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ENHANCING HOME ECONOMICS COMPETENCIES THROUGH AUTHENTIC LEARNING MATERIALS

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ABSTRACT

The focused of this study was to determine the effectiveness of the authentic learning materials in enhancing the performance of learners in Home Economics Competencies. This study was conducted in Mogao Integrated School, Mankayan District, Benguet during the First quarter of the school year 2025-2026. The researcher used quasi-experimental design, which is similar to experimental research but lacks a control group, random selection, random assignment active manipulation. The pre-test and post-test were the main instruments in gathering data needed in this study. The findings of the study are as follows: The performance level of the grade 9 leaners before the use of the authentic materials is fairly satisfactory; the learners are at the very satisfactory level after using the authentic materials; there is statistically significant improvement in student performance from pre-test to post test. Based on the findings, the following are the conclusions, the learners had already shown improvement in their performance prior to using the authentic materials; the authentic materials is an effective tool for enhancing student performance; the authentic learning materials effectively contributes in improving student performance.

KEYWORDS: learners, satisfactory, pre-test, post-test, authentic, performance.

INTRODUCTION

Education in Edukasyong Pantahanan at Pangkabuhayan (EPP) plays a significant role in preparing learners with essential life skills that contribute to their personal development and economic productivity. EPP focuses on the development of competencies in agri-fishery arts, home economics, industrial arts, and entrepreneurship, which are crucial areas that cultivate technical knowledge and practical abilities among learners. These domains encourage

learners to develop creativity, resourcefulness, and self-reliance while preparing them for real-world challenges and livelihood opportunities. Through these learning areas, students acquire skills that may serve as foundations for future employment and sustainable living (Caña, 2010). However, despite the recognized importance of EPP in skill formation, several learners still experience difficulty in applying theoretical knowledge to real-life contexts, suggesting that traditional instructional approaches may not always fully support practical skill development.

Among the different components of EPP, Home Economics is particularly important because it directly addresses everyday life competencies such as food preparation, clothing construction, household management, and financial literacy. These competencies help learners develop independence and practical problem-solving skills that are relevant to family and community life. For instance, classroom activities such as preparing meals, sewing simple garments, and creatively using recycled materials for gift wrapping allow learners to develop ingenuity and innovation. These activities not only enhance technical skills but also foster creativity and environmental awareness, which can influence learners' perspectives toward resource utilization and sustainability (Caña, 2010). Nevertheless, observations in many classroom settings indicate that learners sometimes struggle to fully grasp these concepts when instruction relies heavily on abstract explanations rather than contextualized or practical learning experiences.

One instructional strategy that addresses this challenge is the use of authentic learning materials. Authentic learning refers to the integration of real-world contexts and experiences into the learning process, enabling learners to connect theoretical knowledge with practical applications. Authentic instructional materials are designed to reflect real-life situations, cultural practices, and community-based experiences that learners encounter in their daily lives. In Home Economics, for example, budgeting exercises may incorporate price lists from local markets, while food preparation activities may involve recipes using ingredients commonly available in the learners' communities. By presenting learning tasks within realistic contexts, authentic materials make lessons more meaningful, understandable, and engaging for students (Qudsyi, 2021).

Studies suggest that authentic learning materials significantly contribute to the development of learners' cognitive, psychomotor, and affective domains. According to findings cited by the U.S. Department of Education, authentic learning environments promote deeper

understanding and long-term knowledge retention because learners actively engage in practical tasks that simulate real-life experiences. In subjects such as Home Economics, where the practical application of knowledge is essential, authentic learning materials enable learners to develop critical thinking, decision-making, and problem-solving skills that are transferable to real-life situations. Furthermore, authentic teaching approaches strengthen the relationship between schools and communities by incorporating learners' cultural and social contexts into instructional practices, thereby creating more meaningful educational experiences (Perin, 2022).

Authentic learning materials also enhance learner motivation and engagement. When students perceive learning tasks as relevant to their own lives, they are more likely to participate actively and persist in completing academic activities. This concept aligns with contextual teaching and learning, which encourages teachers to link new knowledge with learners' prior experiences. Through this process, learners construct deeper understanding, retain information more effectively, and develop the ability to apply knowledge in different situations. Previous studies have demonstrated that contextualized and authentic instructional strategies improve learners' comprehension, retention, and academic performance (Chen et al., 2020; Us Saqlain, Shafqat, & Hassan, 2020). In the Philippines, the implementation of contextualized instruction is further supported by Department of Education Order No. 16, s. 2012, which promotes the localization and indigenization of instructional materials to ensure that learning experiences are relevant to the learners' environment.

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Authentic learning materials are closely associated with the processes of localization and indigenization. Localization involves adapting instructional content to local contexts and utilizing resources that are readily available in the community. Indigenization, on the other hand, integrates learners' cultural traditions, historical backgrounds, and social experiences into the learning process. These approaches ensure that the curriculum remains culturally responsive and meaningful to learners. Research has shown that when instructional materials are contextualized according to local realities, learners demonstrate higher levels of engagement and improved learning outcomes (Nuqui, 2019). However, while the importance of contextualization and localization has been widely emphasized in educational policy and research, there remains limited empirical evidence on how these strategies specifically influence the teaching and learning of practical subjects such as Home Economics.

The integration of authentic learning materials is also consistent with the goals of the K to 12 Basic Education Curriculum in the Philippines, which emphasizes the development of 21st-century skills and lifelong learning competencies. Through contextualized instruction in Technology and Livelihood Education (TLE), learners are expected to develop practical skills that enable them to become self-reliant, responsible, and productive individuals. These competencies are particularly relevant in Home Economics, where learners are trained to manage personal and family resources effectively (Reyes, 2020). Nevertheless, despite the strong curricular emphasis on authentic learning, many classroom practices still rely on traditional teaching materials that may not fully reflect learners' real-life experiences or community contexts.

International educational systems further highlight the value of authentic learning in skill-based subjects. In Australia, authentic learning is integrated into the Australian Curriculum: Design and Technologies, where instructional activities are contextualized based on local food production systems, sustainability practices, and household resource management. These authentic learning tasks aim to develop learners' practical life skills while enhancing their problem-solving abilities related to health, nutrition, and environmental sustainability (ACARA, 2020). Similarly, the Finnish education system integrates real-life contexts into Home Economics education by emphasizing financial literacy, entrepreneurship, and sustainability. Programs such as Yrityskylä, a simulated business learning environment, allow learners to experience real-world economic activities that strengthen their decision-making and teamwork skills (ORIAS, 2023). In Japan, Home Economics education incorporates practical worksheets and learning activities that focus on meal planning, nutrition, and family resource management, preparing learners for independent living and responsible family life (UNESCO, 2020).

In the Philippine context, the K to 12 curriculum promotes the use of authentic instructional materials within Technology and Livelihood Education, particularly in Home Economics. Instructional resources are designed to reflect local culture, community practices, and available resources to ensure that learning experiences remain relevant and practical. The Department of Education's Learning Resource Portal provides contextualized activity sheets and learning modules that allow learners to practice skills such as budgeting, meal preparation, and household management using real-life scenarios (DepEd, 2019). However, despite the availability of these materials, there is still limited research investigating how

authentic learning materials specifically influence learners' competency development in Home Economics classrooms.

A review of related literature further reveals that most existing studies on authentic learning focus primarily on academic subjects such as Mathematics, Science, and English, with relatively fewer studies examining its application in skill-based disciplines like Home Economics. Additionally, while previous research highlights the effectiveness of contextualized instruction in improving student engagement, there is still insufficient empirical evidence regarding how authentic learning materials affect both conceptual understanding and practical skill development simultaneously in Home Economics education. This indicates a significant research gap in understanding how authentic instructional materials can be effectively utilized to enhance learners' mastery of practical competencies.

Given these gaps, there is a need to conduct further research that examines the role of authentic learning materials in improving learners' learning experiences and skill development in Home Economics. The researcher observed that many learners experience difficulties in understanding certain Home Economics concepts and translating them into practical applications. Therefore, exploring the effectiveness of authentic worksheets and contextualized instructional materials may provide insights into improving learner engagement, comprehension, and performance in the subject.

The results of this study are expected to benefit several stakeholders in the educational community. Learners may experience improved engagement and enhanced practical competencies in Home Economics through the use of authentic worksheets that allow them to apply knowledge in real-life situations. Teachers may gain valuable insights into designing and implementing contextualized instructional materials that make learning more meaningful and effective. School administrators may utilize the findings to support instructional innovations and curriculum development initiatives that strengthen competency-based education. Curriculum developers may benefit from evidence-based recommendations that guide the development of culturally responsive and authentic learning materials aligned with national educational standards. Finally, parents and community members may benefit as learners develop practical life skills that enable them to become responsible, self-reliant, and productive individuals who can contribute positively to family and community development.

Review of Related Literatures

The use of authentic learning materials in education has been widely supported by several learning theories that emphasize experiential, contextual, and cognitively efficient approaches to instruction. Among these are Experiential Learning Theory, Situated Learning Theory, and Cognitive Load Theory, which collectively highlight the importance of practical engagement, contextualized learning environments, and well-structured instructional design in facilitating effective learning.

One of the most influential perspectives supporting authentic learning is Experiential Learning Theory developed by Kolb (2015). This theory explains that learning occurs through a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. According to Kolb, learners gain deeper understanding when they engage directly with tasks, reflect on their experiences, connect these experiences with theoretical concepts, and subsequently apply the knowledge in new contexts. In the field of Home Economics, experiential learning is evident in activities such as cooking, sewing, budgeting, and household management tasks where learners actively perform real-life functions. These experiences enable learners to integrate theory and practice while developing both cognitive and practical competencies. Authentic learning materials support this process by providing realistic scenarios and hands-on tasks that simulate everyday experiences. As a result, learning becomes more meaningful and transferable to real-life contexts, strengthening students' engagement and skill development.

Complementing experiential learning is Situated Learning Theory, originally proposed by Lave and Wenger, which emphasizes that knowledge is constructed through participation in real-world activities and social interactions. Situated learning suggests that learning is most effective when it occurs within authentic contexts where learners interact with others and participate in meaningful tasks. In Home Economics education, this theory highlights the importance of embedding learning in real-life situations such as meal preparation, household budgeting, and family resource management. Through collaborative activities and shared problem-solving experiences, learners develop practical knowledge that reflects real-world applications. A key concept within this theory is legitimate peripheral participation, where learners initially participate in simple tasks and gradually assume more complex responsibilities as they gain expertise.

Wenger-Trayner (2020) further emphasized that learning occurs within communities of practice, where individuals collaboratively construct knowledge through shared experiences and social interaction. In the context of Home Economics, learners may work in groups to prepare meals, plan budgets, or manage household tasks, thereby developing practical competencies while engaging in collaborative learning. Such authentic environments promote deeper understanding and enable learners to transfer acquired knowledge beyond classroom settings. By situating learning within familiar social and cultural contexts, Home Economics education becomes more relevant and responsive to the real-life needs of learners.

Another theoretical foundation that informs the development of authentic instructional materials is Cognitive Load Theory (CLT) introduced by Sweller, Ayres, and Kalyuga (2019). Cognitive Load Theory explains how instructional design can influence learners' ability to process and retain information. According to CLT, effective learning occurs when instructional materials are structured in a way that optimizes the learner's cognitive capacity by managing three types of cognitive load: intrinsic load, which refers to the inherent complexity of the learning task; extraneous load, which involves unnecessary instructional elements that may hinder learning; and germane load, which represents the cognitive effort dedicated to building meaningful understanding.

In Home Economics instruction, where learners are often required to perform complex practical tasks such as meal planning, sewing procedures, or financial management, poorly designed instructional materials may lead to cognitive overload. Authentic learning materials, when properly designed, can reduce extraneous cognitive load by providing clear instructions, step-by-step demonstrations, and visual representations of processes. Scaffolding strategies such as guided practice, worked examples, and incremental task progression help learners manage intrinsic load while gradually building expertise. Through these approaches, authentic instructional materials facilitate deeper comprehension and effective skill acquisition among learners.

In addition to these learning theories, the integration of authentic learning materials aligns with the 21st Century Skills Framework promoted by the Partnership for 21st Century Learning (2019). This framework highlights essential competencies such as critical thinking, communication, collaboration, and creativity, which are necessary for learners to succeed in modern society. Authentic learning tasks in Home Economics, such as budgeting exercises, meal preparation activities, and collaborative household projects, encourage learners to

analyze problems, make decisions, communicate effectively, and work cooperatively with peers. These experiences foster practical problem-solving abilities and prepare learners to address real-life challenges.

In the Philippine educational context, several policies issued by the Department of Education (DepEd) support the use of contextualized and authentic instructional materials. DepEd Order No. 35, s. 2016 emphasizes curriculum contextualization, localization, and indigenization, which aim to ensure that instructional materials reflect the diverse cultural, social, and environmental contexts of learners. Localization refers to adapting learning materials to the specific conditions and resources of a community, while indigenization involves integrating indigenous knowledge, cultural practices, and local traditions into the curriculum. These approaches enhance the relevance of learning experiences and promote inclusivity by recognizing learners' diverse backgrounds (Anderson, 2020).

Furthermore, the principle of indigenization encourages collaboration between schools and local communities to ensure that educational content accurately reflects cultural contexts and community realities. UNESCO (2014) emphasized that integrating indigenous perspectives into the curriculum helps create inclusive learning environments while strengthening learners' cultural identity and sense of belonging. In Home Economics education, this approach may involve incorporating local food preparation methods, traditional crafts, and community-based livelihood practices into learning activities. Another relevant policy is DepEd Order No. 18, s. 2020, which provides guidelines for the development and distribution of learning resources under the Basic Education Learning Continuity Plan (BE-LCP). This policy ensures that instructional materials remain responsive to the diverse learning conditions and needs of students, particularly during educational disruptions such as the COVID-19 pandemic. The order outlines guidelines for the production, distribution, and utilization of self-learning modules and other instructional resources that support flexible learning modalities.

At the regional level, Regional Memorandum No. 938, s. 2024 issued by the Department of Education Region VIII further emphasizes the importance of documenting and sharing authentic learning delivery systems, innovative teaching modalities, and pedagogical practices across schools and divisions. This initiative aims to identify effective instructional approaches and encourage the dissemination of best practices that enhance learning outcomes.

Overall, the reviewed literature highlights the importance of authentic learning materials in enhancing practical competencies, learner engagement, and contextualized learning experiences. The theories of experiential learning, situated learning, and cognitive load collectively support instructional approaches that emphasize real-world applications, social participation, and effective cognitive processing. Additionally, national educational policies in the Philippines reinforce the need for contextualized and authentic learning resources to ensure that educational experiences remain relevant to learners' lives and communities. These theoretical and policy foundations provide strong support for the present study on enhancing Home Economics competencies through authentic learning materials.

METHODOLOGY

This study employed a quasi-experimental one-group pretest–posttest design to determine the effectiveness of authentic-based learning materials in improving the Home Economics competencies of Grade 9 learners. The participants were 24 Grade 9 students from Mogao Integrated School, Mogao, Balili, Mankayan, Benguet, during the School Year 2025–2026. A pretest was first administered to determine the learners' baseline competencies. This was followed by an instructional intervention using authentic-based learning materials that incorporated real-life tasks and contextualized activities. After the intervention, the same learners took a posttest to measure any improvement in their competencies.

The study utilized a 50-item test aligned with the Most Essential Learning Competencies (MELCs) for Grade 9 Home Economics, administered as both pretest and posttest. The instrument was adopted from Project SMART developed by DepEd-CAR, which had undergone regional quality assurance, making it valid and reliable (DepEd-CAR RM No. 521, s. 2022). Necessary permissions were secured from the Graduate School, the Schools Division Superintendent of Benguet, the school head, and the parents of the learners. Data were analyzed using mean, standard deviation, and dependent (paired sample) t-test to determine significant differences between the pretest and posttest results, while ethical standards such as confidentiality, voluntary participation, and proper citation of sources were strictly observed.

RESULTS AND DISCUSSION

This chapter presents the results and discussion on the findings of the study based on the gathered data.

Level of Performance of Learners in Home Economics before the Use of Authentic-based Learning Materials

Table 1 presents the level of performance of learners in Home Economics before the use of authentic-based learning materials. Studying from the table, it was shown that the learners are in the Fairly Satisfactory level with a mean 2.30. With a score of 2.30, learners frequently completed simple or partial tasks but fell short of the required levels of competency in areas like cooking and nail care. knowledge was insufficiently developed to carry out the skills with confidence, which may be the result of instructional gaps, a lack of relevance in earlier lessons, or a low level of participation in learning activities. It also implies that some foundational concepts taught in earlier grades were not fully understood or mastered. Learners may have trouble grasping some of the foundational concepts in earlier grades.

The findings are supported by Romero et al.'s (2024) research, which found that while Filipino students shown strengths in entrepreneurial attitude and adaptability, there were noticeable shortcomings in fundamental competences such as Family/Consumer Sciences

Table 1. ***Level of Performance of the Learners in Home Economics Before the Use of Authentic-based Learning Materials.*** **N=24.**

Learners	Pretest	Descriptive Equivalent
1	20	Fairly Satisfactory
2	22	Satisfactory
3	20	Fairly Satisfactory
4	10	Did not meet the Expectation
5	21	Satisfactory
6	21	Satisfactory
7	15	Fairly Satisfactory
8	20	Fairly Satisfactory
9	22	Satisfactory
10	16	Satisfactory
11	25	Satisfactory
12	16	Fairly Satisfactory
13	17	Fairly Satisfactory
14	21	Satisfactory
15	15	Fairly Satisfactory
16	19	Fairly Satisfactory
17	20	Fairly Satisfactory
18	10	Did not meet the Expectation
19	15	Fairly Satisfactory
20	9	Did not meet the Expectation
21	24	Satisfactory
22	10	Did not meet the Expectation

23	21	Satisfactory
24	20	Fairly Satisfactory
Sum	429	
Mean	17.875	Fairly Satisfactory

	Level of Performance							
	O	**VS**	**S**	**FS**	**NDME**			
	5	**4**	**3**	**2**	**1**	**TWP**	**WM**	**DE**
1.nail care	0 0	0 0	7 21	15 30	2 2	53	2.21	FS
2.cookery	0 0	0 0	9 27	15 30	0 0	57	2.38	FS
AWM							**2.30**	**FS**

Legend:

Numerical Value	**Scores**	**Statistical Limit**	**DE**	**Symbols**
5	41-50	4.21-5.00	Outstanding	O
4	31-40	3.41-4.20	Very Satisfactory	VS
3	21-30	2.61-3.40	Satisfactory	S
2	11-20	1.81-2.60	Fairly Satisfactory	FS
1	0-10	1.00-1.81	Did Not Meet Expectation	DNME

Knowledge and Home Management/Housekeeping. It is stated that such disparities indicate the need for more targeted curricular approaches and support programs to improve mastery and preparation for both academic pursuits and workforce integration. The study emphasizes that, despite significant strengths, Filipino Home Economics students usually indicate just partial mastery of needed competencies, indicating a performance level consistent with "fairly satisfactory" rather than "fully satisfactory."

Table 1 shows that "cookery" had the best performance level prior to the use of authentic learning materials, with a weighted mean (WM) of 2.38, which is classified as Fairly Satisfactory (FS). This suggests, however, that learners marginally did better in cooking than in nail care. The "fairly satisfactory" cooking pretest results of learners are a reflection of their lack of experience, resource limitations, and the necessity of authentic, experiential learning methods. This also indicates that learners began their assessment with only basic

knowledge and modest practical skills. This pattern is common because learners had little prior hands-on experience, relying primarily on theoretical understanding with insufficient opportunities to practice actual cooking tasks. Furthermore, many faced resource constraints, such as a lack of proper kitchen equipment or ingredients, which limited their ability to fully participate in and master practical activities.

The results are supported by the research of Sumayang & Saab (2025), who discovered that in order for all students to fully participate in activities rather than merely watch or imitate them, resource gaps such as a lack of ingredients, equipment, or dedicated kitchen space must be addressed. Active guided practice is made possible when resources are available, and instruction is adapted to the backgrounds of learners. Teachers can provide prompt feedback, dispel misunderstandings, and assist students as they try new things and learn from their mistakes.

The pretest result for nail care with a weighted mean of 2.21 and classified as Fairly Satisfactory (FS) places it second among the two examined competencies, trailing only cookery. This ranking and performance level provide vital information about learners' readiness and skill acquisition prior to any authentic interventions. The marginally lower score in nail care than in cooking indicates that learners are even less knowledgeable or experienced in this field. For many learners, nail care may be seen as less routine or more specialized than cooking, which is more frequently done at home and integrated into daily life. While cooking is almost always done in Filipino homes, not all students are exposed to or required to perform nail care tasks. Cultural factors, gender expectations, and household habits probably play a role. Lower proficiency and confidence in nail care techniques at the pretest stage are caused by the fewer opportunities for real world practice.

The result is contradictory by the study of Kawakubo's (2023) study, that learners who participated in salon-based nail care showed exceptionally positive results even prior to formal instructional modules or school-based interventions. In particular, it has been demonstrated that getting nail care in a salon—where social interaction with professionals and superficial self-disclosure take place—significantly improves emotional well-being, produces feelings of relaxation, and contributes to a sense of personal vitalization. Thus, the study shows that external factors and informal learning settings can lead to higher-than-expected baseline performance and motivation in nail care, which ultimately affects the design and evaluation of educational interventions. Therefore, the assumption of the study

which states that the performance level of the learners before the use of authentic-based learning materials in Home Economics is satisfactory is not true and hereby negated. It is negated because the result is fairly satisfactory.

Level of Performance of the Learners in Home Economics After the Use of Authentic-based Learning Materials

Table 2 shows the level of performance of the learners after the use of authentic learning materials. The result is very satisfactory with the mean of 3.65. It demonstrates how authentic learning resources are essential for improving learners' performance across competencies, bridging the theory practice gap, and offering thorough, practical preparation. This notable improvement suggests that authentic learning resources, which link classroom material to real world scenarios, offer practical experience, and encourage instant feedback, are very successful in improving student learning outcomes.

Knowledge and Home Management/Housekeeping. It is stated that such disparities indicate the need for more targeted curricular approaches and support programs to improve mastery and preparation for both academic pursuits and workforce integration. The study emphasizes that, despite significant strengths, Filipino Home Economics students usually indicate just partial mastery of needed competencies, indicating a performance level consistent with "fairly satisfactory" rather than "fully satisfactory."

Recent studies conducted in the Philippines strongly support this findings. Sumayang and Saab (2025) discovered that the use of authentic modules in cooking resulted in significant gains in both knowledge acquisition and skill demonstration, placing students as a group in the "very satisfactory" band of achievement. In a similar vein, research such as Kawakubo (2023) and

Table 2. ***Level of Performance of the Learners in Home Economics After the Use of Authentic-based Learning Materials. N= 24***

Learners	Posttest	Descriptive Equivalent
1	35	VS
2	36	VS
3	32	VS
4	28	S
5	36	VS
6	31	VS
7	25	S

8	33	VS
9	32	VS
10	41	O
11	36	VS
12	26	S
13	27	S
14	40	O
15	32	VS
16	40	O
17	32	VS
18	27	S
19	30	S
20	28	S
21	30	S
22	29	S
23	33	VS
24	30	VS
Sum	769	
Mean	32.04	VS

	Level of Performance							
	O	**VS**	**S**	**FS**	**NDME**			
	5	4	3	2	1	**TWP**	**WM**	**DE**
1.nail care	2 10	11 44	11 33	0 0	0 0	87	3.63	VS
2.cookery	2 10	12 48	10 30	0 0	0 0	88	3.67	VS
AWM							3.65	VS

Legend:

Numerical Value	**Scores**	**Statistical Limit**	**DE**	**Symbols**
5	41-50	4.21-5.00	Outstanding	O
4	31-40	3.41-4.20	Very Satisfactory	VS
3	21-30	2.61-3.40	Satisfactory	S
2	11-20	1.81-2.60	Fairly Satisfactory	FS
1	0-10	1.00-1.81	Did Not Meet Expectation	DNME

Aquino (2024) has demonstrated that well-crafted, experiential materials not only improve technical skills but also motivation, engagement, and emotional well-being, all of which contribute to higher success rates.

Furthermore, Table 2 shows that among the two competencies, cookery maintain its first spot after the use of authentic materials. The result is 3.67 with a descriptive equivalent of very satisfactory. There are a number of reasons why cooking is in the top spot after the intervention. The authentic materials, for the most part, gave learners tangible, relatable tasks utilizing ingredients and recipes that they were already familiar with. Because of this authenticity and relevance, learners were more motivated to learn practical skills, were able to apply their prior informal cooking experiences, and were more engaged. It suggests that authentic learning resources are essential for improving students' performance across competencies, bridging the theory-practice gap, and offering thorough, practical preparation.

The findings are corroborated by Tacanay's study from 2025, which shows a direct correlation between higher learners achievement in cooking and strong teacher competence in classroom management, lesson delivery, and assessment. It also promotes ongoing teacher training to further improve performance. Nail care, while also achieving a "very satisfactory" and a mean score 3.65 ranks just below cookery. This progress is also attributable to the authentic, experiential approach, which provided learners with appropriate tools and promoted actual skill development in safe, supervised situations.Nail care lags slightly behind cookery because most learners do not practice it as often in their daily lives, and may feel more cautious or anxious due to the technical nature of the tasks (such as using sharp tools). However, nail care still trails slightly behind cookery, possibly because the activity is less embedded in everyday routines for most learners and might initially evoke more anxiety about technical precision and hygiene. The result implies that skills that are less ordinary or more sensitive such as nail care will want more emotional support, frequent guided practice, and gradual scaffolding until students feel as competent as they do with more familiar tasks such as cooking.

The findings are consistent with those of Ramos et al. (2024). Their research discovered that, while authentic and competency-based approaches significantly improved overall nail care skill levels, students with less prior real-life exposure or who perceived nail care as highly technical often required more practice, experienced more initial anxiety, and progressed at a slightly slower rate than those in more familiar areas like cooking. The study emphasized the importance of targeted support, gradual skill development, and the use of authentic, relatable tools in assisting all learners in reaching high levels of achievement, echoing the conclusion that experiential and context-rich learning closes performance gaps but does not immediately

erase differences due to prior experience and confidence. Therefore, the assumption of the study which states that the performance of the learners after the use of authentic-based learning materials in Home Economics is very satisfactory is true and confirmed.

Significant Difference in the Level of Performance of the Learners before and After the Use of Authentic-based Materials in Teaching Home Economics

The findings in Table 3 demonstrate a statistically significant difference in the level of performance of learners in Home Economics before and after the use of authentic materials. After subjecting the scores in the pretest and post-test to t-test, the computed t is 19.429 which is greater than the tabular t value of 6.314 at five (5) percent level of significance and 23 degrees of freedom. The obtained result is significant thus, the null hypothesis is rejected. Therefore, there is a significant difference between the pretest and post test scores of the learners before and after the use of contextualized materials in teaching Home Economics. Authentic learning materials help students do better in cooking and nail care by making lessons easier to understand, more useful, and interesting. In cooking, these materials use familiar recipes, local ingredients, and ways of cooking that are common in daily life, so learners can easily relate what they learn in class to what they do at home. For nail care, the materials give simple, step-by-step instructions, use real tools, and teach safe and clean ways to care for nails. By showing real situations like at home or in a salon, these materials help learners feel less worried about making mistakes, let them practice often, and get quick help and advice. This makes learning both cooking and nail care more effective and enjoyable.

The result implies that Home Economics not only raised proficiency but also enhanced learners' confidence, engagement, and ability to transfer learning into real-life applications. The findings are supported by Dorr and Taylor's (2023) extensive investigation of how authentic teaching and learning methodologies effect vocational education, notably in areas such as culinary arts and personal care. Their findings demonstrate that when lessons are designed to be meaningful, relevant, and directly connected to students' daily lives and future workplaces, learners achieve much greater mastery of practical skills compared to those taught with traditional, abstract, or textbook-only approaches. They observed that authentic methods such as incorporating local recipes, realistic workplace scenarios, and hands-on activities make learning more engaging and memorable for learners. Learners demonstrated not only improved culinary and personal care skills,

Table 3. ***Significant Difference in the Level of Performance of the Learners before and After the Use of Authentic-based Materials in Teaching Home Economics*** **(N=24)**

LEARNERS	**PRETEST**	**POSTTEST**	**d**	**D^2**
1	20	35	15	225
2	22	36	14	196
3	20	32	12	144
4	10	28	18	324
5	21	36	15	225
6	21	31	10	100
7	15	25	10	100
8	20	33	13	169
9	22	32	10	100
10	16	41	25	625
11	25	36	11	121
12	16	26	10	100
13	17	27	10	100
14	21	40	19	361
15	15	32	17	289
16	19	40	21	441
17	20	32	12	144
18	10	27	17	289
19	15	30	15	225
20	9	28	19	361
21	24	30	6	36
22	10	29	19	361
23	21	33	12	144
24	20	30	10	100
Sum	429	769	340	5280
Mean	17.88	32.04	14.17	220.00

	Before		After			
	WM	DE	WM	DE	D	D^2
1.Nail Care	2.21	FS	3.63	VS	1.42	2.0164
2.Cookery	2.38	FS	3.67	VS	1.29	1.6641
AWM	**2.30**	**FS**	**3.65**	**VS**	**2.71**	**3.6805**

t_{-comp} = 19.429

$t_{0.05}$,1df = 6.314

Result: Significant Difference

Decision: Reject Ho

But also greater desire, involvement, and willingness to practice. This led to deeper understanding, better retention of information, and stronger ability to apply skills in authentic settings.

The shift from "Fairly Satisfactory" (FS) ratings with weighted means of 2.21 (nail care) and 2.38 (cookery) to "Very Satisfactory" (VS) ratings with weighted means of 3.63 and 3.67, respectively, highlights the significant impact of contextualized learning materials. The mean gains—1.42 points in nail care and 1.29 in cookery—are significant in educational assessment. These gains demonstrate that nearly every learners, not just a select few, benefited from the intervention. The squared differences (D2) show that these gains were consistent for every learner. This implies that not only marked improvement but also widespread, consistent positive change among all learners, as further evidenced by the large squared differences.

DepEd policy and memoranda promoting authentic learning materials from 2021 to 2025 provide strong support for the study's findings. As per Section 32 of DepEd Order No. Authentic, as defined in 2015 (still cited in more recent guidelines), is connecting the curriculum to the environment, circumstance, or field of application in order to make competencies applicable, significant, and helpful to all learners. In order to improve student engagement and subject-matter mastery, these policies require schools to develop and utilize learning materials that are representative of local needs and experiences. Furthermore, "Curriculum shall be Authentic and be flexible enough to enable and allow schools to localize and enhance the curriculum based on their respective educational and social contexts," according to Section 10.2 of the Implementing Rules and Regulations (IRR) of Republic Act 10533 (Enhanced Basic Education Act—K to 12). School-level memoranda (like SM-2022-001) further reaffirm that authentic delivery is a fundamental component of the curriculum in order to close performance gaps and promote steady, equitable progress for all students (Deped Memo No. 001, s. 2024).

In summary, the findings of the study are the following: the performance of the learners before the use of authentic learning materials in Home Economics is fairly satisfactory, the performance of the learners after the use of authentic learning materials in Home Economics is very satisfactory, and there is a significant difference between the pretest and post test scores of the learners before and after the use of authentic materials in teaching Home Economics. In general, it confirms that using authentic learning materials to teach Home Economics, particularly in cooking and nail care, positively improved and increased students' learning. David Kolb's theory, which holds that knowledge is created via firsthand experience, introspection, and application, supports the findings. In the context of home

economics, authentic learning materials offer practical exercises, like preparing well-known recipes or carrying out genuine nail care procedures, which enable students to actively participate, experiment, reflect, and apply what they have learned. The notable gains in your study demonstrate how this process strengthens retention, increases skill mastery, and deepens understanding /(May-Varas, S. / (2023).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The findings of the study revealed that the learners initially demonstrated a fairly satisfactory level of performance in Home Economics, indicating limited proficiency and confidence in performing practical tasks such as cooking and nail care. After the implementation of authentic-based learning materials, the learners' performance improved to a very satisfactory level, suggesting that the materials enhanced their understanding, engagement, and practical skills in the subject. Furthermore, the statistical analysis showed a significant difference between the pretest and posttest scores, confirming that the use of authentic-based learning materials had a positive effect on the learners' competencies in Home Economics. These results indicate that integrating authentic, real-life learning activities can significantly improve learners' mastery of practical skills and strengthen their overall learning experience.

Recommendations

Based on these findings, it is recommended that Home Economics teachers integrate authentic-based learning activities such as cooking demonstrations, simulated salon practices, and other hands-on tasks that reflect real-life situations to improve learners' skills and confidence. Instructional materials should also be contextualized to reflect learners' cultural practices, home experiences, and community realities in order to make lessons more meaningful and applicable. Schools and curriculum planners are encouraged to support the development and continuous use of authentic-based instructional materials by providing appropriate training and resources for teachers. Future researchers may conduct similar studies with larger samples and explore the long-term effects of authentic learning materials on learners' retention of knowledge and practical skill application.

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