



Preferred Teaching-Learning Modalities in Technical-Vocational-Livelihood (TVL) Cookery

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Abstract

Aim: The study is focused on the preferred teaching learning modalities in TVL cookery in Surigao del Sur Division, specifically Senior High School offering Technical Vocational Livelihood home economics track, cookery specialization in CarCanMadCarLan area. The study also attempted to find the significant difference between the preferred teaching modalities of TVL cookery teachers and the preferred learning modalities of the TVL cookery students.

Methodology: The study used descriptive – survey method using a researcher-made questionnaire as main instrument to gather data. Purposive sampling was employed in choosing respondents who were the teachers handling TVL- cookery subjects and the senior high school cookery students from CarCanMadCarLan central schools. Weighted percentage mean and one-way Anova were used to quantify and analyze the data gathered.

Results: Among the five (5) identified modalities, combination of face-to-face with other modality was found to be the most selected preference of both the teacher and student-respondents. In terms of teaching style, objective was found to be the preference of the teacher respondents, and in terms of the learning style, visual and kinesthetic were the preference of the student-respondents. It was found out that there is no significant difference between the preferred teaching and learning modalities among the respondents in TVL cookery.

Conclusion: Both the respondents-teachers and students need the combination of face-to-face teaching and learning modality even in the new education setting as an easy access and convenience to either learning materials and timely giving of feedback, especially that the study focuses on the skill development of the TVL cookery students who will undergo immersion or job trainings. Furthermore, the study would serve as a basis in crafting the delivery guides on the implementation of the most preferred teaching-learning modality which is the combination of face-to-face.

Keywords: learning modalities, learning style, teaching modalities, teaching style

INTRODUCTION

The outbreak of COVID-19 pandemic driven almost all the educational institutions across the globe to be placed under a state of health emergency. Hence, it significantly impacted the teaching-learning process worldwide (WHO, 2020). The situation led to fundamental change and resiliency amidst the health threats. In the light of educational concerns, new paths were created, and flexible learning appears to be the most convenient instructional modality at the height of COVID-19 (Cortes, 2020).

With this continuing health threat, DepEd Order No. 12 s. 2020 stated the formulation of the Basic Education learning Continuity Plan (LCP) with its main concern is to ensure that the learning continues while guaranteeing the health, safety, and well-being of all learners, teachers, and other DepEd employees. Where school-based and face-to-face learning modality is not possible, varieties of learning modalities were implemented, which include online learning/ virtual class, video record or television, radio, self-learning kit or module, and combination of face-to-face with other modalities. Surabaya (2020) cited that despite all the COVID-19 maladies, the pandemic disruption has brought awareness to new possibilities in reviving our education system and in ushering young learners into the future on a more level playing field.

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Technical-Vocational-Livelihood (TVL) is one of the tracks offered in senior high school. ICT, Agri-Fishery Arts, Industrial Arts, and Home Economics are the four strands that make up the TVL track. Cookery is a subject that falls under the home economics streams. This subject requires hands-on activities because it involves actual food preparation and cooking. One of the big schools in the northern part of Mindanao that offers TVL cookery is found in the Municipality of Madrid, Surigao Del Sur. Madrid National High School is a large school in the CarCanMadCarLan neighborhood that offers cooking classes and has a large student population. The new normal education has significantly affected teacher's tasks, as recently reported that about 71% of the teachers had to switch instructional models (Zamarro, 2020). A case that requires immediate attention especially to students who need to have direct facilitators of learning and to the teachers who need to attend varied tasks within the walls of the educational environment.

Given this situation, the study aimed to identify the preferred teaching-learning modalities of teachers and students in conducting lessons in TVL cookery. The study mainly concentrates on their preferred teaching-learning. Finally, the results would serve as the basis for recommending the best learning modalities to TVL teachers to their learners.

Objectives

The study focused on the Preferred Teaching-Learning Modalities in TVL Cookery. Specifically, this study sought answers to the following questions:

- 1. What are the preferred teaching-learning modalities of the teachers handling and students taking TVL cookery specialization?
- 2. Is there a significant difference between the preferred teaching modalities of TVL cookery teachers and the preferred learning modalities of the TVL cookery students?
- 3. How may the teaching and learning processes in the TVL subject be described from the preferred teaching modalities?
- 4. What plan of actions can be proposed based on the results of the study?

METHODS

Research Design

The study used of the descriptive – survey method using a researcher-made questionnaire as main instrument to gather data. According to McCombes (2020), descriptive design is very valuable tool for assessing opinions and trends of particular study. This method is appropriate for the study since it identifies characteristics, frequencies, trends, and categories.

Population and Sampling

The study was conducted in the selected central schools offering senior high schools with TVL cookery home economics track. The selected schools were from CarCanMadCarLan areas namely Adlay National High School, Carasscal National High School, Cantilan National High School, Palasao Integrated School, Madrid National High School, and Agsam Integrated School of Lanuza District, Surigao del Sur Division. Data were collected from students and teachers in the mentioned schools. The respondents were two (2) teachers handling TVL- cookery subjects in each school and five (5) senior high school cookery students from CarCanMadCarLan central schools with a total of 42 respondents. They were chosen because they are the reliable and key informants who can answer and give important information regarding the aforementioned study. Purposive sampling was employed in the study since it is a sampling techniques in which units are selected because they have characteristics that the researcher needs.

Instrument

A researcher-made questionnaire was the main tool in gathering the data. This tool is composed of 2 main components: (1) the varied teaching-learning modality delivery approach that provides an option on the preferred



teaching-learning modalities. This part includes online learning or virtual class, video record or television, radio, self-learning kit or module and a combination of face-to-face modalities; (2) the varied teaching and learning style based on its indicators using tally sheets and frequency count. The experts from different institutions validated and evaluated this survey questionnaire.

Data Collection

The data were gathered following the objectives of the study and in adherence to all protocols in the conduct of research.

Treatment of Data

Statistical analyses were used for the verification of the gathered data. The tool which utilized to quantify the respective problems includes: (1) Frequency count and mean distribution. This tool quantifies the teachers’ and students’ preferred teaching-learning modalities by selecting SHS schools offering TVL cookery home economics track; (2) Weighted Percentage Mean. This tool was used to statistically interpret the gathered result in problems on the preferred teaching and learning modalities and on the preferred teaching and learning styles in the new normal education; and (3) One-way ANOVA. This tool was applied to determine the significant difference between the preferred teaching modalities of TVL cookery teachers and the preferred learning modalities of the TVL cookery students.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

Table 1 indicates the preferred teaching-learning modalities from the data gathered among the senior high school TVL-cookery teachers and learners’ respondents. The teaching and learning modalities are shown in the table: online learning/virtual class, video recording/television, radio, self-learning kit/module, and a combination of face-to-face modalities. With a weighted mean of 2.10 from teachers and 2.81 from students, it can be concluded that video record/television teaching and learning modes are the least preferred. With a weighted mean of 4.92 for teacher-respondents and 4.94 for student-respondents, face-to-face teaching and learning was the most desired modality. The results show that video recording/television is the least preferred modality since it involves access to learning modules placed on a platform, which necessitates the use of gadgets by learners, and thus demands consideration of the respondents' demographic location. At the same time, the learner-respondents prefer a combination of face-to-face learning modalities, with a weighted mean of 4.94, because it allows for easy accessibility in learning and the convenience of delivering fast feedback on the respondent's performance.

The evidence supports the use of a face-to-face teaching/learning method in which both students and teachers are physically present in the classroom. There are also opportunities for active participation, immediate feedback, and learners' socio-emotional growth. Face-to-face training provides a number of advantages over its online counterpart (Xu & Jaggars, 2016). The Department of Education (DepEd) is addressing the challenges in basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP), which is based on DepEd Order No. 012, s. 2020.

Though commonly referred to as the traditional way of delivering lessons, learners in this new normal education system still need direct facilitators to positively engage and learn the lesson.



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Table 1

Preferred Teaching and Learning Modalities in TVL Cookery

No.	Modalities	Weighted Mean Of Teacher - respondents	Weighted Mean Of Student - respondents	Data Interpretation Of Teacher - respondents	Data Interpretation Of Student - respondents
1	Online Learning/ Virtual	3.80	3.61	Preferred	Preferred
2	Video Record / Television	2.10	2.81	Least Preferred	Least Preferred
3	Radio	2.53	2.93	Least Preferred	Least Preferred
4	Self-Learning Kit/ Module	3.03	3.41	Preferred	Preferred
5	Combination of Face to Face Modality	4.92	4.94	Most Preferred	Most Preferred

Legend: 0- 1.00 Not Preferred, 1.01- 2.00 Not so Preferred, 2.01- 3.00 Least Preferred, 3.01- 4.00 Preferred, 4.01- 5.00 Most Preferred

Table 2 presents the teaching and learning styles from the data gathered among the senior high school TVL-cookery teachers and learners’ respondents. It can be observed in the table that out of the four teaching styles, learners’ ratio is the least preferred with a weighted mean of 2.58, while objective is perceived as the most preferred with a weighted mean of roughly 4.11. Teachers are given a timeframe per lesson discussion and attainable set goals are provided points of consideration in wrapping the new typical lesson schedule, indicating an objective teaching style. While learner-to-teacher ratio is the least preferred teaching style, because learner-to-teacher ratio is a less considered factor in the new normal education that affects teachers' teaching styles, year-level large enrollees are already subdivided into classes to avoid traffic in terms of face-to-face classes and easy transmission of the COVID-19 crisis.

The teacher's objective teaching style relates to how the course is tailored to the delivery timeframe. In order for students to learn well in the classroom, the teacher must be able to sustain the curiosity that drew them to the course in the first place (Erickson, 2017).

In terms of students' learning styles in the new normal education, the weighted mean of 2.84 indicates that the writing style of learning is the least desired of the four learning styles. Visual and kinesthetic learning methods, on the other hand, are the most popular, with a weighted mean of 4.94 and 4.83, respectively.

The second most popular learning method is kinesthetic learning. It allows youngsters to build self-awareness, confidence, and creative potential by learning at their own pace (Nepean, 2018). However, in light of the new standard of education, students in their shop topics require a real-life example of how to do and complete specific activities.

The findings suggest that the visual learning style helps people to see information and accommodates a variety of visual information such as spatial awareness, photographic memory, color/tone, brightness/contrast, and other visual information. According to Roell (2019), it is recommended that learners be sent to immersion in their cuisine specialty and experience visual aspect in order to manufacture things appropriately in the new usual setting. Some cognitive styles and dispositions, for example, appear to influence how and what pupils learn (Omrod,2020).

According to Rezaeinejad and Azizfar (2015), knowing the students' learning styles will assist the teacher in delivering the lesson so that students may cope smoothly, use varied teaching tactics, and achieve educational success.



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Table 2

Teaching and Learning Style as described in the preferred teaching-learning modalities

TEACHERS RESPONDENTS			
NO.	TEACHING STYLES	WEIGHTED MEAN	INTERPRETATION
1	Objective	4.11	Most Preferred
2	Accessibility	2.75	Least Preferred
3	Learners Ratio	2.58	Least Preferred
4	Management	2.92	Least Preferred
STUDENTS RESPONDENTS			
NO.	LEARNING STYLES	WEIGHTED MEAN	INTERPRETATION
1	Visual	4.94	Most Preferred
2	Auditory	3.40	Preferred
3	Writing	2.84	Least Preferred
4	Kinesthetic	4.83	Most Preferred

Legend: 0- 1.00 Not Preferred, 1.01- 2.00 Not so Preferred, 2.01- 3.00 Least Preferred, 3.01- 4.00 Preferred, 4.01- 5.00 Most Preferred

Table 3 introduces the significant difference between the preferred teaching modalities of TVL cookery teachers and the preferred learning modalities of the TVL cookery students. The table reflects that the null hypothesis is not rejected at 0.05 degrees of freedom with a frequency result of 0.19, indicating that there is no significant difference between TVL culinary teachers' favorite teaching modalities and TVL cookery students' preferred learning modalities. The study also shows that respondents, such as teachers and learners, agree that face-to-face learning is the best teaching and learning medium for positive and successful learning transmission, with accessibility and convenience emphasized. The rejection of the set null hypothesis means that learners in this new typical learning situation don't need to be self-sufficient, especially while gaining the expected skill. It necessitates teacher supervision, most likely in shop courses, immersion, and even demonstration teaching of performance activities among learners. As a result, teachers, as the primary driver of education, play a critical role, particularly in confronting the challenges of the new normal setting of education and, more importantly, in effectively delivering learnings to students (Garcia, 2020).

Despite the negative effects of COVID-19, the epidemic has raised awareness of alternative options for improving our educational system (Surabaya, 2020). The pandemic's consequences have had and continue to have an impact on educational techniques. Unfortunately, education methods are not immune to the epidemic eras we are currently experiencing, therefore teachers must know how to modify their approaches so that teaching and quality are not harmed. Learning about numerous teaching approaches and which ones are ideal for us relies on the environment, circumstance, and needs of our students (Verde & Valero, 2021).

The overall findings serve as a foundation for determining how best to use the data on preferred teaching-learning modalities in TVL cookery. In addition, a matrix representation of the recommended action plan for the preferable teaching-learning modalities in TVL cookery is provided.

Table 3

One-way ANOVA: Teaching Modalities, Learning Modalities

Source	DF	SS	MS	F	P
Factor	1	0.190	0.190	0.19	0.672
Error	8	7.875	0.984		
Total	9	8.066			

Table 4 presents the matrix of implementation of the development plan for consideration of the preferred teaching-learning modalities in TVL cookery. Based on the capsulated data and interpreted results, a developmental plan like pamphlets/flyers as delivery guide on the preferred teaching-learning modalities will be presented to the division of Surigao del Sur to address the outcome of the study. The combination of face-to-face modality prospers even in this pandemic and should be emphasized considering that people are still under threat of the pandemic. IATF protocols should be considered as well, thus pre-implementing of the said modality and writing a letter



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requesting the Division Education Program Supervisor to create an advice order on implementing a combination of face-to-face modality as the new normal teaching-learning modalities in TVL Cookery.

Table 4

Developmental Plan on the Preferred Teaching - Learning Modality in TVL Cookery and Learning Modalities in Teaching TVL Cookery

Key Areas of Concern based on Recommendations	Objectives	Management of Activities	Logistics	Persons involved	Time Frame	Evaluation /Monitoring
I. Preparation Phase						
a) Incorporation of comments and suggestions from the panel evaluators to polish the pamphlets/flyers on the preferred teaching-learning modalities in TVL Cookery.	Incorporate the suggestions from the panel evaluators to enhance the pamphlets/flyers on the preferred teaching-learning modalities in TVL Cookery.	Revise the content/graphics and incorporate the necessary visual content needed to enhance the pamphlets/flyers on the preferred teaching-learning modalities in TVL Cookery	Seeking technical assistance from the School ICT experts and Master teachers.	ICT experts Master Teachers	June, 2022	Update on the revised pamphlets/flyers on the preferred teaching-learning modalities in TVL Cookery
b) Crafting letter of permission address to the Division Office, District Supervisor, School Heads, Teachers concerned to conduct an orientation about the preferred teaching-learning modalities in TVL Cookery.	Acquire permission from the Division Office and School Heads about the orientation about the preferred teaching-learning modalities in TVL Cookery	Hand-in letter request for approval to the Division Office, School Head, and Teacher concerned observing the IATF policy.	Tap School Heads, Master teachers, and the teachers for the conduct of orientation.	Seeking support from NGO and private individuals	July, 2022	Tracking of approved letters.
II. Pre-Implementation Phase						
a) Teachers' Orientation on the preferred teaching-learning modalities which is the combination of face to face.	Orient the teachers on the preferred teaching-learning modalities which is the combination of face to face.	Discuss to the teachers, the preferred teaching-learning modalities which is the combination of face to face, its impact, and its limitations to their class session.	Tap School Heads, Master teachers, and also the teachers for the conduct of orientation	School head, MTs, Teachers	August, 2022	Attendance and participation of the teachers concerned
b) Dissemination of pamphlets/flyers on the preferred teaching-learning modalities in TVL Cookery.	Provide 100% copy of pamphlets/flyers on the preferred teaching-learning modalities in TVL Cookery to the teachers and students concerned	*Hand-in the number of pamphlets/flyers on the preferred teaching-learning modalities in TVL Cookery to the Concerned students and teachers	*Tap teachers for dissemination of materials	Teachers/ private individuals /Students	October, 2022	Tracking of disseminated number pamphlets/flyers on the preferred teaching-learning modalities in TVL Cookery
c. Post-Conference about the progress/result in the implementation of combination of face to face as teaching and learning	Obtain feedback, comments, suggestions based on the	Feedbacking on the progress/result of the implementation of	*Subject Teacher tasked.	Teacher concerned	November, 2022	Keep record of student progress



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modalities.	conducted teaching-learning with the use of combination of faced to face modality.	combination of face to face modality with the concerned teachers				
III. Implementation Phase						
a. Write a letter requesting the Division Education Program Supervisor to create an advice order on the implementation of combination of face to face modality as the new normal teaching-learning modalities in TVL Cookery.	After the approval, allow other schools to apply the combination of face to face modality as the new normal teaching-learning modalities in TVL Cookery.	* Uploading the advice order on the implementation of combination of face to face modality as the new normal teaching-learning modalities in TVL Cookery in the Portal of Surigao del Sur Division.	* LRMDs Coordinator / Supervisor.	Proponent / LRMDs Coordinator / ICT expert	SY 2022 - 2023 Second Quarter	Updates on the implementation of combination of face to face modality as the new normal teaching-learning modalities in TVL Cookery

Summary, Conclusions, and Recommendations

The researcher concluded that both the respondents-teachers and students need the combination of face-to-face modality. Teaching and learning styles need to be objective in attaining the target lessons. Students holistically acquire learning significantly during this pandemic if they are exposed to visual and kinesthetic activities. The researcher further concluded that the preferred modality of both the teachers and the students can have no varied differences since both respondents of the study look into the combination of face-to-face modality as their most preference in giving timely feedback and acquiring learning significantly when facilitators are near to the learners.

The findings of the study provide baseline data, information, and benefits to the Senior High School institutions that are not limited to schools offering cookery specialization but also to those TVL strands that needs face-to-face classes to have a positive transmission of learning and direct demonstration of learning that needs to be acquired by the learners. The study provides future researchers insights into the problems encountered in this new normal learning arena both for teachers in the field, especially those who handle immersion subjects (TVL subjects) and the learners who need the facilitators to learn the intended learning goals of the subjects thoroughly. The study recommends that learners as the primary clients in the learning environment be adequately addressed to have a quality of learning even in this new arrangement of educational learning and even during the pandemic. The study served as basis in crafting the delivery guides on implementing the most preferred teaching-learning modality which is the combination of face-to-face.

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