

PROJECT TAHSC (TEACHERS AT HOME FOR SERVICE AND COOKERY)

A training program for Select Para-Teachers in facilitating Grade 10 Students in Cookery



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ABSTRACT

Project TAHSC is a proposed pedagogical project aimed to improve the performance in TLE- cookery of Select Grade-10 students of Mamplasan National High School with the guidance of parents/guardians at home. Ten Grade 10-Students were selected to participate in the study. The participating students were assessed using their pre-test and post-test activities which focus on the basic principles and techniques in food preparation and cooking. The subjects who came from heterogenous sections were randomly selected to participate in the study. Most of whom are non-performing students from the second and third quarters.

These students were assessed based on the performance tasks/ output using the module prepared by the researcher. Using the T-test statistical tool, the results showed that there was a significant difference in the performance results of the pre-test and post-test of participating students. Based on the result, PROJECT TAHSC learning activities assisted by para-teachers are more effective than the least assisted students or those students who lack parents' supervision and guidance.

Keywords: Para-teachers, supervision basic principles, and techniques

INTRODUCTION

Parents play a vital role in molding children holistically. Parental involvement can encourage learners' achievement in a lot of ways. One is by contributing a positive attitude toward their education by assisting them with their academic work at home. The primary reason parents make good teachers is that they understand how to develop positive relationships with children (Dr. Derrick L. Campbell, 2014).

Former Education Undersecretary Nepomuceno Malaluan said parents are needed mostly to motivate their children to study and check if the students are doing their homework. (2020). Article 209 (Family Code)

It is mandated that the natural right and duty of the parents shall include caring for and rearing them for civic consciousness and this can only be achieved through shared responsibility between teachers and parents thus, the teaching and the learning process must be planned by both the teachers and parents.

Dr. Aser B. Javier, an International Governance Consultant, and DepEd-EPs consultant shared four significant roles that parent play in education. Facilitator of Learning, Assessor of Child Self-Directed Learning, Community Mobilizer of Learning, and Enabler of Love for Learning (FACE).

In line with this, school programs that encourage and involve parents usually, do better and have higher quality than programs that do not involve parents. It is therefore evident that parents as models will be an effective way of motivating the learners in performing their tasks at home.

Cookery is one of the most sought-after courses in TLE for Junior High School. The subject has taught students values that will enable them to interact with peers and prepare them for the TVL strand in Senior High School.

As a result of continued support to the K-12 Basic Education Curriculum, DO 67, s.2012 was implemented

(Strengthened Technical-Vocational Education Program (STVEP) and provided guidelines on the implementation of Technology and Livelihood Education (TLE) for Junior High Schools last 2012-2013.

Cookery was part of this program in which the main goal is to prepare the students for senior high school, enhance skills, and prepare them for work opportunities after graduation.

Students love to cook. They enjoy the process, and the company as well as fulfillment and pride when their outputs are graded. The spirit of enthusiasm, curiosity, and camaraderie was developed as well as leadership and discipline. This was observed while students plan the menu, designated roles for each member, and executed the task related to the activity.

The outbreak of this global pandemic and the unstable number of cases, going back to normal schooling is uncertain. By DO 12 s. of 2020 or the Adoption of Basic Education a Learning Continuity Plan (BE-LCP) for the school year 2020-2021 in light of Covid 19 Public Health Emergency, DepEd employs multiple learning modalities (LDMs) to ensure the continued provision of learning opportunities to its learners while protecting the health and safety of both its personnel and learners. (DepEd Order no.032s.of 2020).

The school continued to adopt the Modular Learning Modality. This was based on the survey conducted by Mamplasan National High School. The students have to stay home and do the same teaching and learning process again.

Learning materials were printed and distributed to students. Lessons were discussed via Google meet, messenger, and other platforms. A performance task is explained and students have to do the activity at home with the supervision of parents. Actual performances are recorded

via mobile phones and sent to the teachers using messenger or email.

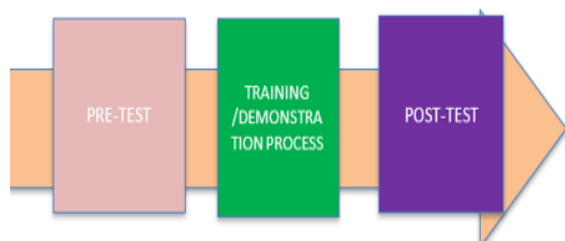
Sending videos and pictures via social media platforms was a little bit complicated for those who don't have stable internet connections and gadgets along with other problems.

Even if students are given multiple chances to submit their tasks, the rest failed to do the required activity. Changes in students' behavior were observed and less submission of performance outputs was apparent. Other factors such as money to support the project, difficulty in understanding instructions, and household chores as well as the need to do the task alone makes it more stressful for some of the students.

In the first quarter, out of 77 students, 19 students failed to submit the performance tasks. This is only equivalent to 25%. Students concentrate more on the written task which is 30% of the total grade rather than the performance task which comprises 70% of the total grade for TLE (DepEd Order no.031, s.2020-page 9 Table 5). In the second quarter, 16 students failed to perform the required task, which is 21.

METHODOLOGY

The research will adopt the Solution Strategy Flowchart to conduct the study following a strict implementation of its process.



Interventions were made for these students in other quarters. Sending letters with alternative activities was done with the help of the advisers. During this intervention, it becomes evident that some of the parents are not aware of the performance task. Others are busy doing their daily chores and working that they have no time to check on them.

To cope with these problems, students must undergo an intervention with a knowledgeable person, that they are comfortable with, parents/guardians.

"Parents play a vital role in the success of the learners not only in the lessons they learn from the teachers but also in the guidance to nurture holistically developed individuals." (Secretary Leonor Magtolis Briones)

Furthermore, highlights that "parents or guardians are responsible for monitoring their children's work and progress and shall be the primary agents of the teaching-learning process, including its design and execution". (DO no.001s.2022- Revised Policy Guidelines for Home-Schooling.)

The researcher conducted a face-to-face conference with the parents of the selected students for the project TAHSC. Problems such as poor participation and low performance of students in the class are discussed.

The need to improve performance and the importance of parents' support is a must. The goal of Project TAHSC is explained as to what can the parents do to make this happen.

The distribution of the module followed. Every detail in the material was prepared by the researcher. This includes instructions that can be easily followed, the Pre-test, lesson information, an exercise activity for each topic, a performance task (cooking), and collaborative activity with the parent's documentation.

RESULTS

After gathering the necessary data, the researcher statistically analyzed their performance task results with the help of her statistician. A T-test was used to analyze the results between the pretest and post-test. This was conducted to prove if the project TAHSC is effective in improving the performance of students in TLE.

After a thorough analysis the following results are gathered.

1. The mean scores in the summative assessment of the participating students.

There were ten Select Grade 10 students most of whom are non-performing who were observed in this study. The pretest was gathered and analyzed. The mean of these participants is 15.7.

To monitor the student's progress and guide them in doing their task, parents (para-teachers) will assist their son/daughter in doing the tasks using the module provided by the researcher. They are strongly advised not to help in doing the task but only to assist them. Both the pretest and post-test are used in analyzing the results of the action research. A T-test is used to solve the problem.

The mean of both the pretest and post-test was computed and the mean scores were analyzed using the T-test to find out if there is a significant difference in using project TAHSC in improving the performance task of the students.

2. The mean scores in the post-test

Based on their post-test, the mean average significantly increases. This result (21.5), means that there is a significant difference in the use of project TAHSC in improving the performance task of the students.

Before implementing Project -
TAHSC

The mean average score is **15.7** which is equivalent to **52%**.

After the implementation, the mean increases to **21.5** which is equivalent to **72%**.

A t stat value of **8.333089** that there is a significant difference in implementing Project TAHSC in teaching TLE.

It simply shows that parents can encourage and be an inspiration to improve students' performance tasks in school. Despite modern technology, parents are still the best motivators. Given time and dedication parents and teachers can bring the best solution and help the students walk on the right path where they can be productive citizens in the future.

DISCUSSION

PROJECT TAHSC (Teachers At Home for Service and Cookery)

A training program for Select Para-Teachers in facilitating Grade 10 Students in Cookery. This is a research study aimed to improve and encourage non-performing students

to participate in performance activities at home with the assistance of parents(para-teachers).

The idea is based on the fact that if students will learn the basics in the simplest way, other activities related to the main task will follow.

In this study, a module is prepared where basic information is included.

Definition of terms, relevant information about the topic, assessment activity, and images about the topic were included to have a clearer interpretation of each topic.

Parents are instructed on how to assist the students in doing the activity, it was analyzed that there is a significant difference in using Project TAHSC in improving the performance of students based on the gathered results on the pretest and post-test.

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