

Interactive Offline Teaching Materials and The Students' Competencies in Cookery 9

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Abstract

Parents and guardians should ensure that their children attain the basic knowledge and skills needed for their personal well-being. Some of them cannot afford to provide the technology-based learning tools and online materials for their children to ensnare with the learning process specifically the skill-based subject areas that may affect their academic performance. This research focus on cookery as the topic of this endeavor to aid students achieve exceptional and innovative academic performance utilizing offline Interactive strategy. Specifically, this assessed the pre and post test scores of the Grade 9 students in cookery 9 in terms of: (1) Cognitive domain in making sandwiches, Affective domain in storing and preparing sandwiches; (2) the post test scores of the Grade 9 students in cookery in terms of psychomotor domain in preparing sandwiches; (3) the respondents perceived the following Interactive offline teaching material in terms of: Teaching competencies, Content and Learning Activity. Further, the respondents' perceived acceptability of the interactive offline teaching material in terms of Usefulness, Ease of Use, Attitude towards Use, Behavioral intention to Use, Actual Use were determined in this research. The researcher employed single group pre-test and post-test method as it would show probable relationship among variables. The participants of this research are all students in Grade 9 who own a smart phone, studying at Lucena City National High School – Silangang Mayao extension, Quezon Province. The study also involved the TLE teachers for the acceptability and validity of the learning material produced by the researcher. This study was conducted during the Academic Year 2021-2022 from November 2021 to April 2022. Based on the findings of the study, this research showed a significant difference in the mean of pre and post test results in cookery 9 upon the implementation of interactive teaching materials. Also, the correlation between the perceived content of the interactive teaching material and the psychomotor learning competencies of the students had significant relationship. Lastly, the null hypotheses stating that there is no significant relationship on the acceptability of the usefulness, ease of use, behavioral intention and actual use of the Interactive offline teaching and the students' learning competencies along the learning domains were not sustained. Therefore, the researcher recommends that the Interactive offline teaching material and technology acceptance by the researcher may be adapted, modified, and enriched for future study.

Keywords – Interactive, Teaching, Competencies, Learning Activities, Behavioral Intention to Use, Actual Use