**CABANGAN NATIONAL HIGH SCHOOL STA. RITA, CABANGAN, ZAMBALES**

**EXPLORING THE EFFECTIVENESS OF HOME ECONOMICS PROGRAM IN PREPARING STUDENTS FOR INDEPENDENT LIVING**

**A Research Paper submitted at Cabangan National High School**

**In Partial Fulfilment of the Requirements for Practical Research II of Grade 12-Cookery**

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**ABSTRACT**

The aim of this study is to determine to know the effectiveness of food and beverage services strand in preparing students for independent living in Cabangan National High School. The sample which was selected through the random samplinh method, consists of 13 (61.09%) female, and 8 (38.9%) male, total of 21 Grade 11 students. Questionnaires and surveys were utilized as data collection instruments. The collected data was used for data analysis in this study. The result of this study showed that there is significance in the study of food and beverage services by analyzing the skills and knowledge that students acquire in tguw strand, we can also better understand its potential benefits for students beyond the food and hospitality industry that can help students in preparing for independent living.

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**INTRODUCTION**

**Background of the Study**

The Food and Beverage Services strand is a specialized program offered by the Technical Education and skills Development Authority (TESDA) in the Philippines. This program trains students in the skills required to become food and beverage services professionals, including table setting, food and beverage preparation, and customer service.

The Food and Beverage Services strand in senior high school aims to provide students with necessary knowledge and skills to work in the food and hospitality industry. However, this study seeks to explore the effectiveness of this strand in preparing students for independent living.

Independent Living (IL) is more than a social movement; it is also an analytic paradigm that is reshaping, the thinking of rehabilitation professionals and researchers alike (Dejong, 1979).

Independent living means the ability to examine alternatives and make informed decisions and direct one’s own life (Huck, 2023).

Independent living involves being able to take care of oneself and being self- sufficient. It includes skills such as managing finances, cooking healthy meals, and maintaining a clean and organized living space. These skills are essential for anyone who wishes to live on their own.

The Food and Beverage Services strand may seem unrelated to independent living at first glance, but it actually provides students with many valuable skills. For example, students learn how to handle food safely and hygienically, which is important for avoiding illnesses. They also learn how to cook a variety of meals, which can help them save money and eat healthier. Additionally, they learn how work in a team and communicate effectively, which are important skills for any workplace or social setting.

The food and beverage services strand is an important part of the curriculum for preparing students for independent living. However, there is a research gap in exploring the effectiveness of this strand in achieving its intended outcomes.

One area that requires further exploration is the impact of the food and beverage services strand on students' practical skills. While the strand is designed to equip students with the skills required to prepare meals, there is limited research on how well students can apply these skills in real-world situations. This research gap highlights the need to evaluate the effectiveness of the strand in enabling students to develop practical cooking skills that can be applied in everyday life.

Another area that requires further exploration is the impact of the food and beverage services strand on students' nutritional knowledge. While the strand is designed to provide students with an understanding of the nutritional value of different foods and how to make healthy choices, there is limited research on how well students retain this knowledge. This research gap highlights the need to evaluate the effectiveness of the strand in enabling students to develop a comprehensive understanding of nutrition and healthy eating habits.

In conclusion, there is a research gap in exploring the effectiveness of the food and beverage services strand in preparing students for independent living. Future research should focus on evaluating the impact of the strand on students' practical skills and nutritional knowledge to ensure that it is effective in achieving its intended outcomes.

**Statement of the Problem**

This study aims to determine the effectiveness of Food and Beverage Services Strand in preparing students for independent living.

Specifically, it seeks to find the answers to the following questions:

1. How does the food and beverage services strand prepare students for independent living?
2. How do students who have completed the food and beverage services strand compared to those who have not in terms of independent living readiness?
3. How can the food and beverage services strand be improved to better support students in developing independent skills?
4. How do other vocational education strands compare to the food and beverage services strand in terms of preparing students for independent living?

**Conceptual Framework**

The system approach (Input-Process-Output system) was used in describing the conceptual of the study. As shown in figure, the INPUT consists of demographic profile of the student respondents, the advantages of being food and beverage student services students, the level of effectiveness of home economics program as a TVL Strand in terms in Independent Living and determine the opportunity services waited for the student of Home Economics Program.

The PROCESS of system approach focused on presentation, analysis and interpretation of data and random data sampling for the significance in the perception of the respondents. And the formulation of an action plan is also included in the process.

The OUTPUT of the research process consisted of the action plan to improve or maintain the level if effectiveness of food and beverage services strand in preparing student for independent living. A feedback loop provided a data which serves as a guide in making same revision on the input, process and outputs for the enhancement of the research.

**INPUT**

1. Demographic Profile of the respondents in terms of.
   1. Gender
   2. Parent’s Educational Background
   3. Parent’s Income
2. Statement of the Problem
   1. Curriculum
   2. Teaching materials
   3. Methods used to teach students about the food and beverage industry
3. Food Preparation
4. Culinary Arts
5. Restaurant Management

**OUTPUT**

Identify areas for improvement

Make recommendations to enhance the quality of education provide

**PROCESS**

Interview

Survey

**Scope and Delimitation**

This study limits its coverage to the grade 11 Food and Beverage Services Strand only in Cabangan National Highschool. Its main purpose is to identify how their strand helps students prepare for independent living and explore its effectiveness.

This study considers very aspect of students’ personal information that has an impact on their academic performances, such as their parents educational background, their parent’s income, and their gender. And this study focuses on the current grade 11 Food and Beverage Services (FBS) students at the present school year, 2023-2024.

**Significant of the Study**

This study will serve as a reference and source of information about the effectiveness of the Food and Beverage Services strand in preparing students for independent living. The finding of the study will educate the youth, especially those who aren’t decided or a second of doubt about taking their strand in senior high school. Also encourage the students to manage their time and use it with purpose.

Department of education. The findings of the study could use to guide the department of education to provide adequate strategies to the teachers to help aid the challenges faced by the students in terms of teaching home economics strands, especially Food and Beverage Services.

Teachers. The findings of the study could be used to help teachers find way to help their students. They could provide pieces of advice to motivate their students to earn knowledge and performance skills in terms of their strand.

Parents. The findings of the study will help the parents find way to monitor the performance of their children and see the importance of this strand in teaching their children skills that they can use independently.

Students. The findings of the study will help the learners and students assess themselves and find their way to being skilled and learning enough.

Researchers. Future researchers can use the findings of this study to conduct more research on this topic and provide actions that are beneficial to stakeholders.

**Definition of Terms**

To provide a more comprehensive and clearer idea of this study, the following terms are hereby defined operationally and conceptually:

Home Economics Program. It is an important aspect of the curriculum for high school students as it teaches future generations the life skills necessary for success: financial literacy, healthy lifestyles, and political competency.

Independent Living. It means taking risks and being allowed to succeed and fail on your own terms.

Effectiveness. The degree to which something is successful in producing a desired result.

Food and Beverage Services. It is the process of preparing, presenting, and serving food and beverages to customers.

NC II. It is a national certificate that is awarded to people who have demonstrated the basic skills and knowledge necessary to work in the hospitality environment, including product knowledge and workplace health and safety practices.

Technical-vocational livelihood It is a school track where students can gain the skills and knowledge, they need to seek employment straight after senior high school, whether that’s in the Philippines or overseas.

**METHODS**

**Type of Study**

According to Tehran (2017), the probability sampling method ensures that all members of the target population have equal opportunities. Samples chosen using probability sampling methods are more representative of the intended population.

The researchers collected data using basic random sampling. This strategy is employed when the entire population is available, and the investigations include a list of all participants in this target population. The list of all participants in this group is referred to as the "sampling frame."

**Participants**

All the participants are strictly chosen which are Grade 11 Food and Beverages Services Strand. 8 males and 13 females for the total of 21. Researchers distribute survey to gathered needed data.

**Instrument**

Researcher used Likert scale to gathered data. A Likert Scale is rating scale used to measure people's experiences or opinions. It gives users a balanced scale of choices on either side of a neutral option. That way, you can find out the degree of someone's opinion on a specific question. This is helpful with data visualization too (Claire Bradley, 2023).

|  |  |  |
| --- | --- | --- |
| Age | Frequency | Percent |
| 26 | 1 | 4.76 |
| 25 | 0 | 0 |
| 24 | 0 | 0 |
| 23 | 0 | 0 |
| 22 | 0 | 0 |
| 21 | 0 | 0 |
| 20 | 0 | 0 |
| 19 | 2 | 9.52 |
| 18 | 2 | 9.52 |
| 17 | 7 | 33.33 |
| 16 | 9 | 42.86 |
| Total | 21 | 100.0 |

**Data Collection**

**Figure 1**

Mean= 17.28 years old

Age. The data collected shows that substantial majority of the respondent were 16 years old (42.865), followed by 17 years old (33.33%), the 18 years old and 19 years old of the respondents has a same (9.52%) while the 26 years old has the (4.76) lowest percentage of the respondents.

The mean age is 17.25 years old, meaning the participants in grade 11 food and beverage services strands are adolescents.

Therefore, the adolescents in grade 11 has the energy and capabilities of the study of exploring the effectiveness of food and beverage services strand in preparing students for independent living.

|  |  |  |
| --- | --- | --- |
| Sex | Frequency | Percent |
| Female | 16 | 76.19 |
| Male | 5 | 23.81 |
| Total | 21 | 100.0 |

**Figure 2**

Sex. As for the sex, it shows that the majority of highest number are female respondents (76.19%) than the male (26.51%)

Therefore, the female respondents in grade 11 have greater number in talking food and beverage services strand in grade 11 and advantages in learning essentials skills for anyone who wishes to live on their own or preparing themselves for independent living.

|  |  |  |
| --- | --- | --- |
| Strand | Frequency | Percent |
| FBS/BPP | 21 | 100 |
| Total | 21 | 100.0 |

**Figure 3**

Strand. In terms of student’s strand, student respondents are all grade-11 Food and Beverage Services strand. A total of 21 students.

|  |  |  |
| --- | --- | --- |
| What is the highest education level that your father has completed? | Frequency | Percent |
| Did not attend to school | 0 | 0 |
| Secondary school | 0 | 0 |
| College degree | 7 | 33.33 |
| Primary school | 2 | 9.52 |
| High school | 12 | 57.14 |
| Other (please specify) | 0 | 0 |
| Total | 21 | 100.0 |

**Figure 4**

Parent’s Educational Background. As for the respondent’s father the highest education level complete are high school (57.14%) are the highest number, followed by college degree (33.33%), the primary school has (9.52%) is the lowest percentage

|  |  |  |
| --- | --- | --- |
| What is the highest education level that your mother has completed? | Frequency | Percent |
| Did not attend to school | 0 | 0 |
| Secondary school | 0 | 0 |
| College degree | 8 | 38.10 |
| Primary school | 1 | 4.76 |
| High school | 12 | 57.14 |
| Other (Please Specify) | 0 | 0 |
| Total | 21 | 100.0 |

**Figure 5**

As for respondents. Mother, high school (57.14) has the highest education level completed, followed by college degree (38.10) and primary school (4.76).

|  |  |  |
| --- | --- | --- |
| 3 | Frequency | Percent |
| SA | 4 | 19.05 |
| A | 15 | 71.43 |
| N | 1 | 4.76 |
| D | 1 | 4.76 |
| SD | 0 | 0 |
| Total | 21 | 100.0 |

Therefore, the highest number of parent’s educational background of student respondents are high school. It can also affect the ability to support student financially in studying food and beverage services strand.

|  |  |  |
| --- | --- | --- |
| 1 | Frequency | Percent |
| SA | 3 | 14.28 |
| A | 28 | 85.71 |
| N | 0 | 0 |
| D | 0 | 0 |
| SD | 0 | 0 |
| Total | 21 | 100.0 |

|  |  |  |
| --- | --- | --- |
| 2 | Frequency | Percent |
| SA | 3 | 14.28 |
| A | 12 | 57.14 |
| N | 6 | 28.57 |
| D | 0 | 0 |
| SD | 0 | 0 |
| Total | 21 | 100.0 |

**Figure 6**

In table 6. Discuss on how does the food and beverage services strand prepare student for independent living? In a statement number one the agree (85.71) are the highest number of ratings, followed by strongly agree (14.28) therefore, student respondents agree that student learn how to cook various type of meals.

In number 2, the highest number of ratings is agreed (57.14), followed by neutral (28.57) and the lowest rating is strongly agreed (14.28). It shows that 50% of student respondents agree that students should learn how to manage finances when it comes to purchasing ingredients and meals.

In number 3, the highest number of ratings is agreed (71.43), followed by strongly agree (19.05) and lowest rating is neutral and disagree with (4.76) percent. Therefore 70% of student’s respondents agreed that students should learn about the importance of health and nutrition.

|  |  |  |
| --- | --- | --- |
| 1 | Frequency | Percent |
| SA | 3 | 14.28 |
| A | 18 | 85.71 |
| N | 0 | 0 |
| D | 0 | 0 |
| SD | 0 | 0 |
| Total | 21 | 100.0 |

|  |  |  |
| --- | --- | --- |
| 2 | Frequency | Percent |
| SA | 4 | 19.05 |
| A | 13 | 61.90 |
| N | 4 | 19.05 |
| D | 0 | 0 |
| SD | 0 | 0 |
| Total | 21 | 100.0 |

|  |  |  |
| --- | --- | --- |
| 3 | Frequency | Percent |
| SA | 3 | 14.28 |
| A | 17 | 80.95 |
| N | 1 | 4.76 |
| D | 0 | 0 |
| SD | 0 | 0 |
| Total | 21 | 100.0 |

**Figure 7**

In table No7. Discuss on how can the food and beverage services strand be improved to better support student in developing independent skill?

In statement number 1 show that agree (85.71) has a greatest number of rating followed by strongly agree

(14.28). Therefore, student respondents agree that students should learn by providing cooking classes or workshop on how to prepare meals for themselves which is a valuable life skill.

In statement No.2 shows that agree (61.90) has the highest number of ratings, followed by some percentage of strongly agree and neutral. Therefore 60% of student respondents agreed that student should learn by offering options such as grab-and-go meals or meal swipe then can be used at any time can give student more autonomy over their eating habits.

In statement No.3 shows that agree (80.95) has the highest number of ratings, followed by strongly agree (14.28) and the lowest rating is neutral (4.76), therefore 80% of student respondents agreed that student should learn by creating a welcoming and inclusive atmosphere in dining areas can help students feel comfortable and confident in their food choices

|  |  |  |
| --- | --- | --- |
| 1 | Frequency | Percent |
| SA | 7 | 33.33 |
| A | 14 | 60.66 |
| N | 0 | 0 |
| D | 0 | 0 |
| SD | 0 | 0 |
| Total | 21 | 100.0 |

|  |  |  |
| --- | --- | --- |
| 3 | Frequency | Percent |
| SA | 6 | 28.57 |
| A | 12 | 57.14 |
| N | 2 | 9.52 |
| D | 1 | 4.76 |
| SD | 0 | 0 |
| Total | 21 | 100.0 |

|  |  |  |
| --- | --- | --- |
| 2 | Frequency | Percent |
| SA | 4 | 19.05 |
| A | 15 | 71.43 |
| N | 2 | 9.52 |
| D | 0 | 0 |
| SD | 0 | 0 |
| Total | 21 | 100.0 |

**Figure 8**

In table No.8 discuss about on how do other to vocational education. Strand compared to the food and beverage services strand in terms of preparing students for independent living.

In statement No.1 the agree (66.66) has the highest number of ratings, followed by strongly agree (33.33). Therefore, students’ respondents agree that this strand is an excellent way for students to acquire practical skills that can help them succeed in their careers.

In statement number 2, the agree (71.43) has the highest number of ratings followed by strongly agree (19.05) and neutral (9.52). Therefore 70% of student’s respondents agreed that this strand emphasizes teamwork, communication and problem-solving skills, which are essential for independent living.

In statement No.3, the agree (57,14) has the highest number of ratings, followed by strongly agree (28.57), neutral (9.52) and disagree (4.76). Therefore 80% of student’s respondents agreed that this strand teaches students how to provide excellent customer services, manage reservations, and coordinate events. These skills are also valuable for independent living.

**DISCUSSION**

**Conclusion**

The food and beverage services strand is an excellent choice for students who want to learn practical skills that can help them in their daily lives, including independent living. This strand teaches students how to prepare meals, plan menus, and manage budgets, which are all essential skills for anyone who wants to live independently.

One of the keyways that the food and beverage services strand prepares students for independent living is by teaching them how to cook. Cooking is an essential skill for anyone who wants to live on their own, as it allows them to prepare healthy and nutritious meals for themselves. In this strand, students learn how to cook a variety of dishes, from simple meals to more complex recipes.

Another way that the food and beverage services strand prepare students for independent living is by teaching them how to plan menus. Planning menus is an important skill because it allows individuals to ensure that they are eating a balanced diet. In this strand, students learn how to create menus that are both healthy and delicious.

This is an essential skill for anyone who wants to live independently because it allows them to manage their finances effectively. In this strand, students learn how to create budgets and how to manage their finances to ensure that they can afford to live on their own.

Being a food and beverage student provides many benefits in preparing for independent living. Here are some of them:

1. Cooking skills: As a food and beverage student, you will learn how to cook various types of meals. This knowledge will come in handy when you move out on your own and need to prepare your meals.

You'll be able to cook healthy and delicious meals without relying on takeout or pre-packaged foods.

2. Budgeting: A food and beverage student learns how to manage finances when it comes to purchasing ingredients and meals. You'll be able to budget your food expenses well and learn to make smart choices when it comes to grocery shopping.

3. Time management: Preparing meals takes time and effort, and as a food and beverage student, you'll learn how to manage your time effectively. You'll be able to plan your meals, prep the ingredients, and cook everything in a timely manner, which is an important skill to have when living independently.

4. Health and nutrition: As a food and beverage student, you'll learn about the importance of health and nutrition. You'll be able to make informed decisions about what you eat and how it affects your body. This knowledge will help you make healthier choices when it comes to meal planning and grocery shopping.

Overall, being a food and beverage student provides numerous benefits that will help you in independent living. You'll have the skills to cook, budget, manage your time, and make healthy choices, which are all essential when living on your own.

Students who have not developed independent living skills may struggle with managing their own finances, cooking, cleaning, doing laundry, and other basic household tasks. This can make it difficult for them to live on their own without assistance from family or caregivers. However, there are many resources available to help these students develop the skills they need to become more independent.

One option is to enrol in a life skills training program, which can teach students how to manage their finances, cook healthy meals, clean their living space, and perform other essential tasks. These programs may be available through local community centres, schools, or organizations that specialize in supporting individuals with disabilities.

Overall, while it can be challenging for students who have not developed independent living skills, there are many resources available to help them build the skills they need to become more self-sufficient and live on their own. With the right support and guidance, these students can achieve their goals and live fulfilling lives.

**Recommendation**

There are several ways that food and beverage services can be improved to better support students in developing independent skills. One way is to offer more diverse and healthy food options. This can encourage students to make healthier choices and be more independent in their food choices. Additionally, providing cooking classes or workshops can help students learn how to prepare meals for themselves, which is a valuable life skill.

Another way to support independent skills development is to offer more flexible meal plans. Many students have busy schedules and may not be able to eat at specific times, so offering options such as grab-and-go meals or meal swipes that can be used at any time can give students more autonomy over their eating habits.

Finally, creating a welcoming and inclusive atmosphere in dining areas can help students feel comfortable and confident in their food choices. This can be achieved by offering a variety of seating options, providing accessible menus for those with dietary restrictions, and promoting a sense of community through events and activities.

Overall, by providing healthy food choices, cooking classes, flexible meal plans, and a welcoming atmosphere, food and beverage services can better support students in developing independent skills.

Vocational education is an excellent way for students to acquire practical skills that can help them succeed in their careers. In terms of preparing students for independent living, the food and beverage services strand is comparable to other vocational education strands.

For example, the culinary arts strand teaches students how to prepare and cook food, manage a kitchen, and work in restaurants and other food service establishments. This strand emphasizes teamwork, communication, and problem-solving skills, which are essential for independent living.

Similarly, the hospitality and tourism strand prepare students for careers in hotels, resorts, and other hospitality- related businesses. This strand teaches students how to provide excellent customer service, manage reservations, and coordinate events. These skills are also valuable for independent living.

In conclusion, while the food and beverage services strand provide students with valuable skills for independent living, other vocational education strands, such as culinary arts and hospitality and tourism, offer similar benefits. All of these strands teach practical skills that can help students succeed in their careers and students succeed in their careers and daily lives.

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