Distance Learning Home Experience and the Food Preparation Skills of Grade 9 Students in Technology and Livelihood Education

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Abstract

This study was conducted to determine the relationship between the distance learning home experience and the food preparation skills of Grade-9 students in Technology and Livelihood Education. The Descriptive-Correlational research design was adopted, and statistical tools such as Pearson r correlational analysis were utilized to test the relationship between the independent and dependent variables. Hypotheses were tested, and the findings revealed the following information: Using Pearson's r correlation analysis, the data revealed that internet access is moderate negative significance to preparing fruits and vegetables, the use of a cooker, and cooking methods for Grade 9 TLE students. The knife is the moderate negative significance of online learning resources. Home assistance is moderate negative significance to preparing fruits and vegetables, using a cooker, and cooking techniques and thus the null hypothesis is not sustained. Hence, timely feedback, time allotment, and instructional delivery have no significant relationship with the food preparation skills of the learners thus the null hypothesis is sustained in this respect. It indicates that the learners experienced all the distance learning at home but when it comes to the food preparation skills, they still need the guidance of the teachers in performing their skills. It only shows that the teacher plays a vital role in improving the food preparation skills of the learners in distance learning. Having these findings, the study recommends that a comprehensive professional development program be implemented to ensure that online teachers will be given a chance to improve themselves in teaching virtually continuously; teachers are given technical assistance through training, workshop, coaching, and mentoring on class programming, and sharing of assignments, learning management specifically in managing online classes using the ICT and managing the school facilities and equipment may be considered as possible topics in the future learning and development programs for the teachers and future researchers may conduct a study on the distance learning experience of learners at home in the food preparation skills of the learners on a broader scale.

Keywords: distance learning, home experience, food preparation skills, Technology and Livelihood Education

Introduction

The school system has recently been rocked by an extraordinary health catastrophe (the COVID-19 epidemic), which has shattered its foundation. As a result, governments worldwide have initiated a crisis

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response to offset the pandemic's negative impact on education. Curriculum adjustments, supply of technical resources and infrastructure, shifts in the academic calendar, and instructional delivery and evaluation rules are examples of this approach. The current situation is unusual because it may exacerbate the difficulties encountered during distance learning due to movement limits and health regulations (Gonzales et al., 2020; Kapasia et al., 2020).

In response to WHO's request, the Philippines' Department of Education (DepEd) issued DepEd Memorandum (DM) No. 15, 21, 23, 31, and 34 in the first quarter of 2020, titled "Creation of a Task Force for the Management of Department of Education Response to Novel Coronavirus Acute Respiratory Disease (2019-nCoV ARD)" (Department of Education, 2020).

Public and private schools around the country can use the online learning center. The website intends to supplement education at any time and place for students who have an internet connection and use devices such as cellular phones, tablets, laptops, or desktop PCs (Department of Education, 2020).

As the world begins to relax some of the strict measures that have been in place, the only sure thing is that the 'new normal' will not be the same as before. The big challenge lies in how education is relayed to learners while supporting them in the current situation. With the shared practices and experiences of educators from different schools, the academic leaders in any education sector can gain various strategies on how to provide continuing distance education among learners in our respective schools and institutions.

Given the current state, it's critical to acquire a more detailed knowledge of students' distance learning experiences. To date, many studies have focused on students' mental health (Copeland et al., 2021; Fawaz et al., 2021), home learning (Suryaman et al., 2020), self-regulation (Carter et al., 2020), virtual learning environments (Almaiah et al., 2020; Hew et al., 2020; Tang et al., 2020), and overall learning experience (e.g., Adarkwah, 2021; Day et al., 2021; Khalil et al., 2020; Singh et al., 2020).

The study's goals are to identify the distance learning experience of learners and its relationship to the food preparation skills of Grade 9 students in Technology and Livelihood Education.

Objectives of the Study

This study aims to 1.) determine the perception of learners on distance learning in food preparation skills remotely. This includes a distance learning experience such as timely feedback, internet access, online learning resources, time allotment, instructional delivery, and home support and the level of the food preparation skills of students in terms of general practice skills, knife skills, preparing fruits and vegetables, use of cooker, cooking methods, and safety and sanitary skills.

Methodology

This study used a descriptive correlational research design. The respondents of the study are the Grade-9 students in San Jose National High School, the City of Sto. Tomas. Each respondent will be given a questionnaire to be accomplished and analyzed. The study involved fifty (50) Grade 9 students who are accessing information in synchronous and asynchronous modes. There were 300 Grade 9 students in San Jose National High School. The researcher employed a stratified random sampling technique. The researcher utilized a self-made questionnaire validated by experts in gathering the needed data about the distance learning home experience and skills in food preparation. The questionnaire has three parts. The first part consists of the respondents' profiles such as age, gender, and socioeconomic status. The second

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part consists of learners' perception of distance learning experiences such as timely feedback, internet access, online learning resources, time allotment, instructional delivery, and home support and the third part is the Food Preparation Skills Written test in terms of general practice skills, knife skills, preparing fruits and vegetables, use of cooker, cooking methods, and safety and sanitary skills.

To ensure that the research instrument was able to capture the data relevant to the present study, the survey questionnaire which was designed and written by the researcher was submitted to the adviser for comments and suggestions. After incorporating the suggestions and recommendations, the revised copy was submitted again to the research adviser for approval.

The survey questionnaire was validated by three persons composed of 1 Principal, and 2 Head Teachers in TLE who experts in the field of education are. The validation instrument used the scale: 4-exceeds expectation; 3-meets expectation; 2-below expectation; 1-not acceptable. The result of the validation as well as the other comments and suggestions were considered in the finalization of the research instrument. This process was employed to ensure that the respondents understand the items so that accurate and reliable responses can be provided.

Before conducting this study, the researcher prepared a request letter and personally acquired permission from the Dean of LSPU-San Pablo as well as the School Head to gather the much-needed data and information smoothly. Permission also from the parents was secured, letting them know that their son/daughter will be the subject/respondent of the study. When everything was set, the researcher motivated/advised the respondents to be prepared the conduct the skill test. The students were given the freedom to choose their preferred food ingredients to be used in the demonstration of their food preparation skills. Students were advised to do the activity without any pressure on the company of their family members and do the activity at their preferred time. To closely monitor whether the students are doing the task, the teacher will see and check using rubrics the uploaded videos in the messenger and record the scores of the students in the class record of the teacher.

After a month, questionnaires were administered to the student-respondents through an online survey form to those who can access the internet and printed questionnaires for the student-respondents who cannot access the internet and were allowed to visit the school. A cover letter explaining the study's objective had been attached to the questionnaire and the assurance that their responses would be treated with strict confidentiality. A written test will also be conducted and checked using the key to correction prepared by the teacher/researcher.

The information reflected in the questionnaire and the written test result will be recorded, tabulated, analyzed, and interpreted using appropriate statistical tests. With the analysis and interpretation of data, this study used simple descriptive statistics such as Mean, Standard Deviation, and Pearson Product Moment Correlation.

Results and Discussion

1. Profile of Grade 9 Students

Table 1 clearly illustrates that among the fifty (50) Grade 9 respondents from San Jose National High School in SDO Batangas, 14 years old has the most considerable percentage of 68% or 34. It was followed by 15 with 28% or 14 and 4% or two respondents the age of 16 years old.

It also describes the distribution of the Grade-9 respondents in terms of gender. The profile of the respondents in terms of gender revealed that 25 or 50% of the population are male, and 25 or 50% are female.

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Table 1
Profile of Grade 9 Students in terms of Age, Gender, and Family Income

Age	Frequency	Percent
14	34	68.0
15	14	28.0
16	2	4.0
Total	50	100.0
Gender	**Frequency**	**Percent**
Male	25	50.0
Female	25	50.0
Total	50	100.0
Family Income	**Frequency**	**Percent**
Middle	49	98.0
Low	1	2.0
Total	50	100.0

It can be gleaned from the presented data that 49 or 98% of the Grade-9 respondents belong to the middle class. The remaining 2% or 1 belongs to the low-income bracket. It implies that most of the respondents can support their learning through distance education as a mode of learning delivery.

2. Perceived Learning Experience at Home

2.1. In terms of Timely feedback

Table 2
Perceived Learning Experience at Home as to timely feedback

Indicators As a student, I experienced…	Mean	SD	Descriptive Interpretation
1. Establish a time within which all assignments or tests will be graded and returned to the students	4.48	0.65	Experienced
2. Link evaluation (such as grades) and feedback (such as comments) in both directions.	4.30	0.71	Experienced
3. Detail when students expect instructor feedback (questions asked, emails sent, projects submitted, and tests taken.)	4.54	0.58	Highly Experienced
4. Aid students in determining their level of knowledge and proficiency.	4.32	0.77	Experienced
5. Learn how students are using the feedback you have already given them. Do they read your comments on papers and tests, and do they use them? How, if so? Why not, if not?	4.28	0.83	Experienced
6. Provide opportunities for students to consider what they have learned, what they still need to know, and how they might rate themselves.	4.48	0.68	Experienced
7. Use email to support person-to-person feedback.	4.42	0.73	Experienced
8. React to student drafts using the word processor's "Comments" feature.	4.16	0.84	Experienced
9. Encourage pupils to keep all their work in portfolios so that teachers and students can compare early efforts and assess learning progress.	4.56	0.64	Highly Experienced
10. Regularly post announcements regarding essential points of discussions or submitted work for a given period.	4.46	0.71	Experienced
Overall	**4.40**	**0.53**	**Experienced**

Legend: Highly Experienced 4.50-5.00; Experienced 3.50-4.49; Moderately Experienced 2.50-3.49; Slightly Experienced 1.50-2.49; Not Experienced1.00-1.49

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Table 2 revealed that encouraging the use of student portfolios for storing all student work so that instructors and students can compare early efforts and evaluate growth in knowledge and skills has the highest mean score of 4.56 with a descriptive interpretation of "highly experienced." It is significant to note that a portfolio can serve as proof of learning upon which the learner's grade can be based. With the mean results of 4.16, the indicator stating use the "Comments" option available in word processors to react to students' drafts has the lowest mean scores with a descriptive interpretation of "experienced."

2.2. In terms of Internet Access

Table 3
Perceived Learning Experience at Home as to Internet Access

Indicators As a student, I experienced…	Mean	SD	Descriptive Interpretation
1. I have internet connections at home.	4.20	0.61	Experienced
2. The data communication is available.	4.20	0.67	Experienced
3. I have a strong internet signal at home.	4.04	0.70	Experienced
4. A laptop connected to the internet is ready whenever I need it.	4.08	0.78	Experienced
5. A smartphone is available for use.	4.12	0.90	Experienced
6. I have enough allowance for data load.	4.24	0.77	Experienced
7. My parents provide the necessary gadgets for me to access the internet.	4.32	0.71	Experienced
8. The internet speed is fine.	4.06	0.68	Experienced
9. No buffering or loading of data happened during an online class.	3.82	0.87	Experienced
10. Use interactive features that give students control.	3.98	0.77	Experienced
Overall	4.10	0.41	**Experienced**

Legend: Highly Experienced 4.50-5.00; Experienced 3.50-4.49; Moderately Experienced 2.50-3.49; Slightly Experienced 1.50-2.49; Not Experienced1.00-1.49

Table 3 describes the distance learning experience of learners at home regarding internet access. The overall result of 4.10 Mean indicates that the learners "experienced" all the indicative statements. It implies that internet accessibility in their area is readily available.

The indicators can be gleaned from the results that "my parents provide necessary gadgets for me to access the internet" have the highest mean of 4.32. It implies that the parents support the distance learning education of their children so they to attend and perform better in school. On the other hand, the indicator stated that no buffering or loading of data happened during online class with a 3.82 mean, which according to the data, is the lowest among the ten indicators. It implies that the area where the learners are located has a strong internet or mobile data signal. It is significant to note that today, network companies have improved their facilities to provide good service.

The learners of San Jose National High School in the District of Sto. Tomas South, Division of Batangas, was fortunate to experience that the accessibility and the internet in the area were enough to facilitate online classes. However, some problems are encountered, such as the use of interactive features, buffering or loading of data, and slow internet speed. Despite the challenges faced by the Grade-9 learners, the learners' experience cannot be classified as difficult since they can manage the challenges in dealing with distance learning at home.

2.3. In terms of Online Learning Resources

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Table 4
Perceived Learning Experiences at Home as to Online Learning Resources

Indicators As a student, I experienced…	Mean	SD	Descriptive Interpretation
1. The teacher provides easy-to-access online resources.	4.42	0.67	Experienced
2. Links are written whenever possible to make sense when taken out of context.	4.60	0.53	Highly Experienced
3. Student tutorials are provided in text, PDF, and Flash formats.	4.52	0.65	Highly Experienced
4. Online learning resources are carefully selected to meet our needs as students.	4.32	0.65	Experienced
5. Access and use the learning content provided by the teacher.	4.34	0.72	Experienced
6. Deliver various learning materials and allow online and offline access similar to DepEd Commons.	4.36	0.63	Experienced
7. Explore content folders, hyperlinks, and HTML content, all of which can typically be mixed in any number of ways	4.24	0.69	Experienced
8. Resources are downloadable so learners can work offline.	4.28	0.76	Experienced
9. Offer pupils the choice of reading text, viewing videos, hearing sounds, or looking at pictures.	4.48	0.65	Experienced
10. Make sure the films you assign have closed captions or make your own and upload them to YouTube with captions.	4.06	0.77	Experienced
Overall	**4.36**	**0.47**	**Experienced**

Legend: Highly Experienced 4.50-5.00; Experienced 3.50-4.49; Moderately Experienced 2.50-3.49; Slightly Experienced 1.50-2.49; Not Experienced1.00-1.49

Table 4 illustrates the distance learning experience of learners at home in accessing online learning resources. The overall result of 4.36 Mean indicates that the learners "experienced" all the indicative statements. It implies that online learning resources are available and provided by teachers.

It infers that the teachers handling online classes are competent in managing online resources. Though the analyzed data explains that among the ten (10) indicators, "Whenever possible, links are written to make sense out of context" ranks first with a mean of 4.60 and is verbally interpreted as "highly experienced" it is also significant to highlight that the indicator "Check that the videos you assign have closed captions or create your own and add captions on YouTube." has the lowest mean of 4.06.

It implies that the students receive the required links for classes, thus allowing them to attend an online class. The link is important because it serves as an online address to connect to the teacher's virtual classroom.

2.4. In terms of Time Allotment

Table 5 illustrates that the Grade-9 learners under distance education "experienced" time allotment as reflected by the overall mean of 4.29. All the indicators were described as "experienced" by the Grade-9 respondents.

The indicator states that rest time and health break were given between classes with the highest mean scores of 4.50 and is verbally interpreted as "experienced." It implies that the teacher prioritizes and values the learners' need for a health break, such as a water break and peeing. Even if the class is done virtually, the teachers need to consider the learner's welfare by giving them a few minutes of rest. The indicator that states deadlines are set away from exam periods has the lowest mean score of 4.14. It implies that though it is verbally interpreted as experienced, it appeared to be a less priority of the teachers during distance education. Due dates must be set at least a week before the examinations to give the learners time to finish their work and avoid cramming.

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Table 5
Perceived Learning Experiences at Home as to Time Allotment

Indicators As a student, I experienced…	Mean	SD	Descriptive Interpretation
1. Begin and end lessons on time.	4.40	0.83	Experienced
2. Reduce transition time between tasks.	4.22	0.84	Experienced
3. Ensure that the amounts of time allocated to various curricular subjects truly reflect the relative values school staff and community members place on these subjects.	4.34	0.77	Experienced
4. The teacher gives enough time for the submission of assignments and tasks.	4.30	0.95	Experienced
5. Deadlines are set away from exam periods.	4.14	0.99	Experienced
6. Screen time is reduced.	4.34	0.85	Experienced
7. The volume of assignments given is reasonable and time-bounded.	4.16	0.89	Experienced
8. Distance learning saves my time.	4.34	0.96	Experienced
9. DL enables me to attend classes more frequently than traditional courses.	4.20	0.86	Experienced
10. Rest time and health breaks were given in between classes.	4.50	0.79	Experienced
Overall	4.29	0.62	**Experienced**

Legend: Highly Experienced 4.50-5.00; Experienced 3.50-4.49; Moderately Experienced 2.50-3.49; Slightly Experienced 1.50-2.49; Not Experienced1.00-1.49

2.5. In terms of Instructional Delivery

Table 6
Perceived Learning Experiences at Home as to Instructional Delivery

Indicators As a student, I experienced…	Mean	SD	Descriptive Interpretation
1. Well-planned instruction pushes students from their current ability level toward clear success criteria.	4.32	0.79	Experienced
2. Students should be given the objectives for each lesson by the teacher.	4.40	0.70	Experienced
3. The teacher covers the spectrum of linked abilities and the proper learning order.	4.42	0.84	Experienced
4. The teacher gives students enough room to make mistakes without consequence and gives them lots of praise when they succeed.	4.32	0.87	Experienced
5. The instructor should allow enough time to cover a subject.	4.34	0.63	Experienced
6. To promote fluency and mastery of the subject matter, previous knowledge should be built upon in the present lessons.	4.38	0.81	Experienced
7. The teacher connects teachings, essential concepts, and complex topics to give lessons a more profound meaning and help pupils comprehend the material.	4.50	0.81	Highly Experienced
8. The teacher offers remedial opportunities for students to learn the knowledge and skills.	4.38	0.83	Experienced
9. Before the lecture, the teacher tells the students of the requirements.	4.64	0.63	Highly Experienced
10. After the lecture, the teacher offers closure.	4.54	0.71	Highly Experienced
Overall	4.42	0.59	**Experienced**

Legend: Highly Experienced 4.50-5.00; Experienced 3.50-4.49; Moderately Experienced 2.50-3.49; Slightly Experienced 1.50-2.49; Not Experienced1.00-1.49

The data presented in Table 6 illustrates that the Grade-9 learners "experienced" all the indicative statements reflected by the overall mean of 4.42. The teacher informs students of the criteria ahead of the lesson. It has the highest mean score of 4.64 and is interpreted as "highly experienced." It implies that the student understands how they are graded during the instructional delivery. The learners must know how they are graded beforehand to be ready and identify the needed requirements for a specific activity. Hence,

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the indicator stating that instruction is well-planned moves students from their current level of competency toward explicit criteria for success. The teacher provides sufficient opportunities for unpunished errors and ample reinforcement for success and has the lowest mean score of 4.32. It implies that explicit instruction that is well-planned is needed for the learners to cope better with online education. It also entails that learners' errors must be given attention by the teachers and must be corrected right away.

The instructional delivery in the new normal setting tests the teachers' competencies and that of the learners. For teachers who do not have enough background in utilizing ICT in teaching, the school heads must find ways to provide them with technical assistance to cope with the changes in education. These can be made possible through different training, seminars, and orientations that these teachers can attend to be equipped with the knowledge and skills of teaching in the new normal.

2.6. In terms of Home Support

Table 7
Perceived Learning Experiences at Hone as to Home Support

Indicators As a student, I experienced…	Mean	SD	Descriptive Interpretation
1. My parents are pleased with my performance.	4.44	0.70	Experienced
2. My parents are actively interested in my schooling.	4.42	0.64	Experienced
3. My parents assist me with after-school studies.	3.86	0.86	Experienced
4. My parents believe that I have excessive academic work after school.	3.94	1.17	Experienced
5. The assistance of my parents in schoolwork.	3.86	1.05	Experienced
6. My parents are checking the study regimen.	4.28	1.13	Experienced
7. It is being reviewed during test week.	3.68	1.25	Experienced
8. My parents explain the activity directions to me.	3.90	0.95	Experienced
9. My parents make sure that I complete all teacher tasks.	4.50	0.86	Highly Experienced
10. My parents harmonized my recreational and academic task schedules.	3.88	0.96	Experienced
Overall	**4.07**	**0.95**	**Experienced**

Legend: Highly Experienced 4.50-5.00; Experienced 3.50-4.49; Moderately Experienced 2.50-3.49; Slightly Experienced 1.50-2.49; Not Experienced1.00-1.49

Table 7 shows the distance learning experience of learners at home in terms of home support. The data revealed an overall mean of 4.07 and was interpreted as experienced at all indicative statements. It implies that the learners experienced good home support for their distance learning.

My parents make sure that I complete all teacher's tasks has the highest mean score of 4.50 and is interpreted as highly experienced. It implies that the parents are concerned with their child's learning. Parents play a vital role in distance learning since they oversee their child's overall activity at home.

Being reviewed during the test week has the lowest mean score of 3.68 and is interpreted as experienced. It implies that the parents concerned with their child's learning may not have enough time to review their children during test week. It is because most parents are employed and have busy schedules. Learners usually study on their own at home.

3. Summary of Perceived Learning Experience at Home

Table 8 shows the summary of the perceived learning experience at the home of Grade 9 students. It illustrates that instructional delivery has the highest mean of 4.42.

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On the other hand, home support has the lowest mean of 4.07, it is because some parents are not computer literate and busy at work and may not be able to assist their children during online classes.

Table 8
Summary of Perceived Learning Experience at Home

Distance Learning Experience at Home	Mean	SD	Descriptive Interpretation
Timely Feedback	4.40	0.53	Experienced
Internet Access	4.10	0.41	Experienced
Online Learning Resources	4.36	0.47	Experienced
Time Allotment	4.29	0.62	Experienced
Instructional Delivery	4.42	0.59	Experienced
Home Support	4.07	0.95	Experienced

Legend: Highly Experienced 4.50-5.00; Experienced 3.50-4.49; Moderately Experienced 2.50-3.49; Slightly Experienced 1.50-2.49; Not Experienced1.00-1.49

4.   Respondents' Level of Food Preparation Skills as to General Practical

4.1. In terms of General Practical

Table 9
Level of Food Preparation Skills as to General Practical

Rating	Frequency	Percent	Description
			Did not meet the Expectation
Below 75	1	2.0	
			Fairly Satisfactory
75-79	3	6.0	
			Satisfactory
85-89	8	16.0	
			Outstanding
90-100	38	76.0	
Total	**50**	**100.0**	

Below 75 (Did not meet the expectations), 75 – 79 (Fairly Satisfactory), 80 – 84 (Satisfactory), 85 – 89 (Very Satisfactory), 90 – 100 (Outstanding)

Table 9 shows the level of Grade-9 respondents in general practical skills during home distance learning. The number of learners who had a grade of 90-100 was 38 or 76. Only one learner among the 50 respondents has the lowest grade of below 75 (70) or 2%.

It implies that the respondents have good general practical skills, as reflected by the scores presented in the table. It also proves that distance learning with proper instructions can also give positive results. The video recordings of the learners showing their general practical skills are considered remarkable. An intervention for the remaining 2% needs to be provided by the teachers by every means possible.

4.2. In terms of Knife Skills

Table 10 reveals the level of the Grade-9 learners in terms of knife skills. 41 learners or 82% of the respondents have the highest score of 90- 100. Two learners out of 50 respondents have the lowest grade of 75-79.

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Table 10
Level of Food Preparation Skills as to Knife Skills

Rating	Frequency	Percent	Description
75-79	2	4.0	Fairly Satisfactory
80-84	2	4.0	Satisfactory
85-89	5	10.0	Very Satisfactory
90-100	41	82.0	Outstanding
Total	**50**	**100.0**	

Below 75 (Did not meet the expectations), 75 – 79 (Fairly Satisfactory), 80 – 84 (Satisfactory), 85 – 89 (Very Satisfactory), 90 – 100 (Outstanding)

The data above reveals that learners know the basics of using the knife in cooking. The learners' ability was measured through tests and videos submitted to the teacher. The learners are skillful in using the knife, as reflected by their scores during the actual test.

4.3. In terms of Preparing Fruits and Vegetables

Table 11
Level of Food Skills as to Preparing Fruits and Vegetables

Rating	Frequency	Percent	Description
75-79	2	4.0	Fairly Satisfactory
80-84	2	4.0	Satisfactory
85-89	5	10.0	Very Satisfactory
90-100	41	82.0	Outstanding
Total	**50**	**100.0**	

Below 75 (Did not meet the expectations), 75 – 79 (Fairly Satisfactory), 80 – 84 (Satisfactory), 85 – 89 (Very Satisfactory), 90 – 100 (Outstanding)

Table 11 illustrates the capacity of a learner to prepare fruits and vegetables for cooking. It is noteworthy to mention that the learners follow the required instructions in preparation.

41 out of 50 Grade-9 respondents have the highest score of 90-100 comprising 82%. It is noticeable that only a few learners have lower scores of 80-84 and 74-79, respectively. It implies that the learners' skills in preparing fruits and vegetables are remarkable.

4.4. In terms of the Use of a Cooker

Table 12
Level of Food Preparation Skills as to Use of Cooker

Rating	Frequency	Percent	Description
75-79	1	2.0	Fairly Satisfactory
80-84	4	8.0	Satisfactory
85-89	3	6.0	Very Satisfactory
90-100	42	84.0	Outstanding
Total	**50**	**100.0**	

Below 75 (Did not meet the expectations), 75 – 79 (Fairly Satisfactory), 80 – 84 (Satisfactory), 85 – 89 (Very Satisfactory), 90 – 100 (Outstanding)

Table 12 shows the food preparation skills of the Grade-9 learners in cooker use. At least 84% or 42 learners got the highest score of 90-100. It implies that the learners are knowledgeable in using

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different types of cookers needed for food preparation. There are dangers posed by using a cooker such as being burned etc.

The learners need to be careful in using it. It is good to note that only one learner or 2% has the lowest score of 75-79. Because the learners were solely monitored through videos and assessment, the turnout of skilled learners during home distance learning in the cooker was terrific. Both the learners and the teachers benefit greatly from the learners' motivation to use the cooker while taking safety precautions.

4.5. In terms of Cooking Methods

Table 13
Level of Food Preparation Skills as to Cooking Methods

Rating	Frequency	Percent	Description
Below 75	2	4.0	Did not meet the expectations
75-79	1	2.0	Fairly Satisfactory
85-89	2	4.0	Very Satisfactory
90-100	45	90.0	Outstanding
Total	**50**	**100**	

Below 75 (Did not meet the expectations), 75 – 79 (Fairly Satisfactory), 80 – 84 (Satisfactory), 85 – 89 (Very Satisfactory), 90 – 100 (Outstanding)

The data in table 13 reveals that 45 learners or 90% have the highest score of 90-100 while the rest falls into the lowest of 75-79 and below 75. Most Grade-9 learners enrolled in home distance learning understand cooking methods. There are 3 students with low scores that require assistance. The teacher must ensure that those students' problems or obstacles have been addressed by the end of the grading period. For them to cope with such issues, intervention is required.

4.6. In terms of Safety and Sanitation

Table 14
Level of Food Preparation Skills as to Safety and Sanitation

Rating	Frequency	Percent	Description
Below 75	1	2.0	Did not meet the expectations
75-79	1	2.0	Fairly Satisfactory
85-89	3	6.0	Very Satisfactory
90-100	45	90.0	Outstanding
Total	**50**	**100**	

Below 75 (Did not meet the expectations), 75 – 79 (Fairly Satisfactory), 80 – 84 (Satisfactory), 85 – 89 (Very Satisfactory), 90 – 100 (Outstanding)

Table 14 shows that 45 out of 50 Grade-9 learners adhere to safety and sanitation during food preparation. It is significant to note that most of the respondents know how to prepare foods safely and sanitary.

The other participants have lower scores (75-79 and below 75) requiring the online teacher's intervention and attention.

5. Significant Relationship of Respondents' Profile and Food Preparation Skills of Grade-9 Students in TLE

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Table 15
Significant Relationship of Respondents' Profile and Food Preparation Skills of Grade-9 Students in TLE

	GENERAL PRACTICAL	KNIFE	PREPARING F&V	USE OF COOKER	COOKING METHODS	SAFETY AND SANITARY
AGE	0.030	0.109	-0.018	-0.019	-0.064	-0.050
GENDER	0.029	0.128	0.189	0.126	0.158	0.265
FAMILY INCOME	-0.017	-0.046	-0.054	0.118	0.092	0.100

 *. Correlation is significant at the 0.05 level (2-tailed).

 **. Correlation is significant at the 0.01 level (2-tailed).

Using Pearson r correlation analysis reveals that respondents' food preparation skills in terms of general practice, knife, preparing fruits and vegetables, use of cooker, cooking methods, and safety and sanitary are not significantly related to the respondent's profile such as age, gender, and family income.

Their profile cannot indeed determine the quality and efficiency of the learners in food preparation skills. Food preparation skills are essential in making the learners effective and efficient in this specific endeavor. Proper utilization of the learning materials through an online learning modality must be implemented. Though the variables have no significant relationship with each other, attention must be given to the factors that may or may not affect the learners' skills.

6. Significant Relationship between the distance learning experience at home and the food preparation skills of Grade-9 learners in TLE

Table 16
Test of a significant relationship between distance learning experiences

	General Practical	Knife	Preparing F&V	Use Of Cooker	Cooking Methods	Safety and Sanitary
Timely feedback	0.128	-0.049	-0.051	-0.051	0.012	-0.077
Internet access	-0.106	-0.215	-.449**	-.317*	-.308*	-0.203
Online Learning resources	-0.057	-.305*	-0.245	-0.207	-0.082	-0.101
Time allotment	0.255	0.118	-0.140	-0.141	-0.132	0.003
Instructional delivery	0.091	-0.140	-0.205	-0.072	-0.067	-0.030
Home support	0.247	0.000	-.279*	-.317*	-.280*	-0.134

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 16 shows the test of a significant relationship between distance learning experiences such as timely feedback, internet access, online learning resources, time allotment, instructional delivery, and home support, and the food preparation skills of Grade-9 learners such as general practice, knife, preparing fruit and vegetables, the use of cooker, cooking methods, and safety and sanitary.

Using Pearson r correlation analysis, the data reveals that internet access has moderate negative significance in preparing fruits and vegetables ($r = -.499$ N = 50, $p < .01$), use of a cooker ($r = -.317 = 50$, $p < .05$) and cooking methods ($r = -.308$ N = 50, $p < .01$).

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Online learning resources have moderate negative significance to the knife (r = -.305, N = 50, p<.05). Home support has moderate negative significance to preparing fruits and vegetables (r = -.279 N = 50, p < .05); use of cooker (r = -.317 N = 50, p < .05); and cooking methods (r = -.280 N = 50, p < .05) and thus the null hypothesis is not sustained. Timely feedback, time allotment, and instructional delivery have no significant relationship with the food preparation skills of the learners thus the null hypothesis is sustained in this respect.

It indicates that the learners experienced all the distance learning at home but when it comes to the food preparation skills, they still need the guidance of the teachers in performing their skills. It only shows that the teachers play a vital role in improving the food preparation skills of the learners in distance learning.

Conclusions

Using Pearson r correlation analysis reveals that respondents' food preparation skills in terms of general practice, knife, preparing fruits and vegetables, use of cooker, cooking methods, and safety and sanitary are not significantly related to the respondent's profile such as age, gender, and family income.

Using Pearson's r correlation analysis, the data reveals that internet access is moderate negative significance to preparing fruits and vegetables, the use of a cooker, and cooking methods for Grade 9 TLE students. The knife is a moderate negative significance with online learning resources. Home assistance is moderate negative significance to preparing fruits and vegetables, using a cooker, and cooking techniques and thus the null hypothesis is not sustained. However, timely feedback, time allotment, and instructional delivery have no significant relationship with the food preparation skills of the learners thus the null hypothesis is sustained in this respect. It indicates that the learners experienced all the distance learning at home but when it comes to the food preparation skills, they still need the guidance of the teachers in performing their skills. It only shows that the teachers play a vital role in improving the food preparation skills of the learners in distance learning.

Recommendations

Based on the findings of the study, the following recommendations are offered:

1. This study recommends that a comprehensive professional development program be implemented to ensure that online teachers will be given a chance to improve themselves in teaching continuously. Relative to this, it is also suggested that the Human Resource Training and Development Unit of School Division Offices may craft a professional development plan anchored on the teachers' different levels of competencies, particularly in teaching online and managing its resources.

2. It is also recommended that the teachers be given technical assistance through training, workshop, coaching, mentoring on class programming, and issuing assignments under the existing laws, policies, guidelines, and issuances.

3. Learning Management, specifically in managing online classes using ICT and managing the school facilities and equipment, may be considered a possible topic in the teachers' future learning and development programs.

4. Future researchers may conduct a study on the distance learning experience of learners at home in the food preparation skills of the learners on a broader scale.

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