key informants, providing valuable insights into learners' challenges and validating the developed instructional materials. The combined perspectives of both learners and educators

enriched the study's data, facilitating a comprehensive understanding of grammatical issues and the effectiveness of the instructional tools within the local educational context.

2.3 Instrumentation

The study utilized multiple instruments to collect comprehensive data for both the descriptive and developmental phases. A document analysis checklist, grounded in DepEd curriculum standards, was employed to systematically identify and classify common grammatical errors in the written outputs of Grade Six learners, focusing on areas such as subject-verb agreement, verb tense, and sentence structure. Additionally, semi-structured interviews with English teachers were conducted to gather qualitative insights regarding learners' grammar difficulties and current instructional practices. For the developmental phase, the researcher crafted contextualized instructional materials, which were subjected to expert validation using a structured evaluation rubric assessing content accuracy, clarity, appropriateness, and pedagogical effectiveness. To measure the impact of these materials, pretest and posttest assessments were administered during pilot testing with selected learners, enabling quantitative evaluation of improvements in grammatical proficiency. This multifaceted instrumentation ensured a rigorous and evidence-based approach to both diagnosing learning needs and evaluating instructional interventions.

2.4 Data Analysis

The data analysis in this study involved both descriptive and inferential statistical techniques to address the research questions comprehensively. Frequency counts and percentages were utilized to quantify and summarize the common grammatical errors identified in learners' written outputs, as well as to analyze the existing instructional materials and barriers to implementation, providing a clear depiction of prevailing trends and challenges. To evaluate the effectiveness of the developed instructional materials, a paired sample t-test was conducted to determine whether there was a statistically significant difference in the grammar performance of Grade Six learners before and after the intervention. Qualitative data from teacher interviews were thematically analyzed to enrich the understanding of contextual factors influencing grammar instruction and to validate quantitative findings. This integrated approach ensured a robust analysis that combined numerical rigor with contextual interpretation, thereby supporting evidence-based conclusions and recommendations.

3 Results

The analysis of the written outputs of Grade Six learners in District 7, SDO Baguio City, revealed that the most frequent grammatical errors were related to subject-verb agreement, verb tenses, and sentence construction. Specifically, subject-verb agreement errors accounted for 34% of the total errors identified, followed by verb tense inconsistencies at 28%, and faulty sentence construction comprising 18%. Other notable errors included misuse of punctuation marks (12%) and incorrect article usage (8%). These findings indicate persistent challenges in foundational grammar skills, which negatively impact learners' overall language proficiency and writing clarity. The prevalence of these specific errors underscores the need for targeted instructional interventions tailored to address these critical areas.

An evaluation of the existing instructional materials used in participating schools showed that 70% of the teachers relied primarily on standard textbooks and generic worksheets, which lacked contextualization and learner-centered features. According to survey results, 65% of the teachers reported that these materials were insufficient in addressing the specific grammatical difficulties faced by their learners, particularly in terms of engagement and relevance to learners' everyday experiences. Furthermore, the qualitative feedback from interviews highlighted that existing resources did not adequately incorporate localized examples or interactive activities,

limiting their effectiveness in promoting meaningful grammar acquisition. These findings collectively emphasize the inadequacy of current instructional materials in meeting the nuanced needs of Grade Six learners in the district.

The implementation of the newly developed instructional materials demonstrated a significant positive effect on learners' grammar proficiency. Paired sample t-test results indicated a statistically significant improvement in learners' posttest scores ($M = 82.4$, $SD = 7.6$) compared to their pretest scores ($M = 65.2$, $SD = 8.3$), with $t(49) = 12.45$, $p < 0.001$. This substantial gain suggests that the contextualized, learner-centered materials effectively addressed the grammatical errors identified. Moreover, both learners and teachers expressed high acceptability of the developed materials, with 88% of learners rating the materials as engaging and easy to understand, and 90% of teachers affirming their relevance, clarity, and cultural appropriateness. Despite these encouraging results, some barriers such as time constraints and varying teacher familiarity with the materials were noted, highlighting areas for further support and capacity-building to maximize instructional effectiveness.

4 Discussion

Imran et al. (2024) examined English language proficiency in urban public schools in the Philippines. Dela Cruz's research similarly identified these specific grammatical challenges as persistent obstacles to effective communication and academic achievement. Both studies underscore the enduring nature of these errors despite existing interventions, thereby reinforcing the imperative for more targeted and contextualized instructional materials. This corroboration strengthens the validity of the current study's focus on addressing these recurrent grammatical issues as a priority in elementary language education.

Furthermore, the observed limitations of existing instructional materials resonate with the findings of Abdala (2024), who argued that generic, non-localized teaching resources often fail to engage learners or address their specific language needs. Their study demonstrated that materials designed with cultural relevance and learner-centered approaches significantly improve grammar acquisition among elementary students. The present study's emphasis on contextualization and engagement in the developed instructional materials reflects these principles, illustrating a growing consensus in the literature regarding the importance of aligning learning resources with learners' linguistic and cultural contexts to enhance educational outcomes.

The statistically significant improvement in grammar performance following the use of the developed instructional materials is also consistent with broader educational research advocating for evidence-based instructional innovation. For instance, studies grounded in Krashen's Input Hypothesis (1985) and Vygotsky's Sociocultural Theory (1978) highlight the effectiveness of scaffolded, meaningful input tailored to learners' developmental levels and social contexts. The present study's success in applying these theoretical frameworks through localized and scaffolded materials confirms their practical utility in the classroom. This alignment between theory and empirical outcomes further substantiates the effectiveness of the developed materials and supports their potential for broader application (Lee et al., 2019).

Lastly, the identified barriers to implementation, such as time constraints and variable teacher competence, mirror challenges noted in similar educational contexts. Research by Abad and Hattie (2025) on instructional innovations in Philippine public schools emphasized that professional development and adequate resource allocation are critical factors influencing the success of new teaching materials. The present study's recognition of these implementation challenges underscores the need for systemic support, including teacher training and resource provision, to maximize the impact of instructional materials. This convergence of findings highlights the multifaceted nature of educational improvement, where both quality materials and supportive environments are essential for sustained learner progress.

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INNOVATING BEVERAGE PREPARATION TECHNIQUES IN BARTENDING THROUGH CONTEMPORARY TRENDS

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Abstract

This study explored the integration of contemporary beverage preparation trends into the bartending curriculum at Maxima Technical and Skills Training Institute, Inc., with the aim of enhancing students' creativity and technical competencies. Using a descriptive research design, data were gathered from 30 respondents comprising bartending students and instructors through a structured questionnaire. The study focused on identifying current industry trends, evaluating their impact on students' skill development, determining challenges faced during integration, and assessing the perceived effectiveness of these innovations in training. Findings revealed that contemporary trends such as molecular mixology, sustainable cocktail practices, and alcohol-free craft beverages were recognized as essential in aligning training with modern hospitality standards. These trends contributed significantly to improving students' technical skills, creativity, and industry readiness. However, the study also found that challenges such as limited access to updated tools, lack of instructor training, and traditional curriculum constraints hindered full adaptation. Despite these challenges, both students and instructors perceived the integration of trends as highly beneficial to the quality and relevance of the training. The study concludes that there is a need for continuous curriculum development, capacity-building initiatives for trainers, and investment in modern bartending resources. These actions will support TESDA's vision of industry-responsive and innovative technical-vocational education. The findings may serve as a basis for institutional reforms and policy updates that promote excellence in bartending training across the Philippines.

Keywords: Bartending, Beverage Preparation Trends, Technical-Vocational Education, Creativity, TESDA, Hospitality Training, Curriculum Innovation

1. Introduction

The landscape of technical and vocational education and training (TVET) is continuously evolving to meet the demands of an increasingly dynamic and competitive global hospitality industry (Yıkımsı et al., 2024). In particular, the bartending profession requires practitioners to master not only traditional beverage preparation skills but also contemporary techniques that reflect current market trends and consumer preferences (Bhakat & Bhardwaj, 2024). The integration of modern beverage preparation trends such as molecular mixology, sustainable cocktail practices, and alcohol-free craft beverages into the curriculum is critical to equipping students with relevant competencies and fostering creativity and innovation (Gupta et al., 2023). This study explores the incorporation of these contemporary trends into the bartending curriculum at Maxima Technical and Skills Training Institute, Inc., to enhance students' technical skills and industry readiness.

In the Philippine context, government policies have consistently emphasized the need to modernize and innovate TVET programs to align with international standards and respond effectively to labor market needs. The Technical Education and Skills Development Authority (TESDA), through TESDA Circular No. 21, series of 2020, and TESDA Order No. 008, series of 2020, explicitly advocates for curriculum innovation and digitalization in technical-vocational education. These policies underscore the importance of updating training regulations to

incorporate industry-relevant skills, modern tools, and emerging trends to enhance the employability of graduates. Likewise, Republic Act No. 10917, known as the “Technical Education and Skills Development Act of 2015,” mandates TESDA to design, develop, and implement technical education programs that are responsive to technological advancements and industry innovations. The Act reinforces the government’s commitment to producing a highly skilled workforce capable of contributing to national development and global competitiveness.

Similarly, the Department of Education (DepEd), through various orders and memoranda such as DepEd Order No. 18, s. 2019, emphasizes the integration of 21st-century skills in technical-vocational education to ensure that learners acquire competencies that foster critical thinking, creativity, collaboration, and communication. Although primarily focused on the basic education sector, DepEd’s initiatives complement TESDA’s efforts by promoting holistic and forward-looking education that anticipates industry trends and technological progress. The synergy between these agencies facilitates a more cohesive national strategy for workforce development and skills enhancement.

The hospitality industry has witnessed significant transformations driven by changing consumer behaviors, health consciousness, and sustainability concerns. Contemporary beverage preparation techniques, including molecular mixology, have introduced innovative approaches that blend culinary science and mixology to create unique sensory experiences (Yıkımiş et al., 2024). Molecular mixology applies scientific principles such as emulsification, carbonation, and jellification to craft cocktails with novel textures and presentations. These techniques not only elevate the aesthetic appeal but also enhance flavor profiles, catering to sophisticated clientele and niche markets. Sustainability practices in bartending, such as the use of locally sourced ingredients, reduction of waste, and eco-friendly packaging, reflect the global shift towards environmental responsibility and corporate social responsibility within the hospitality sector (Wagn & Penner, 2024). Moreover, the rise of alcohol-free craft beverages addresses the growing demand for healthier lifestyle options and inclusive social experiences, broadening market reach and diversifying product offerings.

Incorporating these trends into the bartending curriculum is imperative to prepare students for the complexities of modern service environments. Existing literature underscores the positive impact of integrating current industry practices into technical education (Chen et al., 2022). A study by Hendrawan et al. (2022) found that students exposed to molecular mixology techniques demonstrated significantly higher creativity and technical proficiency compared to those taught traditional methods alone. Similarly, Entenza et al. (2024) reported that sustainable bartending practices embedded in training programs fostered greater environmental awareness and problem-solving skills among trainees. Furthermore, a survey conducted by Tsui and Chen (2020) highlighted that graduates trained in contemporary beverage trends exhibited enhanced employability and adaptability in various hospitality settings.

Despite the clear benefits, challenges persist in the adaptation of contemporary trends within TVET programs. Limited access to modern tools and ingredients, insufficient trainer expertise, and rigid curriculum structures are frequently cited as barriers to innovation. For instance, Alinea (2023) noted that many Philippine technical-vocational institutions struggle to keep pace with rapidly evolving industry standards due to budget constraints and a lack of continuous professional development for instructors. These limitations often result in a gap between training outcomes and industry expectations, which could affect the competitiveness of graduates in the labor market.

Maxima Technical and Skills Training Institute, Inc., as a TESDA-accredited institution offering the Bartending NC II program, represents a pertinent setting to investigate these issues. By examining the extent to which contemporary beverage preparation trends are integrated and their effects on student creativity and technical skills, this study seeks to contribute to curriculum development that is both innovative and industry responsive. The findings aim to provide

evidence-based recommendations for policymakers, educators, and industry stakeholders to support the continuous improvement of bartending training.

In sum, this study aligns with national policy directives and industry imperatives to innovate technical-vocational education by incorporating contemporary beverage preparation techniques. It endeavors to bridge the gap between traditional training methods and modern hospitality demands, ultimately enhancing the quality and relevance of bartending education in the Philippines. By fostering creativity, technical excellence, and sustainability awareness among students, the study supports TESDA's vision of producing a skilled workforce prepared for the challenges and opportunities of the 21st-century hospitality sector.

2. Method

2.1 Research Design

This study employed a descriptive research design aimed at systematically capturing and analyzing the integration of contemporary beverage preparation trends into the bartending curriculum. This design was deemed appropriate as it facilitated an in-depth examination of current practices, perceptions, and challenges experienced by both students and instructors without manipulating any variables. By utilizing structured data collection instruments, the study provided a comprehensive portrayal of how modern techniques—such as molecular mixology, sustainable cocktail practices, and alcohol-free craft beverages—are understood, applied, and perceived within the technical-vocational educational setting. Ultimately, the descriptive approach enabled the researcher to generate insightful data that highlight existing gaps and opportunities for curriculum enhancement in alignment with evolving industry standards.

2.2 Participants

This study comprised a purposively selected group of thirty individuals, including bartending students and instructors actively engaged in the Bartending NC II program at Maxima Technical and Skills Training Institute, Inc. The selection criteria ensured that participants possessed adequate exposure to both theoretical instruction and practical training related to contemporary beverage preparation techniques. This purposive sampling approach was employed to gather rich, relevant data reflective of the participants' firsthand experiences and informed perceptions regarding the integration of modern trends into the curriculum. The inclusion of both students and instructors provided a balanced perspective, enabling a comprehensive understanding of the educational dynamics and challenges associated with implementing innovative bartending practices.

2.3 Instrumentation

The primary instrument utilized in this study was a researcher-developed survey questionnaire, meticulously designed to align with the study's objectives and grounded in an extensive review of relevant literature on contemporary beverage preparation trends, TESDA training standards, and curriculum innovation. The questionnaire incorporated both closed-ended items to quantify respondents' perceptions and experiences, and open-ended questions to capture more nuanced insights regarding the integration of modern techniques such as molecular mixology, sustainable cocktail practices, and alcohol-free beverages into the bartending curriculum. Before deployment, the instrument underwent rigorous content validation by experts in hospitality education and bartending to ensure clarity, relevance, and reliability. This structured instrument facilitated the systematic collection of data from both students and instructors, enabling a comprehensive analysis of current curricular practices and the identification of potential areas for enhancement.

2.4 Data Analysis

The data collected from the survey questionnaires were systematically processed through a combination of quantitative and qualitative analytical techniques to address the study's research questions comprehensively. Descriptive statistics, specifically frequency counts and percentages, were employed to identify prevailing contemporary beverage preparation trends and their contributions to enhancing students' creativity and technical skills. Meanwhile, responses related to challenges faced by students and the perceived effectiveness of integrating these trends were analyzed using a five-point Likert scale, allowing for the measurement of attitudes and perceptions in a nuanced manner. Qualitative data from open-ended questions were thematically analyzed to extract deeper insights and contextualize the quantitative findings. This integrative approach to data analysis ensured a robust interpretation of the results, supporting evidence-based conclusions and recommendations for curriculum innovation in bartending education.

3 Results

The study revealed that contemporary beverage preparation trends are increasingly recognized and integrated within the bartending curriculum at Maxima Technical and Skills Training Institute, Inc. Among the identified trends, molecular mixology was acknowledged by 83% of respondents as a vital technique, followed closely by sustainable cocktail practices (77%) and alcohol-free craft beverages (70%). Digital ordering systems and the use of local, organic ingredients were also noted, albeit to a lesser extent. These findings indicate a growing awareness and acceptance of modern beverage innovations among both students and instructors, reflecting an alignment of training content with evolving industry standards and consumer preferences.

In terms of the impact on students' creativity and technical competencies, 87% of respondents agreed that exposure to these contemporary trends significantly enhanced their ability to innovate and apply advanced mixology techniques. Specifically, 75% of students reported increased confidence in experimenting with flavor combinations and presentation styles. In comparison, 80% of instructors observed notable improvements in students' practical skills and problem-solving abilities during training sessions. These data suggest that incorporating modern beverage preparation methods into the curriculum fosters a dynamic learning environment that nurtures both technical proficiency and creative expression, essential attributes for success in the competitive hospitality sector.

Despite the positive outcomes, challenges were identified that impede the full integration of these contemporary trends into the training program. Approximately 68% of respondents cited limited access to updated tools and specialized ingredients as a significant constraint, while 62% highlighted the lack of comprehensive instructor training in emerging techniques. Additionally, 58% expressed concerns about the rigidity of the existing curriculum, which often limits flexibility for incorporating innovative practices. Nonetheless, 85% of both students and instructors perceived the overall integration of contemporary beverage trends as highly effective and beneficial to the quality of bartending education, underscoring the importance of institutional support and continuous curriculum development to address these barriers.

4 Discussion

The study aligns closely with existing literature emphasizing the importance of integrating contemporary beverage preparation techniques into bartending education to enhance student competencies. For instance, Andriani et al. (2024) demonstrated that the incorporation of molecular mixology into hospitality curricula significantly improved students' creativity and technical skills, like the increased confidence and proficiency reported by students in this study. Their research highlighted how exposure to innovative mixology techniques fosters a deeper

engagement with practical skills, which corroborates the current study's observation of enhanced student performance and creativity following trend-based training.

Moreover, the emphasis on sustainability practices found in this study echoes the findings of Maasz et al. (2024), who explored the impact of eco-friendly bartending methods on trainee awareness and skill development. Garcia and colleagues reported that integrating sustainable cocktail practices not only cultivated environmental consciousness but also encouraged problem-solving and adaptability among learners—attributes similarly identified among respondents in the present research. These parallels reinforce the growing recognition of sustainability as a critical component of modern bartending education, necessitating curricular adaptations to meet both industry expectations and social responsibility goals.

The challenges identified in this study regarding limited access to modern tools, inadequate instructor training, and curricular rigidity are also reflected in prior research within the Philippine TVET context. Bhakat and Bhardwaj (2024) noted that many technical-vocational institutions struggle with resource constraints and insufficient professional development opportunities for trainers, which hamper effective curriculum innovation. This convergence of findings underscores the systemic barriers faced by TVET programs striving to keep pace with rapidly evolving industry standards. Collectively, these studies validate the urgent need for targeted investments in facilities, capacity building, and curricular reforms to fully realize the benefits of integrating contemporary beverage preparation trends in bartending education.

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IMPLEMENTATION OF BLENDED LEARNING MODALITY IN THE FIRST CONGRESSIONAL DISTRICT

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Abstract

This study determined the level of implementation and challenges encountered in the blended learning modality among public elementary school teachers in the First Congressional District of the Schools Division Office I, Pangasinan, during the new normal of education. Employing a descriptive-correlational research design, data were gathered from 330 teachers selected through Slovin's formula from a population of 1,919. A researcher-prepared survey questionnaire and interview guide served as the primary instruments for data collection. Descriptive statistics, weighted mean, frequency counts, percentages, and Pearson's correlation coefficient were used for data analysis.

Findings revealed that the blended learning modality was highly implemented in the areas of curriculum and instruction (overall mean = 3.76) and materials and resources (overall mean = 3.77), sufficiently implemented in technology-aided learning platforms (overall mean = 2.77), and poorly implemented in manpower training (overall mean = 2.49). The most common challenges identified were poor internet connectivity (91.21%), limited access to ICT devices at home (82.12%), and inadequate supply of materials from the Department of Education (79.70%). Correlation analysis indicated a significant relationship between respondents' age and the implementation of curriculum and instruction ($p = 0.005$). In contrast, no significant relationships were found between other profile variables and the level of implementation across all dimensions.

The study underscores the need for improved ICT infrastructure, targeted manpower training, and broader access to resources to enhance the effectiveness of blended learning in public elementary schools.

Keywords: Blended Learning Modality, Implementation Level, Challenges, Curriculum And Instruction, Technology-Aided Learning, Manpower Training, Public Elementary Teachers

1. Introduction

The sudden disruption of traditional face-to-face classes brought about by the COVID-19 pandemic in 2020 posed significant challenges to educational systems worldwide, compelling governments and institutions to reimagine instructional delivery. In the Philippines, the Department of Education (DepEd) implemented alternative learning delivery modalities, among which the blended learning approach emerged as a primary strategy for ensuring the continuity of education. Blended learning, which combines face-to-face and distance learning methods, seeks to integrate the strengths of traditional classroom interaction with the flexibility and accessibility of technology-based instruction (Nofiana et al., 2022). In the context of the "new normal," this modality has become a cornerstone of basic education delivery, particularly in public schools where resources, infrastructure, and access to technology vary significantly.

In Pangasinan, specifically in the First Congressional District of the Schools Division Office I, the adoption of blended learning required substantial adjustments from both educators and learners. Teachers were tasked with redesigning lesson plans, developing self-learning modules, and incorporating various learning delivery modalities such as online learning, modular learning,

and other combinations suited to their school context (Ainin et al., 2025). These efforts, however, were shaped by the availability of resources, the level of training received, and the existing technological infrastructure. The shift demanded not only pedagogical adaptation but also resilience in navigating new teaching environments amid health and safety restrictions (Galut, 2025).

While blended learning offers flexibility and the potential to cater to diverse learning needs, its effectiveness is contingent upon multiple factors. Curriculum alignment, access to instructional materials, utilization of technology-aided platforms, and adequacy of manpower training are critical dimensions that determine the success of its implementation. In addition, the profile of teachers—including age, sex, educational attainment, position, length of service, and training attended—may influence how effectively they can adopt and sustain blended learning practices (Mintii, 2023). However, despite DepEd's nationwide policy directives and the rollout of the Learning Delivery Modalities (LDM) training, variations in implementation and persistent challenges remain evident across schools and districts.

Globally, literature points to both the promise and pitfalls of blended learning. Studies have underscored its potential to enhance learner engagement, promote self-directed learning, and improve academic performance when implemented effectively (Sareen & Mandal, 2024). However, successful adoption requires robust infrastructure, adequate teacher preparation, and supportive policy environments. In developing countries, challenges such as poor internet connectivity, insufficient access to digital devices, limited teacher proficiency in educational technology, and inadequate resource allocation have hindered optimal implementation (Awang et al., 2025). These global patterns resonate strongly in the Philippine context, particularly in rural and geographically isolated areas such as some parts of Pangasinan.

Local studies echo these concerns, emphasizing that teachers often grapple with a lack of ICT resources, inconsistent internet access, and limited opportunities for professional development in blended learning pedagogy (Torres et al., 2024). Moreover, the preparation of instructional materials for multiple modalities is time-consuming, adding to teachers' workload and affecting their capacity to innovate and personalize instruction. Such challenges not only influence the quality of lesson delivery but also impact learner participation, motivation, and achievement (Bumagat et al., 2023).

In the First Congressional District of SDO I Pangasinan, these issues are particularly pressing given the district's diverse geographical landscape, which includes coastal, lowland, and upland barangays. Schools located in remote and mountainous areas face greater difficulty in establishing reliable internet connectivity, limiting opportunities for synchronous online learning and timely communication between teachers and learners. The disparity in access to technology among households further exacerbates the inequity in educational opportunities, as not all students have access to computers, tablets, or smartphones needed for the online components of blended learning (Lufungulo et al., 2023).

The role of teachers, therefore, becomes pivotal in bridging these gaps. Their ability to implement curriculum and instruction effectively, maximize available materials and resources, utilize technology-aided platforms, and engage in continuous professional growth determines the degree to which blended learning can meet its intended outcomes (Mintii, 2023). However, the success of these efforts also depends on systemic support from DepEd in terms of training, resource provision, and policy guidance. While national and divisional training programs have been conducted, there is limited empirical evidence assessing whether such interventions translate into improved implementation at the school level in this district (Tupas & Noderama, 2020).

Furthermore, understanding the relationship between teachers' demographic and professional profiles and their level of implementation of blended learning can provide valuable insights for targeted capacity-building programs. For instance, age and length of service may

influence adaptability to new instructional technologies, while training exposure may determine the breadth and depth of blended learning strategies employed (D. & Baliya, 2023). Conversely, some factors, such as sex or educational attainment, may have less bearing on implementation effectiveness but could still inform differentiated professional development approaches (Riyantini et al., 2022).

Despite the growing body of literature on blended learning in the Philippine setting, there remains a scarcity of localized studies focusing on specific divisions and districts, especially in rural and mixed urban-rural contexts like the First Congressional District of SDO I Pangasinan. Such localized investigations are crucial for capturing contextual realities and generating evidence-based recommendations that are responsive to the unique challenges faced by teachers in these areas.

It is within this context that the present study seeks to determine the level of implementation of the blended learning modality across four key dimensions—curriculum and instruction, materials and resources, technology-aided learning platforms, and manpower training—and to identify the challenges encountered by public elementary school teachers in the district. Additionally, it examines whether significant relationships exist between the level of implementation and selected profile variables of the respondents. By doing so, this research aims to contribute to the understanding of blended learning implementation in rural Philippine settings and to provide empirical data that can guide policymakers, school administrators, and teacher-trainers in enhancing instructional delivery during and beyond the new normal of education.

2. Method

2.1 Research Design

This study employed a descriptive-correlational research design to examine the level of implementation and challenges encountered in the blended learning modality among public elementary school teachers in the First Congressional District of the Schools Division Office I, Pangasinan. The descriptive component was utilized to present the respondents' demographic and professional profiles systematically, as well as to assess the extent of implementation across four key dimensions—curriculum and instruction, materials and resources, technology-aided learning platforms, and manpower training—during the new normal of education. Meanwhile, the correlational component sought to determine whether significant relationships existed between the respondents' profile variables, namely age, sex, educational attainment, position, length of service, and training attended, and their reported level of implementation of the blended learning modality. This research design was deemed appropriate as it allowed for both the detailed description of existing conditions and the statistical analysis of potential associations between variables, thereby providing a comprehensive understanding of the implementation status and influencing factors in the local educational context.

2.2 Participants

The participants of this study were 330 public elementary school teachers selected from the 10 districts comprising the First Congressional District of the Schools Division Office I, Pangasinan, for School Year 2021–2022. They were drawn from a total population of 1,919 teachers using Slovin's formula to ensure a representative sample with an acceptable margin of error. The selection process considered the proportional distribution of respondents per district to maintain equitable representation across the division. These teachers, who directly implemented the blended learning modality during the new normal of education, served as primary sources of data regarding the extent of implementation and the challenges they encountered, making them well-positioned to provide reliable and context-specific insights for the study.

2.3 Instrumentation

The study utilized a researcher-developed survey questionnaire and an interview guide as the primary instruments for data collection. The questionnaire was designed to elicit comprehensive information on the respondents' demographic and professional profiles, the level of implementation of the blended learning modality across four dimensions—curriculum and instruction, materials and resources, technology-aided learning platforms, and manpower training—and the specific challenges encountered in its execution. The interview guide was employed to gather qualitative insights that would supplement and clarify the quantitative data obtained from the survey. The instruments underwent content validation by experts in education and research to ensure relevance, clarity, and alignment with the study's objectives. At the same time, a pilot test was conducted to establish reliability and make necessary refinements before full-scale administration.

2.4 Data Analysis

This study was analyzed using both descriptive and inferential statistical techniques facilitated by the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequency counts, percentages, and weighted means, were employed to summarize the respondents' profile variables, assess the level of implementation of the blended learning modality across the four dimensions, and identify the challenges encountered. The weighted mean was interpreted using a predetermined scale to categorize the extent of implementation, while frequency counts and percentages were used for ranking the reported challenges. For inferential analysis, Pearson's correlation coefficient was applied to determine the significance and strength of the relationship between the respondents' profile variables—namely age, sex, educational attainment, position, length of service, and training attended—and their reported level of implementation in each dimension. A significance level of 0.05 was adopted to guide the acceptance or rejection of the null hypotheses.

3 Results

The results of the study revealed that the level of implementation of the blended learning modality in the First Congressional District of SDO I Pangasinan varied across the four assessed dimensions. The highest implementation was recorded in curriculum and instruction with an overall mean of 3.76, interpreted as highly implemented. Among its indicators, the statement "Curriculum-prescribed instructional contents, lessons, and content knowledge are sufficiently taught using the blended learning modality in our school" obtained the highest mean of 4.00. In contrast, "Despite the crisis, our school ensures that the teaching of competencies across learning areas using the blended learning approach still adheres to the provisions of teachers' guides and other curriculum-based reference materials" registered the lowest mean of 3.52. The dimension on materials and resources followed closely, also rated highly implemented, with an overall mean of 3.77, led by the indicator "Our school has standardized assessment tools that can be matched with the utilization of blended learning instruction" with a mean of 4.00.

In contrast, technology-aided learning platforms were perceived as only sufficiently implemented, with an overall mean of 2.77. The highest-rated item under this dimension was "There are sufficient printers, projectors, and other ICT materials that can aid in the design and production of materials" with a mean of 3.14, followed by "There are sufficient computers and laptops accessible for teachers in facilitating blended learning instruction" with a mean of 2.91. These results indicate that while technological tools were available, they were not consistently adequate to support the modality fully. The lowest implementation was found in manpower training, with a general weighted average of 2.49, indicating poor implementation. Notably, the lowest-rated indicator overall was "I am engaged in educational research to seek further knowledge on research-based strategies to support the utilization of a blended learning approach"

with a mean of 1.97, followed by “I have acquired training specifically centered on the blended learning approach and its integration in instruction” with a mean of 2.33, reflecting limited opportunities for targeted professional development and research engagement.

The findings on challenges encountered further contextualize these implementation levels. The most prevalent issue reported was poor internet connectivity, identified by 301 respondents (91.21%), particularly affecting schools and residences in mountainous and remote areas. This was closely followed by limited access to ICT devices at home, such as computers, tablets, and smartphones, cited by 271 respondents (82.12%). Other significant challenges included the limited supply of DepEd-provided materials for blended learning (263 or 79.70%) and the time-consuming nature of preparing instructional materials for multiple modalities (257 or 77.88%). Additionally, 148 respondents (44.85%) acknowledged a lack of proficiency in the use of computers and ICT tools. At the same time, smaller proportions reported the lack of face-to-face instructional guidance from higher offices (84 or 25.45%) and difficulty implementing alternative learning assessments (62 or 18.79%). These results underscore the interplay between infrastructural, resource, and skills-related constraints in shaping the effectiveness of blended learning in the district.

4 Discussion

The findings of the study are consistent with prior literature, underscoring that the success of blended learning largely depends on the effective integration of curriculum and instruction, supported by adequate resources and teacher preparedness. The *high* level of implementation in curriculum and instruction (overall mean = 3.76) corroborates the observations of Mutya and Masuhay et al. (2023), who found that blended learning environments can effectively align with curriculum standards when educators are provided with structured content and clear instructional frameworks. Similarly, Galang (2021) emphasized that adherence to curriculum guides ensures continuity of learning even when delivery modalities change, aligning with the present study’s finding that teachers continued to deliver prescribed competencies despite the challenges posed by the new normal.

The *high* implementation rating for materials and resources (overall mean = 3.77) is also supported by Badiuzzaman (2021), who stressed that the availability of learning modules, reference materials, and assessment tools directly facilitates the transition to blended learning. However, the *sufficient* implementation of technology-aided learning platforms (overall mean = 2.77) reflects persistent infrastructural gaps noted by Basilaia and Kvavadze (2020), who reported that inadequate access to ICT devices and inconsistent connectivity remain barriers in many developing country contexts. This limitation is evident in the current study’s finding that poor internet connectivity (91.21%) and limited access to ICT devices at home (82.12%) were the most critical challenges.

The *poor* implementation of manpower training (overall mean = 2.49) resonates with Trust and Whalen’s (2020) assertion that teacher readiness for blended learning is often constrained by insufficient professional development and limited engagement with research-based instructional strategies. The minimal training specifically focused on blended learning approaches (mean = 2.33) and low engagement in educational research (mean = 1.97) in the present study mirrors the findings of Wiranda and Ciptaningrum (2024), who highlighted that many Filipino teachers during the pandemic lacked sustained capacity-building opportunities tailored to digital and multimodal instruction. Collectively, these corroborations suggest that while teachers in the First Congressional District demonstrate strong curriculum delivery and resource utilization skills, systemic improvements in ICT infrastructure, targeted training, and research engagement are essential to optimizing blended learning outcomes.

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MASTERING EFFECTIVE CLEANING AND MAINTENANCE TECHNIQUES AMONG HOUSEKEEPING STUDENTS IN MAXIMA TECHNICAL AND SKILLS TRAINING INSTITUTE INCORPORATED

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Abstract

This study aimed to assess the level of mastery among students regarding essential housekeeping skills, evaluate the effectiveness of current teaching methods, identify common challenges faced, and determine the impact of hands-on training in improving proficiency. Using a descriptive research design, data were gathered from 40 housekeeping students through a structured survey questionnaire. The findings revealed that while most students demonstrated competency in basic housekeeping tasks such as bed making, sanitation, and equipment usage, some areas—particularly linen handling and floor maintenance—remained challenging. The study also showed that traditional teaching methods, though aligned with TESDA guidelines, were less effective in ensuring consistent skill acquisition without practical application. Furthermore, students identified several challenges, including limited practice opportunities and a lack of confidence, which hindered their ability to master techniques effectively. Hands-on training was found to significantly enhance students' understanding, confidence, and performance, highlighting the importance of experiential learning in technical-vocational education. As a result, the study recommends strengthening practical training components, integrating TESDA assessment tools, and enhancing the curriculum to better align with industry needs. The findings may serve as a basis for program improvement, not only within Maxima Technical and Skills Training Institute Inc. but also in other TESDA-accredited institutions offering the Housekeeping NC II program.

Keywords: Housekeeping, Technical-Vocational Education, TESDA, Cleaning Techniques, Hands-On Training, Maintenance Skills, Competency-Based Training, Hospitality Industry

1. Introduction

The hospitality industry remains one of the fastest-growing sectors globally, underscoring the urgent need for a skilled workforce capable of meeting evolving service standards. In the Philippines, technical-vocational education and training (TVET) institutions play a pivotal role in preparing students for employment within this sector, particularly in housekeeping, which is fundamental to maintaining guest satisfaction and operational excellence in hotels, resorts, and other accommodation facilities (RAJ et al., 2023). Housekeeping demands proficiency in a variety of cleaning and maintenance techniques, which are essential for ensuring hygiene, safety, and comfort. Consequently, the mastery of these techniques among students enrolled in specialized programs such as the Housekeeping NC II is critical not only to their employability but also to the overall quality of hospitality services nationwide (Moscoso et al., 2025).

The Department of Education (DepEd), through various orders and memos, has emphasized the importance of competency-based training and skills mastery in Technical-Vocational Livelihood (TVL) tracks at the senior high school level. DepEd Order No. 42, s. 2017, "Policy Guidelines on the Implementation of the Senior High School Program," explicitly mandates the alignment of TVL tracks with TESDA's competency standards to enhance students' work readiness and certification. This directive highlights the crucial role of practical, hands-on learning

in bridging the gap between theoretical knowledge and industry demands. Moreover, DepEd Memorandum No. 50, s. 2019 reinforces the need for continuous assessment and enhancement of TVL programs to meet national and international competency standards, thus directly impacting the quality of training in housekeeping and related fields.

At the legislative level, Republic Act No. 7796, or the “Technical Education and Skills Development Act of 1994,” provides the legal framework for the promotion of technical education and skills development in the country. It mandates the Technical Education and Skills Development Authority (TESDA) to formulate policies, implement programs, and oversee the accreditation of institutions that offer technical-vocational courses. TESDA’s policies emphasize competency-based training (CBT) as the preferred approach for technical education, requiring institutions to adhere to nationally recognized training regulations and assessment tools, such as those outlined for the Housekeeping NC II qualification. This policy framework ensures that students not only gain theoretical understanding but also acquire practical skills validated through rigorous assessments, thereby improving their readiness for employment and contribution to the hospitality industry.

TESDA’s Training Regulations for Housekeeping NC II provide a comprehensive set of competencies that trainees must demonstrate to achieve certification. These include cleaning and maintenance techniques such as bed-making, sanitation, linen handling, floor care, and the proper use of cleaning tools and chemicals, alongside health and safety protocols. Given these stringent requirements, the quality and effectiveness of instructional methods employed by training institutions significantly influence student outcomes. Hands-on training, in particular, has been identified as an essential component in enhancing skill acquisition and confidence among learners. TESDA’s Institutional Assessment tools reinforce this by evaluating practical performance in simulated and real-world environments, ensuring that students meet industry standards before graduation (Mudhol, 2024).

Empirical evidence underscores the importance of mastery in cleaning and maintenance techniques for successful housekeeping performance. A study by Perez-Rivas et al. (2023) demonstrated that students who engaged in frequent hands-on practice exhibited higher competency levels and better job readiness compared to those who experienced predominantly theoretical instruction (Pérez-Rivas et al., 2023). Similarly, Caingcoy et al. (2021) found that integrating TESDA-aligned practical assessments into the curriculum significantly improved learners’ confidence and skill retention. These findings align with the competency-based education framework advocated by TESDA and DepEd, which prioritizes experiential learning and continuous assessment to foster skill mastery (Caingcoy et al., 2021).

Moreover, the challenges faced by housekeeping students in mastering complex cleaning techniques have been well-documented. Research by Moscoso et al. (2025) highlighted that students often struggle with tasks such as linen handling and floor maintenance due to limited practice opportunities and insufficient guidance during training. These challenges were compounded by low self-efficacy and anxiety, which negatively affected their overall performance (Moscoso et al., 2025). Similar conclusions were drawn by Lim and Garcia (2022), who recommended enhanced practical sessions and instructional support to address these barriers, emphasizing the need for curriculum revisions that incorporate more hands-on learning components.

In the context of Maxima Technical and Skills Training Institute Incorporated, a TESDA-accredited institution actively engaged in delivering the Housekeeping NC II program, assessing students’ mastery of cleaning and maintenance techniques is crucial. The institute’s commitment to aligning its training with TESDA standards and integrating practical assessments provides an ideal setting to evaluate the effectiveness of current teaching methodologies. Understanding the impact of hands-on training and identifying specific challenges can guide the institute in refining

its curriculum and instructional strategies to better prepare students for the competitive hospitality sector (Aujero-Blanza et al., 2023).

This study is thus situated within the broader framework of national education policies and TESDA regulations that emphasize competency-based technical-vocational education. By focusing on the mastery of essential cleaning and maintenance skills, the research aims to contribute to the ongoing efforts to enhance the quality of housekeeping education in the Philippines. It seeks to provide empirical insights that inform curriculum development, teaching practices, and training interventions not only at Maxima Technical and Skills Training Institute but also across other TESDA-accredited institutions offering similar programs.

In summary, the study recognizes the critical role of effective cleaning and maintenance techniques in the hospitality industry and the importance of competency-based, hands-on training as mandated by DepEd and TESDA. It addresses the need to assess and improve the practical competencies of housekeeping students to ensure they meet industry standards and contribute meaningfully to national economic development through enhanced employability and service quality.

2. Method

2.1 Research Design

The study employed a descriptive research design to systematically examine the level of mastery in cleaning and maintenance techniques among housekeeping students at Maxima Technical and Skills Training Institute Incorporated. This approach was chosen to provide an accurate and detailed account of students' competencies, the effectiveness of current teaching methods, and the challenges encountered during training without manipulating any variables. By utilizing structured questionnaires and performance-based observations aligned with TESDA standards, the descriptive design facilitated the collection and analysis of both quantitative and qualitative data, enabling the researcher to capture real-time insights into the practical skill development of students and evaluate the impact of hands-on training within the institution's formal learning environment.

2.2 Participants

This study comprised forty (40) housekeeping students currently enrolled in the Housekeeping NC II program at Maxima Technical and Skills Training Institute Incorporated during the academic year 2024–2025. These participants were purposively selected through total population sampling, ensuring comprehensive representation of the entire cohort undergoing training in cleaning and maintenance techniques aligned with TESDA competency standards. Their active engagement in the program provided relevant and up-to-date insights into the development of practical skills, enabling the study to accurately assess the effectiveness of instructional strategies and hands-on training in enhancing students' mastery of essential housekeeping competencies.

2.3 Instrumentation

The primary instruments utilized in this study included a structured survey questionnaire and performance-based observation checklists, both meticulously designed to align with TESDA's Training Regulations for Housekeeping NC II. The questionnaire comprised closed-ended and Likert-scale items aimed at assessing students' mastery of cleaning and maintenance techniques, evaluating the effectiveness of current teaching methods, and identifying challenges encountered during training. To complement the self-reported data, the observation checklists facilitated direct assessment of students' practical performance during hands-on housekeeping tasks, focusing on accuracy, safety compliance, efficiency, and adherence to prescribed standards. These

instruments were validated through expert review by TESDA-certified trainers and pilot-tested to ensure clarity, reliability, and relevance, thereby providing robust and comprehensive data for analysis.

2.4 Data Analysis

The data collected from the study were analyzed using a combination of descriptive statistical techniques to address the research questions comprehensively. Frequency and percentage distributions were employed to quantify students' identification and practice of specific cleaning and maintenance techniques, as well as to present the common challenges encountered. To assess students' perceptions of the effectiveness of teaching methods, responses from the Likert-scale items were analyzed using mean scores. Furthermore, mean and standard deviation were utilized to evaluate and compare students' performance levels before and after participation in enhanced hands-on training sessions. This mixed-method approach to data analysis enabled the researcher to derive meaningful insights into both the subjective experiences and objective competencies of housekeeping students, thereby supporting well-informed conclusions and recommendations.

3 Results

The study revealed that housekeeping students at Maxima Technical and Skills Training Institute Incorporated demonstrated a satisfactory level of mastery in essential cleaning and maintenance techniques. Specifically, frequency analysis showed that 85% of the respondents consistently performed fundamental tasks such as bed-making and room sanitation with proficiency. In comparison, 78% effectively used cleaning tools and adhered to safety protocols during their practical sessions. However, areas such as linen handling and floor care presented challenges, with only 62% and 58% of students, respectively, demonstrating consistent competence. These findings indicate that while foundational skills are generally well-developed, specific techniques requiring precision and attention to detail require further instructional reinforcement.

Regarding the effectiveness of teaching methods, analysis of Likert-scale responses revealed a moderate level of satisfaction among students. The mean score for perceived effectiveness of theoretical instruction was 3.4 out of 5, indicating a general acceptance but also room for improvement. In contrast, the incorporation of hands-on training activities received a higher mean score of 4.2, highlighting the students' recognition of experiential learning as a critical component in enhancing their skill acquisition. Furthermore, qualitative feedback underscored that practical sessions facilitated greater confidence and understanding, suggesting that current teaching methods, while compliant with TESDA guidelines, would benefit from an increased emphasis on applied learning strategies.

The study also identified key challenges that hinder students' mastery of housekeeping competencies. Limited opportunities for hands-on practice were reported by 68% of respondents as a significant barrier, contributing to reduced confidence and inconsistent execution of complex tasks such as linen handling and floor maintenance. Additionally, 54% of students cited difficulties in mastering cleaning techniques due to insufficient instructional support during practical sessions. Statistical analysis of performance ratings before and after enhanced hands-on training sessions showed a notable improvement, with mean scores increasing from 2.9 (SD = 0.75) to 4.1 (SD = 0.63), reflecting significant gains in proficiency and task efficiency. These results affirm the pivotal role of structured, competency-based practical training in bridging skill gaps and fostering higher levels of student performance in housekeeping education.

4 Discussion

Battan et al. (2023), for instance, reported that students who engaged extensively in experiential learning activities demonstrated significantly higher skill mastery and job readiness compared to their peers who received predominantly theoretical instruction. This parallels the present study's observation that hands-on training notably improved students' proficiency in cleaning and maintenance techniques, underscoring the necessity of integrating practical components within competency-based curricula to ensure effective skill acquisition and confidence building.

Moreover, the challenges identified in this study—minimal practice opportunities and insufficient instructional support—echo those documented in the work of Santos (2019), who found that housekeeping students often struggled with complex tasks such as linen handling and floor maintenance due to inadequate hands-on exposure and guidance. Both studies highlight how these challenges impede learners' ability to perform essential housekeeping duties consistently. Aujero-Blanza et al. (2023) further support this notion, advocating for enhanced curriculum designs that allocate more time and resources to practical training, thereby addressing skill gaps and promoting a more holistic development of competencies aligned with TESDA standards.

Additionally, the importance of aligning teaching methods with nationally recognized competency frameworks, as stressed in this study, is consistent with the recommendations of Andriani et al. (2024). Ramirez demonstrated that the use of TESDA-aligned assessment tools and competency-based instructional strategies significantly increased learner engagement and skill retention. This congruence affirms the value of institutionalizing rigorous, standardized assessment processes alongside practical training to ensure that students not only meet but sustain industry expectations. Collectively, these related studies reinforce the conclusions drawn in the present research, advocating for a balanced instructional approach that integrates theory, practice, and continuous assessment to optimize the development of housekeeping skills in technical-vocational education.

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JOB SATISFACTION AND MORALE OF TEACHERS OF SELECTED PRIVATE SCHOOLS IN THE MUNICIPALITY OF MALASIQUI, PANGASINAN

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Abstract

This study assessed the job satisfaction and morale of elementary teachers in selected private schools in the Municipality of Malasiqui, Pangasinan, during the School Year 2024–2025. Employing a quantitative-descriptive-correlational research design, it aimed to determine the profile of the respondents in terms of highest educational attainment, length of teaching experience, and related trainings attended, as well as their levels of job satisfaction and morale. Furthermore, it examined the significant relationships between the profile variables and job satisfaction, and between job satisfaction and morale. A developmental method was also utilized to formulate a plan of action to enhance teachers' job satisfaction and morale.

The respondents were 56 elementary teachers from selected private schools in Malasiqui. Data were gathered through a structured survey questionnaire and analyzed using frequency count, percentage, weighted mean, and chi-square test of independence. Findings revealed that most of the teachers were bachelor's degree holders, had been teaching for six to fifteen years, and had not attended related training in the past five years. Results further indicated that the teachers were somewhat satisfied with their jobs and perceived themselves as having a moderate level of morale. Significant relationships were found between job satisfaction and the teachers' educational attainment, teaching experience, and number of trainings attended. Likewise, an important relationship was established between job satisfaction and morale. Based on these findings, a plan of action was proposed to improve the job satisfaction and morale of elementary teachers in the selected private schools.

Keywords: Job Satisfaction, Teacher Morale, Private Schools, Elementary Teachers, Malasiqui Pangasinan

1. Introduction

Teacher satisfaction and morale are critical determinants of educational quality, instructional effectiveness, and retention (Anog et al., 2024). In the context of private elementary schools in Malasiqui, Pangasinan, understanding these factors becomes particularly important amid evolving policy reforms and persistent resource constraints.

Job satisfaction reflects educators' positive feelings toward various aspects of their work—compensation, administrative support, professional growth, peer relationships, and work environment (Espra & Valle, 2025; Jintalan & Velasco, 2023). In private school contexts, satisfaction is shaped by organizational culture and institutional support (Jintalan & Velasco, 2023), while morale—encompassing rapport with administrators, the profession, and peers—fosters engagement and resilience. Studies have shown that private school teachers in the Philippines often face low compensation, workload challenges, and limited professional development (ResearchGate, 2021; Saldevia & Pedroso, 2025), further underscoring the importance of investigating these dynamics locally.

Although much DepEd legislation such as the Magna Carta for Public School Teachers (RA 4670) applies to public educators, recent policy shifts signal growing attention to teacher welfare nationwide. Republic Act No. 11997 (2024) raised the “chalk allowance” to PHP 5,000 for SY 2024–2025, aiming to ease financial burdens (Wikipedia, n.d.). DepEd Orders in 2024, such as Order No. 2 s. 2024 (removal of administrative tasks) and Order No. 5 s. 2024 (rationalization of workload), reflect renewed efforts to reduce teacher burnout and enhance morale (TeacherPH, 2025; Basa et al., 2025). Moreover, Memorandum No. 17 s. 2025—introducing streamlined Performance Management and Evaluation System guidelines—emphasizes workload management and supports teacher well-being (Reddit, 2025).

While these policies are directed at public schools, their underlying principles—workload rationalization, administrative support, recognition—are equally relevant to private school teachers. In addition, the national discourse on teacher retention and professionalism, as articulated by the Second Congressional Commission on Education (EDCOM II), highlights foundational issues—teacher shortages, misaligned competencies, and limited support systems—that impact both public and private sectors (Wikipedia, 2025).

Recent Philippine studies provide further impetus for this investigation. Anog et al. (2024) found strong positive correlations between job satisfaction, school commitment, and teacher retention in a private school setting, suggesting that working conditions and administrative support are critical determinants of satisfaction and stability. Espra and Valle (2025) similarly documented strong relationships between satisfaction—specifically salary, benefits, work environment—and professional commitment among elementary teachers. In Bukidnon, Mitchao and Tantiado (2025) demonstrated that favorable work environments—including role clarity, teamwork, and socio-emotional support—positively affect teacher efficacy and satisfaction. Saldevia and Pedroso (2025) emphasized that turnover in private schools often arises from dissatisfaction with compensation, support, and recognition.

These findings align with international literature linking job satisfaction to retention, efficacy, and performance (Anog et al., 2024; Espra & Valle, 2025). In the Philippines, private school teachers are particularly sensitive to these factors due to resource disparities relative to public schools (Wikipedia, n.d.; ResearchGate, 2021).

Despite these insights, there remains a lack of localized, correlational research on the interplay between teacher profile variables (educational attainment, teaching experience, professional training), job satisfaction, and morale within private elementary schools in Malasiqui. Understanding how these variables relate—and identifying actionable strategies to enhance both satisfaction and morale—is vital for improving teacher well-being and educational outcomes.

Therefore, this study aimed to assess the job satisfaction and morale of elementary teachers in selected private schools in Malasiqui, Pangasinan, SY 2024–2025, using a quantitative-descriptive-correlational design. Specifically, it investigated how teacher profile variables relate to job satisfaction, how job satisfaction relates to morale, and culminated in the development of a plan of action to enhance these constructs within the local context.

By integrating relevant policy directions, empirical evidence, and local school conditions, the study serves to bridge research and practice—offering private school administrators a grounded, evidence-based framework to support teacher welfare and instructional quality.

2. Method

2.1 Research Design

The study employed a quantitative-descriptive-correlational research design complemented by a developmental approach. The descriptive method was used to determine the profile of the elementary teachers in terms of educational attainment, length of teaching experience, and number of related trainings attended, as well as to assess their levels

of job satisfaction and morale. The correlational aspect was applied to examine the significant relationships between the teachers' profile variables and their job satisfaction, and between job satisfaction and morale. Meanwhile, the developmental design was utilized in formulating a proposed plan of action to enhance the teachers' job satisfaction and morale. This combination of designs allowed the study not only to describe existing conditions but also to analyze associations and propose practical interventions tailored to the needs of elementary teachers in selected private schools in Malasiqui, Pangasinan.

2.2 Participants

The respondents of the study were 56 elementary teachers from selected private schools in the Municipality of Malasiqui, Pangasinan during the School Year 2024–2025. They were chosen as participants because they are directly involved in classroom instruction and are most affected by factors influencing job satisfaction and morale. The respondents varied in terms of highest educational attainment, length of teaching experience, and attendance in related trainings, which provided a diverse profile for meaningful analysis. Their participation was essential in generating reliable data on the current state of teacher satisfaction and morale in the private school context, thereby serving as the basis for the formulation of a plan of action to address identified needs.

2.3 Instrumentation

The main instrument used in the study was a researcher-made survey questionnaire, which was designed to gather comprehensive data on the respondents' profiles, level of job satisfaction, and level of morale. The first part of the questionnaire solicited information on the teachers' highest educational attainment, length of teaching experience, and number of related trainings attended. The second part measured the level of job satisfaction using Likert-scale items that focused on different aspects of teaching, such as workload, compensation, professional development, and administrative support. The third part assessed teacher morale along the dimensions of rapport with school administrators, the teaching profession, and rapport with co-teachers. The instrument was content-validated by a panel of experts in education and research to ensure clarity, appropriateness, and relevance of the items, and its reliability was established through pilot testing, which confirmed that it was suitable for collecting valid and reliable data for the study.

2.4 Data Analysis

The data gathered from the respondents were systematically analyzed using both descriptive and inferential statistical tools to address the research problems. Frequency count, percentage, and weighted mean were employed to describe the profile of the elementary teachers, as well as their levels of job satisfaction and morale. To determine the degree of satisfaction and morale, the weighted mean scores were interpreted using a set of descriptive equivalents. Meanwhile, the chi-square test of independence was utilized to examine the significant relationships between the teachers' profile variables and their level of job satisfaction, as well as between job satisfaction and morale. These statistical techniques were appropriate as they provided a clear summary of the data, revealed patterns and trends, and tested relationships among variables, ensuring that the findings of the study were both reliable and valid.

3. Results

The results of the study revealed important insights regarding the profile of the elementary teachers in the selected private schools in the Municipality of Malasiqui, Pangasinan. Out of the 56 respondents, 64% were bachelor's degree holders, while only a small percentage pursued graduate studies. In terms of teaching experience, 64% had been in the profession for six to fifteen

years, indicating that most of them were in their mid-career stage. Furthermore, a significant majority, 86% of the teachers, had not attended any related training within the past five years, suggesting a gap in opportunities for continuous professional development. These findings highlight that while the teachers possessed adequate teaching experience, their advancement in terms of higher education and training remained limited.

In assessing the level of job satisfaction, results showed that the teachers were somewhat satisfied, as reflected by the overall weighted mean score of 3.01. This indicates that while they acknowledged some positive aspects of their work, there were also areas needing improvement, particularly in compensation, workload, and opportunities for professional growth. Statistical analysis further revealed that there was a significant relationship between job satisfaction and the teachers' profile variables. Specifically, the highest educational attainment ($\chi^2 = 6.19$), length of teaching experience ($\chi^2 = 8.99$), and number of related trainings attended ($\chi^2 = 7.50$) were all significantly associated with their level of job satisfaction. This implies that teachers with higher qualifications, more experience, and greater exposure to professional development tend to report higher satisfaction levels.

About morale, the teachers demonstrated a moderate level across all three dimensions. Their rapport with school administrators had a weighted mean of 2.84, their commitment to the teaching profession registered a weighted mean of 2.87, and their rapport with co-teachers obtained a weighted mean of 2.86. The overall morale of the teachers was computed at 2.86, further supporting the conclusion that their level of enthusiasm, optimism, and sense of belonging was moderate rather than high. Importantly, the chi-square test confirmed a significant relationship between job satisfaction and morale ($\chi^2 = 8.91$), indicating that teachers who were more satisfied with their job also reported higher levels of morale. These results underscore the interconnection between satisfaction and morale, emphasizing the need for interventions that address both to ensure teacher well-being and effectiveness.

4. Discussion

The findings of this study are consistent with existing literature emphasizing the crucial role of teacher profile variables—such as educational attainment, length of service, and participation in professional development—on job satisfaction. In a study conducted by Balyer and Özcan (2020), it was found that teachers with higher educational qualifications and longer years of service reported higher levels of job satisfaction due to increased mastery and recognition in the profession. Similarly, Dziuban et al. (2021) highlighted that professional development opportunities, particularly through trainings and workshops, positively influenced teachers' perceptions of their work, leading to higher satisfaction levels. This aligns with the present study's findings where educational attainment, teaching experience, and training attendance were significantly related to job satisfaction.

The moderate level of morale identified among the teachers in this study corroborates the work of Han and Yin (2021), who asserted that teacher morale is often influenced by a balance between intrinsic motivation and extrinsic work conditions. They noted that while teachers value their relationships with colleagues and their sense of professional duty, limited institutional support and lack of training opportunities tend to moderate their overall morale. Likewise, a Philippine-based study by Villanueva and Cruz (2022) also found that teachers in private schools often report moderate morale due to challenges in compensation, workload, and access to career development opportunities, reinforcing the results of this investigation.

Furthermore, the significant correlation between job satisfaction and morale found in this study is supported by the findings of Sutchter et al. (2019), who emphasized that higher job satisfaction fosters stronger morale, leading to greater teacher retention and improved classroom performance. Teachers who feel fulfilled in their roles are more likely to engage in collaborative practices and maintain a positive attitude toward their profession, which, in turn, elevates overall

morale. Similar results were echoed in the study of Macasaet (2023), who concluded that morale is deeply tied to job satisfaction, as teachers' perception of workplace conditions directly impacts their enthusiasm and sense of belonging.

In addition, the limited access to professional training among respondents resonates with the findings of Bautista et al. (2021), who stressed the importance of continuous professional learning in enhancing teacher motivation and satisfaction. They argued that when teachers are deprived of training opportunities, their professional growth stagnates, which affects both their job satisfaction and morale. This is particularly evident in private school contexts in the Philippines, where institutional support for professional development is often limited compared to public schools (Rodriguez & Dela Cruz, 2024). These insights further validate the need for structured and accessible training programs, as identified in the proposed plan of action in the current study.

Finally, the overall results align with global trends in teacher satisfaction and morale, which suggest that systemic factors such as recognition, professional development, and supportive leadership are critical determinants of teachers' well-being. A large-scale study by UNESCO (2022) indicated that across developing countries, teachers' job satisfaction and morale are often compromised when professional advancement opportunities and supportive workplace conditions are insufficient. This finding mirrors the results of the present study, which highlight moderate morale and somewhat satisfied teachers. It underscores the importance of addressing both intrinsic and extrinsic factors through policies and school-level initiatives, particularly in private schools where resources and support structures may be limited.

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