

**EFFECT OF JOINT DELIVERY VOUCHER PROGRAM ON THE SELF-ASSESSED
SENIOR HIGH SCHOOL COOKERY STUDENTS**



A research paper presented by
SENIOR HIGH SCHOOL students in
Daniel R. Aguinaldo National Highschool

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Practical Research 2

**PHOEBE CZARINA BAÑAS
KAYE JONEL OROLFO
ANGELICA E PARAISO
RICMER R. MARTINEZ
RAFAEL BARRANTES
MARIECRIS LARIOS
GENALYN SABROSO
WEINNELYN GUDEN
JANEL CABALLES**

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Chapter 1

THE PROBLEM AND RELATED LITERATURE

Introduction

Skills development training outside the school are being implemented. According to the study of District of Columbia (DC) school vouchers finds no effect on test scores (Ujifusa, 2019). In addition, the results shows no significant difference between vouchers and non-vouchers over the past three years of experimenting. But In that case an alarming deeper results said that the students who are getting vouchers, perform worse in math for atleast two years but less likely said to be chronically absent in class. (K-12 Ujifusa, 2019). Meanwhile, Kasparian (2012) hypothesize that Louisiana model of implementing vouchers like Indiana might reinforce the notion that public schools are ineffective because they are taking the funds away.

According to Labaree (2018) It is reasonable to believe that voucher programs and other forms of privatization of education can have negative side effects on individual students, school system, and the society. Similarly, the students who fail to prepare for a four-year college are less likely to gain a full access to our country's economy, political and social opportunities (Greene, Jay P; Foster, Greg, 2003). We can assume that many students in Senior High are still not well prepared

to work at industry, less like the college because they don't have that much competencies or skill to be acknowledge. On the other side,

In Philippines, many students who graduated are having struggles between finding a job. According to Ramon Albert Ph.D (2013) the top 3 reasons why it is so hard to fill job vacancies in Philippines is : 1) They lack needed competency/skill; 2) They have expectations between high salary; and 3) They lack years of experience, and these reasons somehow are becoming consistent until nowadays. Focusing on first and last reason the student might find trouble engaging into industry if they didn't get the proper competencies and experiences. Now if the Cookery Senior High School students of Daniel R. Aguinaldo National Highschool is to be considered, their competency is at risk and needs to meet the demands of National and Global Standards.

In Davao, the Agro-Industrial Foundation College of the Philippines participate as a JDVP-TVL partner for Senior High School Cookery students in DRANHS specifically offering "Commercial Cookery NCII" this coming second grading of first semester and first grading of second semester. In this reason, the researchers are interested to investigate the upcoming program to students, and assessing every learners on their competencies if how the JDVP-TVL help the SHS's enhanced their basic skills. This study aims to determine the effect of JDVP on the NCII core competencies in Senior High School cookery students through pre and post test. Furthermore, the result of this study will give teachers and school

administrators valuable information for planning and providing students with quality learning to be able to increase their cooking competence.

Review of Related Literature

This section includes varied sources of materials that are viewed in relation to the experiment and objectives of this study. The topics are hereby presented to provide better background and insights to the present study.

According to the World Education News (2018) when the Philippine government initiated K-12 in 2013 as the basic education cycle, Secretary Armin Luistro has concluded that it as "the most comprehensive basic education reform initiative ever done in the country" which resulted in big adjustment on many Filipino family and students. Because of this initiative many was called to emerge and cooperate like Technical Educational Skills Development Authority (TESDA), Technical Vocational Institutions (TVI's) and Higher Education Institutions (HEIs). And this is were the Joint Delivery Voucher Program was implemented as one of the strategies that ensure the academic, physical and financial human resource capabilities are utilized and not adversely affected.

The Department of Education (2018) states that the Joint Delivery Voucher Program- Technical Vocational Livelihood (JDVP-TVL) is designed to optimized the TVL learning by allowing Senior High School Students (SHS) enrolled in Public Schools to avail vouchers and take their TVL specializations in eligible partner

institution from either private or non-Dep-Ed public SHSs, as well as TVI's, offering their desired specializations (pg.2). One of the rationale of this is the RA No. 10533 or the "Enhanced basic Education Act of 2013" It is to establish, maintain and support a complete adequate and integrated system of education relevant to the needs of the people, the country and society at large thus direct to "*create a functional basic education that will develop productive and responsible citizenships equipped with the essential competencies, skills and values for both lifelong learning and employment*" (DepEd JDVP Guidelines, 2018)

The Department of Education (DepEd), Commission of Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Technical Vocational Institutions (TVIs) and Higher Education Institutions (HEIs) are to harmonized with one another to implement strategies to ensure the academic, physical , financial, and human resource capabilities (pg.1 i.) Being said, the amount of tuition fee from voucher per learner-beneficiary is Php 12,550. This voucher will cover the training cost for 320 hours per learner both tuition and miscellaneous expenses. The voucher will subsidy the assessment fee that is limited to one National Certification (NC) only.

Competency study is a one way efficient step towards professionalism (Hu,2010). Few research suggested that job competency is a fundamental characteristic of a person that results in impressive outstanding performance in a job (Boyatzis, 1982). Based on McLagan (1996) models of competency can be used as

criteria for the following: training curriculum design; recruitment, selection and assessment; coaching, counseling and mentoring; career development and success planning. If you want to be a successful in the industry you must provide your customer an unforgettable experiences in your own business or workplace. Hu (2010) concluded that Modern Culinary Education aim to produce culinary artists with skillfulness who are able to use their intellect, feelings and creativity.

According Technical Education and Skills Development Authority (TESDA, 2014) study under 806,419 TVET graduates were in the labor force as 2014. over 66.2 % of these graduates were employed at the time of survey, 43 % of 336,239 TVET graduates with employers founds job within 1 to 3 months after training. The cookery core competencies consist at least 13 units of competencies all teaching about different kinds of dishes, cleanliness, preparations and packaging. This takes 688 hrs in lesson duration and is to be said the qualification need to passed the assessment. A person who has achieved this qualification is competent to be: Garde Manager, Pastry, Cook or Assistant. The training is based on competency based learning of curriculum, it is structured and is supposed to be delivered individually and self-paced. The materials and training to be acquired is based on the work to be performed and directly related to the competency standards. Additionally, this training is nationally approved.

Even though government implemented something like this it is not sure on how we could guarantee the effectiveness of this research. Due to this, the

researchers intentions for this study is to add it as a related literature to the upcoming future research. The researchers can only draw conclusion based on the statistics result limitation is yet to be studied.

Theoretical Framework

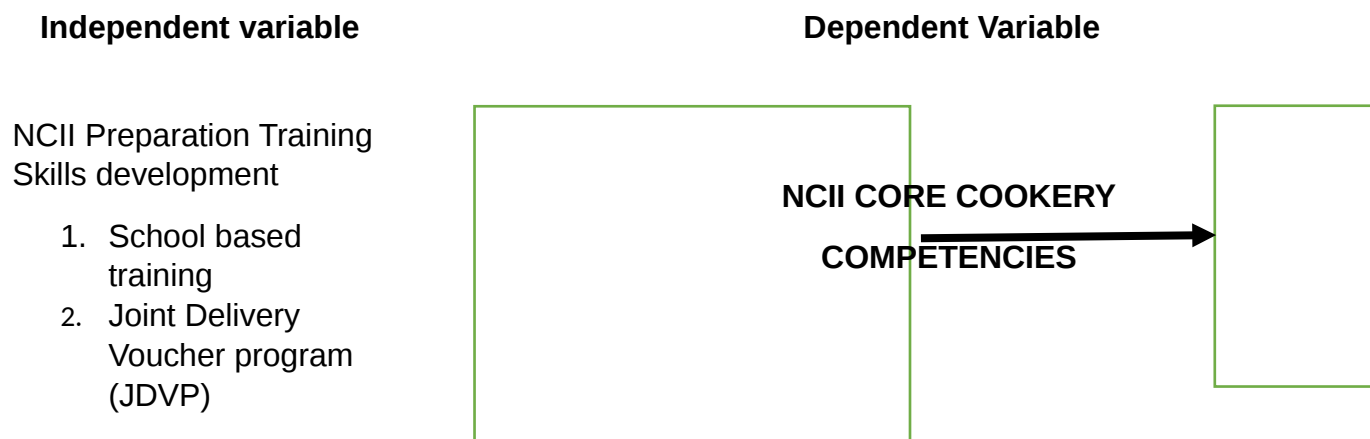
Focusing on understanding the competency of the participants is the main point of introducing theories in this study. According to USC Library (2019) this will help to explain, predict and understand related phenomena in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. In this case we will explore the Competency-based learning and Skill-based learning theories to support this research.

Competency-based approaches have been unified in higher education programs since half a century (Nodine, 2016). Baskerville (2017) explains that CBA/E is an approach that a person must manifest something specific that teaches in a measurable way rather than in abstract way. Many organizations apply CBA/E in their training, performance and advancement especially in Human Resource Management. Through this theory we would be able to understand the kind of learning the Joint Delivery Voucher Program is implementing, this will guide us on how it works and gives us additional idea. Similarly, Sarahel (2015) stated that 'The foundation of any company lies within its vision, mission, core values and strategy'. In addition, the Competency Based Human Resources Management is an approach that standardizes and integrates all HR activities based on competencies that

support organizational goals (Sarahel 2015). Applying it to HRM is the most effective approach in this modern days as it act as effective measuring employee's qualities and suitability of filling a specific position.

On the other hand skill-based approach is a methodology centered on the development of a skill set over a career: which is another comparison to CBA/E it is more independent and hands on, in this case the researcher would be enable to identify what kind of learning is really being implemented or recommended to help the students enhanced their skills and competencies. SBA/E is a progression in four stages: planning, building, presenting, and validating (Frischmann, 2018). According to Frischman the beauty of SBA/E is it's simplicity and flexibility, it handles the complex factors in career planning and development such as sudden changes in technology, the rise of education cost and the increase of competitiveness. (A Skill-Based Approach to develop a career, Frischmann,2018

Conceptual Framework



This is the conceptual framework of this study. The NCII Preparation Training Skills Development which is the school-based and Joint Delivery Voucher Program affects the NCII core cooking competencies.

Statement of the problem

This study will be conducted to determine the effects of Joint Delivery Voucher Program (JDVP) on the NCII Core Competencies of Cookery Senior High school students specifically it sought to answer the following questions.

1. What are the pre-test core competencies mean scores of the experimental and control group?
 - Cleaning and maintaining kitchen premises
 - Preparing stocks, sauces and soup
 - Appetizers
 - Salads and dressings
 - Sandwiches
 - Meat dishes
 - Vegetable dishes
 - Egg dishes
 - Starch dishes
 - Poultry and game dishes
 - Seafood dishes

- Desserts
- Packaging

2. Is there a significant difference between pretest mean core competencies scores of experimental and control group?

- Cleaning and maintaining kitchen premises
- Preparing stocks, sauces and soup
- Appetizers
- Salads and dressings
- Sandwiches
- Meat dishes
- Vegetable dishes
- Egg dishes
- Starch dishes
- Poultry and game dishes
- Seafood dishes
- Desserts
- Packaging

3. What are the post-test core competencies mean scores of the experimental and control groups?

- Cleaning and maintaining kitchen premises

- Preparing stocks, sauces and soup
- Appetizers
- Salads and dressings
- Sandwiches
- Meat dishes
- Vegetable dishes
- Egg dishes
- Starch dishes
- Poultry and game dishes
- Seafood dishes
- Desserts
- packaging

4. Is there a significant difference between the posttest mean core competencies scores of the experimental and control?

- Cleaning and maintaining kitchen premises
- Preparing stocks, sauces and soup
- Appetizers
- Salads and dressings
- Sandwiches
- Meat dishes
- Vegetable dishes
- Egg dishes

- Starch dishes
- Poultry and game dishes
- Seafood dishes
- Desserts
- Packaging

5. Is there a significant difference between the pretest and posttest core competencies mean scores of the experimental and control group?

- Cleaning and maintaining kitchen premises
- Preparing stocks, sauces and soup
- Appetizers
- Salads and dressings
- Sandwiches
- Meat dishes
- Vegetable dishes
- Egg dishes
- Starch dishes
- Poultry and game dishes
- Seafood dishes
- Desserts
- Packaging

6. What are the mean gain core competencies scores of the experimental and control group?

- Cleaning and maintaining kitchen premises
- Preparing stocks, sauces and soup
- Appetizers
- Salads and dressings
- Sandwiches
- Meat dishes
- Vegetable dishes
- Egg dishes
- Starch dishes
- Poultry and game dishes
- Seafood dishes
- Desserts
- Packaging

7. Is there a significant difference between the mean gain core competencies scores of experimental and control group?

- Cleaning and maintaining kitchen premises
- Preparing stocks, sauces and soup
- Appetizers
- Salads and dressings
- Sandwiches
- Meat dishes
- Vegetable dishes

- Egg dishes
- Starch dishes
- Poultry and game dishes
- Seafood dishes
- Desserts
- Packaging

8. What is the effect size?

- Cleaning and maintaining kitchen premises
- Preparing stocks, sauces and soup
- Appetizers
- Salads and dressings
- Sandwiches
- Meat dishes
- Vegetable dishes
- Egg dishes
- Starch dishes
- Poultry and game dishes
- Seafood dishes
- Desserts
- Packaging

Null Hypothesis

The null hypothesis window of this study will be tested at $\alpha= 0.05$ level of significance

1. There is no significant difference between the pre-test mean core competencies scores of the experimental and control group.
2. There is no significant difference between the posttest mean core competencies scores of the experimental and control group?
3. There is no significant difference between the mean gain core competencies scores of the experimental and control group.

Chapter 2

METHOD

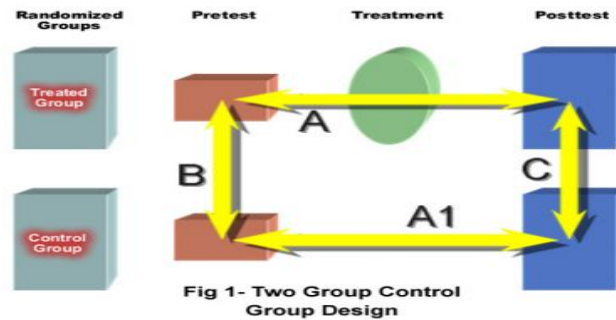
This chapter deals with the research design, the participants, the instruments, the data gathering procedures that were followed in the conduct of the study, and the data analysis tools used.

Research design

This quasi experimental research used the posttest non equivalent control group design wherein there is a treatment group and nonequivalent control group that is both given a posttest (Price et.al 2018). This kind of research answers whether the participants with treatment improve more than the participant who do not receive a treatment. (p.4) In fact, this kind of experiment is what Ensenck called for as the one that is frequently conducted to demonstrate the effectiveness of the study, specifically in psychotherapy. (p.7).

The "nonequivalent" is refer as an assignment to the group that was not random. In other words, the researchers did not control the assignment to the groups hence it was given by the system. (Trochim et.al 2006). According to Shuttleworth (2019) this design is one of the simplest methods of testing the

effectiveness of an intervention, and is a useful way of ensuring that an experiment has a strong level of internal validity.



In this design it allows the researcher to compare the final posttest results between the treatment and nonequivalent group, which gives them the idea of the overall effectiveness of the intervention, which in this case is the Joint Delivery Voucher Program. (p.11). The researchers also can see how the effect size of the both group change from pretest to posttest. And if the control group showed a significant improvement, then the researchers must attempt to uncover the reasons behind this or it is an actual open door for the other researchers in the future to answer this. (p.12)

Participants

This study was both conducted at Daniel R. Aguinaldo National High School (DRANHS) and Agri-Industrial Foundation College of the Philippines (AGRO) where the JDVP-TVL will be held on the month of September to November as part of the second semester of the school year 2019-2020. Two group in one class under

Grade 12 Cookery of the Senior High School were chosen as participants of the study. These are the treatment and none treatment students in section Centaurus. These group has a total 57 students, consisting 21 male and 36 Females. The total of students to be deploy in Agro is 23 while the total students to be remain in campus is 23, overall 46 participants. The researchers also would like to vary the difference result between male and female.

Table 1. Distribution of Participants

Group	Male	Female	Total	Percentage
Experimental	4	19	23	50%
Control	9	14	23	50%
Total	13	33	46	100%

Research Instruments

A 32 Item specific parts of the core competencies survey-test was utilized for the post-test survey of the group using the course structure of cookery based on the curriculum guide. This questionnaire evaluated the students understanding and confidence towards Commercial Cookery and it was made up of the following topics: Project I (Prepare and Cook Hot meals), Project II (Prepare Cold meals), Project III (Prepare sweets)

Data Gathering Procedures

The following data gathering procedure were obeyed in order to formally conduct the study.

Permission to conduct the study. A request letter is supposed to be given once the proposal was accepted. The researcher will asked the approval of the secondary school principal of Daniel R. Aguinaldo National High School through a request letter with signatures from the senior high school department head and the grade twelve curriculum head

Validation of the research instrument. The researcher will might make a validation letter once the research was approved by the teacher or after some consultations. The researchers made the initial draft of a teacher made test questionnaire along with a Table of specification. A panel of research and English teachers were consulted to assess and validate the construct and content validity of the items and their suggestions were considered.

Administration of Pilot testing. Pilot testing will be held before doing the official survey by the non-participants of the study specifically the grade 11-Iron students who are currently taking Food and Beverages Services. In this we will be able to test the reliability of the study.

Administration of the Pre-test. The Pilot testing of the initial draft of the instrument was administered to grade eleven senior high school cookery students who were not being handle by the researchers. The result of the pilot test were analyzed by a statistician using a recognized software IBM. This was used to test the validity and reliability of the instrument. The Cronbach a is 0.840. which exceeded the acceptable level of 0.6. This means that the instrument has high reliability in measuring what should be measured. Thus, the assessment questionnaire is appropriate and effective in measuring the ability of the students. No major revisions after the analysis since it generated suitable results.

Table.3 Reliability/Validity

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized items	N of Items
.840	.841	13

Data Analysis

Using Relevant statistical tools, the gathered data were summarized and analyzed to answer specific research questions using descriptive and inferential statistics. Primarily, the mean scores describes the pretest and posttest mean score of the two group while mean gain scores describe the differences of the posttest and pretest mean score per topic and overall scores. Independent sample T-Test for

uncorrelated samples will be use to compare the mean scores of the two group before and after the program to see if any observed gain between pre test and posttest is significant

Table 2 Numeric and Descriptive interpretation of the pretest and posttest

Range of Mean	Description	LEVEL
0 to 8	Very poor	Denotes a very low level of achievement or a failing performance
9 to 16	poor	Denotes a low level of achievement
17 to 24	satisfactory	Denotes a moderate level of achievement
25 to 32	Very	Denotes a High level of achievement
Satisfactory		Denotes a very high level of achievements
33 to 40	Outstanding	