IGNATIAN
INTERNATIONAL JOURNAL FOR MULTIDISCIPLINARY RESEARCH
www.icceph.com
ISSN 2984-9942

# DEVELOPMENT OF CONTEXTUALIZED LEARNING MODULE ON APPETIZERS FOR GRADE 12 SENIOR HIGH SCHOOL LEARNERS

Sherry-Ann Yangzon Mabansay

*Wright National High School, Samar Division, Wright, Samar, Philippines*

## ABSTRACT

This study developed and validated a contextualized learning module on appetizers for Grade 12 Cookery students under the Technical-Vocational-Livelihood (TVL) track in Paranas, Samar. Responding to the gap between standardized instructional materials and learners' local realities, the module integrated Samar's culinary heritage, featuring dishes like kinilaw and baduya using indigenous ingredients and traditional methods. Grounded in constructivist and culturally responsive pedagogies, the module was designed following the ADDIE model and aligned with DepEd Curriculum Guide-CG and TESDA Cookery NC II competencies. The validation process involved expert evaluators and Cookery teachers who assessed the module across seven domains: content quality, cultural relevance, instructional design, language, engagement, usability, and satisfaction. Quantitative results demonstrated excellent mean ratings (all >4.5/5), high statistical significance ($p<.001$), and unanimous teacher recommendation (100%). The findings conclusively indicate that the module is a valid, reliable, and effective resource ready for classroom implementation. It successfully bridges national competency standards with local food culture, offering a replicable model for contextualized technical-vocational education that enhances learner engagement, competency, and cultural preservation.

**Keywords:** *contextualized learning module, appetizers, Cookery NC II, Samar delicacies, cultural integration*

## INTRODUCTION

The Cookery specialization under the Technical-Vocational-Livelihood (TVL) track in Senior High School is designed to equip students with employable skills in food

preparation, kitchen safety, and culinary entrepreneurship. This program plays a vital role in the Philippine education system as it supports the national thrust of the Department of Education (DepEd) to prepare learners for both higher education and the workforce. Anchored in the standards of the Technical Education and Skills Development Authority (TESDA) and guided by the Most Essential Learning Competencies (Curriculum Guide-CG), Cookery ensures that students meet both local and global culinary practices (DepEd, 2016; TESDA, 2014).

However, despite its competency-based curriculum, there is a significant gap in the instructional module used in teaching Cookery. Standard learning modules are often generalized and do not fully reflect the contextual realities of learners, particularly in rural areas such as Paranas (Wright) in Samar (Rara & Cuizon, 2023). This lack of localized content diminishes student engagement and hinders the development of practical skills relevant to their immediate environment. For instance, current modules often feature examples of international appetizers using ingredients such as parmesan cheese, olives, and exotic herbs that are not accessible to most learners in local communities.

Globally, appetizers or hors d'oeuvres in French culinary tradition play an essential role in stimulating the appetite before the main course. In France, appetizers range from refined canapés to elaborate charcuterie platters, setting high standards in presentation and flavor combinations. In the Philippines, appetizers have likewise been integrated into the food culture, though adapted to local taste and resources (PIA, 2026). Common Filipino appetizers include lumpiang shanghai, kinilaw, tinapa rolls, and kutsinta, which are affordable, practical, and deeply connected to community dining practices. At the local level in Samar, traditional dishes such as ginataang puso han saging or small servings of paksiw na isda are commonly served before meals, reflecting both accessibility and cultural identity (Cotejar, 2024; Reyes, 2026).

Research highlights that contextualized learning modules significantly enhance knowledge retention and student motivation when these modules incorporate local culture, native ingredients, and traditional cooking methods (Guevarra & Arenas, 2023). In Cookery, specifically in teaching appetizers, contextualization becomes even more crucial as it bridges the gap between classroom instruction and real-life food preparation practices. Without such contextualization, students struggle to connect theoretical competencies to their lived experiences, especially in resource-limited schools (Fernandez et al., 2022).

It has been repeatedly observed the disconnection between standardized instructional modules and the students' culinary environment. Learners often show disengagement when asked to prepare appetizers requiring imported or expensive ingredients. Conversely, when lessons are tailored to locally available food items such as malunggay fritters, fried talong slices, or ginataang kalabasa, students demonstrate higher participation, confidence, and mastery of skills. These findings resonate with Castillo and Reyes (2021), who emphasized that localized and relevant content directly enhances competency development in Cookery classes.

Given these realities, the development of a contextualized learning module on appetizers for Grade 12 Senior High School learners in Paranas is necessary. Such a module was not only aligned with DepEd's curriculum and TESDA's national competency standards but was also embed local food culture into instruction. By integrating native ingredients, indigenous cooking practices, and culturally relevant examples, this study addresses the instructional gap between standardized learning modules and the learners' immediate context.

Ultimately, this research sought to contribute to consistent, equitable, and meaningful Cookery instruction by producing a validated contextualized module on appetizers. The expected outcome is not only improved student performance and engagement but also the preservation and promotion of local culinary heritage.

Moreover, the study offers a replicable model for other rural schools, supporting broader educational policies that promote inclusive, culturally responsive, and community-based teaching in the Technical-Vocational-Livelihood track.

**Research Objectives**

This study aimed to develop a contextualized learning module on appetizers for Grade 12 Senior High School learners. Specifically, it sought to answer the following objectives:

1. Develop a contextualized learning module on appetizers.
2. Evaluate the contextualized learning module on appetizers in terms of the following:
    - 2.1 Content quality and accuracy as to:
    - 2.2 Contextual and cultural relevance;
    - 2.3 Instructional design;
    - 2.4 Language and readability;
    - 2.5 Engagement and motivation;
    - 2.6 2.6 Usability and accessibility; and
    - 2.7 Satisfaction.
3. Recommend for implementation of the developed contextualized learning module on appetizers.

This study is grounded on multiple theoretical perspectives that collectively support the design and evaluation of contextualized instructional modules in Cookery. These theories offer insights into how students learn most effectively when instruction is meaningful, situated, and aligned with their lived experiences. In particular, the integration of Constructivist Learning Theory, Situated Learning Theory, Experiential Learning Theory, and Culturally Responsive Pedagogy provides a robust foundation for contextualizing culinary education in the Senior High School TVL track.

Constructivist Learning Theory, Situated Learning Theory, and Experiential Learning Theory emphasize that learners develop knowledge and skills by connecting new information with prior experiences, engaging in authentic contexts, and learning through direct experience (Rahman et al., 2020; Khoo et al., 2020; Marzuki et al., 2021). In Cookery education, these principles support the integration of familiar food practices, local kitchen environments, traditional tools, ingredients, and hands-on activities to enhance students' comprehension, engagement, skill mastery, and retention.

Culturally Responsive Pedagogy complements these theories by emphasizing the importance of incorporating learners' cultural practices, values, and identities into instruction (Tarrayo & Potestas, 2021). Thus, integrating local cuisine, traditional preparation techniques, and community-based practices into Cookery modules can promote meaningful and relevant learning while strengthening students' cultural connection. Collectively, these theoretical perspectives provide a foundation for developing contextualized Cookery instructional modules that are practical, culturally relevant, and responsive to learners' experiences.

The conceptual framework in Figure 1 presents the flow from identifying instructional challenges to developing, validating, and evaluating a contextualized Cookery instructional module. The input stage identifies challenges in standard modules regarding cultural relevance, contextual alignment, and accessibility, as well as local ingredients, traditional cooking methods, and indigenous culinary practices. The process stage involves developing the module using the ADDIE model and aligning it with DepEd's Most Essential Learning Competencies, TESDA standards, and local culinary practices. Teacher-consultants, curriculum experts, and TESDA-accredited specialists validate the module based on relevance, design, clarity, cultural appropriateness, and usability. The output stage involves implementing and evaluating the module through a one-group pretest–posttest design to determine its effect on students' competencies in food preparation, cooking techniques, kitchen safety and sanitation, and food presentation.

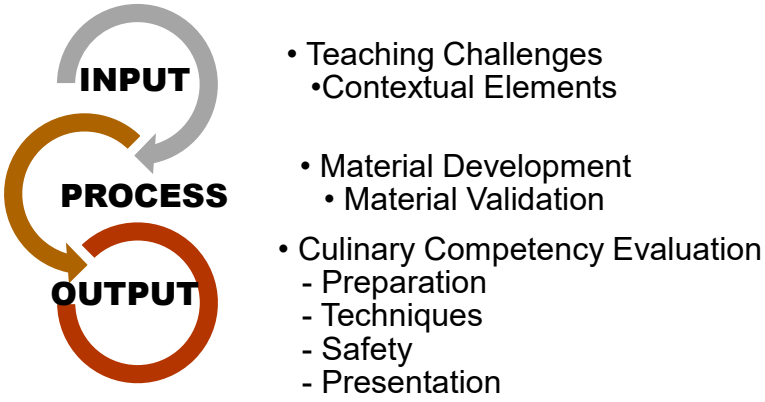



**Figure 1. The Conceptual Framework of this Study**

## METHODOLOGY

This section outlines the research design, procedures, and development process used in creating the contextualized learning module on appetizers for Grade 12 Senior High School learners of the Technical-Vocational-Livelihood (TVL) strand. It presents the research design, participants, data-gathering procedures, and the systematic stages of module development. The methodology ensures that the study is grounded in both the academic requirements of the Department of Education (DepEd) and the competency-based standards of the Technical Education and Skills Development Authority (TESDA), while also addressing the contextual realities of learners in Samar.

### Research Design

The study employed a descriptive–developmental research design, which integrates the systematic description of existing instructional practices with the development of new, localized educational materials. The descriptive component focused on assessing the current status of Cookery instruction, including the availability of contextualized resources and the challenges encountered by both teachers and students in rural school settings. This phase provided a clear basis for identifying instructional gaps and the need for a contextualized learning module.

On the other hand, the developmental component involved the design, creation, validation, and evaluation of a contextualized learning module on appetizers, specifically tailored for Grade 12 learners under the Technical-Vocational-Livelihood (TVL) track. This approach ensured that the developed instructional material was both responsive to the needs of the learners and aligned with national curriculum and industry standards.

The development of the learning module followed a systematic process to ensure both quality and relevance. The planning stage involved a thorough review of the Most Essential Learning Competencies (Curriculum Guide-CG) in Cookery, as prescribed by the Department of Education (DepEd), and their alignment with the competency-based training regulations of the Technical Education and Skills Development Authority (TESDA). This alignment ensured that the module addressed both educational and industry requirements. The design and development stage included drafting lesson contents, integrating localized and culturally relevant examples such as lumpiang shanghai, ginataang kalabasa, puso han saging, and paksiw na isda as appetizers, and preparing instructional activities and performance tasks. These components were carefully structured to enhance learner engagement, promote skill acquisition, and reflect real-life culinary practices within the local context.

To evaluate the developed module, the study involved selected respondents composed of Cookery NC II teachers, TESDA-accredited assessors, and DepEd curriculum specialists from public secondary schools in the Division of Samar. The respondents were chosen through purposive sampling based on their expertise and experience in Cookery instruction and competency-based training, ensuring that the evaluation was grounded in professional and industry-relevant perspectives.

Data were gathered using a Validator's Evaluation Checklist, complemented by a Validator Profile Sheet and open-ended feedback forms. The instruments were administered after the respondents were given sufficient time to review the developed contextualized learning module. The collection of data was conducted through direct distribution and retrieval of evaluation forms, as well as through coordinated communication with participating schools to ensure completeness and accuracy of responses.

The analysis of data employed appropriate statistical tools to determine the validity and acceptability of the module. Frequency count and percentage were used to describe the profile of the respondents and the distribution of their responses. The weighted mean was computed to determine the overall level of evaluation of the module across various domains, including content quality and accuracy, contextual and cultural relevance, instructional design, language and readability, engagement and motivation, usability and accessibility, and overall satisfaction. Standard deviation was also utilized to measure the consistency of responses and the degree of agreement among the evaluators. The computed mean scores were interpreted using a five-point Likert scale with corresponding descriptive equivalents to determine the level of validity and acceptability of the developed instructional material. In addition, qualitative data derived from the open-ended responses were analyzed thematically to support and enrich the quantitative findings.

**Research Environment**

This study was conducted within the Department of Education (DepEd) Schools Division of Samar, a province known for its abundant agricultural resources, strong culinary heritage, and active implementation of the Technical-Vocational Livelihood (TVL) program, particularly in Cookery NC II. The cultural food practices of the province—such as kinilaw, tinapa rolls, lumpiang shanghai, ginataang kalabasa, kutsinta, and puso han saging—continue to define household and community traditions, providing a culturally authentic foundation for the development of a contextualized learning module on appetizers.

The research involved Cookery teachers and validators from multiple public secondary schools under the DepEd Samar Division, representing a broad geographical and instructional landscape. These participating schools include Wright II/Casandig NHS, Calapi NHS, Wright I/Wright National High School, Ramon T. Diaz NHS, Hinoginan NHS, Tominamos NHS, Villareal NHS, Motiong NHS, San Sebastian NHS, QQSAS, Tominamos National High School, Ramon T. Diaz National High School, Clarencio Calagos NHS, San Jose de Buan NHS, Calbiga National High School, Osmeña NHS, San Jorge National High School, Simeon Ocdol NHS, Tagapulan NHS, Sto. Niño National High School, Pequit Integrated NHS, Piñaplata NHS, Tarangnan NHS, and Zumarraga NHS. All of these schools offer the TVL track with specialization in Cookery NC II, making them appropriate sites for evaluating the relevance, cultural grounding, and instructional effectiveness of the developed module.

The validators from these institutions reflect the demographic characteristics presented in Table 1, showing a predominantly female TVL workforce with varied educational attainment and extensive teaching experience. They include TESDA accredited assessors, seasoned Cookery NC II teachers, and DepEd curriculum specialists. Selected through purposive sampling, these validators provided authoritative insights on instructional design, culinary pedagogy, and competency-based curriculum alignment. Using a structured evaluation tool, they assessed the contextualized learning module in terms of content accuracy, clarity, cultural relevance, and alignment with both DepEd's Most Essential Learning Competencies (MELCs) and TESDA's Cookery NC II qualification standards. By involving a wide range of schools from the DepEd Schools Division of Samar and engaging experts deeply familiar with the TVL landscape, the study ensures that the developed module is pedagogically robust, culturally responsive, and reflective of the rural learning environments where Cookery education is actively implemented. This contextual grounding strengthens the validity, applicability, and instructional relevance of the finalized learning material.

**Research Instrumentation**

The study used four complementary instruments to evaluate the contextualized learning module on appetizers: the Validator Profile Sheet (VPS), Validator's Evaluation Checklist (VEC), Curriculum Guide-CG–TESDA Alignment Matrix (MTAM), and Validator Open-Ended Feedback Form (VOEFF). The VPS documents each validator's role (TESDA assessor, TVL Cookery teacher, DepEd specialist), district, and experience to contextualize findings. The VEC is the primary quantitative tool, rating seven domains content quality and accuracy (food preparation, cooking techniques, kitchen safety/sanitation, food presentation), contextual/cultural relevance, instructional design, language/readability, engagement/motivation, usability/accessibility, and overall satisfaction on a 5-point Likert scale.

The administration of the instruments follows a structured sequence beginning with the Validator Profile Sheet (VPS), followed by the Validator Evaluation Checklist (VEC) administered alongside the Module–TESDA Alignment Matrix (MTAM), and concluding with the Validator Open-Ended Feedback Form (VOEFF). Data analysis employs frequency counts and percentages to describe validator profiles, while mean and standard deviation are used to assess responses in the VEC and determine overall evaluation scores.

Instrument quality is established through the computation of the Item Content Validity Index (I-CVI) and Scale Content Validity Index (S-CVI) for validity, and Cronbach's alpha for reliability, while qualitative responses from the VOEFF are analyzed using thematic analysis to extract key insights. A transparent decision rule guides implementation recommendations: the module is deemed ready for implementation if it attains an overall mean of 4.20 or higher with no section scoring below 4.00; it requires minor revisions if the overall mean ranges from 3.50 to 4.19 or if any section scores between 3.50 and 3.99; and it necessitates substantial revision if the overall mean is

below 3.50 or any section falls below 3.50. Collectively, these four instruments triangulate evidence of quality, relevance, and alignment with standards, thereby supporting a well-grounded recommendation for implementation in Wright Districts I and II.

**Validation of Research Instrument**

Before the contextualized learning module was subjected to evaluation by teachers, the researcher subjected the validation instrument to a rigorous process of expert evaluation to ensure its validity, reliability, and overall suitability for assessing instructional materials in Senior High School Cookery. This process was essential to confirm that the instrument accurately measured the attributes it intended to evaluate, particularly the module's content accuracy, contextual relevance, instructional design, clarity of language, and usability.

All validators involved in the study are recognized content experts in Cookery NC II, thereby ensuring a high level of content validity in the module evaluation process. The validation panel consists of four qualified individuals whose academic backgrounds and professional experiences demonstrate strong competence in culinary education and training.

The first validator is an instructor specializing in Culinary Arts and a graduate of Master of Arts in Education major in Technology and Livelihood Education (MAEd-TLE), with eight years of teaching experience. The second validator is a faculty member from the College of Industrial Technology (CIT), also specializing in Culinary Arts, who holds a Master's degree in Home Economics and has extensive experience of twenty years in the field. The third and fourth validators are both TESDA-certified Trainer/Assessors in Cookery NC II. Each holds a Master's degree and has accumulated eight years of relevant professional experience in competency-based training and assessment.

Collectively, the validators' qualifications, areas of expertise, and years of experience establish a strong foundation for the credibility and reliability of the module validation process, ensuring that the evaluation is grounded in authoritative, industry-relevant, and pedagogically sound culinary knowledge.

Mean and standard deviation of expert validation responses were obtained. The responses of the four (4) content experts were analyzed using the Mean and Standard Deviation (SD) to determine the level of agreement and consistency of ratings on the contextualized learning module on appetizers. A 5-point Likert scale was utilized, where 5 represents the highest level of agreement. The results show that all domains obtained mean ratings ranging from 4.50 to 4.88, which are interpreted as Very High Validity. This indicates that the expert validators strongly agreed that the instructional module meets the required standards in terms of content accuracy, cultural relevance, instructional design, language clarity, learner engagement, usability, and overall satisfaction.

Among the domains, Contextual and Cultural Relevance (Mean = 4.88, SD = 0.34) obtained the highest rating, indicating strong expert consensus on the module's effective

integration of Samar's culinary traditions and local practices. This suggests that the module successfully promotes cultural identity and contextualized learning. The standard deviation values ranging from 0.34 to 0.52 indicate low variability in expert ratings, reflecting a high degree of agreement among validators. The relatively small SD values imply that the evaluators provided consistent judgments regarding the quality of the module. Overall, the combination of high mean scores and low standard deviations demonstrates that the module is consistently perceived as highly valid and acceptable for instructional use.

Content validity was established through expert evaluation. The consistently high mean ratings across all domains confirm that the module: presents accurate and relevant content, reflects local cultural context, uses appropriate instructional strategies, employs clear and understandable language, encourages learner engagement, provides accessible and user-friendly materials. The overall mean of 4.64 indicates Very High Content Validity, confirming that the module adequately represents the competencies required for Grade 12 Cookery NC II.

To determine the reliability of the validation instrument, Cronbach's alpha was computed. At Cronbach's Alpha (α) = 0.67, this value indicates moderate to acceptable internal consistency, which is considered sufficient for expert-based validation studies, particularly when the number of validators is limited. The reliability result suggests that the instrument yields consistent measurements and that the validators' responses are dependable. Based on the statistical analyses: 1) All domains obtained Very High Validity ratings; 2) The low standard deviation values indicate strong agreement among validators; 3) The reliability coefficient confirms acceptable internal consistency; 4) The qualitative feedback supports the quantitative findings. Therefore, the contextualized learning module on appetizers is valid, reliable, and suitable for classroom implementation, subject to minor revisions as recommended by the validators.

**Sampling Procedure**

This study employed a combination of purposive sampling and total enumeration to ensure that the respondents are directly relevant to the objectives of developing and validating the contextualized learning module on appetizers. The sampling design was carefully selected to capture the perspectives of individuals with expertise and direct involvement in Cookery instruction at the Senior High School level.

The selection of participating schools followed a purposive sampling approach. Specifically, all high schools in DepEd Samar were intentionally chosen as research sites because they offer the Technical-Vocational-Livelihood (TVL) track with specialization in Cookery NC II. These schools are situated in communities where local food practices and indigenous ingredients, such as lumpiang shanghai, ginataang kalabasa, puso ng saging, and tinapa rolls, are highly relevant, making them suitable for testing and validating the module.

The respondents of the study were be the teachers handling Cookery NC II in the selected schools. Since the population of Cookery teachers in DepEd Samar Division is relatively small and manageable, the study was using the total enumeration sampling technique, ensuring that all teachers who are directly handling Grade 12 Cookery classes are included in the validation process. This approach guarantees that every relevant perspective is considered in refining the instructional material.

In addition to the teacher-respondents, the study also involved expert validators selected through criterion-based purposive sampling. These validators were including two external cookery experts who were TESDA-accredited assessors, two internal experienced culinary teachers. Their inclusion is based on their professional expertise, practical experience in culinary education, and their capacity to assess whether the module meets both industry and curricular standards.

Combining total enumeration for Cookery teachers in the Samar Division selected schools with purposive sampling of expert validators, the study ensures that the module is evaluated comprehensively. This sampling procedure strengthens the reliability of the findings and supports the goal of creating a validated, contextually relevant instructional module that is responsive to the needs of TVL Cookery educators and learners in Paranas, Samar.

**Data Gathering Procedure**

The process of collecting data for this study was follow a systematic and organized approach to ensure that the development and validation of the contextualized learning module in Cookery is evidence-based, reliable, and relevant to the needs of the target schools in Samar Division. The procedures are divided into several phases, each of which builds upon the previous stage to achieve the objectives of the study.

The first phase is the Planning and Needs Analysis. At this stage, the researcher was conducting consultations and informal interviews with Cookery NC II teachers in Wright National High School Districts I and II. These discussions were help identify the common challenges encountered in implementing the current standardized modules, as well as the local food practices, available ingredients, and cooking tools that are accessible to the learners in the community. The information gathered was serve as the basis for designing a localized and culturally relevant learning module on appetizers.

The second phase is Designing and Developing the Module. Using the results of the needs analysis, the researcher was creating the initial draft of the instructional material. The module was organized into units that include clear learning objectives, contextualized content, localized recipes (e.g., lumpiang shanghai, ginataang kalabasa, puso han saging, and paksiw na isda), step-by-step procedures, activity sheets, performance tasks, and assessment rubrics. The structure was following the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to ensure systematic development.

The third phase is Validation by Experts. The draft module was subjected to a review by a panel of TESDA-accredited assessors, experienced Cookery NC II teachers, and DepEd curriculum specialists in Samar. These validators were evaluating the material using a standardized Validator's Evaluation Checklist, which was measure the module's clarity, accuracy of content, cultural relevance, instructional design, and alignment with DepEd Curriculum Guide-CG and TESDA standards. Validators were also providing written feedback and recommendations for improvement.

The fourth and final phase is Revision and Finalization. Based on the results of the evaluation, the researcher revised the module to address the suggestions and recommendations of the validators. The final version of the module was thus be refined to ensure quality, cultural responsiveness, and applicability to the needs of the local context. To further strengthen its credibility, the module was undergoing expert validation in both District I and District II of Paranas, ensuring that it meets the expectations of teachers and aligns with both DepEd and TESDA standards.

**Statistical Treatment of Data**

The data gathered in this study were analyzed using both quantitative and qualitative methods to ensure a comprehensive evaluation of the developed contextualized learning module on appetizers. Quantitative data were obtained from the Validator's Evaluation Checklist administered to Cookery NC II teachers, TESDA-accredited assessors, and DepEd curriculum specialists, while qualitative data were derived from the open-ended comments of the validators.

For the quantitative analysis, the following statistical tools were utilized:

- Frequency Count (f). This was used to determine the number of responses in each rating category of the five-point Likert scale and to describe the profile of the validators.
- Percentage (%). This was employed to present the proportion of responses for each category relative to the total number of respondents, providing a clearer interpretation of the distribution of ratings.
- Weighted Mean ($\bar{x}$). This was used to determine the average rating of the validators for each criterion, including content quality, cultural relevance, instructional design, language, engagement, usability, and satisfaction. It served as the primary basis for evaluating the overall acceptability of the module.
- Standard Deviation (SD). This was utilized to measure the variability or consistency of the validators' responses, indicating the degree of agreement among the evaluators.
- Descriptive Equivalence. The computed mean scores were interpreted using predefined descriptive categories (e.g., Very Satisfactory, Satisfactory) to provide a qualitative meaning to the quantitative results and to assess the level of acceptability of the module.

For the qualitative analysis, the comments and suggestions provided by the validators were reviewed, categorized, and used to support the quantitative findings and to identify areas for improvement of the instructional module. This systematic approach ensured that the collected data provided a comprehensive assessment of the developed learning module and served as a basis for its refinement and validation as a contextualized instructional material for Grade 12 TVL Cookery learners.

## RESULTS and DISCUSSION

This section presents the results and discussions of the study based on the development, evaluation across seven domains, and proposed implementation of the contextualized learning module on appetizers.

### Development of the Contextualized Learning Module on Appetizers

This section presents the results of the development phase of the study, highlighting the structure, components, and features of the contextualized learning module on appetizers designed for Grade 12 Senior High School learners. The development process was systematic and culturally grounded, as reflected in the Module Title Page, Module Introduction, and Learning Competencies sections, which establish the module as competency-based, contextualized, and aligned with TVL– Cookery standards.

Specifically, the module integrates DepEd Most Essential Learning Competencies (MELCs) and TESDA Cookery competencies through clearly stated learning outcomes found in the Learning Competencies section and the “What I Need to Know” portion of each module. At the same time, the Module Content narrative and Lesson 1.3: Samar’s Culinary Identity Through Appetizers explicitly ground instruction in local food heritage, ensuring that learning is culturally responsive and locally relevant. This development approach is consistent with the literature reviewed, which emphasizes that instructional modules are most effective in technical-vocational education when they are well-structured, contextualized, and aligned with curriculum standards, particularly where skill acquisition and real-world applicability are required (Alemu, 2019; Jalinus et al., 2020).

The developed learning module, titled “Appetizers: Samar Delicacies Edition,” was designed as a competency-based self-learning instructional material, as indicated in the Module Overview and Table of Contents sections. The module is composed of a Module Introduction, clearly stated Learning Competencies, lesson discussions, guided learning activities, performance tasks, assessment rubrics, a glossary, and references.

The Table of Contents shows that the module is organized into three major instructional units:

(1) *The History and Importance of Appetizers* (Module 1),
(2) *Mise en Place for Appetizers* (Module 2), and
(3) *Classification of Appetizers with Samar Examples* (Module 3).

Each module follows a consistent instructional pattern using sections such as *What I Know*, *What I Need to Know*, *What Is It*, *What's More*, *What I Have Learned*, and *What I Can Do*, which supports independent and scaffolded learning. This modular structure reflects findings in the related studies that emphasize modular learning as an effective strategy for promoting learner autonomy, clarity of instruction, and consistency of learning outcomes.

Alignment with learning competencies is evident in the Learning Competencies section of the Module Overview and in the lesson, objectives embedded in each module. These sections explicitly identify competencies related to food preparation, cooking techniques, mise en place, kitchen safety and sanitation, and food presentation, all of which correspond to DepEd MELCs and TESDA Cookery NC II standards.

Furthermore, competency attainment is reinforced through performance tasks and assessment rubrics attached to specific Samar appetizer preparations, such as *Kinilaw*, *Linapwahan*, *Buro nga Sisi*, and *Lumpia*. These tasks require learners to demonstrate practical skills that mirror real culinary workplace activities. This deliberate alignment supports the related literature, which underscores that instructional materials must balance contextual relevance with compliance to national and industry standards to ensure educational quality and employability outcomes (Navarro & Santos, 2021; Black & Wiliam, 2018).

The integration of local and contextualized appetizer dishes is clearly demonstrated in Module 3: Classification of Appetizers with Samar Examples and in Lesson 1.3: Samar's Culinary Identity Through Appetizers. These sections explicitly include Samar-based dishes such as *kinilaw*, *sisi*, *tahong*, *baduya*, *linapwahan*, and *puso han saging*, each accompanied by cultural notes, indigenous ingredients, and traditional preparation methods. Additionally, the recipe sections for each appetizer provide food safety reminders and cultural explanations, reinforcing the connection between culinary skills and local food traditions. This design grounds learning in familiar community practices and locally available resources.

This approach is supported by previous studies indicating that contextualized modules incorporating indigenous ingredients and local food practices enhance learner motivation, cultural appreciation, and meaningful learning experiences (Widiastuti & Rahayu, 2021; Buenviaje et al., 2021).

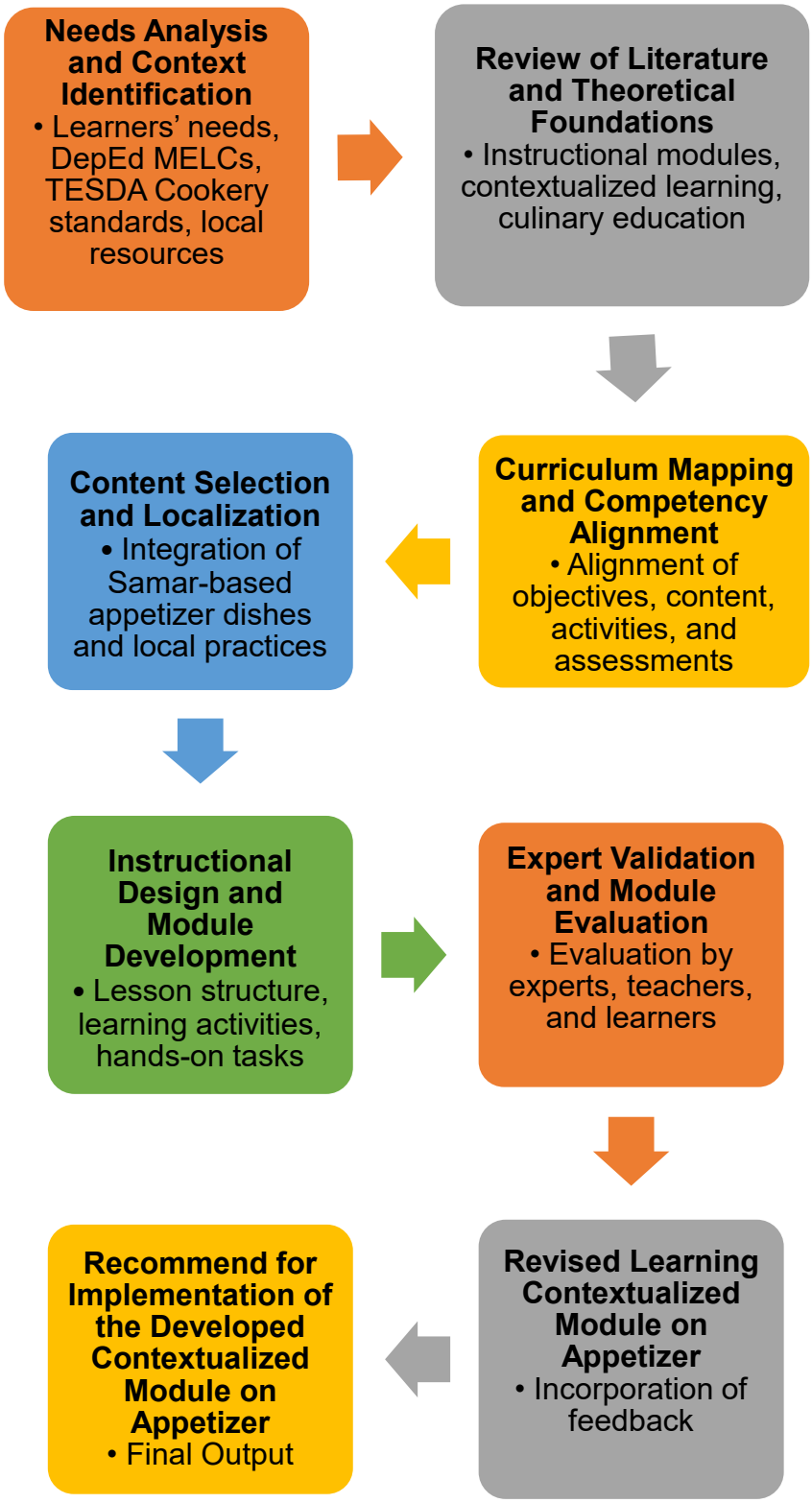



**Figure 2. The Design Process and Framework of the Contextualized Learning Module on Appetizers**

The instructional components of the module are consistently presented across Modules 1 to 3 using structured sections such as *What I Know*, *What's In*, *What's New*, *What Is It*, *What's More*, *What I Have Learned*, and *What I Can Do*. These sections incorporate pre-assessment activities, guided discussions, hands-on cooking tasks, reflection questions, and synthesis activities. Hands-on activities, such as preparing specific Samar appetizers and completing reflective tasks, encourage learners to apply theoretical knowledge to actual cooking practices. This scaffolding supports both cognitive understanding and psychomotor skill development.

The inclusion of these instructional components aligns with research findings emphasizing that structured and scaffolded instructional design enhances comprehension, critical thinking, and learner engagement in technical-vocational education (Alimuddin et al., 2021; Dizon & Espinosa, 2019).

Assessment and evaluation tools are embedded throughout the module, as seen in the pre-assessment sections, Module Assessments, Summative Assessments, Answer Keys, and performance-based rubrics included after major appetizer preparations such as *Kinilaw*, *Linapwahan*, *Buro nga Sisi*, and *Lumpia*. These rubrics assess learners' performance in terms of food safety and sanitation, preparation techniques, flavor balance, and presentation quality, ensuring that assessment reflects authentic culinary tasks. Both formative and summative assessments are designed to measure actual skill mastery rather than rote knowledge. This assessment approach is consistent with the reviewed related literature, which highlights the importance of authentic, performance-based assessments in cookery and TVL education to ensure workplace readiness (Wiggins & McTighe, 2021; Lopez & Santiago, 2023)

## Evaluation of the Contextualized Learning Module on Appetizers

This section presents the evaluation results of the developed module as assessed by experts, teachers, and/or students. Quantitative and qualitative findings are analyzed and discussed according to the identified evaluation criteria.

**Table 1. Descriptive Statistics for Content Quality and Accuracy Evaluation**

| Objective | Sub-Category | Mean (1-5) | SD | Interpretation |
|---|---|---|---|---|
| **2.1 Content Quality & Accuracy** | **Overall** | **4.78** | 0.39 | **Excellent** |
| | 2.1.1 Food preparation | 4.82 | 0.38 | Very High |

| | | | | |
|---|---|---|---|---|
| | 2.1.2 Cooking techniques | 4.79 | 0.40 | Very High |
| | 2.1.3 Kitchen safety & sanitation | 4.81 | 0.39 | Very High |
| | 2.1.4 Food presentation | 4.71 | 0.45 | Very High |
| **2.2 Contextual & Cultural Relevance** | Overall | 4.72 | 0.41 | Excellent |
| | Integration of Samar dishes | 4.76 | 0.43 | Very High |
| | Reflection of local context | 4.71 | 0.45 | Very High |
| | Promotes culinary appreciation | 4.74 | 0.44 | Very High |
| | Encourages cultural pride | 4.68 | 0.47 | High |
| **2.3 Instructional Design** | Overall | 4.65 | 0.48 | High |
| | Logical sequencing | 4.62 | 0.51 | High |
| | Clear objectives | 4.68 | 0.47 | High |
| | Critical thinking activities | 4.64 | 0.49 | High |
| | Aligned assessments | 4.61 | 0.50 | High |
| | Clear instructions/rubrics | 4.70 | 0.46 | High |
| **2.4 Language & Readability** | Overall | 4.56 | 0.51 | High |
| | Clear, suitable language | 4.61 | 0.49 | High |
| | Correct grammar | 4.48 | 0.55 | High |
| | Easy-to-follow directions | 4.59 | 0.49 | High |

| | | | | |
|---|---|---|---|---|
| | Technical terms defined | 4.56 | 0.51 | High |
| | Overall | 4.71 | 0.42 | Excellent |
| **2.5 Engagement & Motivation** | | | | |
| | Encourages participation | 4.73 | 0.45 | Very High |
| | Promotes creativity | 4.70 | 0.46 | High |
| | Relevant tasks | 4.72 | 0.45 | Very High |
| | Enhances appreciation | 4.69 | 0.47 | High |
| **2.6 Usability & Accessibility** | Overall | 4.53 | 0.52 | High |
| | Easy to navigate | 4.55 | 0.53 | High |
| | Layout enhances understanding | 4.49 | 0.55 | High |
| | Flexible for different modalities | 4.58 | 0.50 | High |
| | Resources readily available | 4.51 | 0.54 | High |
| **2.7 Satisfaction** | Overall | 4.69 | 0.44 | Excellent |
| | Meets teaching needs | 4.70 | 0.46 | High |
| | Suitable for Cookery NC II | 4.71 | 0.45 | Very High |
| | Comprehensive | 4.67 | 0.47 | High |
| | Would recommend | 4.68 | 0.47 | High |

**Evaluation of the Contextualized Learning Module on Appetizers.** This section presents the evaluation results of the developed module as assessed by validators in terms of content quality and accuracy, contextual and cultural relevance, instructional design, language and readability, engagement and motivation, usability and accessibility, and satisfaction.

**Content Quality and Accuracy.** In terms of Content Quality and Accuracy, as shown in Table 6, the module obtained an overall mean of 4.78 (SD = 0.39), interpreted as Excellent. High ratings were observed across food preparation (M = 4.82), cooking techniques (M = 4.79), kitchen safety and sanitation (M = 4.81), and food presentation (M = 4.71). These findings affirm claims in the literature that well-structured and competency-based instructional modules enhance clarity, correctness, and instructional reliability (Alemu, 2019). The results indicate that the module effectively presents accurate and comprehensive culinary content aligned with accepted cookery standards.

**Contextual and Cultural Relevance.** This subsection presents the evaluation results in terms contextual and cultural relevance on how well the module reflects local culture, indigenous ingredients, traditional appetizer practices, and real-life contexts familiar to Grade 12 learners, particularly those from the local community.

The module received an overall mean of 4.72 (SD = 0.41), interpreted as Excellent, indicating strong integration of Samar dishes and reflection of local context. High ratings for promoting culinary appreciation and cultural pride further demonstrate the effectiveness of contextualization.

**Instructional Design.** This subsection discusses the organization, sequencing of lessons, clarity of objectives, appropriateness of activities, and alignment between objectives, content, and assessment tasks in the module. Instructional design yielded an overall mean of 4.65 (SD = 0.48), interpreted as High. Logical sequencing, clarity of objectives, critical thinking activities, and alignment of assessments were consistently rated favorably. This aligns with Black and Wiliam's (2018) assertion that coherence between objectives, instruction, and assessment fosters deeper learning. The findings indicate that the module's instructional design effectively supports systematic learning progression in cookery education.

**Language and Readability.** This subsection presents findings on the clarity, simplicity, appropriateness of language level, and overall readability of the module, including the use of learner's friendly terms and instructions suitable for Senior High School learners.

The language and readability dimension obtained an overall mean of 4.56 (SD = 0.51), interpreted as High. Evaluators noted clarity of language, defined technical terms, and easy-to-follow directions. These findings are consistent with literature emphasizing that learner-friendly language enhances comprehension and independent learning, particularly in modular instruction.

**Engagement and Motivation.** This subsection discusses how the module promotes learner interest, participation, and motivation through interactive activities, visuals, contextual examples, and hands-on tasks related to appetizer preparation. Engagement and motivation received an overall mean of 4.71 (SD = 0.42), interpreted as Excellent. High ratings indicate that the module encourages participation, creativity, and appreciation of local cuisine. This supports prior research indicating that contextualized

and hands-on learning activities significantly enhance learner motivation and engagement in TVL subjects (Gonzales & Borsoto, 2019; Widiastuti & Rahayu, 2021).

**Usability and Accessibility.** This subsection presents results on the ease of use of the module, clarity of instructions, availability of materials, adaptability for different learning environments, and accessibility for learners with varying needs.

The module obtained an overall mean of 4.53 (SD = 0.52), interpreted as High, reflecting ease of navigation, flexible use across learning modalities, and accessibility of resources. These findings echo studies highlighting the importance of usability and feasibility in resource-limited educational contexts (Azhar & Ahmad, 2019; Dangle & Sumaoang, 2020).

**Learners' Satisfaction.** This subsection discusses the level of satisfaction of the evaluators or learners regarding the overall usefulness, effectiveness, and learning experience provided by the contextualized learning module on appetizers.

Overall satisfaction yielded a mean of 4.69 (SD = 0.44), interpreted as Excellent, indicating that evaluators found the module suitable for Cookery NC II, comprehensive, and recommendable for classroom use. This result reinforces conclusions in the literature that contextualized and competency-aligned instructional modules lead to high learner and teacher satisfaction (Palomeras, 2024; Buenviaje et al., 2021). The findings confirm that embedding local food heritage in instructional materials makes learning more meaningful and culturally responsive.

This section synthesizes the findings from all evaluation criteria, highlighting the overall strengths of the developed module and identifying areas for improvement based on the evaluators' feedback.

**Recommendation to Implementation of the Contextualized Learning Module**

This section presents recommendations for the implementation of the developed module in Grade 12 Senior High School TVL–Cookery classes. It includes suggestions for classroom use, teacher orientation, possible revisions, and scalability for other schools or learning contexts.

This section integrates and interprets the results by linking them to the objectives of the study and existing literature, explaining how the findings support the effectiveness and relevance of the developed contextualized learning module on appetizers.

The framework also incorporated established instructional design models, such as Dick and Carey's Systems Approach, Backwards Design, and Contextual Learning Theory. Using these principles, the development team first identified the desired learning outcomes understanding global appetizer origins, mastering mise en place techniques, classifying appetizers, and preparing Samar delicacies using proper procedures. After establishing the competencies, the content was sequenced from simple to complex:

beginning with historical foundations (Module 1), developing essential preparation skills (Module 2), and culminating with practical cooking and classification activities (Module 3).

A defining feature of this module is its deep integration of Samar's culinary identity, ensuring that learners not only acquire technical cooking skills but also develop cultural appreciation and pride in local heritage. The integration process began with a thorough cultural scan of the province's gastronomic traditions, focusing on appetizers commonly found in coastal, lowland, and upland communities. Dishes such as kinilaw, sisi, tuway, baduya nga bolinaw, and hinatukan nga puso han saging were deliberately chosen because they represent the authentic flavors of Samar and highlight the province's dependency on fresh seafood, coconut-based ingredients, and traditional cooking techniques.

Incorporating local culinary culture also involved embedding Waray-Waray terms, local food practices, indigenous ingredients, and traditional preparation methods into the lesson content. This approach provided learners with a strong sense of place, connecting their classroom learning with experiences in their homes and communities. For instance, local harvesting practices, such as gathering oysters (sisi) from mangrove forests or preparing puso han saging harvested from backyard farms, were woven into discussions and examples. Cultural narratives were presented to highlight the socio-environmental significance of specific appetizers such as how kinilaw symbolizes freshness and maritime identity or how rompe or budo demonstrates indigenous knowledge on fermentation.

To enrich cultural integration, the module also examined the social contexts in which these appetizers are prepared and consumed fiestas, inuman gatherings, communal cooking (tikang nga panihapon), and coastal celebrations. These cultural touchpoints allowed learners to appreciate appetizers not only as food items but as carriers of social values such as pakikisama, pagkamapinalanggaon, and hospitalidad. By embedding local stories, authentic recipes, and culturally bound practices, the module becomes a tool for cultural preservation, promoting intergenerational knowledge transfer and pride in Samar's culinary heritage.

Ensuring alignment with the TESDA Cookery NC II Training Regulations was a central consideration in the development of the module. Each lesson, activity, and assessment item was intentionally mapped to the required competencies under the following core units: (1) Prepare and Cook Hot Meals, (2) Prepare Appetizers, (3) Perform Mise en Place, (4) Use and Maintain Tools and Equipment, and (5) Practice Food Safety and Sanitation.

The module's structure mirrors the progression of skills outlined in the Cookery NC II competency standards. Module 1 provides cognitive foundations (history of appetizers, classification, cultural relevance), fulfilling the requirement for learners to identify varieties of appetizers and demonstrate understanding of their cultural and culinary purpose. Module 2 explicitly targets competencies related to mise en place, tool identification, organization of workstation, and hygienic handling of ingredients. The lessons include

detailed explanations of knives, kitchen tools, and equipment, allowing learners to practice proper selection and usage in accordance with national TVET standards.

Module 3 focuses on the procedural competencies, guiding learners through the preparation of various appetizers using standard recipes, measurement techniques, and step-by-step procedures. Each dish includes clearly stated tools, ingredients, and cooking techniques that mirror the Performance Criteria of Cookery NC II (e.g., standard portioning, proper use of garnishes, safe handling of seafood, and aesthetically pleasing plating). The inclusion of performance rubrics covering mise en place, cooking execution, food safety, time management, and sensory evaluation further align assessments with TESDA's competency-based evaluation system.

Additionally, the module supports the NC II requirement for learners to practice sanitation, workplace safety, and hazard control, especially vital when handling raw seafood typical in Samar appetizers. The integration of localized recipes ensures that learners gain practice in preparing culturally relevant dishes while still meeting national competency standards. Thus, the module embodies a seamless fusion of contextualized content and formal vocational competencies, preparing learners not only for assessments but also for real-world culinary work environments.

The complete contextualized learning module on appetizers developed in this study is available at the following link: https://drive.google.com/drive/folders/1VWV55UHL5oD7MZwFMqczokyP21bJkrW3?usp=drive_link

## Conclusions

The study successfully developed a pedagogically sound and culturally responsive contextualized learning module on appetizers for Cookery NC II, aligned with DepEd MELCs and TESDA standards. The module demonstrated high acceptability and effectiveness in content quality, cultural relevance, instructional design, readability, engagement, usability, and overall satisfaction, with statistically significant results ($p < 0.001$) and large effect sizes, indicating its potential to enhance learner engagement and understanding.

## Recommendations

*The Contextualized Learning Module: Appetizers Samar Delicacies Edition* is recommended for adoption in Grade 12 Cookery NC II programs across the Samar Division. Further validation through classroom pilot testing, observations, and performance-based assessments is encouraged to establish its reliability and adaptability. Future researchers may conduct experimental studies to assess its effects on academic performance, skills acquisition, and retention, develop contextualized modules for other TVL competencies, and explore digital versions to support flexible and blended learning.

## Compliance with Ethical Standards

This study strictly adhered to the ethical standards prescribed by the Samar State University Graduate School and the Office of the Institutional Human Research Ethics Committee (SSU-IHREC), in accordance with international ethical guidelines, national regulations, and institutional research policies. As evidenced by the issued Ethical Clearance (IHREC Code: 2025-0085-G), the researcher ensured full compliance with all ethical requirements prior to the conduct of data gathering and throughout the duration of the study. In line with the SSU-IHREC ethical code, the study upheld the fundamental principles of respect for persons, beneficence, and justice, ensuring that all participants were treated with dignity, protected from harm, and fairly selected without discrimination. All research procedures, from participant recruitment to data analysis and reporting, were conducted with due consideration for participants' rights, safety, and well-being.

Prior to data collection, informed consent was secured from all participants, specifically Cookery NC II teachers, TESDA-accredited assessors, and DepEd curriculum specialists. The consent forms clearly outlined the objectives of the study, procedures involved, potential risks and benefits, and the voluntary nature of participation. Participants were informed of their right to withdraw at any time without penalty. Their consent was obtained prior to their involvement in any evaluation activity. The researcher also obtained formal permissions from relevant authorities, including school principals of participating Senior High Schools in Paranas, Samar, and approval from the Department of Education Schools Division Office. Coordination with TESDA offices was likewise ensured for compliance with standards related to Cookery NC II competencies.

This study complied with Republic Act No. 10173 (Data Privacy Act of 2012), ensuring the protection of personal and sensitive information. All participant data were treated with strict confidentiality, and anonymity was maintained through the use of codes or pseudonyms. No identifying information was disclosed in reports or publications. All collected data, whether digital or printed, were securely stored. Electronic files were maintained in password-protected storage systems, while physical documents were kept in locked and secure locations accessible only to the researcher and adviser. Data retention and disposal procedures followed institutional and ethical guidelines to ensure continued protection of participant information.

Furthermore, the study adhered to DepEd Order No. 16, s. 2017 (Research Management Guidelines), ensuring proper conduct of research in basic education settings, particularly in handling instructional materials and evaluation data. Consistent with the SSU-IHREC clearance, the researcher was authorized to proceed with data collection within the approved period and remained accountable for maintaining ethical compliance throughout the study. These measures ensured that the research was conducted with integrity, transparency, and accountability, thereby safeguarding participants' rights and reinforcing the credibility and ethical soundness of the study.

## REFERENCES

Alemu, B. M. (2019). The role of modularization in enhancing students' learning autonomy in higher education. International Journal of Instruction, 12(2), 1–14. https://doi.org/10.29333/iji.2019.1221a

Alimuddin, A., Mustami, M. K., & Damayanti, N. W. (2021). Effectiveness of modular distance learning in developing students' critical thinking and problemsolving skills. Journal of Education Research and Evaluation, 5(1), 62–71. https://doi.org/10.23887/jere.v5i1.32065

Azhar, M., & Ahmad, N. (2019). Contextualized teaching and learning in technicalvocational education: Addressing local needs through curriculum adaptation. Journal of Technical Education and Training, 11(3), 45–58. https://doi.org/10.30880/jtet.2019.11.03.005

Black, P., & Wiliam, D. (2018). Classroom assessment and pedagogy. Assessment in Education: Principles, Policy & Practice, 25(6), 551–575. https://doi.org/10.1080/0969594X.2018.1441807

Buenviaje, L. M., Panganiban, C., & delos Santos, J. A. (2021). Contextualized learning modules: Enhancing student engagement in technical-vocational education. International Journal of Learning, Teaching and Educational Research, 20(6), 45–61. https://doi.org/10.26803/ijlter.20.6.3

Castillo, J. P., & Reyes, R. C. (2021). Contextualized learning Module and its effects on student engagement in Cookery. Asian Journal of Educational Research and Synergy, 1(2), 55–66.

Cotejar, A. (2024). Discover the gastronomic wonders of Samar province. Philippine Information Agency. https://pia.gov.ph/regions/discover-the-gastronomic-wonders-of-samar-province/

Dangle, Y. R. P., & Sumaoang, J. D. (2020). The implementation of modular distance learning in the Philippine secondary public schools. International Journal of Academic Multidisciplinary Research, 4(10), 102–110.

Department of Education. (2016). K to 12 basic education curriculum: Home Economics—Cookery NC II. https://www.deped.gov.ph/wp-content/uploads/2019/01/Cookery-NC-II-CG.pdf

Dizon, R. M., & Espinosa, A. A. (2019). Effectiveness of localized instructional MODULE in improving performance of high school students. Asia Pacific Journal of Multidisciplinary Research, 7(2), 25–30.

Fernandez, M. A., Dela Cruz, A. R., & Sarmiento, C. J. (2022). Content analysis of senior high school TVL learning MODULE in the Philippines. Journal of Technical Education and Training, 14(1), 1–10. https://doi.org/10.30880/jtet.2022.14.01.001

Gonzales, R. B., & Borsoto, R. S. (2019). Effectiveness of contextualized modules in enhancing learning performance of senior high school students in the Philippines. Asia Pacific Journal of Multidisciplinary Research, 7(4), 1–9.

Guevarra, M. C., & Arenas, D. J. (2023). Localization and contextualization practices in Philippine basic education: Teachers' perspectives and practices. International Journal of Instruction, 16(2), 431–450. https://doi.org/10.29333/iji.2023.16224a

Jalinus, N., Nabawi, R. A., & Mardin, A. (2020). The readiness of vocational education in the era of industry 4.0. International Journal of Innovation, Creativity and Change, 11(3), 826–843.

Khoo, E. G., Merry, R., & Nguyen, L. T. (2020). Contextualized teaching and learning: Fostering student-centered pedagogies for TVET. International Journal of Training Research, 18(2), 143–158. https://doi.org/10.1080/14480220.2020.1841994

Lopez, R. A., & Santiago, M. C. (2023). Performance-based assessment and learner engagement in senior high school cookery classes. International Journal of Educational Research Review, 8(2), 200–210. https://doi.org/10.24331/ijere.2023.82

Marzuki, A., Nordin, M. S., & Halim, L. (2021). Experiential learning and performance-based education in TVET. Journal of Technical Education and Training, 13(3), 12–22. https://doi.org/10.30880/jtet.2021.13.03.002

Navarro, R. L., & Santos, R. A. (2021). Aligning technical-vocational education with national competency standards: A framework for inclusive skills development. International Journal of Educational Development, 81, 102338. https://doi.org/10.1016/j.ijedudev.2021.102338

Palomeras, P. A. (2024). Digitalized learning module in Cookery for Grade 11 students. International Journal of Multidisciplinary: Applied Business and Education Research, 5(9), 3554–3560. https://doi.org/10.11594/ijmaber.05.09.14

Philippine Information Agency. (2026). Filipino cuisine and its ASEAN heritage. https://pia.gov.ph/features/filipino-cuisine-and-its-asean-heritage/

Rara, C. N., & Cuizon, M. G. C. (2023). Enhancing the academic performance and motivation of Grade 8 Cookery learners using contextualized learning module. DepEd E-Saliksik Research Portal

Rahman, S., Abdurrahman, A., & Jumadi, J. (2020). The impact of constructivist learning models in vocational schools. Journal of Education and Learning, 14(1), 45–52. https://doi.org/10.11591/edulearn.v14i1.14976

Reyes, A. C. (2026). 'Tagay Sangkay' food, wine festival highlights traditional Waray cuisine. Philippine Information Agency. https://pia.gov.ph/news/tagay-sangkay-food-wine-festival-highlights-traditional-waray-cuisine/

Tarrayo, V. N., & Potestas, M. D. (2021). Localizing and contextualizing English learning MODULE for Filipino learners. Journal of Language and Education, 7(2), 99–110. https://doi.org/10.17323/jle.2021.11374

Technical Education and Skills Development Authority. (2014). Training regulations for Cookery NC II. https://tesda.gov.ph/Downloadables/TR%20Cookery%20NC%20II.pdf

Widiastuti, R., & Rahayu, N. (2021). The effectiveness of contextualized learning materials in vocational high schools in Indonesia. Journal of Technical Education and Training, 13(2), 45–56. https://doi.org/10.30880/jtet.2021.13.02.004

Wiggins, G., & McTighe, J. (2021). Understanding by design (3rd ed.). Association for Supervision and Curriculum Development (ASCD).

**APA Citation:**

Mabansay, S.-A. Y. (2026). DEVELOPMENT OF CONTEXTUALIZED LEARNING MODULE ON APPETIZERS FOR GRADE 12 SENIOR HIGH SCHOOL LEARNERS. Ignatian International Journal for Multidisciplinary Research, 4(10), 625–648. https://doi.org/10.5281/zenodo.23812826

*sherryann.mabansay@deped.gov.ph*