



LEARNING ATTITUDE AND PERFORMANCE OF THE COOKERY STUDENTS AT PRESIDENT QUIRINO NATIONAL HIGH SCHOOL DURING THE IN-PERSON CLASSES

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Abstract

This study was conducted to determine the extent of the Learning Attitude and Performance of the Cookery students at President Quirino National High School in-person classes. The research used descriptive correlation design to describe and explore the experiences of respondents. The researcher also used descriptive correlation analysis to test the relationship of two variables; the independent which are the factors affecting the learning attitude of the students and dependent variables, the academic performances of the students.

The statistical tools mean and Pearson r were utilized to find out the level of the performance of the cookery students. The study used a self-made questionnaire with a five-point Likert Scale adopted from Carter V. Good and Douglas B. Scates to evaluate the extent of learning attitude and level of academic performance.

Sample respondents were from the Grade 9 Cookery Students at President Quirino National High school were taken sampling technique was patterned from Gay 1979 requiring 50% or ninety (90) from the total population. The study found out that the learning attitude has no significant relationship with the performance of the cookery students. The results of correlation of two variables Learning Attitude and Academic Performance revealed that, there is no significant relationship since that the P-value is greater than the 0.05 level of significance, Therefore the null hypothesis is accepted.

Finally, the researcher concluded that there is no significant relationship between the extent of learning attitude and performance of the cookery students at President Quirino national High School in-person classes. Further, the researcher recommended that the school administrator put-up gardening area that will help cookery students to explore using the agricultural product.

Keywords: *Technical-Vocational and Livelihood, Learning Attitude, Academic Performance, Cookery Students, President Quirino National High School*

1. INTRODUCTION

The attitude of students toward the caliber of the learning output and the performance activities of the learners influences the efficacy and efficiency of technology. The many learning domains must be planned out and offered with various activities to explore. The learning attitude and performance of students address future and possible directions, and

some outcomes and consequences of advance technology are extending the collaboration and correspondence procedure on their improvement. Yet, there is little research literature that discusses the important connection between the cooking students' performance and attitude toward learning.

In the U.S, Academic performance indicators were not linked to student skill level confidence. These findings demonstrate that students perform better on the skills they value, and this might be impacted by an underlying drive to perfect the skill. This study examined the relationship between students' attitude to consultation skills, their confidence in performing those skills and their academic results. The current study investigated contributing factors to students 'academic achievement and also examined students' attitude towards that subject. Student confidence in performing a skill was not associated with academic measures of performance.

In the Philippines, various areas of learning must be planned and should be given on various exercises to investigate. However, there is no research literature that deals with the significant relationship between learning attitude and performance among TVL cookery students. The Branch of Training releases Deped Request No. 034,2022, which is for Government-funded institutions that at the time were conducting 5-day in-person sessions toward the end of SY. With regard to the beginning of the upcoming school year, 2021–2022, the DEPED intends for schools to be given sufficient time to gradually transition into it a 5days of in-person classes. All public and private schools must switch to five days of in-person instruction by November 2, 2022.

It is designed to focus on the mastery of skills and competencies (cognitive, affective, behavioral) that enables individuals to develop their potentials, make critical and informed decisions and act effectively and responsibly in the society within the context of their environment and of the wider community according to Magno, (2011).

According to Mosha (2012) points out that qualified teachers with ample and appropriate knowledge and skills are one of the pre-conditions for a successful implementation of the competence-based curriculum.

In Division of Sultan Kudarat, specifically in TVL Cookery In-person classes at President Quirino National High School, the researcher conducted investigation the relationship of Learning Attitude and Academic Performance at the time of In-person classes.

This section presents the study's Conceptual Framework, which demonstrates the relationship between the two correlated variables. The extent of Learning attitude of Cookery students in terms of Students learning skills, Parental Involvement, Peer Influence, Teachers Factor and Learning Environment is considered as Independent Variable of this study.

While the dependent Variable covers the Level of Academic Performance in terms of Written works and Performance Task.

This research study would be helpful particularly to the TLE Cookery teachers and the learners, for them to improve more on the teaching strategies and techniques towards the learning attitude and performance of the students.

Scope and Delimitation of the Study

This study was limited to examine the learning attitude and performance of President Quirino National High School students taking cookery classes in-person. It looked at the students' learning skills, parental involvement, peer influence, and learning environment, as well as their performance on performance tasks and in written performances. It also looked at how well the cookery students performed. The study's respondents and main informants were restricted to President Quirino National High School TVL Cookery students.

2. MATERIALS AND METHODS

This chapter discusses the research design, locale, respondents, research instrument, sampling techniques, data gathering procedures and statistical treatment of the study.

The study applied descriptive correlational research design and method which is widely used to describe and to explore the study under investigation particularly in the experiences of the individual respondents. Further, the researcher used descriptive correlation analysis to test the significant relationship of two variables, the independent and dependent variables.

In this study, descriptive correlation method applied to determine the level of Learning Attitude and Performance of Cookery students of President Quirino National High School in In-person classes. Finally, Statistical treatment Pearson product Correlation applied to evaluate the relationship of learning attitude and academic performance.

Locale of the Study

This study was conducted at President Quirino National High School. Attached herewith the google MAP of PQNHS locale.

Respondents of the study

The respondents of the study were the Grade 9 Cookery students of President Quirino National High School. Randomly selected students 50% or ninety (90) the population of the TVL cookery class. Along this line, the researcher thought of choosing these respondents to provide accurate, valid and reliable data and information in the learning attitude and performance of cookery students at President Quirino National High School.

Sampling Technique

The researcher used random selection of the Grade 9 Cookery students sample patterned from Gay 1979 requiring 50% or ninety (90) from the total officially enrolled cookery students of Grade 9.

Research Instrument

The researcher used a self-made and modified questionnaire using Likert Scale to develop and validated by the Master Teachers of President Quirino National High School. The questionnaires were evaluated using weighted mean and using the rating scale according to the following criteria set forth by Calter V. Good and Douglas F. Scates.

After the approval of the instrument, that was the time to administer and analyst after retrieval of the survey questionnaires. The content, relevance and grammar analysis of three expert, the master teachers and TLE Department Head, the researcher used Cronbach's Alpha to test the reliability of the instrument and found out that the self-made questionnaires were reliable at .856 Cronbach's alpha.

Research Instruments, Interpretation and Analysis

A Five-point Likert Scale by Carter V. Good and Douglas B. Scates was adopted to evaluate the extent of learning attitude and level of academic performance. A rate of a Likert scale of 5- Strongly agree; 4- Agree; 3- Undecided; 2- Disagree; and 1- Strongly disagree

Table 1. Rating scale on the Learning Attitude

RATING	RANGE OF MEANS	DESCRIPTIVE RATING	INTERPRETATION
5	4.21 - 5.00	Strongly Agree	Very Positive
4	3.41 - 4.20	Agree	Positive
3	2.61 - 3.40	Undecided	Moderate
2	1.81 - 2.60	Disagree	Negative
1	1.00 - 1.80	Strongly Disagree	Very Negative

Table 2. Rating scale on the Academic Performance

RATING	RANGE OF MEANS	DESCRIPTIVE RATING	INTERPRETATION
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5	4.21 - 5.00	Strongly Agree	Excellent
4	3.41 - 4.20	Agree	Very Satisfactory
3	2.61 - 3.40	Undecided	Satisfactory
2	1.81 - 2.60	Disagree	Needs Improvement
1	1.00 - 1.80	Strongly Disagree	Poor

Data Gathering Procedure

In order to produce a trustworthy study, the researcher followed a procedure. The researcher investigated experiences of the respondents of interest, in relation to the Learning attitude and Performance of Cookery students at President Quirino National High During the in-person classes.

Statistical Treatment Data

The data collected were summarized and tabulated. To determine the extent of the learning attitude and performance of the cookery students mean was used.

Pearson r was utilized to find out the relationship between the level of performance the cookery students.

3. RESULTS AND DISCUSSION

This chapter deals on the presentation, analysis and interpretations of the data of this study on the learning attitude and performance of cookery students at President Quirino National High School during the in-person classes.

Learning attitude and performance of cookery students at President Quirino National High School amidst in-person classes

The first research problem deals with the extent of the learning attitude of cookery students in terms of Student learning skills, Parental Background, Peer influence, Teachers Quality and learning environment relative to the Performances of the cookery students. Tables 1,2,3,4,5,6,7,8,9 and 10 present the findings:

Table 1. Extent of the learning attitude of cookery students in terms of Students Learning Skills;

Indicators	MEAN	INTERPRETATION
I have the "study-place habit" that is merely being at a certain place at a certain time means time to study.	3.80	Positive
I am confident with the level of concentration on the learning task.	4.00	Positive
I have an accurate understanding of the learning competencies given by the teacher.	3.80	Positive
I feel confident that I am prepared for the performance task.	3.80	Positive

I participate in meaningful class discussions.	3.60	Positive
Section Mean	3.800	Positive

Table 1 reveals that the highest mean for indicator for students learning skills were "I am confident with the level of concentration on the learning task." With mean of 4.00 consecutively described "Positive". The "I participate in meaningful class discussions" got the lowest mean of 3.60 consecutively described "Positive". The completed section of 3.80 for Indicator students Learning Skills described "Positive". It implies that Learning skills are acquirable abilities and habits that allow an individual to learn efficiently. In addition, this finding of the study was supported by the research output indicated that in conclusion, the basis of deficit theory using learning and study skills training can lead to enhance student's skills to improve qualitative academic achievement. Further studies are required to examine whether exposing students to study skills training programs can lead them to enhance their qualitative academic achievement. Academic achievement means the amount of individual school learning, and the assessment of academic performance is to compare the results of measuring the performance of learners with educational goals or learning objectives that indicate the success rate of teacher training activities and student learning efforts (Saif, 2013).

Totally, based on the findings of this study, the authors identified that the study skills training intervention has significant effects on increasing qualitative academic achievement components such as self-efficacy, planning, and motivation among students. Similarly, study skills training intervention could significantly decrease students' qualitative academic achievement such as emotional effects and lack of outcome control. The findings from this study could contribute to educational psychology and pedagogy. Although study skills training is a promising way of learning and study, especially in education, there are still relatively few studies related to higher education.

Table 2. The extent of the Learning Attitude of Cookery students interms of Parental Involvement

Indicators	MEAN	INTERPRETATION
With good and building a healthy relationship and communication to the parents	4.00	Positive
Parents are aware of your academic and extracurricular achievements.	3.80	Positive
discuss your emotional and academic needs with your parents regularly	4.20	Positive
Parents support and help you in school programs projects and assignment	3.60	Positive
Parents inculcates good discipline, rules in your academic task.	3.60	Positive
Section Mean	3.84	Positive

Table 2 reveals that the highest mean for Indicator for Parental Involvement were "discuss your emotional and academic needs with your parents regularly." With mean of 4.20 consecutively described as "Positive". It obtained the least mean of 3.60 with a verbal equivalent of "Positive" for the "Parents support and help you in school programs projects and assignment". And "Parents inculcates good discipline, rules in your academic task". The completed section of 3.84 for Indicator Parental Involvement described as "Positive".

It implies that Parental involvement not only enhances academic performance, but it also has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation. In addition, this finding of the study was supported by the research output indicated that children can effectively acquire skills when parents supervise and direct their activities at home, check the tasks assigned to them by their teachers and give feedback through effective communication with teachers on the children's activities at home by (MINESEC, 2012).

According to Alwi (2019) the present study was undertaken to examine the relationship between parental involvement and academic performance of students at higher secondary classes. On the basis of the results of the study it was concluded that two factors of parental involvement i.e. Moral and financial do affect academic performance of students of higher secondary classes.

Table 3. The extent of the Learning Attitude of Cookery students in terms of Learning Environment

Indicators	MEAN	INTERPRETATION
It is louder and more difficult for me to focus in an overcrowded classroom.	4.20	Positive
In an overcrowded, I feel hotter, irritable and tired during class.	4.20	Positive
If there were fewer students in my class, I feel the teacher could spend more time and improve my performance.	4.40	Very positive
I would be more motivated to attend class each day if the classroom size was smaller and ideal for learning.	4.20	Positive
I would be more motivated to learn if classroom is clean and well ventilated.	3.80	Positive
Section Mean	4.16	Positive

Table 3 reveals that the highest mean for Indicator for Learning Environment were "If there were fewer students in my class, I feel the teacher could spend more time and improve my performance." With mean of 4.40 consecutively described as "Very Positive". It obtained the least mean of 3.80 with a verbal equivalent of "Positive" for the "I would be more motivated to learn if classroom is clean and well ventilated". The completed section of 3.800 for Indicator Learning Environment described as "Positive".

It implies that the Learning Environment is the basic requirement for effective learning is a positive and healthy environment. Students study well in such an environment devoid of distractions. A positive learning environment can be a classroom or a library. The place needs to be calm and safe for the child to study without any interruptions. In addition, this finding of the study was supported by the research output indicated that in relation to learning environments, most existing research focuses predominantly on their physical characteristics rather than on the alignment of spaces and practices, desired educational activities, behaviors, and student opinions by (Acton 2018; Cleveland and Fisher 2014).

Based on the findings, it was found that, even though the students viewed the class positively, and described themselves as highly motivated to learn, the level of cognitive engagement was affected by two interrelated factors: the control the teacher had over almost all activities, and student beliefs about learning in this context.

Table 4. The extent of the Learning Attitude of Cookery students in terms of Peer Influence

Indicators	MEAN	INTERPRETATION
I do not spend much time thinking how to influence others.	3.80	Positive
I am happy to do someone else's work if necessary to get the job done on time.	4.00	Positive
I get important people to help me accomplish my goals.	4.40	Very positive
When working on a project for someone, I ask many questions to be sure I understand what that person wants.	4.00	Positive
I benefited from peer comments and advice.	4.40	Very positive
Section Mean	4.12	Positive

Table 4 reveals that the highest mean for Indicator for Peer Influence were "I get important people to help me accomplish my goals." With mean of 4.40 consecutively described as "Very Positive" and "I benefited from peer comments and advice". With mean of 4.40 consecutively described as

"Very Positive". It obtained the least mean of 3.80 with a verbal equivalent of "Positive" for the "I do not spend much time thinking how to influence others." The completed section of 4.12 for Indicator Peer Influence described as "Positive". It implies that the peer influence is a better way to describe how teenagers' behavior is shaped by wanting to feel they belong to a group of friends or peers. Peer pressure and influence can be positive. For example, your child might be influenced to become more assertive, try new activities or get more involved with school.

In addition, this finding of the study was supported by the research output indicated that a study observed that peer groups which students belonged to influence their learning because they are faced with the urge to belong and to be accepted by members. Other, studies indicated that students in the midst of their group usually reveal their true attitude, since they feel more comfortable in the presence of their peers by. Olalekan (2016).

The study contradict on the study of Bankole Filade the result of this study revealed that, peer group has significant influence on academic performance of undergraduate students. Also, there is significant relationship between peer group and academic performance of students. Sequel to these findings, the researcher therefore recommended that, there is need for teacher to have greater supervision and regulations on students while they are in school, this will enhance the type of group they belong to.

Table 5. The extent of the Learning Attitude of Cookery students in terms of Teacher Factor

Indicators	MEAN	INTERPRETATION
The teacher inculcates good discipline in students.	4.20	Positive
The teacher keeps updated about the progress of the students.	4.20	Positive

The teacher encourages student involvement in school activities.	3.60	Positive
The teacher is not biased toward any performances.	4.60	Very Positive
The teacher encourages students learning skills and performances in the competency of the subject.	4.60	Very Positive
Section Mean	4.24	Very Positive

Table 5 reveals that the highest mean for Indicator for Teachers Factor were “The teacher is not biased toward any performances.” With mean of 4.60 consecutively described as “Very Positive” and “The teacher encourages students learning skills and performances in the competency of the subject.”. With mean of 4.60 consecutively described as “Very Positive”. It obtained the least mean of 3.60 with a verbal equivalent of “Positive” for the “The teacher encourages student involvement in school activities.” The completed section of 4.24 for Indicator Teacher Factor described as “Very Positive”.

It implies that the teachers factor the attitude of a teacher, consciously or unconsciously, greatly affects students’ academic performance. It has been established that teachers’ attitudes highly influence students’ interest in learning.

Moreover, personality traits of the teachers are more powerful and influential than the course content or instructional strategies used in the classroom. A good classroom strategy requires full interest and support from teachers and learners. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment. In addition to that, teachers with negative attitudes may not be as approachable to students as teachers who are positively motivated.

In addition, the finding of the study was supported by the research output indicated that teachers’ professionalism in the area of pedagogy affects the students’ ability to learn effectively by Oanite (2015). And revealed that teacher’s attitude contributed significantly to student attention in classrooms. Suffice it to say that teachers’ professional classroom management attitude focuses on the methods and tactics adopted by teachers to ensure decorum in the classroom and thus create a healthy and conducive atmosphere for teaching and learning by Perkins (2013).

Based on the related study of Priyanka Pandey and Dr. Komilla Thapa (2018) the results and findings showed that the role of the teacher was positively correlated to actual academic performance (obtain from school records).

Vis a vis boy, girls obtained higher scores on both scales and perceived role of the teacher in positive manner. No significant school differences were found.

Table 6. The Summary of the Extent of the Learning Attitude of Cookery Students at President Quirino National High School

INDICATORS	MEAN	INTERPRETATION
Students Learning Skills	3.80	Positive
Parental Involvement	3.84	Positive
Peer Influence	4.12	Positive
Learning Environment	4.16	Very Positive

Teachers Factor	4.24	Very positive
Grand Mean	4.03	Positive

The table above reveals that Teachers Factor got the level of “Very Positive” which obtained the highest mean of 4.24. It implies that Teachers Quality have an impact on students’ lives that extends beyond test scores: they teach them life skills and promote positive attitudes.

Nevertheless, indicator 1 helps to develop the attitude of the cookery students. It obtained the least weighted mean of 3.80 with a verbal equivalent of “Positive” which means the indicator students learning skills has an important impact in learning attitude of the cookery students that must show to be more motivated, engaged, and have a higher overall learning ability.

Further, the table clearly explains the extent of the learning attitude of the cookery students in terms of Student learning skills, Parental Background, Peer Influence, Teachers Quality and Learning Environment, it got a verbal equivalent of “Positive” as manifested in the grand mean ($X = 4.03$). As shown, the consistent ratings for all the indicators except one statement further substantiate the overall result. This means that the Learning attitude of the cookery students is in Positive that shows enthusiasm, curiosity, or engagement when a learning opportunity occurs.

The findings reveals that the learning attitude has a positive impact on students’ academic progress, satisfaction, and communication abilities (Ora et al., 2018). Students’ attitude is a crucial factor to indicate the success of learning quality (Nazara & Febriana, 2016).

Table 7. Level of the performance of cookery students in terms of Written Performance

Indicators	MEAN	DESCRIPTIONS
I complete my work on time.	4.00	Very satisfactory
When starting a new task , I gather a great deal of information before going ahead.	4.00	Very Satisfactory
I keep on trying to accomplish what I want.	3.60	Very Satisfactory
I do very good work.	4.00	Very Satisfactory
I find ways to complete tasks faster at work and at home.	3.80	Very Satisfactory
Section Mean	3.88	Very Satisfactory

Table 7 reveals that the highest mean for Indicator for the Academic Performance were Written Performance “I complete my work on time.” With mean of 4.00 consecutively described as “Very Satisfactory” and

“When starting a new task, I gather a great deal of information before going ahead.” With a mean of 4.00 consecutively described “Very Satisfactory” and “I do very good work”. With a mean of 4.00 consecutively described as “Very Satisfactory”. It obtained the least mean of 3.60 with a verbal equivalent of “Very Satisfactory” and “I keep on trying to accomplish what I want.” The completed section of 3.88 for Indicator Written Performance described as “Very Satisfactory”.

It implies that the DepEd says students should be graded based on written works and performance tasks that will be “administered to assess the content and performance standards that describe the knowledge, abilities and skills that learners are expected to demonstrate.”

These tasks may be designed to include the student's learning portfolio, which documents all the evidence of learning within the grading period.

In addition, the finding of the study was supported by the research output indicated that the schools have developed advance tactics as a result demands from parents and teachers to enhance the academic performance of the students. Implementing teaching-learning and instructional strategies and utilizing technology by Nyagosa,(2011).

Table 8. Level of the performance of cookery students in terms of Performance Task

Indicators	MEAN	INTERPRETATION
I look things that need to be done.	4.20	Very Satisfactory
I plan a large project by breaking it down into smaller tasks.	4.00	Very Satisfactory
I think about the advantages and disadvantages or different ways of accomplishing things.	3.80	Very Satisfactory
I make a special effort to make my work good.	4.20	Very Satisfactory
I have clearly plan for the task given by the teacher.	4.00	Very Satisfactory
Section Mean	3.96	Very Satisfactory

Table 8 reveals that the highest mean for Indicator for the Academic Performance Task is item 4 "I make a special effort to make my work good". With a mean of 4.20 consecutively described "Very satisfactory" and item 1 "I look things that need to be done" with a mean of 4.20 consecutively described "Very Satisfactory". It obtained the least mean of 3.80 with a verbal equivalent of "Very Satisfactory," for the item 3 "I think about the advantages and disadvantages or different ways of accomplishing things." The completed section of 3.88 for Indicator Written Performance described as "Very Satisfactory". It implies that the performance task is any learning activity or assessment that ask students to perform and demonstrate their knowledge, understanding and proficiency.

In addition, the finding of the study was supported by the research output indicated that Performance Task provides students' need to work independently and to encourage them to pay attention to the quality of their work by (Raquel G. Magsino,2017).

Table 9. The Summary of Academic Performance of Cookery Students at President Quirino National High School

Indicators	MEAN	INTERPRETATION
Written Works	3.88	Very Satisfactory
Performance Task	3.96	Very Satisfactory
Grand Mean	3.92	Very Satisfactory

Table 9 reveals on the summary of academic performance of Grade 9 Cookery students, that item Performance Task with the highest mean of 3.96 described "Very Satisfactory" and written works with a mean of 3.88 described "Very Satisfactory". In this indicator, the grand mean was 3.92 described "Very Satisfactory" and implies that

performance task was the best predictable contributed to the academic performance of students in TLE strand like Cookery.

Further, this finding was supported by Eze et al., (2016) academic performance is measurement of student achievement various subject. Students' academic performance is determined by number of factors including, age, teaching faculty, students schooling, study hour and accommodation.

Table 10. Matrix of Correlation between Learning Attitude and Academic Performance of Grade 9 Cookery Students at President Quirino National High School amidst in-person classes

Variables	r-value	P-value	Interpretation
Students Learning skills	1.00	.487	Not Significant
Parent Involvement	.722	.168	Not Significant
Learning Environment	.716	.174	Not Significant
Peer Influence	.724	.218	Not Significant
Teacher Factor	.931	.022	Significant
Learning Attitude		.084	
Vs	.827		Not Significant
Academic Performance			

*Correlation is significant at 0.05 level (2-tailed)

Table 10 reveals that the matrix of correlation using computation of pearson Product-moment Correlation Coefficient of two variables. The highest r-value were students learning skills with r-value of 1.00 at P-value of .487 and Teachers Factor with r-value of .931 at P-value of .022. Both interpreted "Not Significant".

To sum-up the learning attitude and academic performance correlation analysis; since $r = .827$ exceeds from $P = .084$, then the null hypothesis is accepted. The significant value of $r = .827$ indicates a Mark relationship of two variables, However the P-value is greater than 0.05 level of significance, It conclude that there is No significant relationship between the extent of learning attitude and performance of cookery students in terms of written works and performance task.

4. MAJOR FINDINGS

This chapter indicated the summary of research based on the gathered data from cookery students at President Quirino National High School.

The study aimed to determined the relationship between the Learning Attitude and Performance of the Cookery students at President Quirino National High School.

In this study, descriptive correlation method applied to determine the extent of Learning Attitude and level of Performance of Cookery students at President Quirino National High School in In-person classes. Finally, Statistical treatment Pearson product Correlation applied to evaluate the relationship of learning attitude and academic performance.

The respondents of the study were the Grade 9 Cookery students of President Quirino National High School. Randomly selected students 50% or ninety (90) the population of the TVL cookery class.

This study used self-made questionnaire, also a Five-point Likert Scale by Carter V. Good and Douglas B. Scates was adopted to evaluate the extent of learning attitude and level of academic performance.

The following are the overall findings of the study :

In terms of the extent of learning attitude of cookery students in students learning skills with a section mean of 3.800, described "Positive" learning attitude in the in-person classes.

The extent of learning attitude of cookery students in terms of Parent Involvement with a section mean of 3.840, described "Positive" learning attitude shown in the class.

The extent of learning attitude of cookery students in terms of learning environment with a section mean of 4.160 described "Positive" learning attitude.

The extent of learning attitude of cookery students in terms of Peer Influence with a section mean of 4.120 described "Positive" learning attitude.

The extent of learning attitude of cookery students in terms of Teacher Factor with a section mean of 4.240 described "Very Positive".

The summary of the extent of the learning attitude of Grade 9 Cookery students at President Quirino National High School with grand mean of 4.03 described "Positive" learning attitude.

The level of the academic performance of Grade 9 Cookery students in terms of written works with a section mean of 3.880 described "Very Satisfactory".

The level of the academic performance of Grade 9 Cookery students in terms of performance task with a mean of 3.960 described "Very Satisfactory".

The summary of the level of academic performance of Grade 9 Cookery students at President Quirino National High School with a grand mean of 3.92 described "Very Satisfactory".

The matrix of correlation of two variables learning attitude and academic performance, since $r\text{-value}=.827$ exceeds $P\text{-value}$ of .824, then Null Hypothesis is accepted. Therefore, there is a significant positive relationship and $r\text{-value}=.827$ indicates a marked relationship. However, the $P\text{-value}$ is greater than 0.05 level of significance, we conclude that there is no significant relationship between the extent of learning attitude and performance of cookery students.

5. CONCLUSION

Based on the findings of the researcher concluded that Grade 9 Cookery students at President Quirino National High School have remarkable positive attitude on learning skills and doing performance task in TVL Cookery strand.

Students' learning attitudes has positive substantial relationship link with their academic achievement, it was determined that, there is no significant relationship of learning attitude and performance of the cookery students.

Recommendation

Based on the results of analysis and interpretations of the data, the researcher concluded that:

1. In order to improve the TLE learners' ability to study and performance tasks in the cookery strand, the school administrator may provide the needs of the learners in-person classes.
2. To improve their learning attitudes, which greatly influenced their academic performance, the teacher effectively urges the students to attend in-person lessons.
3. When performing tasks that improve students' skills, parents may encourage their kids to take part.

4. The government and stakeholders may give full support by providing instructional materials needed in performing cookery task.
5. The government may provide enough budget for Junior High School students to develop skills in all means.
6. The school head may provide more trainings and workshop for the teachers teaching skills in their respective schools.
7. Further study related to the student's attitudes, skills and academic performance that are not included in the listed variables, may be conducted.
8. Encourage the school administrator to put-up gardening area that will help cookery students to explore using the agricultural product.

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