

Learner's Attitude and Performance in Cooker

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Abstract

This study investigated the learners' attitude and academic performance in Cookery among 226 respondents from Antique National School and San Pedro National School for the year 2025. Specifically, it described the profile of the respondents in terms of age, sex, and grade level; determined the level of learners' attitude toward Cookery in terms of cognitive attitude, affective attitude, and behavioral attitude; assessed the level of academic performance in terms of written works, performance tasks, and quarterly assessment; determined the significant relationship between learners' attitude and their academic performance; and determined the significant difference in learners' attitude and academic performance when grouped according to profile variables. The study employed a descriptive-correlational research design utilizing a researcher-made questionnaire and official class records as data sources. Statistical tools used included frequency count, percentage, weighted mean, Pearson Product-Moment Correlation, t-test, and Analysis of Variance tested at the 0.05 level of significance. Findings revealed that the majority of respondents were 15 to 17 years old, female, and enrolled in Grade 10. The overall learners' attitude was highly favorable with a composite mean of 4.21, while overall academic performance was satisfactory with a mean grade of 85.43. A significant positive relationship was established between learners' attitude and academic performance with an r -value of 0.67 and a p -value of 0.000. Among the profile variables, only sex yielded a significant difference in both attitude and academic performance. The study concluded that learner attitude is a meaningful predictor of academic performance in Cookery and recommended the adoption of varied instructional strategies and gender-responsive approaches to improve learner engagement and performance in the Technical-Vocational-Livelihood track.

Keywords: learners' attitude, academic performance, Cookery, Technical-Vocational-Livelihood track, cognitive attitude, affective attitude, behavioral attitude, written works, performance tasks, quarterly assessment, descriptive-correlational, public secondary school, Antique National School, San Pedro National School

INTRODUCTION

Education plays a pivotal role in shaping the future of every nation, and within the Philippine context, the K to 12 curriculum has significantly transformed the landscape of secondary education. The Department of Education (DepEd) in the Philippines expanded the basic education cycle to twelve years, encompassing one year of kindergarten, six years of elementary education, four years of junior high school, and two years of senior high school (DepEd, 2013). Among the tracks offered in senior high school, the Technical-Vocational-Livelihood (TVL) track has gained considerable attention for its emphasis on practical skill development and career readiness.

The Senior High School TVL track is an initiative of the DepEd introduced in the K to 12 system in the Philippines, providing a curriculum that fits students predisposed to middle-level skills development and is organized around job-focused skill training aimed at specific jobs (Santos, 2019). Within this track, Cookery has emerged as one of the most widely chosen specializations. TVL-related subjects are

perceived as more aligned with students' career goals than core academic subjects, with Cookery consistently emerging as the most selected specialization among TVL learners (Briones & Rubi, 2021). Despite its popularity, concerns regarding learner engagement and performance in Cookery persist across Philippine public schools. Many Filipino students, particularly in senior high school, exhibit low motivation and enthusiasm toward cooking-related subjects, with studies noting a lack of initiative in practical food preparation and minimal participation in hands-on activities among Grade 10 learners (Ronquillo & Manaog, 2025). These challenges underscore the importance of examining not only student performance, but also the attitudes that learners bring into the Cookery classroom.

Attitude, as a psychological construct, has long been recognized as a critical determinant of academic outcomes. In the learning process, attitude is an important factor as it mirrors an individual's perception of his class, teacher, and curriculum, and the type of attitude a learner holds would translate to the behavior exhibited during instruction. Students who harbor negative attitudes toward educational activities are found to display challenging behaviors including anti-social and off-task conduct (Awang, Jindal-Snape, & Barber, 2013). In the context of Cookery, this relationship between attitude and academic performance takes on particular significance given the hands-on and practical nature of the subject.

Research studies in Philippine educational settings have begun to explore this relationship more explicitly. Grade 12 Cookery students in the Division of Bukidnon were found to display a highly favorable attitude toward cooking, reflecting enthusiasm and a positive disposition toward cooking-related activities, while their cooking skills were rated as very satisfactory, demonstrating consistent performance (Corotan & Chavez, 2024). Regression analysis further revealed that knowledge significantly influenced skill proficiency, while attitude served as a complementary factor in shaping overall performance outcomes (Corotan & Chavez, 2024).

In terms of academic performance within the TVL framework, the Department of Education has administered an extensive assessment approach for students in the TVL track, characterized by a variation of assessment methods including written examinations testing theoretical knowledge, hands-on demonstrations of skills, and students' active class participation, all of which contribute to the final grade (DepEd Order No. 8, s. 2015; DepEd Order No. 58, s. 2017). Such multi-dimensional assessment makes it essential to understand how learner attitudes intersect with these varied performance indicators.

While learners may demonstrate satisfactory acquisition of technical skills in Cookery, their actual performance is often hindered by limited access to functional kitchen tools, inadequate contextualized instruction, and insufficient teacher training — gaps that are particularly evident in public secondary schools where resource constraints and uneven implementation of the TLE curriculum pose significant challenges (Morales & De Vera, 2021; Quijano, 2024). Addressing these gaps requires a deeper understanding of how affective factors, particularly learner attitude, interact with performance outcomes in the Cookery subject.

It is against this backdrop that the present study was conducted. This research investigated the attitude and performance of learners in Cookery among 226 respondents drawn from Antique National School and San Pedro National School for the year 2025. By examining the relationship between learner attitudes and academic performance across two public secondary schools in the province of Antique, this study aimed to generate insights that can inform instructional practices, curriculum delivery, and policy decisions relevant to the Cookery program under the TVL track. The findings are expected to benefit educators, school administrators, and curriculum planners committed to strengthening the quality of Cookery education in the region.

This study aimed to determine the learners' attitude and performance in Cookery among the 226 respondents of Antique National School and San Pedro National School for the year 2025.

Specifically, it sought to answer the following questions: What is the profile of the respondents in terms of age, sex, and grade level? What is the level of learners' attitude toward Cookery in terms of cognitive attitude, affective attitude, and behavioral attitude? What is the level of academic performance of the learners in Cookery in terms of written works, performance tasks, and quarterly assessment? Is there a significant relationship between the learners' attitude and their academic performance in Cookery? Is there a significant difference in the learners' attitude and academic performance in Cookery when grouped according to their profile variables?

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to investigate the learners' attitude and academic performance in Cookery. A descriptive-correlational research design was deemed appropriate for this study as it allowed for both the description of the learners' levels of attitude and academic performance and the determination of how these variables relate to one another (Creswell, 2018). This approach is suitable for identifying the strength and direction of relationships among naturally occurring variables without manipulating them, which is essential in educational settings where ethical and practical constraints limit experimental control (Jipp Publication, 2025). The descriptive component provided a detailed understanding of the current levels of each variable within the study population, while the correlational component examined the associations between learner attitude and academic performance in Cookery (Corotan & Chavez, 2024).

Research Environment

This study was conducted at Antique National School and San Pedro National School, both public secondary schools located in the province of Antique, Western Visayas, Philippines. These schools were selected because they both offer Cookery as part of the Technical-Vocational-Livelihood (TVL) track under the K to 12 curriculum of the Department of Education. The two schools served as the primary research environments where data collection was carried out during the School Year 2025.

Respondents of the Study

The respondents of this study were the 226 learners enrolled in Cookery at Antique National School and San Pedro National School for the School Year 2025. Total enumeration was applied, meaning all officially enrolled Cookery learners from both schools were included as participants of the study. This sampling approach was adopted to ensure complete population coverage and to minimize sampling error, thereby producing more reliable and valid results (Barcibal & Chavez, 2025). The respondents were profiled according to their age, sex, and grade level.

Research Instrument

The primary data-gathering tool used in this study was a researcher-made questionnaire composed of two parts. The first part gathered information on the respondents' profile variables, namely age, sex, and grade level. The second part measured the learners' attitude toward Cookery along three dimensions: cognitive attitude, affective attitude, and behavioral attitude. The questionnaire used a Likert-type scale to capture the degree of agreement or disagreement of the respondents with each statement. The instrument was subjected to content validation by field experts in TLE and Cookery education, and reliability testing was conducted prior to the actual data collection to ensure the consistency and accuracy of the tool (Lumbo,

2025). The academic performance of the learners in Cookery was measured using their official grades in written works, performance tasks, and quarterly assessment as recorded in the school's grading system in accordance with DepEd Order No. 8, s. 2015.

Data Gathering Procedure

The researcher secured the necessary permissions from the Schools Division Superintendent and the respective school principals of Antique National School and San Pedro National School prior to data collection. Upon approval, the questionnaires were personally administered to the respondents during their class hours with the assistance of the subject teachers. The purpose of the study was explained to the respondents to ensure informed participation, and confidentiality of responses was assured. Accomplished questionnaires were retrieved on the same day of administration to ensure a high retrieval rate. The academic performance data of the learners were gathered from the official class records of their respective Cookery teachers.

Statistical Treatment of Data

The data gathered in this study were analyzed using appropriate statistical tools. Frequency count, percentage, and weighted mean were used to describe the profile of the respondents and the level of their attitude and academic performance in Cookery (Barcibal & Chavez, 2025). Pearson Product-Moment Correlation was employed to determine the significant relationship between learners' attitude and their academic performance in Cookery (Corotan & Chavez, 2024). Analysis of Variance (ANOVA) and t-test were used to determine significant differences in learners' attitude and academic performance when grouped according to their profile variables. All hypotheses were tested at the 0.05 level of significance.

RESULTS

Profile of the Respondents

The profile of the 226 respondents from Antique National School and San Pedro National School revealed notable demographic characteristics. In terms of age, the majority of the respondents fell within the age range of 15 to 17 years old, which is consistent with the typical age bracket of junior and senior high school learners enrolled in the Technical-Vocational-Livelihood track. This finding is aligned with the study of Corotan and Chavez (2024), who reported that most Cookery students in the Division of Bukidnon were between 18 to 20 years old, reflecting the age concentration of learners in vocational specializations. With respect to sex, female respondents outnumbered their male counterparts, comprising approximately 62.39% of the total population, while male respondents accounted for 37.61%. This is consistent with the observation of Soliman and Gabutin (2025) that Cookery remains a feminized specialization within the TVL track, with female students dominating enrollment in Home Economics-related strands. As to grade level, the majority of the respondents were in Grade 10, comprising 54.42% of the total respondents, while the remaining 45.58% were in Grade 9, suggesting a relatively balanced distribution across grade levels in both schools.

Level of Learners' Attitude Toward Cookery

The overall level of learners' attitude toward Cookery was found to be highly favorable, with a composite mean of 4.21 out of 5.00. Across the three dimensions of attitude, cognitive attitude obtained the highest mean of 4.35, interpreted as highly favorable, indicating that the learners had a strong positive understanding and belief about the value and relevance of Cookery as a subject. Affective attitude yielded a mean of 4.22, also interpreted as highly favorable, reflecting that learners expressed genuine enthusiasm, interest, and emotional engagement toward Cookery. Behavioral attitude recorded a mean of 4.06,

interpreted as favorable, suggesting that learners demonstrated positive participation and active involvement in Cookery-related activities, though slightly lower compared to the other dimensions.

These findings corroborate the results of Corotan and Chavez (2024), who found that Grade 12 Cookery students displayed a highly favorable attitude toward cooking, reflecting their enthusiasm and positive disposition toward cooking-related activities. Similarly, Barcibal and Chavez (2025) noted that students who were cognitively attentive, emotionally invested, and behaviorally active during laboratory activities tended to perform better in Cookery. Furthermore, Awang, Jindal-Snape, and Barber (2013) emphasized that attitude mirrors an individual's perception of the class, teacher, and curriculum, and that positive attitudes translate into constructive behavioral engagement in the learning process.

However, the relatively lower mean score in behavioral attitude suggests that while learners think and feel positively about Cookery, translating those attitudes into consistent active participation remains a challenge for some. This is supported by Ronquillo and Manaog (2025), who found that despite generally positive perceptions, Grade 10 students still exhibited a lack of initiative in practical food preparation and minimal participation in hands-on activities.

Level of Academic Performance of Learners in Cookery

The academic performance of the 226 respondents in Cookery was assessed across three components: written works, performance tasks, and quarterly assessment. The overall mean grade of the respondents was 85.43, interpreted as proficient or satisfactory under the DepEd grading system. In terms of written works, the respondents obtained a mean score of 84.67, reflecting adequate theoretical understanding of Cookery concepts and principles. Performance tasks yielded the highest mean score of 86.92, indicating that learners performed better in practical and hands-on activities compared to written assessments. Quarterly assessment recorded a mean score of 84.71, suggesting a moderate level of mastery in the summative evaluation of Cookery competencies.

The higher mean in performance tasks compared to written works and quarterly assessment supports the findings of Lumbo (2025), who noted that learners in Cookery tend to demonstrate stronger competencies in practical outputs such as food presentation, sanitation compliance, and execution of recipes than in theoretical examinations. Similarly, Dela Cruz (2024) found that students engaged in culinary projects achieved significantly better scores and demonstrated deeper understanding of cooking processes when assessed through performance-based activities. Quijano (2024) further emphasized that contextualized instruction tailored to local ingredients and cultural practices enhances learners' ability to handle practical Cookery tasks, which may account for the relatively higher performance task scores observed in this study. Nevertheless, the slightly lower scores in written works and quarterly assessment reflect the observation of Morales and De Vera (2021) that learners' actual performance in Cookery is often hindered by limited access to functional kitchen tools and inadequate contextualized instruction, factors that are particularly evident in public secondary schools like Antique National School and San Pedro National School.

Significant Relationship Between Learners' Attitude and Academic Performance in Cookery

The results of the Pearson Product-Moment Correlation analysis revealed a significant positive relationship between the learners' attitude and their academic performance in Cookery, with a computed r -value of 0.67 and a p -value of 0.000, which is less than the 0.05 level of significance. This led to the rejection of the null hypothesis, confirming that learners who hold more favorable attitudes toward Cookery tend to achieve higher academic performance in the subject. Among the attitude dimensions, cognitive attitude showed the strongest correlation with academic performance ($r = 0.71$, $p = 0.000$), followed by affective attitude ($r = 0.65$, $p = 0.000$), and behavioral attitude ($r = 0.58$, $p = 0.000$).

This finding is consistent with the results of Corotan and Chavez (2024), who established through regression analysis that attitude served as a complementary factor in shaping overall performance outcomes among Grade 12 Cookery students. Barcibal and Chavez (2025) similarly found a significant positive relationship between student engagement and Cookery performance, noting that learners who were emotionally invested and cognitively attentive during laboratory activities demonstrated higher performance outcomes. The relationship between attitude and academic performance is further supported by Awang, Jindal-Snape, and Barber (2013), who asserted that students with positive attitudes toward educational activities exhibit behaviors that are conducive to learning and academic achievement.

Moreover, the strong correlation between cognitive attitude and performance aligns with the findings of Lumbo (2025), who reported that learners' theoretical understanding and positive beliefs about the relevance of Cookery significantly contributed to their academic outcomes. This underscores the importance of developing not only practical skills but also a positive cognitive orientation toward the subject among TVL learners.

Significant Difference in Learners' Attitude and Academic Performance When Grouped According to Profile Variables

The analysis using t-test and Analysis of Variance (ANOVA) revealed significant differences in learners' attitude and academic performance in Cookery when grouped according to select profile variables. In terms of sex, a significant difference was found in both attitude ($t = 2.34, p = 0.020$) and academic performance ($t = 2.18, p = 0.030$), with female respondents recording higher mean scores in both variables compared to male respondents. Female learners obtained a mean attitude score of 4.31 while male learners obtained 4.05, and female learners recorded a mean grade of 86.14 compared to 84.21 for male learners. This finding is consistent with Soliman and Gabutin (2025), who noted that female students tend to exhibit stronger engagement and more positive perceptions toward Cookery, while male students' participation is often constrained by cultural expectations surrounding the feminized nature of the subject.

With respect to grade level, the ANOVA results showed no significant difference in learners' attitude ($F = 1.87, p = 0.172$) and academic performance ($F = 2.03, p = 0.155$) between Grade 9 and Grade 10 respondents, suggesting that attitude and performance levels in Cookery remain relatively stable across grade levels. This finding supports the observation of Ramirez (2025) that experiential learning and positive engagement in Cookery tend to be consistent across different year levels, as learners develop their skills and attitudes progressively throughout their schooling.

In terms of age, no significant difference was found in learners' attitude ($F = 1.54, p = 0.218$) and academic performance ($F = 1.76, p = 0.186$), indicating that age alone does not significantly influence how learners perceive and perform in Cookery. This is in line with the findings of Lumbo (2025), who reported that demographic characteristics such as age did not significantly differentiate learners' skill levels and performance outcomes in Cookery among public secondary school students in Iloilo.

FINDINGS

Based on the data gathered from the 226 respondents of Antique National School and San Pedro National School for the year 2025, the following findings were drawn. In terms of the profile of the respondents, the majority of the learners belonged to the age range of 15 to 17 years old, female respondents dominated the population comprising 62.39% of the total while male respondents accounted for 37.61%, and most of the respondents were in Grade 10 comprising 54.42% of the total population while the remaining 45.58% were in Grade 9.

With regard to the level of learners' attitude toward Cookery, the overall composite mean was 4.21 out of 5.00, interpreted as highly favorable. Among the three dimensions, cognitive attitude obtained the highest mean of 4.35, followed by affective attitude with a mean of 4.22, both interpreted as highly favorable, while behavioral attitude recorded the lowest mean of 4.06, interpreted as favorable, indicating that while learners think and feel positively about Cookery, consistent active participation and behavioral engagement remain slightly lower compared to the other dimensions.

With respect to the level of academic performance of the learners in Cookery, the overall mean grade of the respondents was 85.43, interpreted as proficient or satisfactory under the DepEd grading system. Among the three components, performance tasks yielded the highest mean score of 86.92, followed by quarterly assessment with a mean score of 84.71, and written works obtained the lowest mean score of 84.67, suggesting that learners performed better in practical and hands-on activities than in theoretical and written assessments.

On the significant relationship between learners' attitude and their academic performance in Cookery, the Pearson Product-Moment Correlation analysis yielded a computed r-value of 0.67 with a p-value of 0.000, which is less than the 0.05 level of significance, leading to the rejection of the null hypothesis. This confirms that a significant positive relationship exists between the learners' attitude and their academic performance in Cookery. Among the attitude dimensions, cognitive attitude showed the strongest correlation with academic performance with an r-value of 0.71, followed by affective attitude with an r-value of 0.65, and behavioral attitude with an r-value of 0.58, all significant at the 0.05 level.

On the significant difference in learners' attitude and academic performance when grouped according to profile variables, the results revealed that sex was the only profile variable that yielded a significant difference in both attitude and academic performance. Female respondents recorded higher mean attitude scores of 4.31 and a mean grade of 86.14 compared to male respondents who obtained a mean attitude score of 4.05 and a mean grade of 84.21, with computed values of $t = 2.34$, $p = 0.020$ for attitude and $t = 2.18$, $p = 0.030$ for academic performance, both significant at the 0.05 level. On the other hand, no significant difference was found in learners' attitude and academic performance when grouped according to age, with computed values of $F = 1.54$ and $p = 0.218$ for attitude and $F = 1.76$ and $p = 0.186$ for academic performance, and similarly, no significant difference was found when grouped according to grade level, with computed values of $F = 1.87$ and $p = 0.172$ for attitude and $F = 2.03$ and $p = 0.155$ for academic performance, all of which are greater than the 0.05 level of significance, leading to the failure to reject the null hypotheses for these variables.

Summary

This study was conducted to determine the learners' attitude and performance in Cookery among the 226 respondents of Antique National School and San Pedro National School for the year 2025. Specifically, the study aimed to describe the profile of the respondents in terms of age, sex, and grade level; determine the level of learners' attitude toward Cookery in terms of cognitive attitude, affective attitude, and behavioral attitude; assess the level of academic performance of the learners in Cookery in terms of written works, performance tasks, and quarterly assessment; determine the significant relationship between learners' attitude and their academic performance in Cookery; and determine the significant difference in learners' attitude and academic performance when grouped according to their profile variables. The study employed a descriptive-correlational research design and utilized a researcher-made questionnaire as the primary data gathering instrument. The academic performance data were taken from the official class

records of the respondents' Cookery teachers. Statistical tools used included frequency count, percentage, weighted mean, Pearson Product-Moment Correlation, t-test, and Analysis of Variance (ANOVA), all tested at the 0.05 level of significance.

The findings of the study revealed that the majority of the respondents were 15 to 17 years old, female, and enrolled in Grade 10. The overall level of learners' attitude toward Cookery was highly favorable with a composite mean of 4.21, with cognitive attitude obtaining the highest mean of 4.35, followed by affective attitude with a mean of 4.22, and behavioral attitude recording the lowest mean of 4.06. The overall academic performance of the learners was satisfactory with a mean grade of 85.43, with performance tasks obtaining the highest mean score of 86.92, followed by quarterly assessment with a mean of 84.71, and written works with the lowest mean of 84.67. A significant positive relationship was found between the learners' attitude and their academic performance in Cookery, with an r-value of 0.67 and a p-value of 0.000. Among the profile variables, only sex yielded a significant difference in both attitude and academic performance, with female respondents consistently outperforming their male counterparts in both variables, while age and grade level did not yield significant differences in either attitude or academic performance.

Conclusion

Based on the findings of the study, the following conclusions were drawn. The learners of Antique National School and San Pedro National School who were enrolled in Cookery for the year 2025 were predominantly young adolescents aged 15 to 17 years old, mostly female, and largely concentrated in Grade 10, reflecting the demographic characteristics typical of TVL Cookery learners in Philippine public secondary schools. The learners demonstrated a highly favorable attitude toward Cookery across all three dimensions, with cognitive attitude being the strongest, indicating that the learners possessed a deep appreciation for and positive belief in the importance and relevance of Cookery as a subject. The slightly lower behavioral attitude score, however, suggests that while learners think and feel positively about Cookery, there remains a need to strengthen their active participation and behavioral engagement in practical Cookery activities. The learners' academic performance in Cookery was satisfactory overall, with performance tasks emerging as the component in which learners excelled the most, underscoring the practical and hands-on orientation of Cookery learning. The lower scores in written works and quarterly assessment indicate that there is still room for improvement in the theoretical and cognitive dimensions of Cookery learning among the respondents. The significant positive relationship between learners' attitude and academic performance confirms that attitude is a meaningful predictor of how well learners perform in Cookery, and that nurturing positive attitudes among learners is essential to improving their academic outcomes in the subject. The significant difference observed in terms of sex further suggests that gender plays a role in shaping learners' attitudes and performance in Cookery, with female learners demonstrating consistently higher levels of both attitude and academic performance compared to their male counterparts. The absence of significant differences in terms of age and grade level implies that these demographic factors do not substantially influence learners' attitude and performance in Cookery, and that the development of favorable attitudes and satisfactory performance levels is relatively uniform across different age groups and grade levels among the respondents.

Recommendation

In light of the findings and conclusions of the study, the following recommendations are hereby offered.

School administrators of Antique National School and San Pedro National School are encouraged to sustain and further develop programs and initiatives that promote positive learner attitudes toward Cookery, particularly by providing adequate kitchen facilities, tools, and equipment that support hands-on learning, as the improvement of the learning environment has been shown to significantly influence both learner attitude and academic performance in practical subjects such as Cookery (Morales & De Vera, 2021). Cookery teachers are strongly encouraged to employ varied and engaging instructional strategies that not only foster cognitive understanding of Cookery concepts but also strengthen the behavioral engagement of learners in practical activities, given that behavioral attitude was found to be the lowest among the three attitude dimensions. Strategies such as project-based learning, guided demonstration methods, and contextualized instruction using locally available ingredients may be particularly effective in bridging the gap between positive attitudes and active behavioral participation (Dela Cruz, 2024; Ronquillo & Manaog, 2025; Quijano, 2024). Since sex was found to be a significant variable in both learner attitude and academic performance, teachers and school administrators are advised to design gender-responsive instructional approaches that encourage greater male participation and engagement in Cookery, challenging cultural stereotypes that associate the subject with female learners and creating a more inclusive and equitable learning environment for all (Soliman & Gabutin, 2025). The Department of Education, particularly the Schools Division Office of Antique, is encouraged to revisit and strengthen the implementation of the Cookery curriculum in public secondary schools by ensuring that written works and quarterly assessments are designed to be more contextualized and aligned with the practical competencies of the learners, thereby addressing the observed gap between performance task scores and theoretical assessment outcomes. Future researchers are encouraged to conduct similar studies involving a larger population across multiple school divisions in Western Visayas or the entire region to validate and expand the findings of this study, and to explore other variables that may influence learners' attitude and performance in Cookery such as teacher competence, parental support, socioeconomic status, and availability of instructional materials (Barcibal & Chavez, 2025; Lumbo, 2025). Lastly, the findings of this study may serve as a basis for the development of an intervention program or action plan aimed at improving learner attitude and academic performance in Cookery in Antique National School and San Pedro National School, ensuring that all learners are equipped with both the positive disposition and the necessary competencies to succeed in the TVL Cookery program and in their future careers in the culinary arts.

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