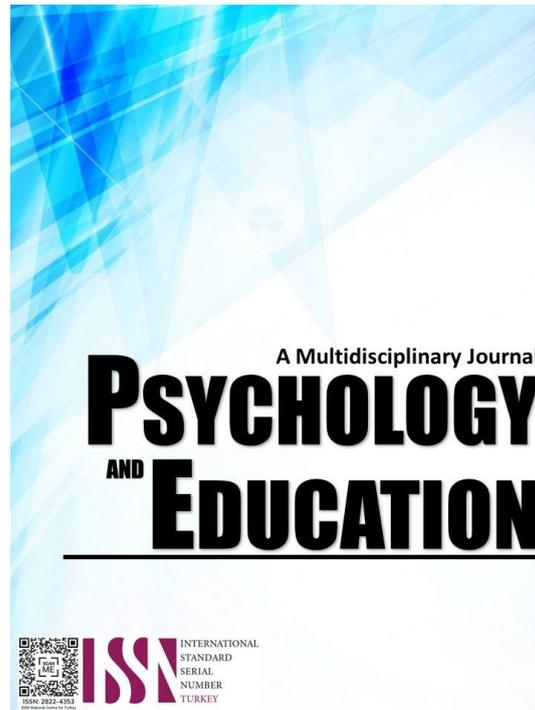


**PROJECT HOPE: HOME-BASED WORK IMMERSION
USING PRE-RECORDED VIDEO OF FOOD AND
BEVERAGE SERVICES AND ITS EFFECT TO THE
PERFORMANCE OF SELECTED SHS TVL STUDENTS**



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Project Hope: Home-Based Work Immersion Using Pre-Recorded Video of Food and Beverage Services and Its Effect to the Performance of Selected SHS TVL Students

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Abstract

Home Economics has direct relevance to the present and future life of young persons who are currently enrolled. Its purpose is to equip young people with certain important skills for living as individuals and establishing and developing a stable environment for their families. It encompasses studies of many of the processes which are necessary for day-to-day living, particularly within the household. Furthermore, the Department of Education (DepEd) designed guidelines for work immersion implementation during crisis situation wherein Work Immersion in Technical Vocational Livelihood can be done at home. Thus, the purpose of the study is to determine the effectiveness of pre-recorded video In Food and Beverage Services to selected Grade 12 TVL students. Based on the result of the study, the video presentation is highly recommended and they are effective and can be utilized in the next school year under online distance learning. Hence, teaching strategies help students begin to understand the process of learning. Strategies help students to bypass their areas of weakness and to perform at the level at which they are capable. Strategies promote flexible thinking and teach students the importance of shifting their approaches to different tasks.

Keywords: *project hope, work immersion, home-based, senior high school students*

Introduction

The Department of Education (DepEd) designed a memorandum DM-CI-2020-00085 – guidelines for work immersion implementation during crisis situation wherein Work Immersion in Technical Vocational Livelihood can be done at home.

Liliw Senior High School Grade 12 TVL students have their subject Work Immersion wherein they need to perform the activities at home to ensure the safety of every students. Obviously, the only way of knowing that the students have reacted favorably in the curriculum is to witness their performance during their practicum where they are to do at least one of the best products they can share in the class.

Manual performance of man is closely related to the multi-directional control of the nervous system, being manifested e.g. by a much greater volume of the cortex engaged in controlling the actions of the upper than the lower limb. The hand is a receptor of much information from the environment and all kinds of grips are of vital importance for ordinary activities in daily life. Studies show that the development of fine motor skills in early childhood is linked to later cognitive ability. Teaching children to knit when they are six, is actually building their capacity for independent thought when they are sixteen.

In connection with this, this action research finds a

solution to the problem encountered by students and even teachers during home-based Work immersion. This will develop an intervention or innovation that will address the concerns of the learners. Moreover, the primary objective of the study is to assess the effectiveness of PROJECT HOPE in teaching TVL specifically FBS in Table set-up Table Skirting and Napkin Folding for home-based Work Immersion.

Research Questions

The purpose of the study is to determine the effectiveness of pre-recorded video In Food and Beverage Services to selected Grade XII TVL students. Specifically, it will seek to answer the following questions:

1. What are the mean scores in the pre-test and post-test in the implementation of Project HOPE?
2. What is the level of performance of students in Home-based Work Immersion in Food and Beverage Services in:
 - 2.1. table set-up;
 - 2.2. table skirting, and
 - 2.3. napkin folding?
3. What are the students' conceptions of Project HOPE?



Literature Review

Home Economics has direct relevance to the present and future life of young persons who are currently enrolled. Its purpose is to equip young people with certain important skills for living as individuals and of establishing and developing a stable environment for their families. It encompasses studies of many of the processes which are necessary for day-to-day living, particularly within the household.

Edukasyon Pantahanan at Pangkabuhayan as the “laboratory of life” provides the pupils with classroom and practical work experience that may somehow enable them to gain an understanding and acquire competencies in various activities related to Home Economics, Agricultural Arts, Industrial Arts and Entrepreneurship.

However, observations of the teacher revealed that many students fail to meet the objectives of teaching Home Economics. This is manifested in the level of skills and techniques they acquire in the use of the tools of trade and in handling various materials more pupils especially Grade XII students. Most of the time the students miss their TVL class because of various reasons such as, “they do not have projects to do”, “they do not like the subject”, “they want to do other things”, or probably “they only want to stay outside the room”. As a consequence they receive low grades in this subject and the worst thing is that, some of them failed the subject. This perennial impression requires hard work in exploring possibilities and alternatives on how to teach the subject effectively. Hence, a means of achieving the goal of quality education, the teacher is motivated to pursue a training that will determine the house practice efficacy that can influence the performance of the pupils in the mentioned subject.

Methodology

Participants and/or other Sources of Data and Information

Forty(40) selected Grade 12 TVL students of Liliw Senior High School from four sections in the School Year 2020-2021 that were enrolled in the distance learning modality will be the respondents of this study. Students were selected through the use of simple random sampling and they are composed of 40 males and 40 females.

Data Gathering Methods

The responses were solicited through the use of a

researcher-made questionnaire via a google form. This is to determine the effect of pre-recorded video on the performance in home-based Work Immersion in FBS of selected Grade 12 TVL students. The following data were interpreted using tables and figures to give light and a better understanding of the results of the study. The data gathered were answered by forty (40) selected TV Grade 12 students. Conclusions were inferred and recommendations were made thereafter. The data were organized into consistent, chronological order and meaningful categories and classifications to make them open to study and interpretation. The data were presented following the order of the statement of the problem.

Results and Discussion

The main purpose of this study was to determine the effect of Project HOPE- Home-based Work Immersion using Pre-recorded Video in Food and Beverage Services on the Performance of selected Grade XII students.

According to the data that the researcher has gathered, the researcher concludes that pre-recorded video has a significant effect on the Performance of students in home-based Work Immersion in FBS.

Mean Scores in the Pre-Test And Post-Test in Implementation of Project HOPE

Table 1. *Students' Pre-Test and Post-Test Scores*

Students	Respondents				
	Pre-Test	Post-Test	Students	Pre-Test	Post-Test
1	4	7	21	3	7
2	5	9	22	4	9
3	3	8	23	4	8
4	5	8	24	5	10
5	5	7	25	4	8
6	4	8	26	3	7
7	6	9	27	4	8
8	4	8	28	5	9
9	4	7	29	2	7
10	3	8	30	3	8
11	4	9	31	1	6
12	6	10	32	4	7
13	2	7	33	5	9
14	4	8	34	4	8
15	5	9	35	6	9
16	6	8	36	3	8
17	3	6	37	3	7
18	4	7	38	4	9
19	4	7	39	5	9
20	5	8	40	3	8

The table presented above, the mean difference between pre-test and post-test is greater from 4.025 to 8.5, it signifies that there was a great effect on the



performance in teaching FBS.

Level of Grade XII Students Performance in home-based Work Immersion in Food and Beverage Services in Table Set-up

The level of grade XII students’ performance in home-based Work Immersion in Food and Beverage Services in table set-up were revealed in Table 2, which shows the average mean, standard deviation, and verbal interpretation.

Table 2. *Level of Grade XII students’ performance in home-based Work Immersion in Food and Beverage Services in Table Set-up*

Statement	Mean	SD	Interpretation
1. Table set-up is appropriate to the occasion	4.61	0.530	Very High
2. Demonstrated unique way of Setting the table	4.63	0.630	Very High
3. Table set-up is in accordance to customers’ needs	4.65	0.500	Very High
4. Used different techniques in table set-up	4.61	0.618	Very High
5. The learners use complete accessories in table set-up.	4.57	0.573	Very High
Weighted Mean	4.61	0.530	Very High

Table 2 reveals the level of grade XII students performance in home-based Work Immersion in Food and Beverage Services in terms of Table Set-up. It shows that respondents agreed and rated their performance as very high with the average mean of 4.61. Statements, table set-up is appropriate to the occasion (M=4.61, SD=0.530), Demonstrated unique way of setting the table (M=4.63, SD=0.630), Table set-up is in accordance to customers needs. (M=4.65, SD=0.500), used different techniques in table set-up. (M=4.61, SD=0.618), The learners use complete accessories in table skirting. (M=4.57, SD=0.573).

The overall weighted mean of 4.61 explains that the students performance in home-based Work Immersion in Food and Beverage Services in table set-up were greatly affected by the teachers’ pre-recorded video and this result as “Very High”. Also, values for standard deviation in all statement reveals that the respondents’ responses are Homogeneous.

Level of Grade XII Students Performance in home-based Work Immersion in Food and Beverage Services in Table Skirting

The level of grade XII students’ performance in home-based Work Immersion in Food and Beverage Services and its efficacy in Table Skirting were

revealed in Table 3, which shows the average mean, standard deviation, and verbal interpretation.

Table 3. *Level of Grade XII students’ performance in home-based Work Immersion in Food and Beverage Services in Table Skirting*

Statement	Mean	SD	Interpretation
1. Table skirting is appropriate to the occasion	4.21	0.868	Very High
2. Demonstrated unique way of Table skirting	4.38	0.693	Very High
3. Table skirting is in accordance to customers’ needs	4.40	0.620	Very High
4. Used different techniques in table skirting	4.61	0.618	Very High
5. The learners use complete accessories in table skirting.	4.57	0.573	Very High
Weighted Mean	4.32	0.674	Very High

Table 3 reveals the level of grade XII Performance in home-based Work Immersion in Food and Beverage Services in Table Skirting was Very High with the average mean of 4.32. Statements, table skirting is appropriate to the occasion (M=4.21, SD=0.868), demonstrated unique way of table skirting (M=4.38, SD=0.693), table skirting is in accordance to customers’ needs (M=4.40, SD=0.620), used different techniques in table skirting (M=4.61, SD=0.618), and the learners use complete accessories in table skirting (M=4.57, SD=0.573). The overall weighted mean of 4.32 explains that the students performance in home-based Work Immersion in Food and Beverage Services in table skirting were greatly affected by the teachers’ pre-recorded video and this result as “Very High”. Also, values for standard deviation in all statement reveals that the respondents’ responses are Homogeneous.

Level of Grade XII Students Performance in home-based Work Immersion in Food and Beverage Services in Napkin Folding

The level of grade XII students’ performance in home-based Work Immersion in Food and Beverage Services and its Efficacy in Napkin Folding were revealed in Table 4, which shows the average mean, standard deviation, and verbal interpretation.

Table 4. *Level of Grade XII students' performance in home-based Work Immersion in Food and Beverage Services in Napkin Folding*

Statement	Mean	SD	Interpretation
1. Napkin Folding is appropriate to the occasion	4.53	0.559	Very High
2. Demonstrated unique way of Napkin Folding	4.49	0.674	Very High
3. Napkin Folding is in accordance to customers' needs	4.63	0.525	Very High
4. Used different techniques in napkin folding	4.31	0.748	Very High
5. The learners use complete accessories in napkin folding	4.49	0.558	Very High
Weighted Mean	4.54	0.613	Very High

Table 4 reveals the level of grade XII Performance in home-based Work Immersion in Food and Beverage Services in Napkin Folding was Very High with the average mean of 4.54. Statements, Napkin folding is appropriate to the occasion. ($M=4.53$, $SD=0.559$), demonstrated unique way of napkin folding. ($M=4.49$, $SD=0.674$), Napkin folding is in accordance to customers' needs. ($M=4.63$, $SD=0.525$), used different techniques in napkin folding. ($M=4.31$, $SD=0.748$), and the learners use complete accessories in napkin folding ($M=4.49$, $SD=0.558$). The overall weighted mean of 4.54 explains that the respondents have agreed that their performance in home-based Work Immersion in Handicraft were greatly affected by teaching strategies of specialized teachers and was rated as "Very High". Also, values for standard deviation in all statement reveals that the respondents' responses are Homogeneous.

The Students' Conceptions of Project HOPE

Table 5. *The Students' Conceptions of Project HOPE*

Statement	Mean	SD	Interpretation
1. Pre-recorded video was interesting and relevant	4.57	0.624	Very High
2. Pre-recorded video has direct topic and easy to understand	4.51	0.522	Very High
3. Teachers' pre-recorded video was appropriate to the learners needs	4.49	0.502	Very High
4. Background music suits to the lesson .	4.41	0.668	Very High
5. Pre-recorded video has caption and creative	4.37	0.734	Very High
Weighted Mean	4.48	0.61	Very High

Table 5 shows the level of conceptions of the students on Project HOPE and rated the pre-recorded video in Food and Beverage Services as Very High with the average mean of 4.48. Pre-recorded video help the students fully understand the lesson ($M=4.57$, $SD=0.624$), pre-recorded video has direct topic ($M=4.51$, $SD=0.522$) Teachers' pre-recorded video was appropriate to the learners needs ($M=4.49$, $SD=0.502$), Background music suits to the lesson ($M=4.41$, $SD=0.668$), and pre-recorded video has

caption and creative ($M=4.37$, $SD=0.734$).

Conclusion

To fully attain the highest level of performance in TVL, teachers must continuously improve their instructional teaching strategies to acquire necessary skills and gain confidence in practical work experiences. My personal reflection about this is the teacher must be knowledgeable of different ways on how to facilitate learning amidst this pandemic.

Teaching strategies help students begin to understand the process of learning. Strategies help students to bypass their areas of weakness and to perform at the level at which they are capable. Strategies promote flexible thinking and teach students the importance of shifting their approaches to different tasks.

Based on the result of the study, the video presentation is highly recommended and they are effective and can be utilized in the next school year under online distance learning. Because of the outcome of the study, I recommend to future researchers, research the different video presentations as it was helpful to the students and it is necessary for the teachers to know the different techniques and strategies in teaching.

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