

LOCALIZED RECIPE OF CAVINTI: AS SUPPLEMENTARY MATERIALS IN COOKERY 10

MACARIA M. ILOGON

macaria.ilogon@deped.gov.ph

Laguna State Polytechnic University, Philippines

ABSTRACT

This study aimed to develop and validate a Localized Recipe of Cavinti. Fifty (50) Technology and Livelihood Education (TLE) teachers from public secondary schools and elementary schools in the district of Cavinti, Division of Laguna were the respondents of the study.

The level of acceptability of the localized recipe of Cavinti with regard to overview was extremely acceptable. This indicated that the level of acceptability of the localized recipe of Cavinti in terms of content was extremely acceptable. With regards to nutritional information the level of acceptability of the localized recipe of Cavinti was extremely acceptable. In addition, the level of acceptability of the localized recipe of Cavinti in terms of facts and questions was extremely acceptable. From the findings above, we can infer that the null hypothesis “There is no significant difference among the evaluators’ rating on the localized recipe of Cavinti” is true. To which there is no difference found.

In the light of the foregoing findings and conclusions of the study, the following recommendations are offered: The TLE/EPP teachers should have various trainings and seminars for the enhancement and additional knowledge in producing learning materials like localized recipe. It may use as supplementary materials in the learning process specifically in the district of Cavinti, SDO Laguna.

Keywords:

Localize recipe, features, components, overview, content, nutrition, facts, information, relevance, aesthetic, practical, written

INTRODUCTION

A well-crafted learning material is essential to achieve the expected competency to be developed from the students. In conformity, the Department of Education continuously develop and enhance a standardized curriculum that will be used in the country. Its proper utilization and execution serve as path towards the fulfilment of results envisioned by Deped. In connection thereof, teachers play a vital role in the use of suitable learning or supplementary materials that would facilitate the teaching and learning process.

Traditional local foods hold the potential to bind and stabilize communities through continuing their histories; Local cuisine is consider as the soul of the country. Within this outline of life and work, cooking provides a deep connection with the people and becomes a communal act that forges cultures as rite and binds those who believe in the sanctity of the tradition of the food; these are the traditional foods that has an indigenous demand to preserve.

This also sought to determine the effectiveness of develop and validate a Localized Recipe as supplementary materials in cookery. Specifically, this study aimed to answer the following questions:

1. What are the components with regards to:
 - 1.1 overview;
 - 1.2 content;
 - 1.3 nutrition information;
 - 1.4 facts and questions?
2. What is the level of features in terms of:
 - 2.1 relevance to the present curriculum;
 - 2.2 indigenization; and
 - 2.3 aesthetic design ?
3. What is the level of the performance output relative to:
 - 3.1 practicality; and

3.2 written?

4. Do the components of the localized recipe of Cavinti have significant effect to the performance output of Grade10 students?
5. Do the features of the localized recipe of Cavinti have significant effect to the performance output of Grade10 students?

REVIEW OF RELATED LITERATURE

Related Literature

The literature enumerated below discuss the Overview of the localized recipe of Cavinti that help the researcher to choose the material suited to the needs of the learner. The effectiveness of the localized recipe of Cavinti is useless if it is not specific for the needs of the students.

As cited by Alafaireet (2018) overview is the effectiveness, efficiency and satisfaction with which specific users can analyze a specific set of tasks in a particular environment. In essence, a resource material with good overview is easy to use and effective; this is intuitive, forgiving of mistakes and allows one to perform necessary tasks quickly and efficiently whereas this will be an effective tool prioritizing the maximum learning among the students.

Pereira (2020), Nutrition labeling is based on the premise that providing consumers more information can help them understand the nutrient content of foods, which will lead them to improve their purchase decisions and eat a healthier diet. Consumers prefer nutrition labeling that is easy to interpret and use.

The above-related literatures are related to the present study because they give special attention to the importance of knowledge as part of the day- to-day lives of the learners. As the Developed Localized Recipe of Cavinti makes its way during this time of the pandemic, in which human interaction is highly minimized because of the observance of the health protocols, since learning should continue access to knowledge and information is essential to every student; that

is why with the use of this localized teaching material, students will continue to access the information they needed to acquire knowledge.

According to Wikiversity (2018), it defines community-based learning as the broad set of teaching/learning strategies that enable the youth and adults to learn what they want to learn from any segment of the community. It may also define as experiential learning where students and lectures collaborate with communities to address problems and issues. Simultaneously both are gaining knowledge and skills and advancing personal development. There is an equal emphasis on helping communities and providing valid learning experience to students. Characteristics of a community-based learning are: emphasis on different ways of understanding; value of human experience as a source of learning; requirement for reflective thinking to transform experience into learning; and ethical foundation that stresses citizenship to community, profession and the large public interest. The above literature states that community-based approach is best for the learners to develop their different intelligences especially the cognitive, psychomotor and affective. In making contextualized learning resource material, make sure that the students learn how to connect themselves in the community where they belong. Community has a big role in developing the mental, emotional, and physical aspect that can contribute to learners' need.

Gkatzidou et. at., (2019), Aesthetic refers to the amusing appearance of the material where the values and the ability of the module to let users to use it continuously. This also refers to the technical aspects of the localized recipe book such as, font text and size, icons, colors, margin and designs and appeal to the material which is important to motivate the learners to use it. The study was appropriate as learning material for the module's Illustration; font size, graphic design, and color play important roles in making the reading material appealing to a reader's eyes. Also, the pictures complement the culture and way of life of the learners.

Related Studies

The studies enumerated below discuss the content of the localized recipe of Cavinti that help the researcher to choose the material suited to the needs of the learner. The effectiveness of the localized recipe is useless if it is not specific for the needs of the students.

Kellough (2018), stated that the overview as well as the reliability of a module can be measured if and should be done take no more than 20-50 minutes of students time; colleagues should be consulted upon the preparation of the module; should issue as small, sequential steps with practices should present variations of activities; should vary from text, margins, indentions and fonts; tone of the writing style should be different from a text book or work text in terms of graphics, cartoon and sketches; and should be subjected to constant revisions and improvement. The above-mentioned studies are related to present study. Overview, as one of the important criteria in the test of acceptability of the developed compilation. The designed tool should be usable in all type of learners and can contribute in the speed of learning and can increase comprehension. This Localized Recipe of Cavinti will be used by Junior High School and Elementary Students of Cavinti, District SDO-Laguna. The content and details of the localized recipe of Cavinti were prepared and given highest consideration for the recipe book to become highly usable to the learners especially this time of the pandemic.

As stated by Wijngaart (2022), Nutrition labels describe the nutrient content of a food and are intended to guide the consumer in food selection. The nutrition information provided must be selected on the basis of consistency with dietary recommendations. Selection of the specific nutrients or food components to be listed should further take into account label space, the analytical feasibility of measuring the particular nutritional component within the food matrix, and the relative costs of such analyses.

Moreover, Lynch (2018), gives the idea on relevance that multicultural society is best served by a culturally responsive curriculum. Schools that acknowledge the diversity of their student population understand the importance of promoting cultural awareness. Teachers who

are interested in fostering a cultural awareness in their classroom should actively demonstrate to their students that they genuinely care about their cultural, emotional, and intellectual needs, indeed the pursuance of localization in some learning areas should be continue.

METHODOLOGY

Research Design

A descriptive method of research was used in this study. According to Fraenkel and Wallen (2016), the Descriptive method describes the information containing many indices such as the mean and median. It is a survey in which researchers summarize the characteristics of individuals or groups or physical environments. The descriptive method was used to analyze the acceptability of the Localized Recipe Book.

This type of research design was used to know how valid the developed localized recipe book was a guide and source of information for Technology and Livelihood Education teachers and students in the district of Cavinti. Here, the recipe book's effectiveness creates visible development and acceleration in the students' appreciation of their culinary heritage.

Respondents of the Study

The respondents of this study are the selected Technology and Livelihood Education (TLE) Teachers and students of Cavinti District SDO-Laguna, composed of four Secondary Schools, namely Bucal National High School, Calminue National High School, Cavinti Integrated National High School, Lumot National High School, and the selected Elementary teachers of East Talaongan Elementary School, West Talaongan Elementary School, Lumot Elementary School, Inao Awan Elementary School, Cavinti Central Elementary School and Bulajo Elementary School teachers who are teaching Technology and Livelihood Education (TLE) subjects.

Research Procedure

First Stage, the researcher identifies the research problem with a title of Localized Recipe as Supplementary Materials in Cookery.

Second Stage, the researcher gathers the data needed in the study, interview among locals of Cavinti was conducted; as well as researching and internet browsing was done to collect information needed for the preparation of the Localized Recipe in Cavinti.

Third Stage, the researcher developed the localized recipe in Cavinti. During the writing phase, several criteria for validation were observed. They were the components and features of localized recipe in Cavinti. And considering also the learning process acquired by the students which are the knowledge, comprehension, analysis and application.

Fourth Stage, validation of the localized recipe as supplementary materials by the expert. The help of another expert who is not her actual respondent was sought to validate and to review the supplementary materials in cookery. The editing was done to be valid with the content, the approach and the rest which the researcher considered to be factors of being recommended on learning material.

Fifth Stage, revision of the localized recipe as supplementary materials in cookery. Suggestions were considered in this phase and had the completion and the improvement procedures.

Sixth Stage, conducting the Practical and written output. This was given to the 40 Grade 10 students of Lumot National High School to assess their learning process in terms of components and features of localized recipe as supplementary materials in cookery.

Seventh Stage, the disseminated questionnaires will be gathered and the data will treat statistically, with the result of the statistical treatment the localized recipe of Cavinti will be considered as acceptable or not.

Statistical Treatment of Data

The data obtained were treated statistically to determine the level of Acceptability of the

Developed Localized Recipe of Cavinti.

To interpret the result, the responses were tabulated as the basis for statistical data treatment in order to determine the effect of components and features of localized recipe of Cavinti to the performance of Grade 10 students. The collected statistical treatment were used.

The weighted mean was used to determine the level of acceptability of localized recipe in terms of components and features.

RESULT AND DISCUSSION

Table 1. Level of the Developed Localized Recipe Components with regards to Overview

STATEMENT	Mean	SD	Remarks
The overview of the Developed Localized Recipe of Cavinti:			
showcase the unique culture of Cavinti through the recipes presented	4.98	0.14	Strongly Agree
includes activities that applicable to the target learners	4.80	0.40	Strongly Agree
gives various procedures that can be easily accomplished	4.80	0.40	Strongly Agree
illustrates localized literatures and texts features localized cuisine of Cavinti	4.84	0.37	Strongly Agree
can be used as supplementary material for books and manuals	5.00	0.00	Strongly Agree
Grand Mean	4.88		Strongly Agree
Interpretation	Extremely Acceptable		

Table 1 illustrates the level of the developed localized recipe, components with regards to overview. The overview of the developed localized recipe that it can be used as supplementary material for books and manuals, yielded the highest mean ($M=5.00$, $SD=0.00$) and was remarked as Strongly Agree. On the other hand, the inclusion of activities that are applicable to the target learners and giving various procedures that can be easily accomplished both received the lowest mean of responses with ($M=4.80$, $SD=0.44$) and was similarly remarked Strongly Agree.

Overall, level of the developed localized recipe components with regards to overview attained a mean of 4.88 and was interpreted Extremely Acceptable as evaluated by the respondents.

Table 2. Level of the Developed Localized Recipe Components with regards to Content

	Mean	SD	Remarks
The Content of the Developed Localized Recipe of Cavinti:			
provide skills that are generally appropriate for Junior High School students	4.92	0.27	Strongly Agree
offers exercises suitable to develop learner's culinary skills	4.72	0.50	Strongly Agree
contains topics that are logically related to each other	4.82	0.39	Strongly Agree
includes activities that answer the expected outcome of the objectives	4.86	0.35	Strongly Agree
provides exercises that correspond with the objectives.	4.78	0.42	Strongly Agree
Grand Mean	4.82		Strongly Agree
Interpretation	Extremely Acceptable		

Table 2 shows the level of developed localized recipe book components with regard to content. The component provides skills that are generally appropriate for Junior High School students, yielded the highest mean ($M = 4.92$, $SD = 0.27$) and was remarked as Strongly Agree. On the other hand, offers exercises suitable to develop learner's culinary skills received the lowest mean responses with ($M = 4.72$, $SD = 0.50$) and was similarly remarked as Strongly Agree.

The overall weighted mean of 4.82 was interpreted extremely acceptable the localized recipe of Cavinti as evaluated by the respondents.

Table 3. Level of the Developed Localized Recipe Components with regards to Nutrition Information

	Mean	SD	Remarks
The Nutrition Information of the Developed Localized Recipe of Cavinti:			
recipe used provides high nutritional value	4.84	0.37	Strongly Agree
provides locally growth vegetables in the menu	4.96	0.20	Strongly Agree

contains varied ingredients that contains nutritional value	4.88	0.33	Strongly Agree
includes the three group of food (Go, Grow, &Glow)	4.78	0.42	Strongly Agree
designs to widen learner's awareness on nutritious food.	4.94	0.24	Strongly Agree
Grand Mean	4.88		Strongly Agree
Interpretation	Extremely Acceptable		

Table 3 illustrates the level of developed localized recipe of Cavinti in terms of components with regards to nutritional information. The component that it provides growth vegetables in the menu, yielded the highest mean ($M=4.96$, $SD=0.20$) and was remarked as Strongly Agree. On the other hand, the component that includes the three group of food (Go, Grow, and Glow) received the lowest mean of responses with ($M=4.78$, $SD=0.42$) and was interpreted as Strongly Agree. Overall, the level of the developed localized recipe of Cavinti's components with regards to nutritional information attained a mean of 4.88 and was interpreted Extremely Acceptable as evaluated by the teacher respondents.

Table 4. Level of the Developed Localized Recipe Components with regards to

Facts and Questions.			
	Mean	SD	Remarks
The facts and questions about the Developed Localized Recipe of Cavinti:			
provides facts about indigenous food of Cavinti	4.90	0.30	Strongly Agree
answers questions on indigenous food	4.70	0.46	Strongly Agree
contributes to widen learner's knowledge on Cavinti's indigenous cuisine	4.92	0.27	Strongly Agree
includes opportunities to reflect upon and examine questions attitudes towards the topic presented.	4.92	0.27	Strongly Agree
presents activities to improve the learners' skill in understanding facts.	4.92	0.27	Strongly Agree
Grand Mean	4.87		Strongly Agree
Interpretation	Extremely Acceptable		

Table 4 illustrates the level of developed localized recipe of Cavinti components with regards to facts and questions. The components contribute to widen learners' knowledge, includes opportunities to reflect upon the examine questions attitudes towards the topic presented on Cavinti indigenous cuisine, and presents activities to improve the learner's skill in understanding facts yield the highest mean ($M=4.92$, $SD=0.27$) and was interpreted as Strongly Agree. On the other hand, answers questions on the indigenous food received the lowest mean of responses with ($M= 4.70$, $SD= 0.46$) and was similarly remarked as Strongly Agree. The overall weighted mean of 4.87 was remarked as Strongly Agree on the level of develop localized recipe of Cavinti's components with regards to facts and questions and was interpreted Extremely Acceptable.

Table 5. Level of the Developed Localized Recipe Features in terms of Relevance to the Present Curriculum

	Mean	SD	Remarks
The Relevance to the present curriculum of the Developed Localized Recipe of Cavinti:			
makes use of illustrations which are interesting and suited to the lessons	4.86	0.35	Strongly Agree
incorporates illustrations that simplify complex concepts and contribute to the acquisition of reading skills	4.80	0.40	Strongly Agree
contains icons that are visually-pleasing and easy to understand	4.92	0.27	Strongly Agree
contains visuals that fit the level of interests, knowledge and skills of the target learners	4.82	0.39	Strongly Agree
uses appropriate text font, size and type.	4.94	0.24	Strongly Agree
Grand Mean	4.87		Strongly Agree
Interpretation	Extremely Acceptable		

Table 6 shows the level of the developed localized recipe of Cavinti's components with regards to relevance to present curriculum. The components uses appropriate text, font size and type, yielded the highest mean ($M= 4.94$, $SD= 0.24$) and was remarked as Strongly Agree. On

the other hand, incorporates illustrations that simplify complex concepts and contribute to the acquisitions of reading skills received the lowest mean of responses with ($M= 4.80$, $SD=0.40$) and was similarly remarked as Strongly Agree. The average weighted mean of 4.87 indicated that the respondents strongly agree in the developed localized recipe of Cavinti's component with regards to relevance to the present curriculum and was interpreted Extremely Acceptable.

Table 6. Level of the Developed Localized Recipe Features in terms of Indigenization

	Mean	SD	Remarks
The Indigenization of the Developed Localized Recipe of Cavinti:			
employs the integration of contextualization and localization of instruction	4.92	0.27	Strongly Agree
uses local ideas and information in the community that stimulates and promotes critical content	4.90	0.30	Strongly Agree
integrates localization and indigenization in the assessment tools and performance tasks to make it more relevant to learners	4.86	0.35	Strongly Agree
integrates contextualization and localization in the art of questioning and activities	4.76	0.43	Strongly Agree
is accurate and considerable to local culture.	4.96	0.20	Strongly Agree
Grand Mean	4.88		Strongly Agree
Interpretation		Extremely Acceptable	

Table 6 illustrates the level of localized recipes of Cavinti's features with regards of indigenization. The component, is accurate and considerable to local culture yielded the highest mean of ($M= 4.96$, $SD=0.20$) and was remarked as Strongly Agree. On other hand, the components integrates contextualization and localization in the art of questioning and received the lowest mean of responses with ($M=4.76$, $SD=0.43$) and was similarly remarked as strongly agree. Overall, of the developed localized recipe as supplementary materials with regards to indigenization attained a mean of 4.88 and was interpreted Strongly Agree. Therefore, the localized recipe was Extremely Acceptable with regards to Indigenization.

Table 7. Level of the Developed Localized Recipe Features in terms of Aesthetic Design

	Mean	SD	Remarks
The aesthetic design of the Developed Localized Recipe of Cavinti:			
contains icons that are visually-pleasing and easy to understand	4.94	0.24	Strongly Agree
incorporates illustrations that simplify complex concepts and contribute to the acquisition of reading skills	4.92	0.27	Strongly Agree
uses appropriate text font, size and type	4.88	0.33	Strongly Agree
contains visuals that fit the level of interests, knowledge and skills of the target learners	4.82	0.44	Strongly Agree
makes use of illustrations which are interesting and suited to the lessons.	4.82	0.39	Strongly Agree
Grand Mean	4.88		Strongly Agree
Interpretation	Extremely Acceptable		

Table 7 shows the level of the developed localized recipe of Cavinti's components with regards to Aesthetic Design. The component contains icons that are visually-pleasing and easy to understand, it yielded the highest mean ($M = 4.94$, $SD = 0.20$) was remarked as Strongly Agree. On the other hand, the component makes use of illustrations which are interesting and suited to the lessons received the lowest mean of responses with $M = (4.82, SD = 0.39)$ and was similarly remarked as Strongly Agree. The average weighted mean of 4.88 indicated that the respondents were Strongly Agree that the developed localized recipe as supplemental materials with regard to aesthetic design and was interpreted that Extremely Acceptable.

Level of Performance Output in relative to Practical and Written Output Table 8. Level of Performance Relative to Practical Output

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	41	91%	Outstanding
85 – 89	4	9%	Very Satisfactory
80 – 84	0	0	Satisfactory
75 – 79	0	0	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations

Mean	90.27	Interpretation	Outstanding
-------------	--------------	-----------------------	--------------------

Table 8 reveals the level of performance of relative to practical output. It can be gleaned that 4 or 9% of the respondents attained grades ranging from “85 to 89” which had a verbal interpretation of “Very Satisfactory”. Besides, 41 or 91% of the respondents attained grades ranging from “90 to 100” which had a verbal interpretation of “Outstanding”. The mean grade, 90.21 with verbal interpretation of “Outstanding” indicates that the respondents performed excellently in their practical test. This indicates that the Developed Localized recipe as supplemental materials in cookery are useful in enhancing the performance of Grade 10 learners in terms of practical output.

Table 9. Level of Performance Relative to Written Output

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	45	100%	Outstanding
85 – 89	0	0	Very Satisfactory
80 – 84	0	0	Satisfactory
75 – 79	0	0	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations
Mean	96.07	Interpretation	Outstanding

Table 9 reveals the level of performance of relative to written output. It can be gleaned that 45 or 100% of the respondents attained grades ranging from “90 to 100” which had a verbal interpretation of “Outstanding”. The mean grade, 96.07 with verbal interpretation of “Outstanding” indicates that the respondents performed excellently in their written outputs. This indicates that the Developed Localized recipe as supplemental materials in cookery are useful in enhancing the performance of Grade 10 learners in terms of written output.

Table 10. Significant Effect of Components of the Localized Recipe of Cavinti on the Performance Output of Grade 10 Students

Variables	t-value	p-value	Analysis
Overview	1.34	0.186	Not Significant
Content	0.22	0.829	Not Significant
Nutrition			
Information	-0.63	0.533	Not Significant

Facts and Questions		-1.22	0.230	Not Significant
Overview		-0.32	0.749	Not Significant
Content		1.17	0.250	Not Significant
Nutrition Information	Written Output	2.53	0.016	Significant
Facts and Questions		0.43	0.671	Not Significant

*significant at .05 level of significance

Table 10 disclosed the effect of components of the Localized Recipe of Cavinti on the performance output of Grade10 students. A not significant analysis was obtained on the effect of components of the Localized Recipe of Cavinti on the practical output performance of Grade10 students in terms of overview ($t=-1.34$, $p=0.186$), content ($t=0.22$, $p=0.829$), nutrition information ($t=-0.63$, $p=0.533$) and facts and questions ($t=-1.22$, $p=0.230$), p-values were all greater than (0.05) level of significance which supports the analysis.

Table 11. Significant Effect of the Features of Localized Recipe of Cavintion the Performance Output of Grade10 Students

Variables		t-value	p-value	Analysis
Relevance to the Present Curriculum	Practical	-0.07	0.948	Not Significant
Indigenization	Output	-1.62	0.113	Not Significant
Aesthetic		0.73	0.469	Not Significant
Relevance to the Present Curriculum	Written	-1.16	0.253	Not Significant
Indigenization	Output	-0.47	0.644	Not Significant
Aesthetic		-0.38	0.703	Not Significant

*significant at .05 level of significance

Table 11 disclosed the effect of features of the Localized Recipe of Cavinti on the performance output of Grade10 students.

A not significant analysis was obtained on the effect of features of the Localized Recipe of Cavinti on the practical output performance of Grade10 students in terms of relevance to the present curriculum ($t=-0.07$, $p=0.948$), indigenization ($t=-1.62$, $p=0.113$), and aesthetic ($t=-0.73$, $p=0.469$), p-values were all greater than (0.05) level of significance which supports the analysis.

Besides, a significant analysis was revealed on the effect of features of the Localized Recipe of Cavinti on the written output performance of Grade10 students in terms of relevance ($t=-1.63$, $p=0.253$) p -value was lower than (0.05) level of significance which supports the analysis. On the other hand, a not significant analysis was attained in terms of indigenization ($t=-0.47$, $p=0.644$), relevance to the present curriculum ($t=-0.47$, $p=0.644$) and facts and aesthetic ($t=-0.38$, $p=0.703$) p -values were higher than (0.05) level of significance which supports the analysis. This means further that the localized recipe had shown implication on the students' performance in the performance.

CONCLUSION

1. The level of acceptability of the developed localized Recipe of Cavinti's Components is extremely acceptable.
2. The findings given by the respondents in level of acceptability of the developed localized Recipe of Cavinti's in terms of Features is extremely acceptable.
3. There is a significant relationship between the components and features of Localized Recipe of Cavinti on the Performance Output of Grade10 Students.
4. The localized Recipe of Cavinti shows positive effect on the performance of Grade 10 students and has proven effective as a supplementary material for imparting practical and written outputs among learners.

RECOMMENDATIONS

1. The TLE/EPP teachers should have various trainings and seminars for the enhancement and additional knowledge in producing learning materials like localized recipe. It may use as supplementary materials in the learning process specifically in the district of Cavinti, SDO Laguna.
2. The learners may use the localized recipe as supplementary materials that enhance their performance output.

3. It is recommended that the school should implements the localized recipe as supplementary materials in cookery. As result shows that the features of localized recipe have a significant effect on the performance on the output of the learners.

4. Future researchers can further use the localized recipe to test its effectiveness to the learner's performance in their practical and written outputs.

5. The results of this study should be published and disseminated to all concerned for information purposes and to elicit feedback.

ACKNOWLEDGEMENTS

With the most profound thanks, the following are acknowledged for their indispensable contributions to the success of this research study:

ALMIGHTY GOD; for allowing me to overcome all the difficulties and for always believing in me.

HON. PRESIDENT, MARIO R. BRIONES; the University President, for his hard work to elevate the University and pursuing all the students to pursue their studies.

ROSARIO G. CATAPANG, PhD; research adviser for her untiring support, guidance andfor sharing her ideas for the development of this study.

JULIE ROSE P. MENDOZA,EdD; Technical Expert for the patience and understanding inediting the content of this study.

REFERENCES

- LUCAS, M., CORPUZ, B. (2014). Facilitating Learning: A Metacognitive Process. Quezon City,Metro Manila, Philippines: Lorimar Publishing Inc.
- LYNGSTAD, M. 2020. Student and teacher perspectives on choice theory as transformativeeducation: an alternative secondary school context (Doctoral dissertation).
- MALIK, M. A. A., ADNAN, M., SOBRI, N. M., RAHMAN, A. A., and GHAZALI, J. N. 2017. The relationship between learning environment and psychological characteristics in higher education. Journal of Advanced Research in Social and Behavioural Sciences, 7(1), 96.

- MASHAYEKH, R., & SHANGARFFAM, N. The Effect of Choice Theory-Based Instruction on EFL Learners' Speaking Complexity, Accuracy, and Fluency.
- MASON, C. P., & MASON-BENNETT, L. (2021). Supporting Student Learning and Well-Being During COVID-19 Using a Choice Theory Framework. *Journal of the Professoriate*, 12(1), 182.
- MEYBODI, M. R. E., MOHAMMADI, M., NAZIRI, G., and MANESH, S. A. 2020. The Effectiveness of Life Style Education with the Choice Theory Approach to Increasing the Quality of Life of Women with Extreme Binge Eating Disorder. *Iranian Journal of Psychiatric Nursing (IJPN)* Original Article, 8(1).