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TEACHING BASIC DINING ETIQUETTE TO SCHOOL AGED CHILDREN: AN ORIENTATION OF APPROPRIATE TABLE MANNERS

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ABSTRACT

Having good manners that we have learned from childhood stay with us our whole lives and can influence our future relationships at home, school and even if public life as we grow old. Etiquette is derived from the French word which means originally the list of rules for individual conduct at the royal court as Butcher and Pletcher (2016) asserted. But today it is understood as a set oof appropriate behaviors intended to aid others to feel comfortable and respected. "Manners are sensitive awareness of the feelings of others. If you have that awareness, you have good manners, no matter what fork you use" Emily Post quoted on Etiquette (Post 2019). This study employed the non-experimental descriptive survey research design in investigating the research problem.This study was conducted in Pedro V. Basalan Elementary School. The respondents in this study are the 145 school-aged children in the research locale. This revealed that the dining etiquette of the learners need to improve as the data gathered manifest that leaners responses in the survey are almost at the Moderate level. This means that an orientation program on proper dining etiquette should designed and implemented.For future researchers, it is strongly recommended that a relative study on table manners of the learners especially those in the intermediate level be conducted.

KEYWORDS: *Teaching Basic Dining, School Aged Children, Appropriate table manners*

INTRODUCTION

Having good manners that we have learned from childhood stay with us our whole lives and can influence our future relationships at home, school and even if public life as we grow old.

Etiquette is derived from the French word which means originally the list of rules for individual conduct at the royal court as Butcher and Pletcher (2016) asserted. But today it is understood as a set oof appropriate behaviors intended to aid others to feel comfortable and respected. "Manners are sensitive awareness of the feelings of others. If you have that awareness, you have good manners, no matter what fork you use" Emily Post quoted on Etiquette (Post 2019).

Butcher and Pletcher (2016) added that preschoolers can learn table etiquette such as chewing with their mouth closed and using utensils such as a spoon and fork. Sometimes it is easier for a child to use a utensil with a thicker handle because it's easier for a child to grasp. Young children generally grasp the handle in their fists and bring the spoon or fork up to the mouth parallel to the body rather than perpendicular to the body. This may seem clumsy looking, but a child will soon learn to turn the utensil as it gets to their mouth and then to hold the handle like an adult. It takes practice! In the meantime, expect that there will be spills and sometimes they will want to revert to eating with their fingers. It's best to be gentle but firm in our approach and clean up quietly but efficiently (Pletcher, 2016).

Also, kindergartners have mastered the previous skills and are ready to wait for a turn to talk and ask for foods by saying "please pass the …" instead of "I want…" Avoiding interrupting others when they are speaking takes some rather sophisticated listening skills, so we need to coach our children to pay attention to the break in the conversation and try to make eye-contact with one of the people when they want to have a turn. Having time to practice these skills at family meals will give children time to get used to a new routine before the big meal when it's "show time" Butcher (2016) discussed.

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With these facts, the researcher has decided to conduct action research on knowing the travails of the school aged children of their lived experiences on the teaching of basic eating etiquette and table manners, how they cope with their travails on learning basic eating table manners, and their gained understanding on the orientation of basic eating table manners (Lee, 2021).

Although dining out has become more casual, it still isn't acceptable to talk with your mouth full of food, rock the table with your elbows, or interfere with other diners' experiences by displaying improper etiquette. It's important to follow certain manners guidelines in both formal settings and fast-food restaurants.

Table manners are important in both professional and social situations, so it's a good idea to know some basics. There may be some slight variations, depending on your region and what is locally acceptable. So if you are at a dinner party, pay close attention to the host or hostess and take cues from them.

Whether no one ever taught you dining etiquette, or you've forgotten what you learned, here are some tips to show that you know how to behave at the table. Using proper etiquette at the table will also help you socially and professionally in a restaurant or in someone's home.

In Pedro V. Basalan Elementary School, division of Digos City, learners are trained to show proper table manners as they will be socializing with people in the near future. As home economics teacher, the researcher wanted to train learners to on the proper behavior during dining. This study will benchmark on the etiquette that leaners should know about fine dining.
This study sought to determine the level of dining etiquette of learners, which as the basis for designing an orientation program for proper table manners in the school context. Specifically, it sought answers to the following sub-problems:
1. What is the level of the dining etiquette of the learners in terms of:
1.1 Table setting,
1.2 Table Etiquette,
1.3 Post meal?
2. From the findings drawn from this study, what table manners orientation program in the school context can be developed and proposed?

METHODOLOGY

Research Design

This study employed the non-experimental descriptive survey research design in investigating the research problem. It is descriptive because the data are presented in quantitative descriptions on the "Dining Etiquette of School Aged Children: Basis for Proper Table Manners Orientation n School". According to Good (2005), this method of research shows merely description of tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2005).

Research Respondents

This study was conducted in Pedro V. Basalan Elementary School. The respondents in this study are the 145 school-aged children in the research locale. The respondents answered the checklist based on the indicators in the researcher made questionnaire describing the proper dining etiquette. This study made use the simple random sampling procedure considering the enormous number of school aged children in Pedro V. Basalan Elementary School.

Table 1. Distribution of Respondents

Schools	No. of Teachers
Grade 4	5
Grade 5	5
Grade 6	7
TOTAL	17

Research Instrument

This study will utilize the researcher developed questionnaire which items and indicators are focused on the proper dining etiquette of school-aged children. The respondents will give their responses on the items in the checklist.

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The checklist will undergo pilot testing in a school that is not part of the research local to measure its validity and reliability.

Data Gathering
At the outset of data gathering procedure, the researcher will draft a letter signed by the Dean of the Graduate School, Dr. Pablo F Busquit seeking for permission that this research study be conducted and will be sent to Basilio P. Mana-ay, Jr., CESO VI, the Assistant Schools Division Superintendent in the division of Digos city and to the School Principal of Pedro V. Basalan Elementary school.

While letters seeking for permission were delivered to the DepED Schools Division Superintendent and principal concerned, the researcher constructed a questionnaire and have it validated by the experts preferably the experts of the study.

After permission has been granted that this study be conducted in Pedro V. Basalan Elementary School and after the research questionnaire has been thoroughly examined by the expert validators, the researcher will launch the questionnaire to the respondent. Responses of the respondents will be submitted to the statistician for statistical computation after which the researcher will make analysis and interpretation on the data gathered.

Data Analysis
The following statistical tools will be used in the analysis and interpretation the responses in this study.
Mean will be used to describe the level of dining etiquette of school-aged children.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study seeks to determine the level of the dining etiquettes of the school aged children which will be the basis in designing an Orientation program for appropriate table manners.

This study employed the non-experimental descriptive survey research design in investigating the research problem. It is descriptive because the data are presented in quantitative descriptions on the "Teaching Basic Dining Etiquette for to School Aged Children: Basis for an Orientation of Appropriate Table Manners. According to Good (2005), this method of research shows merely description of tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2005).

This study was conducted in Pedro V. Basalan Elementary School. The respondents in this study are the 145 school-aged children in the research locale. The respondents answered the checklist based on the indicators in the researcher made questionnaire describing the proper dining etiquette. This study makes use of the simple random sampling procedure considering the enormous number of school aged children in Pedro V. Basalan Elementary School.

This revealed that the dining etiquette of the learners need to improve as the data gathered manifest that leaners responses in the survey are almost at the Moderate level. This means that an orientation program on proper dining etiquette should designed and implemented.

Conclusions
Based on the collective findings on this study, the following conclusions are drawn:
The dining etiquette of the school aged children in terms of table setting is High. The dining etiquette of the school aged children in terms of table etiquette is High. The dining etiquette of the school aged children in terms of post meal is High.

Recommendations
In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:
It is recommended that DepEd should develop policy on table manners to be integrated in Technology and Livelihood Education subject. This is to prepare them in their future career as they socialize with other people in their workplace. Dining etiquette is very important as it would define someone's personality during occasions.

The school heads should have showcased activities where table manners will be observed by the learners to train them to behave appropriately while dining during occasions at home or in school. Dining etiquette can be one of the bases in defining one's personality and attitude.

For future researchers, it is strongly recommended that a relative study on table manners of the learners especially those in the intermediate level be conducted.

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