

HOME-BASED PERFORMANCE OF THE GRADE 11 TVL-HE STUDENTS OF NARVACAN NATIONAL CENTRAL HIGH SCHOOL

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Abstract

It is crucial to take care of the educational needs of students amid the crisis as the COVID-19 Pandemic wreaks havoc over the globe. This study determined the extent of support to family and academic, learning difficulties and coping mechanisms in dealing with the respondents' performance task. It involves 50 Grade 11 TVL-HE students of Narvacan National Central High School and 5 student-informants. This study utilized the descriptive-correlational research design to determine the extent of support to family and academic and the relationship between the home-based performance in Bread and Pastry Production NC II and Food and Beverage Services NC II. The findings revealed that majority of the respondents were at the age of 18, were females, and lived in the rural area; their parents (father and mother) were farmers and plain housewives respectively; both the mother and the father were high school graduate; the monthly income of parents ranged from 5,000-9999; the respondents mostly received assistance from their parents; and the preferred learning modality was modular. The following recommendations were forwarded in this study: the resources needed to complete jobs requiring home-based performance may be provided by the parents; the students may enhance their level of performance by watching related videos; schools may introduce a strategic plan that will strengthen intensive or maximized parent involvement; and the parents may consider the option of providing their children stable internet connection and future studies can be explored to improve home-based performance particularly relating to various educational support system for leaning.

Keywords: Home-Based Performance, Bread And Pastry Production NC II, Food And Beverage Services NC II, Learning Difficulties, Coping Mechanisms

INTRODUCTION

Teaching is difficult in our current situation. We need to find new ways and solutions to deliver quality education while overcoming the challenges posed by the pandemic.

The COVID-19 pandemic is wreaking havoc on the operation and outcomes of educational systems, which are already overburdened in many ways. This is true throughout the world and affects all children to varying degrees depending on a variety of factors, including the country/region in which they live, as well as their ages, family backgrounds, and level of access to some “substitute” educational opportunities during the pandemic. These children don't have a daily access to school and the basic supports that schools provide for many students, particularly on group activities, team sports, and recreational opportunities such as pools and playgrounds are missing.

“One of the challenges during this pandemic is not just delivering quality education but also ensuring that our senior high school (SHS) learners are afforded opportunities for work immersion and hands-on training,” to adapt to the so-called ‘new normal’, the Department of Education (DepEd) has looked into “the essential skills that need to be introduced to learners during [the] pandemic”. (Andaya,2021)

When it comes to actual performance, learners are then prompted with several puzzles in following the

given procedures for settings are probably different. In the usual set-up, that is in the laboratory where materials, tools, and equipment are readily available, students perform exactly what is expected of them. However, since direct contact between the teacher and students is prohibited, students will be obliged to turn a portion of their house as the laboratory. This leads to several related questions about how they will perform in a place where the set-up is somehow different from the prescribed one. (Asuncion, 2021)

In the new normal, teachers must consider how they can assist the students in completing their activities using locally available products, materials, and equipment. Their performances would vastly improve as a result. However, how will they be able to localize the materials for our students? This is only conceivable if they can come up with substitutions in the absence of the required components that will produce the same results.

Living through the adaptation or adjustment period for the new normal setting, and with the abovementioned matters, the researcher as a TVL teacher in NNCHS, deemed it intriguing to look into the supports given to the learners as well as the availability of tools and materials in dealing with their home-based performance task caused by the changes in education delivery in response to the threat of the COVID 19 pandemic. This study hopes to shed light to the current situation of the TVL-track in dealing with their performance task which could serve as basis for the improvement and efficient skills amidst online learning.

OBJECTIVES

1. To assess the profile of the Senior High School Grade 11 TVL-HE students in Narvacan National Central High School with regards to the following:
 - age;
 - sex;
 - residence;
 - highest educational attainment of parents;
 - occupation of parents;
 - monthly income of parents;
 - household members who can provide assistance in doing home-based performance; and
 - preferred learning modality in school:
 - availability of materials at home in terms of:
 - tools and equipment in Bread and Pastry Production NC II;
 - list of equipment for Food and Beverage Services NC II;
 - references/instructional resources; and
 - Electronic gadgets?
2. To assess the extent of the support in dealing with home-based performance of the Grade 11 TVL-HE students of NNCHS along:
 - Family Support
 - financial support
 - moral support
 - Academic Support
 - instruction/motivation
 - rubrics
 - feedback

3. To assess the level of home-based performance of the Grade 11 TVL-HE students of Narvacan National Central High School
4. To associate the significant relationship between:
 - The demographic profile of the respondents and the extent of family and academic support
 - The extent of support and the home-based performance of the learners
5. To assess the difficulties encountered by the respondents in dealing with their home-based performance.
6. To assess how the respondents cope with the difficulties in their home-based performance tasks in the new normal.

Hypotheses

There is a significant relationship between:

The profile of the respondents, and the extent of family and academic support;

The extent of support and the home-based performance of the respondents in Bread and Pastry Production NC II and Food and Beverage Services NC II.

MATERIALS AND METHODS

RESEARCH DESIGN

This study used descriptive-correlational research design since it is intended to determine the extent of support to family and academic and the relationship between the home-based performance in Bread and Pastry Production NC II and Food and Beverage Services NC II and the profile of the respondents and extent of support of the Grade 11 TVL-HE students of Narvacan National Central High School.

POPULATION AND LOCALE OF THE STUDY

This study was conducted at Narvacan National Central High School, Senior High School, Narvacan, Ilocos Sur. In the qualitative method, the researcher selected 5 or more respondents dependent on the saturation of data gathered among 50 students who are enrolled in Grade 11 Home Economics of the school year 2020-2021. The total enumeration sampling was used in the quantitative method.

DATA GATHERING INSTRUMENT

In gathering the data, two instruments were utilized. First, the survey questionnaire was divided into three (3) parts.

Part I was intended to gather data about the respondents like age, sex, highest educational attainment of parents, occupation of parents, monthly income of parents, household members that can provide assistance in doing home-based performance and preferred learning modality in the school.

Part II was a self-made survey questionnaire which consisted of statements on family support and academic support in dealing with the home-based performance task of the Grade 11 TVL-HE in which the respondents were rated based on the scale provided.

Part III consisted of the availability of resources at home in which the respondents will rate the availability based on the scale provided.

For the validity and reliability of instrument, the questionnaires were first administered at Santa Maria National High School. However, the instruments were given to TVL/TLE experts of Narvacan National Central High School for validity of its contents and construct with a computed mean of 5.

DATA GATHERING PROCEDURE

In the conduct of this study, the researcher first and foremost asked permission from the division office and school principal. Then the researcher identified the respondents. An approved letter was presented to respondents for the collection of data. After the respondents were identified, the questionnaires were administered; questionnaires were retrieved after the administration from the respondents. After the first phase of the study, the second qualitative phase was conducted through interview with the identified participants.

The results were analyzed in order to determine the extent of support from family and academic as well as the availability of resources at home in dealing with their home-based performance task of the Grade 11 TVL-HE. Furthermore, the Colaizzi Model was also adopted and utilized to determine the difficulties encountered by the respondents in dealing with their home-based performance tasks, and their coping mechanisms in addressing these problems.

STATISTICAL TREATMENT OF DATA

In the quantitative analysis of data for the first phase of the study, the following statistical tools were used:

1. Frequency and Percentage Distribution was used to determine the profile of the Grade 11 TVL-HE students with regard to the following: age, sex, highest educational attainment of parents, occupation of parents, monthly income of parents, household members that can provide assistance in doing home-based performance and preferred learning modality in the school.
2. Weighted mean was used to determine the extent of support on the following: family support, academic support and available materials at home for learning.
3. Simple Correlational Analysis was used to determine the significant relationship between the profile of the students and the extent of support from family and academic, available resources at home for learning, and home-based performance in Bread and Pastry Production NC II and Food and Beverage Services NC II.

DATA CATEGORIZATION

In the analysis and interpretation of quantitative data, the norms below were used:

- A. Family Support and Academic Support in dealing with Home-based Performance in Bread and Pastry Production NC II and Food and Beverage Services NC in the New Normal

Scale	Range	Norms of Interpretation
5	4.21-5.00	Highly Agree (HA)
4	3.41-4.20	Agree (A)
3	2.61-3.40	Moderately Agree (MA)
2	1.81-2.60	Slightly Agree (SA)
1	1.00-1.80	Disagree (DA)

- B. Level of Home-Based Performance

Range	Interpretation
40.01 - 50.00	- Excellent
30.01 - 40.00	- Very Good
20.01 - 30.00	- Good
10.01 - 20.00	- Fair
1.01 - 10.00	- Needs Improvement

RESULTS AND DISCUSSION

Profile of the Respondents

Figure 1. Distribution of the Respondents by Age

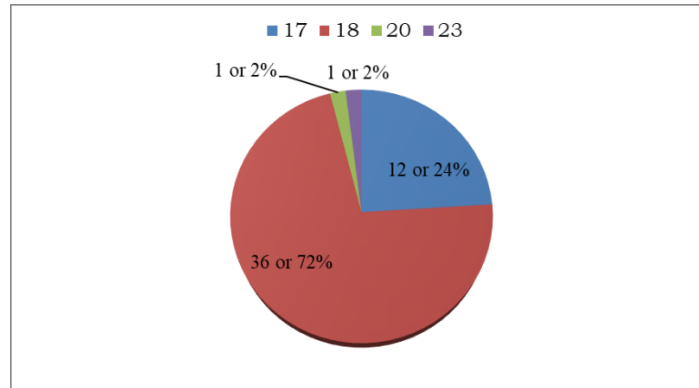


Figure 1 shows that majority of the respondents are of the age 18 with 36 or 72%. However, there is only 1 or 2% belonging to age 20 and there is only 1 or 2% belonging to age of 23.

Figure 2. Distribution of the Respondents by Sex

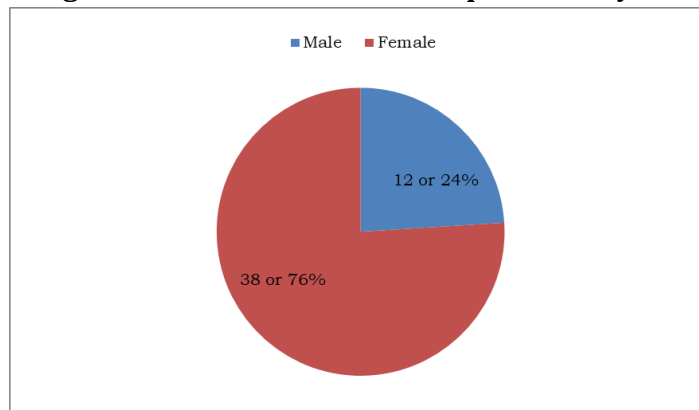


Figure 2 shows that majority of the students are females with 38 or 76% which are higher than the number of males which is 12 or 24%. The result shows that there is a greater number of females who are enrolled in Grade 11 TVL-HE class for the School Year 2020-2021.

Figure 3. Distribution of Respondents by Residence

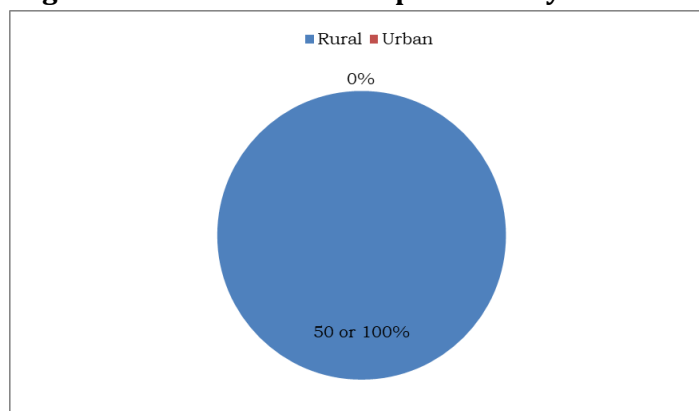


Figure 3 presents that 50 or 100% of the students reside in the rural area. This implies that the respondents come from distant communities. Also, it can be shown that they prefer to enroll in Narvacan National Central Central School because it offers TVL-Home Economics as a strand even if there are community schools in the area.

Figure 4. Highest Educational Attainment of Parents (Father)

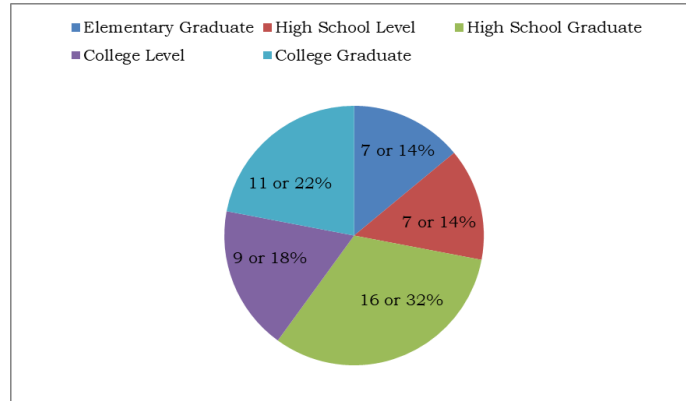


Figure 4 shows that majority of the parents particularly the fathers of the students are high school graduate with 16 or 32%. Moreover, 7 or 14% of them reached high school, and also 7 or 14% of them graduated from elementary. However, it is evident that 11 or 22% of them graduated from college.

Figure 5. Highest Educational Attainment of Parents (Mother)

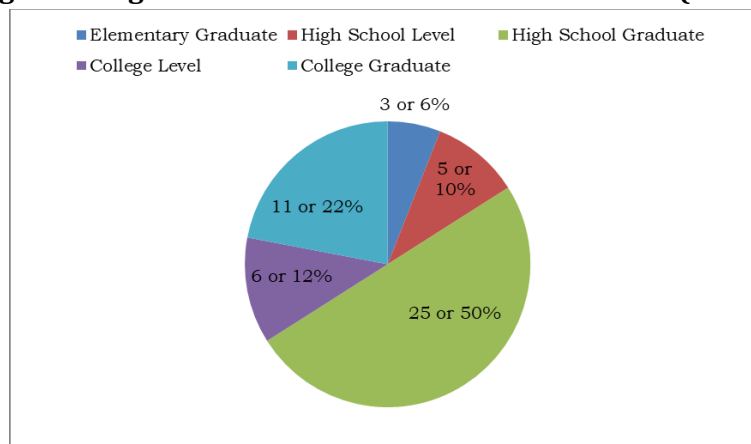


Figure 5 reveals that half of the parents particularly the mother of the students are high school graduate with 25 or 50%. However, it can be noted that 3 or 6% of them graduated from elementary.

Figure 6. Occupation of the Father

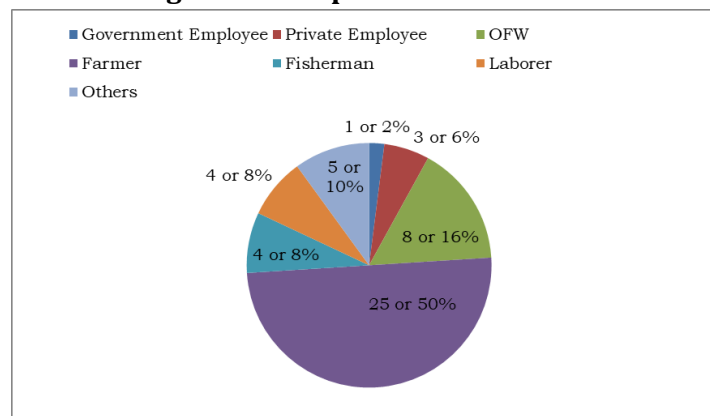


Figure 6 shows that half of the parents particularly the fathers of the respondents work as farmers with 25 or 50%. However, it is also noted that 1 or 2% of them is employed in the government. The result indicates

that the male parents preferred not to finish college education to earn a degree but rather worked in the field.

Figure 7. Occupation of the Mother

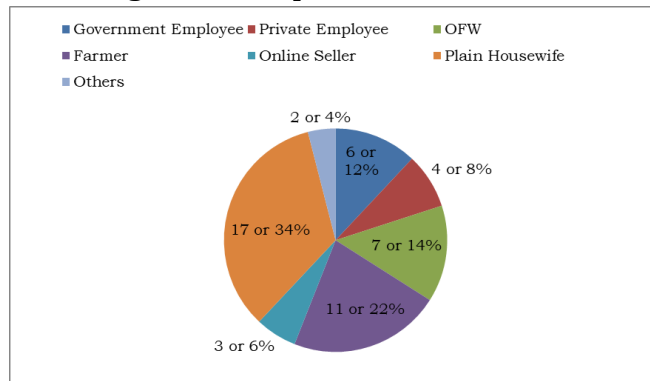


Figure 7 shows that majority of the parents particularly the mothers of the respondents work as plain housewives with 17 or 34%. Moreover, 11 or 22% of them work as farmers.

Figure 8. Monthly Income of Parents

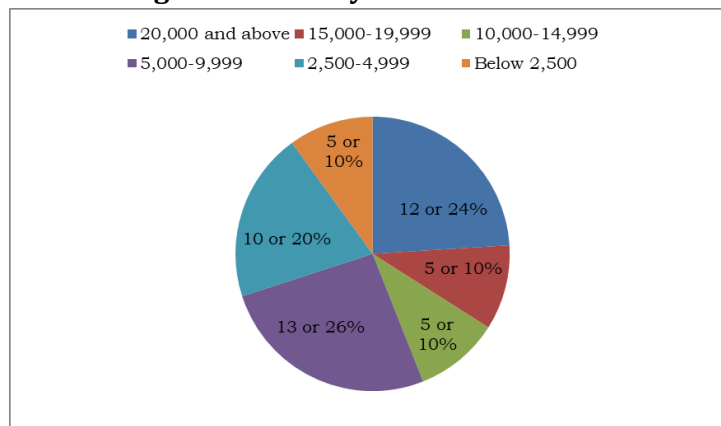


Figure 8 shows that majority of the parents have a monthly income ranging from 5,000-9,999 with 13 or 26%. Moreover, it is noteworthy that 12 or 24% of them earn a monthly income ranging from 20,000 and above and 10 or 20% of them have a monthly income ranging 2,500-4,999. However, 5 or 10% of them earn below 2,500.

Figure 9. Assistance from Household Members

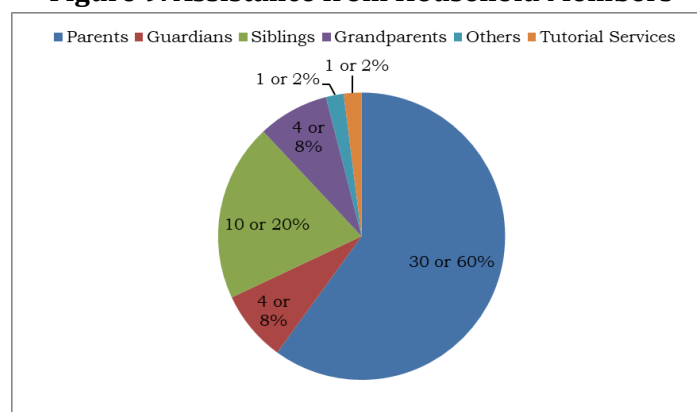


Figure 9 reveals that majority of the respondents receive assistance from their parents with 30 or 60%. However, 1 or 2% of them is assisted by a tutor or by others respectively.

Figure 10. Preferred Learning Modality

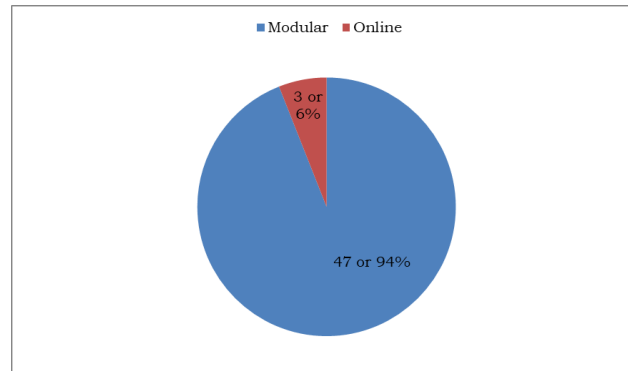


Figure 10 shows that majority of the respondents prefer modular as a Learning Delivery Modality with 47 or 94%. On the contrary, 3 or 6% of them prefer online.

Extent of Support in Dealing with the Home-Based Performance of the Respondents

FAMILY SUPPORT

Table 1. Mean Ratings Showing the Extent of Financial Support

Indicators	Mean	DR
1. I am satisfied with my home-based activities allowance.	4.18	A
2. My parents provide all the ingredients and tools needed in my home-based activities.	3.84	A
3. My parents gave me extra money to buy for the other ingredients to produce a presentable output.	4.12	A
4. My brothers/sisters helped in financing my home-based activities.	3.88	A
5. My parents pay loads for my internet connectivity.	3.96	A
6. I do not need to borrow money from our relatives or neighbors to buy the ingredients and tools needed for my home-based activities.	4.02	A
7. I am able to save money from the excess of my allowance given by my parents.	4.14	A
Average Mean	4.02	A

Legend: 3.41-4.20 Agree (A)

Table 1 shows the extent of support in dealing with the home-based performance of the respondents along financial support.

As seen in the table, the average mean on the extent of family support (financial) is 4.02 with an “agree” description. This indicates that the family values the education of their children by providing them financial support.

Table 2. Mean Ratings Showing the Extent on Moral Support

Indicators	Mean	DR
1. My family set-ups a space in our house for my home-based performances.	3.86	A
2. My parents communicate with my teacher’s instruction and expectations to provide better support for my home-based performance.	3.88	A

3. My parents express high expectations and standards for my learnings at home.	4.24	HA
4. My parents spare time to check my modules and home-based activities so that my family can assist me if needed.	4.04	A
5. My parents accompany me in my studies and performances and develop self-regulation strategies related to online learning.	3.84	A
6. My parents monitor my learning progress at home.	3.84	A
7. My parents participate in decisions that affect my education.	4.14	A
8. My parents maintain a close supervision in my school activities and school performance where sometimes they also act as my trainers and teachers.	3.74	A
9. My parents find time to extend their help and answer all my queries or questions when it is needed.	3.84	A
10. My parents ensure that the learning competencies as well as deadlines are accomplished.	3.86	A
Average Mean	3.93	A

Legend: 3.41-4.20 Agree 4.21-5.00 Highly Agree (HA)

Table 2 shows the extent of support in dealing with the home-based performance of the respondents along moral support. As shown in the table, the average mean on the extent of moral support is 3.93 with an “agree” description.

ACADEMIC SUPPORT AND INSTRUCTION OR MOTIVATION

Table 3. Mean Ratings Showing the Extent on Academic Support along Instruction or Motivation

Indicators	Mean	DR
1. My teacher provides directions and vast explanations in every performance task.	4.42	HA
2. My teacher is very supportive and she always gave time to answer queries about the performance task given.	4.44	HA
3. My teacher encourages and motivates me to become actively involved in all performance activity.	4.48	HA
4. My teacher provides online discussions before the performance activity.	4.24	HA
5. My teacher encourages me to use of locally available products and ingredients but produces the same results in my activity.	4.34	HA
6. My teacher motivates me to be resourceful when no available tools and equipment’s found in our home.	4.46	HA
7. My teacher performs actual demonstration of our activity.	4.28	HA
Average Mean	4.38	HA

Legend: 4.21-5.00 Highly Agree (HA)

Table 3 shows the extent of support in dealing with the home-based performance of the respondents under academic support along instruction and motivation.

CONCLUSIONS

After careful analysis and interpretation of the findings, the following conclusions were drawn:

1. The majority of respondents are 18 years old, females who reside in rural areas, receive assistance from family members, and prefer modular learning. Their fathers and mothers are mostly high school graduates. Their fathers are mostly farmers, while their mothers are plain housewives. The majority of their parents' family income is between 5,000 and 9,999.
2. The respondents agree to the extent agreeability of family support along financial and moral support; highly agree to the extent of academic support provided by the teacher along instruction and motivation, rubrics and feedback.
3. The performance level of the respondents in Bread and Pastry Production NC II is very satisfactory and in Food and Beverage Services NC II is excellent.
4. In the demographic profile of the respondent's majority of the respondents were at the age of 18, were females, and lived in the rural area; their parents (father and mother) were farmers and plain housewives respectively; both the mother and the father were high school graduate; the monthly income of parents ranged from 5,000-9999; the respondents mostly received assistance from their parents; and the preferred learning modality was modular. Moreover, the findings revealed that the respondents received financial, moral and academic support; the respondents lacked available baking equipment, glassware, other resources, trolley and chafing dishes. The respondents performed "very satisfactory" in Bread and Pastry Production NC II and "excellent" in Food and Beverage Services NC II. There was no significant relationship between the home-based performance of the Grade 11 TVL-HE students in Bread and Pastry Production NC II and the extent of support and availability of resources.
5. The difficulties encountered by the respondents in dealing their home-based performance in the "new normal" are poor internet connection, lack of tools and equipment, poor time management and lack of support from family.
6. The coping mechanisms applied by the respondents in addressing these difficulties includes looking a robust internet connection with relatives, a capacity for resourcefulness, concentrating on the assigned task, communicating with or seeking assistance from teacher and family.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are hereby offered.

1. The resources needed to complete jobs requiring home-based performance may be provided by the parents. Additionally, teachers can keep inspiring their students and teaching them effectively.
2. The students may have to enhance their level of performance in Bread and Pastry Production NC II and Food and Beverage Services NC through constant practice and by watching educationally-related videos on You Tube, DepEd TV or other related sites.
3. Schools may introduce a strategic plan that will strengthen intensive or maximized parent involvement or participation in the education of their children.
4. The parents may consider the option of providing their children stable internet connection for online learning, provide tools and equipment necessary for home-based learning, teach their children on how to manage time for learning, and intensify parental support for their children.
5. The students may learn how to improve their level of concentration or focus towards learning by reading articles printed or online, communicate with their teachers as necessary and continue to seek assistance from them or from family if needed.
6. Qualitative studies could be explored with focus on the experiences of learners in performing home-based learning tasks. Or, similar studies may be conducted particularly relating to various educational support systems for home-based learning.

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