

Enhancing Work Behavior and Culinary Skills Acquisition Among SHS TVL Students Through Culinary Mobile Application (CULIMAPP)

Ma. Teresa Pantoja Marasigan

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: julierosemendoza002@gmail.com

Abstract—This study aimed to investigate the relationship and effect of using Culinary Mobile Application (CuliMApp) on enhancement of work behavior and skills acquisition among SHS TVL students. Specifically, it sought to find out the level of Culinary Mobile Application (CuliMApp) in terms of its components such as objective, text-to-speech, comprehensive video lesson, interactive learning games and self-paced assessment, alongside with its characteristics such as Accessibility, Functionality, Application design, User Engagement, and Originality. The study also evaluated the significant relationship between Culinary Mobile Application (CuliMApp) and enhancement of work behavior as well as the significant effect between Culinary Mobile Application (CuliMApp) and skills acquisition among SHS TVL Students in learning culinary/cookery subject. On the other hand, experimental research design was utilized in this study. A self-made survey questionnaire and performance scoring rubrics, which were answered by 80 respondents from the TVL Senior High School at Majada Integrated School were used. Also, in selecting the respondents a purposive sampling technique was employed, ensuring that the participants possessed the specific characteristics required and were appropriate for the objectives of the study. Moreover, the researcher utilized weighted mean, standard deviation, Pearson r correlation, and regression analysis to analyze and interpret the data gathered. The findings show that the level of the Culinary Mobile Application (CuliMApp), in terms of both its components and characteristics, was rated as Very High by the respondents. Likewise, the level of enhancement of work behavior among SHS TVL students was also interpreted as Very High, indicating that the application contributed positively to students. Also, the results showed that in terms of the effectiveness of the Culinary Mobile Application, most students obtained ratings under the Very Satisfactory and Satisfactory levels, while only a minimal number achieved the Excellent category, statistical analysis state that there was no significant effect between the use of the Culinary Mobile Application (CuliMApp) and skills acquisition among SHS TVL students. Students can use a mobile learning tool like Culinary Mobile Application (CuliMApp) to improve their understanding of culinary/cookery lessons while developing their skills in self-regulated learning guided by teachers. Additionally, teachers may employ their creativity in building interactive learning resources in teaching culinary/cookery subjects on a constructive basis to improve and prepare students in the current trend of this generation. Therefore, it is concluded that the Culinary Mobile Application shows significant relation between student work behavior and no significant effect on skills acquisition that leads to the rejection and acceptance of the research hypotheses.

Keywords—CuliMApp (Culinary Mobile application, Technical-Vocational Education, self-regulated learning, skills acquisition.

I. INTRODUCTION

In the field of education, particularly in the Senior High School Technical-Vocational-Livelihood (TVL) track, the development of students' work behavior and skill acquisition has gained emphasis. In modern times, technology is an indispensable instrument that has shifted how students acquire knowledge and develop skills. The traditional way of teaching and learning is continuously evolving, incorporating innovative approaches to making education more accessible, engaging, and effective. One of these advancements is mobile learning applications, which have gained significant attention for their ability to provide flexible and interactive learning experiences. With the increasing use of smartphones and tablets, students can now access educational materials anytime, anywhere, breaking down the barriers of conventional classroom learning (Goundar, M.S.; Kumar, B.A., 2022). This shift in the learning landscape has greatly influenced various fields, including technical-vocational education, where hands-on skills are crucial for career readiness.

For Senior High School students enrolled in the Technical-Vocational-Livelihood (TVL) track, particularly in culinary arts, the development of work behavior and practical skills is essential for career readiness. Recent research highlights the potential of 21st-century learning media—such as mobile and interactive technologies—to enhance student work readiness and align learning with real-world vocational demands, especially in culinary education. practice activities anytime and anywhere, fostering self-directed learning, flexibility, and autonomy outside the traditional classroom. Studies on mobile learning trends in vocational education also suggest increasing adoption of mobile technologies that support learning flexibility, engagement, and access to practical resources critical for skill acquisition. (Mbambo, G. P., & du Plessis, E. C. (2025).

For TVL learners, who often require repeated exposure to procedures and demonstrations in culinary training, a mobile application can serve as a portable reference and practice tool that supports skill mastery. In skills-based learning environments such as culinary arts and vocational education, repeated access to instructional materials is essential in reinforcing procedural knowledge and improving practical performance. Mobile learning is also highly suitable for

today's generation of learners, who are generally more accustomed to using smartphones and digital devices in their daily lives. When lessons are delivered through interactive and multimedia-rich formats, learners tend to experience greater flexibility, engagement, and opportunities for self-directed learning (Sisouvong & Pasanchay, 2024). Thus, the integration of mobile applications in teaching not only improves access to knowledge but also promotes self-paced learning, motivation, and long-term retention of competencies.

By leveraging mobile learning applications, students can reinforce their learning beyond the classroom, practicing and refining their culinary skills at their own pace. These applications can offer step-by-step cooking demonstrations, food safety guidelines, and virtual simulations that enhance students' confidence and competence in culinary tasks. Additionally, mobile learning fosters self-directed acquisition, while also instilling essential work behaviors such as discipline, time management, and adaptability.

Therefore, the researcher aims to conduct a study on how the Culinary Mobile Application (CuliMApp) can enhance work behavior and the acquisition of culinary skills among senior high school TVL students, paving the way for a more effective and technology-driven approach to technical-vocational education.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study sought to examine how Culinary Mobile Application (CuliMApp) enhances work behavior and culinary skills acquisition among senior high school TVL students.

Specifically, it aimed to answer the following questions:

1. What is the level of Culinary Mobile Application (CuliMApp) components in terms of:
 - 1.1. objectives;
 - 1.2. text-to-speech;
 - 1.3 Comprehensive video lessons;
 - 1.4. interactive learning games, and
 - 1.5. self-paced assessment?
2. What is the level of Culinary Mobile Application (CuliMApp) characteristics relative to:
 - 2.1. accessibility;
 - 2.2. functionality;
 - 2.3. application design;
 - 2.4. user engagement; and
 - 2.5. originality?
3. What is the level of work behavior among SHS TVL Students in terms of:
 - 3.1. discipline;
 - 3.2. time management;
 - 3.3. adaptability, and
 - 3.4. self-directed learning?
4. What is the level of the student culinary skills acquisition among SHS TVL Students in terms of:
 - 4.1. knife skills;
 - 4.2. food preparation skills; and
 - 4.3. food presentation skills?

5. Is there a significant relationship between Culinary Mobile Application (CuliMApp) and work behavior among SHS TVL students?
6. Is there a significant effect between Culinary Mobile Application (CuliMApp) and culinary skills acquisition among SHS TVL students?

II. METHODOLOGY

Experimental research design was utilized in this study. A self-made survey questionnaire and performance scoring rubrics, which were answered by 80 respondents from the TVL Senior High School at Majada Integrated School were used. Also, in selecting the respondents a purposive sampling technique was employed, ensuring that the participants possessed the specific characteristics required and were appropriate for the objectives of the study. Moreover, the researcher utilized weighted mean, standard deviation, Pearson r correlation, and regression analysis to analyze and interpret the data gathered.

III. RESULTS AND DISCUSSION

This chapter discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions examine how Culinary Mobile Application (CuliMApp) enhances work behavior and culinary skills acquisition among senior high school TVL students.

Level of Culinary Mobile Application (CuliMApp) Components

In this study, the level of assessment in the components of Culinary Mobile Application (CuliMApp) in terms of objectives, text-to-speech lesson, comprehensive video lesson, interactive learning games and self-paced assessment was determined by mean and standard deviation.

The following tables tackled the respondent's assessment on the different components of Culinary Mobile Application (CuliMApp).

Table 1 below shows the the level of Culinary Mobile Application (CuliMApp) Components of in terms of Objectives.

Statements	Mean	SD	Remarks
The lesson objectives presented in CuliMApp are...			
...clearly stated and well-defined for the users.	4.28	0.72	Strongly Agree
...aligned with the learning competencies of the lesson.	4.28	0.59	Strongly Agree
...clear in stating the expected outcomes for student, guiding them for skills and knowledge acquisition.	4.09	0.71	Agree
...attainable within the given time frame.	4.68	0.49	Strongly Agree
...instrument to help motivate students to learn and apply the lesson in real setting.	4.50	0.55	Strongly Agree
Weighted Mean	4.36		
SD	0.65		
Verbal Interpretation	Very High		

As shown, the respondents strongly agree that the lesson objectives presented in Culinary Mobile Application (CuliMApp) are clearly stated and well-defined for the users and are aligned with the learning competencies of the lesson. They are likewise seen attainable within the given time frame and serves as an instrument to help motivate students to learn and apply the lesson in real setting. Besides, respondents agree that its' objectives are clear in stating the expected outcomes for student which guides them for skills and knowledge acquisition.

The level of assessment in the components of Culinary Mobile Application (CuliMApp) in terms of objectives gained the overall weighted mean of 4.36 with a standard deviation of 0.65, verbally interpreted as Very High. This indicates strong agreement among respondents that the objectives are clearly stated, well-structured, aligned with the learning competencies and are attainable within the given time frame.

In summary, the results indicate that these objectives effectively guide students' learning and motivate them to apply their knowledge in real-life settings. The objectives are well-structured and supportive of students' skills and knowledge acquisition.

Table 2. Level of Culinary Mobile Application (CuliMApp) Components of in terms of Text-to-Speech

Statements	Mean	SD	Remarks
The text-to-speech (audio) of the CuliMApp is...			
...clear and easy to understand, allowing students to listen to the lesson without difficulty or confusion.	4.33	0.65	Strongly Agree
...effective in enhancing students' comprehension of the topic being discussed.	4.29	0.60	Strongly Agree
...helpful in enabling students to follow along with the lesson content smoothly and independently.	4.48	0.52	Strongly Agree
...able to maintain students' attention and interest throughout the lesson	4.54	0.61	Strongly Agree
...delivered at an appropriate speed and clarity that suit the lesson content and students' needs.	4.50	0.55	Strongly Agree
Weighted Mean	4.43		
SD	0.60		
Verbal Interpretation	Very High		

Table 2 presents the the level of Culinary Mobile Application (CuliMApp) Components of in terms of Text-to-Speech.

As presented, the respondents strongly agree that the text-to-speech of the Culinary Mobile Application (CuliMApp) are clear and easy to understand, allowing the respondents to listen without confusion of the words they hear. Additionally, it is effective in enhancing students' comprehension of the topic being discussed and helps students follow along the lesson independently. The respondents also agreed that the text-to-speech delivered appropriate speed and clarity that suited the lesson content and students' needs.

The level of assessment in the components of Culinary Mobile Application (CuliMApp) in terms of text-to-speech acquired the overall weighted mean of 4.43 with a standard deviation of 0.60, verbally interpreted as Very High. This indicates strong agreement among respondents that the text-to-

speech are clear and in appropriate speed that help students enhance comprehension and follow along the lesson independently without confusion in every word they hear.

Table 3. Level of Culinary Mobile Application (CuliMApp) Components of in terms o Comprehensive Video Lesson

Statements	Mean	SD	Remarks
The video lesson included in CuliMApp are...			
...relevant to the lesson topics and aligned with the intended learning objectives.	4.39	0.66	Strongly Agree
...presented with clear explanations and good visual quality that support learning.	4.28	0.59	Strongly Agree
...effective in promoting better understanding of the culinary concepts discussed.	4.19	0.73	Agree
...engaging and able to capture and maintain students' attention.	4.68	0.49	Strongly Agree
...encouraging students to apply the culinary skills they have learned in real tasks.	4.50	0.67	Strongly Agree
Weighted Mean	4.41		
SD	0.66		
Verbal Interpretation	Very High		

Table 3 shows the the level of Culinary Mobile Application (CuliMApp) Components of in terms of Comprehensive Video Lesson.

As shown in Table 3, most of the respondents strongly agree that the Comprehensive Video Lesson presented in Culinary Mobile Application (CuliMApp) are relevant and is aligned with the intended learning objectives, stating clear explanations and good visual quality that support learning. It is also seen that most of the respondents agreed that the video lesson included in the Culinary Mobile Application (CuliMApp) engages the students' attention and encourages them to apply the skills they have learned in real time setting. The level of assessment of the components of the Culinary Mobile Application (CuliMApp), in terms of Comprehensive Video Lesson, earned an overall weighted mean of 4.41 with a standard deviation of 0.66, verbally interpreted as Very High. This indicates strong agreement among respondents that the comprehensive video lesson is relevant and effective in promoting a better understanding of the culinary concepts, captures students' attention while watching, and encourages them to apply what they have learned in a real-time setting.

In summary, the table reveals that the level of Culinary Mobile Application components, particularly in terms of comprehensive video lessons, plays a significant role in enhancing students' learning experiences and academic understanding. The findings suggest that video-based instructional materials are essential tools that help students acquire knowledge, develop skills, and better understand the subject matter being studied within a given time frame.

Table 4 shows the level of Culinary Mobile Application (CuliMApp) Components of in terms of Interactive Learning Games.

As shown in the table, the respondents strongly agreed that the Interactive Learning Games included in Culinary Mobile Application (CuliMApp) is related to the lesson content and aligned with its objectives. It is also shown that it gives students enjoyment while completing the task and is effective in reinforcing the students' understanding of the lesson. The

results also show that the respondents agreed that the interactive learning games are designed to provide immediate feedback and able to cover various aspects of the lesson content.

Table 4. Level of Culinary Mobile Application (CuliMApp) Components of in terms of Interactive Learning Games

Statements	Mean	SD	Remarks
The learning exercises shown in CuliMApp are...			
...related to the lesson content and aligned with the learning objectives.	4.28	0.72	Strongly Agree
...enjoyable and stimulating for students to complete.	4.28	0.59	Strongly Agree
...effective in reinforcing students' understanding of the lesson.	4.25	0.70	Strongly Agree
...designed to provide immediate feedback for both correct and incorrect responses.	4.15	0.59	Agree
...able to cover various aspects of the lesson content.	4.46	0.55	Strongly Agree
Weighted Mean	4.28		
SD	0.64		
Verbal Interpretation	Very High		

To summarize, the table shows that the level of Culinary Mobile Application (CuliMApp) Components of in terms of Interactive Learning Games enhances learners, engagement and motivation while learning in their own pace. This also implies that through interactive learning games that is included in Culinary mobile application (CuliMApp), students are enjoying learning at the same time.

Table 5. Level of Culinary Mobile Application (CuliMApp) Components of in terms of Self-Paced Assessment

Statements	Mean	SD	Remarks
The self-paced assessments presented in CuliMApp are...			
...designed to allow students to work at their own pace.	4.49	0.61	Strongly Agree
...inclusive of essential topics covered in the lesson.	4.28	0.59	Strongly Agree
...able to provide immediate feedback after each response.	4.41	0.70	Strongly Agree
...encouraging students to improve their performance and learning outcomes.	4.68	0.49	Strongly Agree
...easy to access and navigate within the application.	4.40	0.66	Strongly Agree
Weighted Mean	4.54		
SD	0.40		
Verbal Interpretation	Very High		

Table 5 shows the level of Culinary Mobile Application (CuliMApp) Components of in terms Self-Paced Assessment As shown in the table, the respondents strongly agreed that the Self-Paced Assessment presented in Culinary Mobile Application (CuliMApp) is designed to allow students to work at their own pace anytime, anywhere. They are likewise seen inclusive of essential topics covered in the lesson and can provide immediate feedback to the students after the assessment is done. Additionally, the respondents agreed that the Self-Paced Assessment encourage students to improve their performance through its easy access and navigation.

The level of assessment of the components of the Culinary Mobile Application (CuliMApp) in terms of Self-Paced Assessment had an overall weighted mean of 4.54 and a

standard deviation of 0.40, verbally interpreted as Very High. This indicates that the data collected show that the respondents agreed that the Self-Paced Assessment is properly designed, allowing students to learn on their own, anytime, anywhere. To put it briefly, the CuliMApp Self-Paced Assessment is user-friendly and addresses a wide range of subjects, which enables students to raise their academic standards as they study the lesson through evaluation.

In summary, Self-paced assessment is an instructional approach that allows learners to evaluate their understanding and skills at their own pace, providing flexibility and supporting individual learning needs.

Level of Culinary Mobile Application (CuliMApp) Characteristics

The study assessed the level of Culinary Mobile Application (CuliMApp) characteristics in terms of accessibility, functionality, application design, user engagement, and originality. These key indicators were used to determine the overall quality and effectiveness of the application as a learning tool for students. To ensure a comprehensive evaluation, the data gathered from the respondents were analyzed using mean and standard deviation, which provided a clear description of the central tendency and variability of their responses.

The following tables tackled the respondent's assessment on the different characteristics of Culinary Mobile Application (CuliMApp).

Table 6. Level of Culinary Mobile Application (CuliMApp) Characteristics in terms of Accessibility

Statements	Mean	SD	Remarks
The CuliMApp Accessibility is ...			
...user-friendly and easy to use and access for students.	4.28	0.72	Strongly Agree
...compatible with various devices and can be easily installed and used.	4.28	0.59	Strongly Agree
...able to function without consuming excessive internet data, allowing offline usage.	4.36	0.60	Strongly Agree
...designed to accommodate students with different learning styles.	4.68	0.49	Strongly Agree
...accessible to students without difficulty or technical barriers.	4.50	0.55	Strongly Agree
Weighted Mean	4.35		
SD	0.30		
Verbal Interpretation	Very High		

Table 6 shows the level of Culinary Mobile Application (CuliMApp) Characteristics in terms of Accessibility. As shown in the table, the respondents strongly agreed that Culinary Mobile Application (CuliMApp) is user-friendly and easy to access while using various devices even without the use of internet allowing students to use the learning styles without the difficulty or technical barriers.

The level of assessment in the characteristics of Culinary Mobile Application (CuliMApp) in terms of Accessibility gained an overall weighted mean of 4.35 with a standard deviation of 0.30, verbally interpreted as Very High. This indicates that the data gained shown strongly agreed responds of the respondents that the applications is accessible and is designed to help students learned at their own paced without

the difficulty or consuming excessive internet, allowing them to use it offline.

In summary, the results show that the Culinary Mobile Application (CuliMApp) is rated very highly in terms of accessibility. Respondents strongly agreed that the application is user-friendly, easy to access across different devices, and can be used even without an internet connection. This offline capability allows students to learn at their own pace without experiencing technical difficulties or barriers, making it suitable for learners with different learning styles. The overall weighted mean of 4.35 with a standard deviation of 0.30, interpreted as Very High, indicates that users perceive the application as highly accessible and effective in supporting flexible and independent learning.

Table 7. Level of Culinary Mobile Application (CuliMApp) Characteristics in terms of Functionality

Statements	Mean	SD	Remarks
The CuliMApp Function is ...			
...able to operate smoothly and efficiently during use.	4.28	0.72	Strongly Agree
...designed to run without technical errors or interruptions.	4.24	0.62	Strongly Agree
...equipped with features that support the development of students' culinary skills.	4.41	0.58	Strongly Agree
...responsive and functions quickly when accessed by users.	4.58	0.54	Strongly Agree
...reliable in ensuring that lessons, activities, and assessments function properly.	4.51	0.55	Strongly Agree
Weighted Mean	4.54		
SD	0.55		
Verbal Interpretation	Very High		

Table 7 shows the level of Culinary Mobile Application (CuliMApp) Characteristics in terms of Functionality.

As shown in the table, the respondents strongly agreed that Culinary Mobile Application (CuliMApp) functions smoothly and efficiently without technical errors or interruptions while being equipped with features that support the development of students' culinary skills. Besides, the respondents also agreed that the application is reliable in ensuring that lessons, activities and assessment functions and responds quickly when used by the users.

The level of assessment in the characteristics of Culinary Mobile Application (CuliMApp) in terms of Functionality gathered an overall weighted mean of 4.54 with a standard deviation of 0.55, verbally interpreted as Very High.

This indicates that the functionality of the Culinary Mobile Application (CuliMApp), based on the respondents' data, was rated as strongly agreed. The features that support students' skills development.

Table 8 shows the level of Culinary Mobile Application (CuliMApp) Characteristics in terms of Application Design.

As shown in the table, the respondents strongly agreed that Culinary Mobile Application (CuliMApp) design is visually appealing and creatively presented and is organized with well-structured and have intuitive layout effective in enhancing the overall learning experiences of the students. Also, it is agreed that its designed presented color scheme that is pleasant to the eyes and is designed with an interface that allows easy navigation and use.

Table 8. Level of Culinary Mobile Application (CuliMApp) Characteristics in terms of Application Design

Statements	Mean	SD	Remarks
The design of the CuliMApp is ...			
...visually appealing and creatively presented.	4.28	0.72	Strongly Agree
...organized with a well-structured and intuitive layout.	4.26	0.61	Strongly Agree
...effective in enhancing the overall learning experience of students.	4.18	0.74	Agree
...presented with a color scheme and font style that are pleasant to the eyes.	4.46	0.67	Strongly Agree
...designed with an interface that allows easy navigation and use.	4.50	0.55	Strongly Agree
Weighted Mean	4.34		
SD	0.67		
Verbal Interpretation	Very High		

The level of assessment in the characteristics of Culinary Mobile Application (CuliMApp) in terms of Design collected an overall weighted mean of 4.34 with a standard deviation of 0.67, verbally interpreted as Very High. This indicates that the design of the application is strongly agreed to be visually appealing.

Table 9. Level of Culinary Mobile Application (CuliMApp) Characteristics in terms of User Engagement

Statements	Mean	SD	Remarks
Navigating through CuliMApp is...			
...effective in maintaining students' focus during lessons.	4.26	0.74	Strongly Agree
...designed with activities that encourage active student participation.	4.06	0.62	Agree
...able to stimulate students' interest in learning the lesson content.	3.95	0.74	Agree
...supportive in promoting consistent study habits among students.	4.53	0.52	Strongly Agree
...enjoyable and motivating for students while learning.	4.29	0.60	Strongly Agree
Weighted Mean	4.22		
SD	0.68		
Verbal Interpretation	High		

Table 9 shows the level of Culinary Mobile Application (CuliMApp) Characteristics in terms of User Engagement.

As shown in the table, most of the respondents agreed that Culinary Mobile Application (CuliMApp) effectively maintained students focused and stimulated students' interests while enjoying during learning. It is also agreed that it is designed with activities that encourage active student participation and support consistent study habits among students.

The level of assessment of the Culinary Mobile Application (CuliMApp) in terms of Design obtained an overall weighted mean of 4.22 with a standard deviation of 0.68, verbally interpreted as Very High. This indicates that the application's design effectively promotes user engagement among students. It helps maintain students' focus, stimulates their interest, and incorporates activities that encourage active participation. Moreover, it supports and fosters consistent study habits while allowing students to enjoy the learning process.

Table 10. Level of Culinary Mobile Application (CuliMApp) Characteristics in terms of Originality

Statements	Mean	SD	Remarks
The CuliMApp originality shows that the ...			
...design is different from other learning applications.	4.28	0.71	Strongly Agree
...lessons are presented in a new and creative manner.	4.01	0.56	Agree
...content provides innovative approaches to learning culinary/cookery.	3.93	0.74	Agree
...overall presentation stands out from other educational apps.	4.21	0.67	Strongly Agree
...creativity of its interface demonstrates cookery learning.	4.44	0.57	Strongly Agree
Weighted Mean	4.17		
SD	0.68		
Verbal Interpretation	High		

Table 10 presents the level of Culinary Mobile Application (CuliMApp) Characteristics in terms of Originality.

As presented in the table, most of the respondents agreed that the Culinary Mobile Application (CuliMApp) is distinct from other learning applications, as its lessons are presented in a new and creative manner that provides innovative approaches to learning culinary/cookery. It was also agreed that its overall presentation stands out from other educational applications due to its creative interface.

The level of assessment of the characteristics of the Culinary Mobile Application (CuliMApp) in terms of Originality obtained an overall weighted mean of 4.17 with a standard deviation of 0.68, verbally interpreted as Very High. This indicates that the application is uniquely designed, different from other learning applications, and features a creative interface that makes its overall application stand out from other educational tools

Level of Work Behavior Enhancement Among SHS TVL Students

In this study, the level of assessment on enhancing work behavior among Senior High School TVL students using the Culinary Mobile Application (CuliMApp) was determined through the use of mean and standard deviation. Specifically, the dimensions examined include discipline, time management, adaptability, and self-directed learning. The succeeding tables present the respondents' evaluation of the different components of the Culinary Mobile Application (CuliMApp), providing a detailed analysis of how each factor contributes to students' work behavior enhancement.

As presented in the table below, the respondents strongly agreed that when using Culinary Mobile Application (CuliMApp) the rules and instructions within the app are followed properly and assigned tasks and activities are completed as instructed.

Table 11 presents the level of enhancing work behavior among SHS TVL students in terms of Discipline.

The extent to which students' work behavior in relation to discipline was enhanced obtained an overall weighted mean of 4.44 with a standard deviation of 0.62, interpreted as "Very High." This indicates a consistently strong level of agreement among respondents. The findings imply that the Culinary Mobile Application (CuliMApp) is effective in promoting

discipline among SHS TVL students. The high ratings across all indicators suggest that the application supports students in following rules, completing tasks properly, and maintaining a responsible attitude toward learning activities.

Table 11. Level of Work Behavior Enhancement Among SHS TVL Students in terms of Discipline

Statements	Mean	SD	Remarks
When using CuliMApp the...			
...rules and instructions within the app are followed properly.	4.56	0.54	Strongly Agree
...assigned tasks and activities are completed as instructed.	4.56	0.50	Strongly Agree
...distractions are avoided while using the app.	4.29	0.71	Strongly Agree
...learning tasks are taken seriously and responsibly.	4.46	0.63	Strongly Agree
...app is used with respect for the learning process.	4.31	0.64	Strongly Agree
Weighted Mean	4.44		
SD	0.62		
Verbal Interpretation	Very High		

Although avoiding distractions received the lowest mean, it still reflects a positive outcome, indicating that students generally remain focused while using the application. The overall "Very High" interpretation further suggests that CuliMApp contributes significantly to enhancing students' work behavior in terms of discipline, fostering a structured and responsible learning environment.

Table 12. Level of Work Behavior Enhancement Among SHS TVL Students in terms of Time Management

Statements	Mean	SD	Remarks
When using CuliMApp the...			
...time is managed efficiently during application use.	4.53	0.57	Strongly Agree
...activities are completed within the given time frame.	4.53	0.50	Strongly Agree
...study time is balanced between app use and other school tasks.	4.23	0.69	Strongly Agree
...regular study schedules are observed when using the app.	4.50	0.55	Strongly Agree
...learning sessions are used productively without wasting time.	4.33	0.65	Strongly Agree
Weighted Mean	4.42		
SD	0.61		
Verbal Interpretation	Very High		

Table 12 presents the level of enhancing work behavior among SHS TVL students in terms of Time Management.

The level of students' work behavior enhancement in terms of Time Management obtained an overall weighted mean of 4.42 with a standard deviation of 0.61, verbally interpreted as Very High. This result indicates that the respondents consistently perceived that the use of CuliMApp greatly enhanced students' ability to manage their time efficiently while performing culinary-related learning tasks. The relatively low standard deviation further suggests that the responses of the participants were closely related, showing consistency in their positive perceptions regarding the effectiveness of the application in improving time management skills.

Furthermore, the findings suggest that students were able to complete lessons, activities, and assigned tasks according to the prescribed schedule without wasting time. Through the guidance and structure provided by the application, students developed habits of discipline, responsibility, and productivity in accomplishing their academic requirements. The result also implies that integrating mobile applications such as CuliMApp into the teaching and learning process can support students in developing effective work behaviors, particularly in managing time wisely, prioritizing tasks, and maintaining focus on educational activities.

Table 13. Level of Enhancing Work Behavior Among SHS TVL Students in terms of Adaptability

Statements	Mean	SD	Remarks
When using CuliMApp the...			
...students adjust easily to the lessons and activities.	4.55	0.57	Strongly Agree
...lessons can be understood with minimal difficulty.	4.61	0.49	Strongly Agree
...students remain open to new updates and changes in the app.	4.31	0.70	Strongly Agree
...new cooking skills and lessons are learned with adaptability.	4.43	0.63	Strongly Agree
...the app supports flexible learning across different topics.	4.34	0.65	Strongly Agree
Weighted Mean	4.45		
SD	0.62		
Verbal Interpretation	Very High		

Table 13 presents the level of enhancing work behavior among SHS TVL students in terms of Adaptability.

As shown in the table, the respondents strongly agreed that when using Culinary Mobile Application (CuliMApp), students adjust easily to the lessons and activities and understand the lessons with minimal difficulties and learned new cooking skills and remain open to new updates and changes in the application.

The level of students' work behavior enhancement in terms of Adaptability acquired an overall weighted mean of 4.45 with a standard deviation of 0.62, verbally interpreted as Very High. This indicates that when Culinary Mobile Application (CuliMApp) is used by the users they agreed that they adjust easily to the lessons and activities learned. Also, the results show that the app supports flexible learning across different topics that is suitable for students to learn new cooking skills. In summary, the findings stated that the level of enhancing work behavior among SHS tvl students in terms of adaptability is evident as the respondents mostly answered strongly agree in the survey questionnaire, where in lessons can be understood with minimal difficulty and students can adjust easily to the lessons and activities using the culinary mobile application in a given time frame.

Table 14 presents the level of enhancing work behavior among SHS TVL students in terms of Self-Directed Learning.

As indicated in the table, most of the respondents agreed that when using Culinary Mobile Application (CuliMApp), lessons are explored independently, allowing students to review and practice lessons without supervision. It is also agreed that the application sought to promote independence and self-managed learning for the students while gaining

knowledge that is reflected in the application. The level of students' work behavior enhancement in terms of Self-Directed Learning gained an overall weighted mean of 4.37 with a standard deviation of 0.69, verbally interpreted as Very High. This indicates that when users use Culinary Mobile Application (CuliMApp), most of them agreed that lessons are explored and additional information is sought to enhance understanding. Additionally, the results also shows that when using the application students gained knowledge in cookery which are reflected upon after using the application while promoting self-directed learning.

Table 14. Level of Work Behavior Enhancement Among SHS TVL Students in terms of Self-Directed Learning

Statements	Mean	SD	Remarks
When using CuliMApp the...			
...lessons are explored independently through the app.	4.10	0.68	Agree
...students review and practice lessons without supervision.	4.56	0.50	Strongly Agree
...additional information is sought to enhance understanding.	4.09	0.79	Agree
...knowledge gained in cookery is reflected upon after using the app.	4.25	0.68	Strongly Agree
...app promotes independence and self-managed learning.	4.86	0.38	Strongly Agree
Weighted Mean	4.37		
SD	0.69		
Verbal Interpretation	Very High		

Level of Culinary Skills Acquisition Among SHS TVL Students of Culinary Mobile Application (CuliMApp)

In this study, the degree of assessment of culinary skills acquisition among Senior High School TVL students via the Culinary Mobile Application (CuliMApp) was quantified using descriptive statistics, particularly the mean and standard deviation. Descriptive statistical techniques, such as the mean and standard deviation, were applied to systematically interpret the perceived level of skill acquisition of the respondents and consistency of their responses along several indicators.

The following tables present the respondents' evaluation of the different components of the Culinary Mobile Application (CuliMApp), offering a comprehensive analysis of how each dimension contributes to the enhancement of culinary skills acquisition among SHS TVL students. Through this detailed presentation, the study aims to illustrate the effectiveness of the mobile application as an instructional tool in strengthening both the practical competencies and confidence of learners in the field of culinary arts.

Table 15. Level of Culinary Skills Acquisition Among SHS TVL Students of Culinary Mobile Application (CuliMApp) in terms of Knife Skills

Score	Frequency	Percentage	Descriptive Value
21 – 25	6	7.50%	Excellent
16 – 20	36	45.00%	Very Satisfactory
11 – 15	37	46.25%	Satisfactory
6 – 10	1	1.25%	Needs Improvement
0 - 5	6	7.50%	Poor
Mean Score	16.53		
SD	3.47		
Descriptive Value	Very Satisfactory		

The above table presents the level of culinary skills acquisition among SHS TVL students using Culinary Mobile Application (CuliMApp) in terms of knife skills.

The results show that the majority of respondents fall within the Satisfactory to Very Satisfactory performance levels, with a mean score of 16.53 and a standard deviation of 3.47, interpreted as Very Satisfactory overall. This indicates that students generally demonstrate competent knife handling skills, with some variations in performance across individuals.

To better interpret these results, the performance distribution aligned with the rubric used in the task “The Precision Plate: Knife Skills in Action.” The rubric defines five performance indicators: knife handling and grip, safety practices, uniformity and accuracy of cuts, speed and efficiency, and cleanliness and workstation organization. Each indicator is scored from 1 (Poor) to 5 (Excellent), with a total performance score ranging from 0 to 25.

Based on the findings, 6 students (7.50%) achieved the “Excellent” level (21–25), which corresponds to learners who consistently demonstrate professional knife grip, strict adherence to safety protocols, highly precise cuts, efficient task completion, and excellent workstation management. These learners reflect full mastery of all rubric indicators.

Meanwhile, 36 students (45.00%) are categorized as “Very Satisfactory” (16–20). This group represents learners who generally demonstrate correct knife handling and safety practices, but with minor inconsistencies such as occasional lapses in grip control, slight variations in cut uniformity, or minimal delays in task execution. Their performance indicates strong competency, although not yet at full mastery.

In addition, 37 students (46.25%) fall under the “Satisfactory” level (11–15). According to the rubric, these learners show basic competency in knife skills but still exhibit noticeable inconsistencies in several areas such as precision of cuts, speed, and workstation organization. While they demonstrate foundational knowledge of safety practices and knife handling, they require further reinforcement and guided practice to improve consistency and efficiency. Only 1 student (1.25%) is classified under “Needs Improvement” (6–10), indicating limited mastery of the required knife skill competencies. This suggests difficulties in maintaining proper grip, safety compliance, and accuracy of cuts, requiring close supervision and targeted remediation. Meanwhile, 6 students (7.50%) fall under the “Poor” category (0–5). Based on the rubric, this level reflects unsafe or incorrect knife handling practices, lack of adherence to safety protocols, and inability to perform basic cutting techniques effectively. These students require intensive intervention and re-teaching of fundamental knife skills to ensure safety and skill development.

Overall, the results indicate that while most students perform within the Satisfactory to Very Satisfactory range, there remains a need to strengthen consistency in key rubric areas, particularly in cutting accuracy, speed and efficiency, and safety compliance. The integration of CuliMApp appears to support skill acquisition; however, differentiated instruction and continued hands-on practice are necessary to elevate more students toward the Excellent level of performance.

Table 16. Level of Culinary Skills Acquisition Among SHS TVL Students of Culinary Mobile Application (CuliMApp) in terms of Food Preparation Skills

Score	Frequency	Percentage	Descriptive Value
21 – 25	21	26.25%	Excellent
16 – 20	37	46.25%	Very Satisfactory
11 – 15	20	25.00%	Satisfactory
6 – 10	2	2.50%	Needs Improvement
0 – 5	0	0	Poor
Mean Score	17.68		
SD	3.81		
Descriptive Value	Very Satisfactory		

The above table shows the level of students’ culinary skills acquisition of CuliMApp in terms of Food Preparation skills.

The findings from Table 16 indicates that the majority of SHS TVL students using Culinary Mobile Application (CuliMApp) in food preparation skills fall under the Very Satisfactory category, with 46.25% of the respondents scoring between 16–20. This indicates that most learners demonstrate strong competence in food preparation, though minor refinements are still needed to reach the highest level of mastery. Meanwhile, 26.25% of students achieved an Excellent rating, showing that they consistently excel in creativity, plating technique, color harmony, cleanliness, and overall professionalism. A quarter of the students (25%) were rated Satisfactory, which suggests that while they meet basic standards, their performance lacks creativity and refinement. Only 2.5% of students were categorized as Needs Improvement, and none were rated Poor, which highlights that all learners achieved at least a minimum competency level. The mean score of 17.68, with a standard deviation of 3.81, further supports the overall descriptive value of Very Satisfactory, showing that the group’s performance is clustered around strong but not yet exceptional outcomes.

Interpreting these results considering the Performance Task #2: “The Perfect Plate: Food Preparation in Practice” Rubrics, the alignment becomes clear. Students in the Excellent category demonstrated highly creative and visually striking presentations, professional plating balance, harmonious color combinations, spotless cleanliness, and strong overall impact. Those in the Very Satisfactory group produced attractive and creative plates with minor issues in arrangement or garnish refinement, reflecting strong but not flawless execution. The Satisfactory group presented acceptable plates that met basic standards but lacked creativity, refinement, and professional appeal. The small percentage in the Needs Improvement category struggled with plating balance, cleanliness, and garnish use, which affected their overall presentation. Importantly, no student fell into the Poor category, meaning all participants demonstrated at least a baseline ability to prepare and present food appropriately.

Overall, the findings suggest that CuliMApp is an effective tool for enhancing culinary skills acquisition among SHS TVL students, as most learners achieved Very Satisfactory to Excellent levels of performance. However, targeted coaching in areas such as creativity, plating refinement, and garnish application could help elevate more students into the Excellent category, thereby maximizing their professional readiness in culinary practice.

Table 17. Level of Culinary Skills Acquisition Among SHS TVL Students of CuliMApp in terms of Food Presentation Skills

Score	Frequency	Percentage	Descriptive Value
21 – 25	17	21.25%	Excellent
16 – 20	36	45.00%	Very Satisfactory
11 – 15	27	33.75%	Satisfactory
6 – 10	0	0	Needs Improvement
0 – 5	0	0	Poor
Mean Score	17.33		
SD	3.39		
Descriptive Value	Very Satisfactory		

The above table shows the level of students' culinary skills acquisition of CuliMApp in terms of Food Presentation Skills.

The findings from Table 17 show that the majority of SHS TVL students using Culinary Mobile Application (CuliMApp) in terms of food presentation skills fall under the Very Satisfactory category, with 45% of the respondents scoring between 16–20. This indicates that most learners demonstrate strong competence in food presentation, though minor refinements are still needed to reach the highest level of mastery. Meanwhile, 21.25% of students achieved an Excellent rating, reflecting mastery in preparation, cooking techniques, sanitation, product quality, and time management. A significant portion, 33.75%, were rated Satisfactory, which suggests that while they meet basic standards, their performance shows noticeable flaws in organization, plating refinement, or efficiency. Importantly, no students were rated under Needs Improvement or Poor, which highlights that all learners achieved at least a baseline competency level. The mean score of 17.33, with a standard deviation of 3.39, further supports the overall descriptive value of Very Satisfactory, showing that the group's performance is clustered around strong but not yet exceptional outcomes.

Viewed through the use of Performance Task #3: “Art of Plating: Food Presentation Performance Task Rubric”, the results clearly align with the expected standards. Students in the Excellent category consistently displayed thorough preparation and organization of ingredients and tools, confident execution of cooking techniques, strict adherence to sanitation practices, production of high-quality dishes, and efficient time management. Those rated Very Satisfactory also performed strongly, though minor lapses were evident—such as slight disorganization in mise en place, small errors in cooking methods, or minor issues in taste and appearance. Meanwhile, the Satisfactory group produced acceptable outputs but with noticeable shortcomings, including limited organization, inconsistent sanitation practices, or moderate inefficiency in workflow. The absence of students in the Needs Improvement and Poor categories underscores that CuliMApp effectively supports learners in achieving at least a competent level of food presentation skills, ensuring that all participants reached a baseline of proficiency.

Significant Relationship between Culinary Mobile Application (CuliMApp) and Work Behavior Enhancement among SHS TVL Students

In this study, the significant relationship between the Culinary Mobile Application (CuliMApp) and the work behavior enhancement of Senior High School (SHS)

Technical-Vocational-Livelihood (TVL) students was examined. Specifically, the analysis focused on identifying the degree of correlation between the utilization of CuliMApp and the respondents' work behavior in terms of discipline, time management, adaptability, and self-directed learning. To establish this relationship, the Pearson Correlation Coefficient was employed using Minitab 14 as the statistical tool for data analysis. This method was utilized to measure the strength and direction of the linear relationship between the two variables. Table 18 presents the correlation between CuliMApp and work behavior enhancement among SHS TVL students. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=80) for each relationship.

Table 18. Significant Relationship between CuliMApp and Work Behavior Enhancement among SHS TVL Students

CuliMApp Components		TVL Students Work Behavior			
		Time Discipline	Management	Adaptability	Self-Directed Learning
Objectives	Pearson Correlation	.716*	.535*	.449*	.685*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
Text-to-Speech Lesson	Pearson Correlation	.724*	.561*	.445*	.633*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
Comprehensive Video Lesson	Pearson Correlation	.701*	.468*	.514*	.562*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
Interactive Learning Games	Pearson Correlation	.691*	.513*	.510*	.502*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
Self-Paced Assessment	Pearson Correlation	.648*	.477*	.522*	.488*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
Characteristics					
Accessibility	Pearson Correlation	.454*	.563*	.576*	.493*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
Functionality	Pearson Correlation	.479*	.607*	.547*	.475*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
Application Design	Pearson Correlation	.510*	.637*	.471*	.417*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
User Engagement	Pearson Correlation	.521*	.653*	.542*	.494*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
Originality	Pearson Correlation	.478*	.613*	.490*	.515*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80

Note * p < .05

The table shows that all components and characteristics of the Culinary Mobile Application (CuliMApp) have positive and statistically significant relationships with students' work behavior. All (p = .000) which are less than 0.05 level of

significance. This indicates that the materials' components and characteristics play an important role in improving key work-related traits such as discipline, time management, adaptability, and self-directed learning among SHS TVL students.

Overall, the findings confirm that both the instructional components and characteristics of the Culinary Mobile Application (CuliMApp) are significantly in relation to students' work behavior. This implies that well-designed, interactive, and user-friendly material promotes positive work behaviors, making it a valuable tool for developing students' attitudes and working habits.

Regression Analysis on the Effect of Culinary Mobile Application (CuliMApp) on Culinary Skills Acquisition among SHS TVL Students

The regression analysis conducted using Minitab 14 presented in Table 19 examined the effect of the culinary mobile application (CuliMApp) on three dimensions of culinary skills acquisition among SHS TVL students: knife skills, food preparation skills, and food presentation skills. For knife skills, the regression model yielded an F-value of 2.25 with a significance level of 0.058. Although this result approaches the conventional threshold of statistical significance ($p < 0.05$), it does not meet it, suggesting that while the predictors (Components_Overall and Characteristics_Overall) may have some influence, their effect on knife skills is not strong enough to be considered statistically significant.

In the case of food preparation skills, the regression model yielded an F-value of 2.07 with a significance level of 0.079. This result indicates a weak but observable relationship between the components and characteristics of the mobile application and the students' level of food preparation competency. Although the value suggests a slight tendency toward influence, the relationship does not reach the conventional level of statistical significance. This implies that variations in students' food preparation skills cannot be sufficiently explained by the mobile application alone. Instead, it suggests that other contributing factors—such as prior hands-on experience, teacher demonstrations, laboratory exposure, time constraints during performance tasks, and individual learner aptitude—may play a more substantial role in shaping students' competencies in food preparation.

For food presentation skills, the regression model produced an F-value of 1.198 with a significance level of 0.092. Among the three skill areas examined, this represents the weakest association, indicating that the mobile application's features and characteristics have minimal predictive value in explaining students' ability to present food aesthetically. The relatively high p-value further reinforces that the relationship is not statistically significant, suggesting that improvements or variations in food presentation skills are largely independent of the mobile application's influence. This may imply that aesthetic plating and presentation are more strongly developed through guided demonstrations, visual modeling, creativity-based exercises, and repeated practical exposure rather than through app-based learning alone.

Overall, the findings suggest that while the CuliMApp demonstrates potential as a supplementary instructional tool in culinary education, its measurable effect on students' knife skills, food preparation skills, and food presentation skills remains limited and statistically insignificant. This indicates that the application may function more effectively as a supporting resource. Consequently, enhancing its effectiveness may require further refinement of its instructional design and stronger integration with hands-on laboratory activities.

Table 19. Regression Analysis on the Effect of Culinary Mobile Application (CuliMApp) on Culinary Skills Acquisition among SHS TVL Students

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	0.364	2	0.132	2.25	0.058
Residual	8.974	77	0.392		
Total	9.338	79			
a. Dependent Variable: Knife Skills					
b. Predictors: Components_Overall, Characteristics_Overall					
2 Regression	0.350	2	0.123	2.07	0.079
Residual	12.889	77	0.580		
Total	13.239	79			
a. Dependent Variable: Food Preparation Skills					
b. Predictors: Components_Overall, Characteristics_Overall					
3 Regression	0.343	2	0.0118	1.198	0.092
Residual	7.709	77	0.510		
Total	8.042	79			
a. Dependent Variable: Food Presentation Skills					
b. Predictors: Components_Overall, Characteristics_Overall					

Coefficients ^a					
Model_Knife Skills	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	5.382	1.490		3.612	0.000
Components_Overall	0.190	0.390	0.085	0.487	0.627
Characteristics_Overall	0.610	0.337	0.275	1.809	0.075
Model Food Preparation Skills					
2 (Constant)	7.505	1.812		4.141	0.000
Components_Overall	-0.466	0.474	-0.238	-0.983	0.329
Characteristics_Overall	0.602	0.410	0.225	1.469	0.146
Model Food Presentation Skills					
3 (Constant)	5.440	1.699		3.201	0.002
Components_Overall	-0.173	0.444	-0.068	-0.389	0.698
Characteristics_Overall	0.826	0.385	0.329	1.147	0.162

The regression coefficients indicate that components ($\beta = 0.190$, $t = 0.487$, $p = 0.647$) and characteristics ($\beta = 0.610$, $t = 1.809$, $p = 0.075$) of Culinary Mobile Application (CuliMApp) does not significantly affect students' knife skills acquisition. Similarly, components ($\beta = -0.466$, $t = -0.983$, $p = 0.329$) and characteristics ($\beta = 0.602$, $t = 1.469$, $p = 0.146$) of Culinary Mobile Application (CuliMApp) do not significantly affect the acquisition of students' food preparation skills. Likewise, components ($\beta = -0.173$, $t = -0.389$, $p = 0.698$) and characteristics ($\beta = 0.826$, $t = 1.147$, $p = 0.162$) of Culinary Mobile Application (CuliMApp) does not significantly affect

the acquisition of students' food presentation skills. All p-values are greater than the 0.05 level of significance, confirming that the material does not significantly contribute to the students' acquired practical skills. Overall, the result confirms that the components and characteristics of the Culinary Mobile Application (CuliMApp) do not significantly enhance students' acquired practical skills such as knife handling, food preparation and presentation. This indicates that the material may be functional or well-designed but does not produce a statistically significant improvement in students' practical culinary skills. This implies further that the Culinary Mobile Application (CuliMApp) may have limited effectiveness in developing hands-on competencies such as knife handling, food preparation, and presentation.

The ANOVA results for knife skills (Model 1) revealed a borderline significance ($F = 2.25$, $Sig. = 0.058$), suggesting that the CuliMApp mobile application has a modest but noteworthy influence on students' acquisition of knife skills.

For food preparation skills (Model 2), the ANOVA showed weak explanatory power ($F = 2.07$, $Sig. = 0.079$), highlighting that mobile applications contribute minimally to preparation skill acquisition.

Going to the coefficients for knife skills, the regression showed that Characteristics_Overall had a positive but marginal effect ($\beta = 0.275$, $Sig. = 0.075$), indicating that app usability and design features may influence skill acquisition more than content components. Thus, the regression suggests that knife skill development is enhanced when mobile application is design to encourage repeated practice and engagement.

Finally, the coefficients for food presentation skills revealed that Characteristics_Overall had the strongest standardized coefficient ($\beta = 0.329$), though not statistically significant ($Sig. = 0.162$). This outcome underscores the importance of app design and learner engagement in influencing presentation skills, even if external factors such as creativity and teacher guidance remain dominant. The regression results suggest that mobile applications like CuliMApp can foster creativity and aesthetic awareness in plating, but their impact is maximized when paired with guided instruction and experiential practice.

IV. CONCLUSION AND RECOMMENDATIONS

There is a significant relationship between the Culinary Mobile Application (CuliMApp) and work behavior among Senior High School (SHS) TVL students. Leading to the rejection of the research hypotheses. This concludes that the

use of the Culinary Mobile application (CuliMApp) is meaningfully associated with the work behavior, the application contributes to the improvement and development of their work-related attitudes and practices in the culinary context.

The Culinary Mobile Application (CuliMApp) has no significant effect on culinary skills acquisition among SHS TVL students. Consequently, the research hypothesis was accepted, indicating that the use of the application did not produce a measurable improvement in the development of students' culinary competencies. This confirmed that, in its current form, CuliMApp has not yet fully realized its potential as an effective instructional tool to enhance classroom learning.

Based on the study's findings and conclusions, the following recommendations were drawn.

School administrators may consider supporting the integration of mobile-assisted learning tools such as the Culinary Mobile Application (CuliMApp) by providing necessary resources, training, and infrastructure to ensure effective implementation and to enhance the overall teaching and learning process in Cookery or related TVL subjects.

Teachers may employ their creativity in building interactive learning resources by teaching culinary/cookery subjects on a constructive basis to improve and prepare students in the current trend of this generation, wherein students are more likely to use technology rather than listen to traditional teaching.

Students may use the Culinary Mobile Application as a learning resource anytime at their own pace to increase knowledge about the lesson, especially in the culinary/cookery subject.

Future researchers may use the findings of this study as a basis for future investigations, especially in crafting another mobile application to gain maximum potential in enhancing the teaching and learning process.

REFERENCE

- [1]. Goundar, M. S., & Kumar, B. A. (2022). The use of mobile learning applications in higher education institutes. *Education and Information Technologies*, 27, 1213–1238
- [2]. Mbambo, G. P., & du Plessis, E. C. (2025). Evaluating technical vocational education and training college student's digital skills versus throughput rate. *Discover Education*, 4, Article 6.
- [3]. Sisouvang, V., & Pasanchay, K. (2024). Mobile Learning: Enhancing Self-Directed Education through Technology, Wireless Networks, and the Internet Anytime, Anywhere. *Journal of Education and Learning Reviews*, 1(2), 39–50