ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

INITIATED FACEBOOK GROUP PAGE: LEARNING RESOURCE MANAGEMENT IN TLE COOKERY FOR GRADE 9 JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The study was conducted to evaluate the initiated facebook group page: learning resource management in TLE cookery for grade 9 junior high school students. Specifically, the study aimed to identify the extent of evaluation of learning resource management features; the level of student's satisfaction and student's performance while using facebook group page as learning resource management. The significant relationship between the extent of using facebook group page as learning resource management to student's satisfaction and student's performance were evaluated.

The study was conducted at Liliw National High School. The respondents came from three (3) sections of grade 9 for a total of one hundred twenty-two (122) students and they were selected using purposive sampling. It employed quantitative research and utilized quasi-experimental method. Pertinent data were obtained through survey questionnaire. The statistical tools used were mean, t-test and Pearson correlation.

Salient findings revealed that the level of evaluation of learning resource management features in terms of: adherence to standards, security and integrity, customization, and timeliness were all "very great extent" while automation and efficiency was only "great extent". The level of student's satisfaction while using facebook group page as learning resource management in terms of: content and relevance, interaction and engagement, assessment and evaluation, and technology integration revealed that all have "very great extent". The level of student's performance while using facebook group page as learning resource management in terms of: practical skills, and written test revealed that in making salad students were "proficient", in plating salad students were "advanced" and in video presentation students were "approaching proficiency" while in written test students were got "outstanding". The extent of using facebook group page as learning resource management to student's satisfaction was revealed to have no significant relationship. The extent of using facebook group page as learning resource management to student's performance was revealed to have significant relationship.

The researcher concluded that the initiated facebook group page: learning resource management in TLE cookery for grade 9 junior high school students has no significant relationships between the student's satisfaction. Thus, the null hypotheses is accepted. In contrast, the facebook group page as learning resource management has significant relationship between student's performance. Therefore, the null hypothesis is rejected.

Recommendations include continuous content enrichment, interactive engagement strategies, enhanced assessment and feedback mechanisms, seamless technology integration, regular feedback mechanisms, and professional development for instructors to further optimize the learning experience on the Facebook Group Page Learning Resource Management.

KEYWORDS: *facebook group page; learning resource management; TLE*

1. INTRODUCTION

In the rapidly evolving landscape of education, the integration of technology has become paramount in enhancing learning experiences and outcomes. Particularly in Technical Livelihood Education (TLE) subjects like cookery, leveraging digital platforms offers unique opportunities to engage students and optimize their learning processes. One such platform gaining prominence is facebook group pages, providing a collaborative and interactive space for educational purposes.

This research paper explores into the utilization of a facebook group page as a Learning Resource Management (LRM) tool specifically tailored for grade 9 junior high school students enrolled in TLE cookery courses. The initiative aims to explore the effectiveness of this digital platform in augmenting the teaching-learning process, enhancing student satisfaction, and improving performance outcomes.

With the global presence of social media platforms in the lives of today's students, integrating facebook group pages into the educational framework presents a compelling avenue to meet learners where they are most comfortable. By harnessing the familiar interface and functionalities of Facebook, educators can create dynamic learning environments that foster collaboration, interaction, and engagement among students.

This research endeavors to contribute to the existing body of knowledge on the integration of digital platforms in education, particularly within the realm of technical subjects like cookery. Through empirical analysis and data-driven insights, this paper aims to provide practical recommendations for educators and stakeholders to optimize the use of facebook group pages as effective Learning resource management tools in TLE cookery instruction for grade 9 junior high school students.

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1.1 Statement of the Problem

Specifically, the study aimed to provide answers to the following questions:

1. What is the extent of evaluation of earning resource management features in terms of:
   - 1.1 automation and efficiency;
   - 1.2 adherence to standards;
   - 1.3 security and integrity;
   - 1.4 customization; and
   - 1.5 timeliness?
2. What is the level of student's satisfaction while using facebook group page as learning resource management in terms of:
   - 2.1 content and relevance;
   - 2.2 interaction and engagement;
   - 2.3 assessment and evaluation; and
   - 2.4 technology integration?
3. What is the level of student's performance while using facebook group page as learning resource management in terms of:
   - 3.1 practical skills; and
   - 3.2 written test?
4. Is there a significant relationship between the extent of using facebook group page as learning resource management to student's satisfaction?
5. Is there a significant relationship between the extent of using facebook group page as Learning resource management to student's performance?

2. METHODOLOGY

In this study, a quasi-experimental design was employed. A non-randomized study design called a quasi-experimental design is employed to assess the impact of an intervention. A training course, a change in policy, or medical care can all be considered forms of intervention. (Choueiry 2017). Because it might be challenging to apply random selection in social experiments, quasi-studies are sometimes employed instead of full experiments. Random selection could not be possible in some situations due to practical considerations or ethical issues. Quasi-experiments are studies or experiments that are conducted on a predetermined group of people, such a particular class of pupils. (Farnel 2021)

3. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data gathered to answer the sub-problem relative to the main problem of this study. This part discusses the findings of the study based on the research questions.

The Extent of Evaluation of Learning Resource Management Features

In this study, the extent of evaluation of learning resource management features includes automation and efficiency, adherence to standards, security and integrity, customization, and timeliness.

The extent of evaluation of learning resource management features was revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Extent of Evaluation of Learning Resource Management Features in terms of Automation and Efficiency

Table 1 illustrates the extent of evaluation of learning resource management features in terms of automation and efficiency. Respondents strongly agree that the initiated facebook group page as learning resource management features efficiently deliver feedback to users, providing insights into strengths and areas for improvement (M= 4.30, SD= 0.77). On the other hand, respondents agreed that the learning resource management system automate the grading process, providing quick and accurate assessment results (M= 4.13, SD= 0.77).

The extent of evaluation of learning resource management features in terms of automation and efficiency attained a weighted mean score of 4.22 and standard deviation of 0.49 and was great extent among the respondents.

Table 1

Extent of Evaluation of Learning Resource Management Features in terms of Automation and Efficiency

STATEMENTS	*MEAN*	*SD*	*REMARKS*
1.The learning resource management system automate the grading process, providing quick and accurate assessment results.	4.13	0.77	Agree
2. The learning resource management system efficiently deliver feedback to users, providing insights into strengths and areas for improvement	4.30	0.77	Strongly Agree
3. The learning resource management system are well-integrate with your institution's Learning Management System for seamless data transfer.	4.28	0.80	Strongly Agree
4.The learning resource management system incorporate adaptive assessment features, adjusting difficulty based on user performance.	4.18	085	Agree
5. The learning resource management system is time-efficient in terms of creating assessments, analyzing results, and providing feedback.	4.22	0.76	Strongly Agree
Weighted Mean		*4.22*	
SD		*0.49*	
Verbal Interpretation		*Great Extent*	

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Overall, automation and efficiency had a significant influence on the extent of evaluation of initiated facebook group page as learning resource management features for it indicate particularly feedback delivery and grading automation through the facebook group page, are perceived positively by users. These features are seen as efficient, providing valuable insights and quick, accurate assessment results. However, there might still be opportunities for refinement and enhancement to better meet the diverse needs of users. Furthermore, the streamlined processes enabled by automation not only enhance user experience but also contribute to optimizing educational outcomes. Continuous iteration and user feedback will be crucial in refining these features to ensure their alignment with evolving user preferences and educational objectives.

Table 2

Extent of Evaluation of Learning Resource Management Features in terms of Adherence to Standards

STATEMENTS	*MEAN*	*SD*	*REMARKS*
1.The learning resource management system adhere to standards for providing meaningful feedback and generating comprehensive assessment reports.	4.30	0.73	Strongly Agree
2. The learning resource management system adhere to scalability standards, allowing it to handle an increasing number of users and assessments.	4.16	0.78	Agree
3. The digital assessment Learning Resource Management System align with recognized educational standards relevant to your subject area.	4.27	0.72	Strongly Agree
4. The learning resource management system align with best practices in assessment.	4.34	0.74	Strongly Agree
5. The learning resource management system adhere to standards for providing meaningful feedback and generating comprehensive assessment reports.	4.30	0.75	Strongly Agree
Weighted Mean		*4.27*	
SD		*0.40*	
Verbal Interpretation		*Very Great Extent*	

Table 2 displays the extent of evaluation of initiated facebook group page as learning resource management features in terms of adherence to standards.

Respondents strongly agree that the Initiated Facebook Group Page as Learning Resource Management features adhere to standards for providing meaningful feedback and generating comprehensive assessment reports. (M= 4.30, SD= 0.75). On the other hand, respondents agreed that the learning resource management system adhere to scalability standards, allowing it to handle an increasing number of users and assessments. (M= 4.16, SD= 0.78).

The extent of evaluation of learning resource management features in terms of adherence to standards attained a weighted mean score of 4.27 and a standard deviation of 0.40 and was very great extent among the respondents.

The evaluation indicates that users view the initiated facebook group page positively as a learning resource management platform, particularly for adhering to standards in feedback, assessment, and scalability. This suggests the platform is effective, reliable, and capable of supporting users' learning needs now and in the future.

Extent of Evaluation of Learning Resource Management Features in terms of Security and Integrity

Table 3 displays the extent of evaluation of initiated facebook group page as learning resource management in terms of security and integrity.

Respondents strongly agree that the initiated facebook group page as learning resource management features ensure the integrity and accuracy of assessment results and data (M= 4.37, SD= 0.74). Additionally, respondents also strongly agreed that the learning resource management system use encryption techniques to protect the confidentiality of assessment data during transmission and storage. (M= 4.29, SD= 0.71).

Table 3

Extent of Evaluation of Learning Resource Management Features in terms of Security and Integrity

STATEMENTS	*MEAN*	*SD*	*REMARKS*
1.The learning resource management system ensure the integrity and accuracy of assessment results and data.	4.37	0.74	Strongly Agree
2. The implemented strategies to detect and prevent cheating during online assessments is effective.	4.34	0.69	Strongly Agree
3. The user authentication system of the learning resource management system to ensure that only authorized individuals have access is strong.	4.36	0.73	Strongly Agree
4. The learning resource management system use encryption techniques to protect the confidentiality of assessment data during transmission and storage.	4.29	0.71	Strongly Agree
5. The delivery mechanism of assessments to prevent tampering or unauthorized access during the assessment process is secure.	4.31	0.78	Strongly Agree

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Weighted Mean	*4.34*
SD	*0.40*
Verbal Interpretation	*Very Great Extent*

Table 3 displays the extent of evaluation of initiated facebook group page as learning resource management in terms of security and integrity.

Respondents strongly agree that the initiated facebook group page as learning resource management features ensure the integrity and accuracy of assessment results and data (M= 4.37, SD= 0.74). Additionally, respondents also strongly agreed that the learning resource management system use encryption techniques to protect the confidentiality of assessment data during transmission and storage. (M= 4.29, SD= 0.71).

The extent of evaluation of learning resource management features in terms of security and integrity attained a weighted mean score of 4.34 and a standard deviation of 0.40 and was very great extent among the respondents.

It reveals that security and integrity had a significant influence on the extent of evaluation of initiated facebook group page as learning resource management features these responses indicate that users perceive the initiated facebook group page as an learning resource management platform positively in terms of ensuring the integrity, accuracy, confidentiality, and security of assessment data. These perceptions suggest that the platform is reliable, trustworthy, and compliant with relevant privacy and security standards, which are essential for maintaining user satisfaction and engagement.

Extent of evaluation of Learning Resource Management features in terms of Customization

Table 4 below shows the extent of evaluation of initiated facebook group page as learning resource management features in terms of customization.

Respondents strongly agree that the initiated facebook group page as learning resource management features incorporate adaptive features that customize the difficulty level of questions based on individual performance. (M=4.47, SD= 0.69). On the other hand, respondents agreed that users have control in customizing their learning paths within the learning resource management system. (M= 4.16, SD= 0.85).

Table 4

Extent of evaluation of Learning Resource Management features in terms of Customization

STATEMENTS	***MEAN***	***SD***	***REMARKS***
1.The learning resource management system support the personalization of content to meet individual learning needs.	4.41	0.75	Agree
2. The learning resource management system allow integration with external platforms, providing users with additional customization options.	4.20	0.75	Agree
3. The learning resource management system manage and allow customization of user preferences, including notification settings and communication preferences.	4.29	0.71	Strongly Agree
4. The learning resource management system incorporate adaptive features that customize the difficulty level of questions based on individual performance.	4.47	0.69	Strongly Agree
5.Users have control in customizing their learning paths within the learning resource management system.	4.16	0.85	Agree
Weighted Mean		*4.31*	
SD		*0.38*	
Verbal Interpretation		*Very Great Extent*	

The extent of evaluation of learning resource management features in terms of customization attained a weighted mean score of 4.31 and a standard deviation of 0.38 and was very great extent among the respondents.

Based on the results, it depicted that customization had a significant influence on the extent of evaluation of initiated facebook group page as learning resource management features these responses indicate that users perceive the initiated facebook group page positively in terms of incorporating adaptive features and providing user control over learning paths within the learning resource management system. These features contribute to a more personalized and engaging learning experience, enhancing user satisfaction and potentially improving learning outcomes.

Table 5

Extent of Evaluation of Learning Resource Management Features in terms of Timeliness

STATEMENTS	***MEAN***	***SD***	***REMARKS***
1.You quickly notice new posts or updates when you visit the Facebook group page	4.39	0.67	Strongly Agree
2. Members quickly respond to posts, questions, or comments within the Facebook group.	4.37	0.67	Strongly Agree
3. Output can be submitted in a timely manner on the Facebook group page.	4.37	0.73	Strongly Agree

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4.Notifications are timely in reflecting the most relevant and recent activities in the Facebook group.	4.39	0.73	Strongly Agree
5. Members are well-informed about live sessions or real-time events on the Facebook group page.	4.44	0.66	Strongly Agree
Weighted Mean		*4.39*	
SD		*0.34*	
Verbal Interpretation		*Very Great Extent*	

Table 5 illustrates the extent of evaluation of Initiated Facebook Group Page as Learning Resource Management features in terms of timeliness.

Respondents strongly agree that the Initiated Facebook Group Page as Learning Resource Management features that members are well-informed about live sessions or real-time events on the Facebook Group Page. (M= 4.44, SD= 0.66). Additionally, respondents also strongly agreed that in the learning resource management system output can be submitted in a timely manner on the Facebook Group age. (M= 4.37, SD= 0.73).

The extent of evaluation of learning resource management features in terms of timeliness attained a weighted mean score of 4.39 and a standard deviation of 0.34 and was very great extent among the respondents.

It showed that timeliness had a significant influence on the extent of evaluation of initiated facebook group page as learning resource management features wherein these responses reflect positively on the initiated facebook group page as a learning resource management platform, highlighting its effectiveness in communication and submission processes. These features contribute to enhanced engagement, participation, and overall user satisfaction, ultimately supporting the platform's role in facilitating learning and collaboration among members.

Level of Student's Satisfaction

The level of student's satisfaction while using facebook group page as learning resource management in terms of: content and relevance, interaction and engagement, assessment and evaluation and technology integration.

In this study, level of student's satisfaction while using facebook group page as learning resource management includes content and relevance, interaction and engagement, assessment and evaluation and technology integration.

The level of student's satisfaction while using facebook group page as learning resource management was revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms of Content and Relevance

Table 6 verifies the level of student's satisfaction while using facebook group page as learning resource management in terms of content and relevance.

Table 6

Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms of Content and Relevance

STATEMENTS	*MEAN*	*SD*	*REMARKS*
1.You are satisfied with the comprehensiveness of the course content.	4.27	0.74	Strongly Agree
2. You find the course content relevant to the stated course objectives.	4.43	0.67	Strongly Agree
3. You are satisfied with the level of interaction and engagement from the instructors regarding the course content.			
4. You believe the course content is applicable to real-world scenarios or practical situations.	4.33	0.79	Strongly Agree
5. You find the posts shared on the Facebook group page relevant to your course or academic interests.	4.44	0.66	Strongly Agree
	4.16	0.74	Agree
Weighted Mean		*4.33*	
SD		*0.39*	
Verbal Interpretation		*Very Great Extent*	

Respondents strongly agree that they are satisfied with the initiated facebook group page as learning resource management in terms of content and relevance wherein they believe the course content is applicable to real-world scenarios or practical situations.. (M= 4.44, SD= 0.66). On the other hand, respondents agreed that they find the posts shared on the Facebook group page relevant to their course or academic interests. (M= 4.16, SD= 0.74)

The level of student's satisfaction while using facebook group page as learning resource management in terms of content and relevance attained a weighted mean score of 4.33 and a standard deviation of 0.39 and was very great extent among the respondents.

Overall, content and relevance had a significant influence in the level of student's satisfaction while using initiated facebook group page as learning resource management in terms of

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content and relevance these responses reflect positively on the effectiveness of the initiated facebook group page as a learning resource management platform, particularly in terms of providing relevant and applicable course content. While users generally find the posts shared on the platform relevant to their academic interests, there may be opportunities to further enhance alignment with users' specific preferences to improve overall user satisfaction and engagement.

Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms of Interaction and Engagement

Table 7 explained the Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms ofinteraction and engagement.

Respondents strongly agree that they are satisfied with the Initiated Facebook Group Page as Learning Resource Management in terms of interaction and engagement wherein it is useful as interactive tools (e.g., forums, live sessions) in facilitating engagement and participation. (M= 4.59, SD= 0.56). Additionally, respondents also strongly agreed that it is easy for them to engage with their peers and instructors on the Facebook group page. (M= 4.38, SD= 0.77).

Table 7

Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms of Interaction and Engagement

STATEMENTS	*MEAN*	*SD*	*REMARKS*
1. You are engaging with posts and discussions on the Facebook group page frequently.	4.43	0.73	Strongly Agree
2.It is easy for you to engage with your peers and instructors on the Facebook group page.	4.38	0.77	Strongly Agree
3. You do believe that the interactions and engagement on the Facebook group page have positively impacted your learning experience.	4.58	0.54	Strongly Agree
4. You feel engaged with your peers in discussions, group activities, or collaborative projects.	4.43	0.68	Strongly Agree
5.It is useful as interactive tools (e.g., forums, live sessions) in facilitating engagement and participation.	4.59	0.56	Strongly Agree
Weighted Mean		*4.47*	
SD		*0.30*	
Verbal Interpretation		*Very Great Extent*	

The Level of Student's Satisfaction while using Facebook Group Page
as Learning Resource Management in terms of content interaction andengagement attained a weighted mean score of 4.47 and a standard deviation of 0.30 and was Very Great Extent among the respondents.

It implies that interaction and engagement had a significant influence in the Level of Student's Satisfaction while using Initiated Facebook Group Page as Learning Resource Management wherein responses reflect positively on its effectiveness in facilitating interaction and engagement. Users are highly satisfied with the platform's interactive tools and find it easy to engage with their peers and instructors. These features contribute to a vibrant and supportive learning community, fostering collaboration and enhancing the overall learning experience.

Table 8

Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms of Assessment and Evaluation

STATEMENTS	*MEAN*	*SD*	*REMARKS*
1.The guidelines provided for assessments and evaluations within the course or group are clear.	4.23	0.76	Agree
2. You feel that assessments and evaluations are fair and unbiased.	4.43	0.67	Strongly Agree
3. There is a good variety of assessment methods used to evaluate your understanding of the course content.	4.34	0.60	Agree
4. The feedback provided on assessments helps you improve your understanding and performance.	4.52	0.72	Strongly Agree
5. You are satisfied with the timeliness of feedback on your assessments and performance.	4.35	0.73	Strongly Agree
Weighted Mean		*4.37*	
SD		*0.41*	
Verbal Interpretation		*Very Great Extent*	

It can be observed in Table 8 the Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms of assessment and evaluation.

Respondents strongly agree that they are satisfied with the Initiated Facebook Group Page as Learning Resource Management in terms of assessment and evaluation wherein the feedback provided on assessments helps them improve their

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Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

understanding and performance. (M= 4.52, SD= 0.72). On the other hand, respondents agreed that the guidelines provided for assessments and evaluations within the course or group are clear (M= 4.23, SD= 0.76).

The Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms of technology assessment and evaluation attained a weighted mean score of 4.37 and a standard deviation of 0.41 and was Very Great Extent among the respondents.

Thus, based on the result assessment and evaluation had a significant influence in the Level of Student's Satisfaction while using Initiated Facebook Group Page as Learning Resource Management, responses reflect positively while users generally perceive the assessment guidelines as clear, there may assessments, finding it helpful for improving their understanding and performance be opportunities for further enhancement to ensure clarity and comprehensiveness, ultimately enhancing the overall user experience with assessment and evaluation on the platform.

Table 9

Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms of Technology Integration

STATEMENTS	*MEAN*	*SD*	*REMARKS*
1. The integration of technology enhances your learning experience.	3.26	0.67	Strongly Agree
2. The use of technology in your courses promotes innovative learning experiences and keeps you engaged.	3.46	0.68	Strongly Agree
3. Access to learning technologies (e.g., online platforms, software) used in your courses is easy.	3.30	0.81	Strongly Agree
4. You are satisfied with the communication facilitated through technology tools within your courses (e.g., discussion forums, messaging).	3.45	0.59	Strongly Agree
5.You are satisfied with the availability of technical support and assistance when encountering issues with learning technologies.	3.48	0.63	Strongly Agree
Weighted Mean		*3.39*	
SD		*0.36*	
Verbal Interpretation		*Very Great Extent*	

It can be gleaned from table 9 the Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms of technology integration.

Respondents strongly agree that they are satisfied with the Initiated Facebook Group Page as Learning Resource Management in terms of technology integration wherein they are satisfied with the availability of technical support and assistance when encountering issues with learningtechnologies. (M= 4.48, SD= 0.63). On the other hand, respondents also strongly agreed that the integration of technology enhances their learning
experiences, (M= 3.26, SD= 0.67).

The Level of Student's Satisfaction while using Facebook Group Page as Learning Resource Management in terms of technology integration attained a weighted mean score of 3.39 and a standard deviation of 0.36 and was Very Great Extent among the respondents.

Therefore, based on the results technology integration had a significant influence in the Level of Student's Satisfaction while using Initiated Facebook Group Page as Learning Resource Management responses reflect positively on its effectiveness in terms of providing technical support and assistance to users. While users generally agree that technology enhances their learning experiences, there may be variations in how technology integration is perceived among users. Addressing these perceptions and further enhancing technology integration could contribute to a more seamless and effective learning experience for all users on the platform.

The Level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of Practical Skills

The Level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of: Practical Skills and Written Test.

The Level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of Practical Skills was revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of Practical Skills (Making Salad, Plating and Video Presentation)

Table 10 displays the Level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of Practical Skills (Making Salad and Dressing, Plating Salad and Video Presentations).

Using analytical rubrics, it provides a structured framework for interpreting and evaluating data.

The students demonstrated very good skills in presenting ingredients, (M= 3.51, SD= 1.05) balancing colors and textures, (M= 3.51, SD= 0.86) maintaining neatness and cleanliness, (M= 3.36, SD= 0.95 and creating an overall aesthetic impact (M= 3.89, SD= 0.1.16) with a "Very Good" verbal interpretation. These are essential qualities in culinary arts and reflect a proficient level of performance. On the other hand, the students showed slightly lower performance in portion control and size (M= 2.93, SD= 0.86) with a "Good" verbal interpretation. This suggests that while they excel in the

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creative and visual aspects, they may need more practice or guidance in achieving consistency in portioning.

Table 10

Level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of Practical Skills (Making Salad, Plating and Video Presentation)

PRACTICAL TEST 1 MAKING SALAD AND DRESSING			
CRITERIA	**MEAN**	**SD**	**VERBAL INTERPRETATION**
Presentation of Ingredients	3.51	1.05	Very Good
Balance of Colors and Textures	3.51	0.86	Very Good
Neatness and Cleanliness	3.36	0.95	Very Good
Portion Control and Size	2.93	0.86	Good
Overall Aesthetic Impact	3.89	1.16	Very Good
Weighted Mean	17.22		
SD	3.86		
Verbal Interpretation	Proficient		
PRACTICAL TEST 2 PLATING SALAD			
CRITERIA	**MEAN**	**SD**	**VERBAL INTERPRETATION**
Presentation of Ingredients	4.29	1.19	Excellent
Balance of Colors and Textures	4.11	1.08	Excellent
Neatness and Cleanliness	4.19	1.17	Excellent
Portion Control and Size	3.95	1.1	Very Good
Overall Aesthetic Impact	4.36	1.09	Excellent
Weighted Mean	20.92		
SD	5.14		
Verbal Interpretation	Advanced		
PRACTICAL TEST 3 VIDEO PRESENTATION			
CRITERIA	**MEAN**	**SD**	**VERBAL INTERPRETATION**
Clarity of Instructions	2.50	1.34	Good
Demonstrated Skills	2.57	1.32	Good
Organization and Flow	2.48	1.33	Good
Visual Appeal and Presentation	2.28	1.15	Good
Engagement and Communication	2.86	1.64	Good
Weighted Mean	12.71		
SD	6.34		
Verbal Interpretation	Approaching Proficiency		

With a (Weighted Mean = 17.22, SD = 3.86) it shows that the level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of practical skills in Making Salad and Dressing has a descriptive equivalent of Proficient.

In Practical Skills in Plating Salad students exhibited advanced skills in all evaluated criteria, including presentation of ingredients, (M= 4.29 SD= 1.19) balance of colors and textures, (M= 4.11, SD= 1.08) neatness and cleanliness, (M= 4.19, SD= 1.17) overall aesthetic impact, (M= 4.36, SD= 1.09 with an "Excellent" verbal interpretation and portion control and size, (M= 3.95, SD= 1.1) with "Very Good" verbal interpretation. This indicates a high level of mastery in plating techniques. It implies that the students have progressed significantly in their practical skills, demonstrating not only creativity but also precision and attention to detail. Their ability to consistently achieve high scores suggests a deep understanding and application of culinary principles.

With a (Weighted Mean = 20.92, SD = 5.14) it shows that the level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of practical skills (Plating Salad) has a descriptive equivalent of Advanced.

In contrast to the practical skills assessments, the video presentation evaluation reveals mixed results. Students demonstrated adequate clarity of instructions (M= 2.50 SD=

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

1.34) and some level of engagement and communication (M= 2.86, SD= 1.64) with a "Good" verbal interpretation. However, they struggled with demonstrating skills effectively, (M= 2.57, SD= 1.32) maintaining organization and flow, (M= 2.48, SD= 1.33) and enhancing visual appeal and presentation (M= 2.28, SD= 1.15) with "Good" verbal interpretation. It implies that while the students show potential in communication, they need further development in structuring and delivering content effectively in a digital format. This may involve enhancing their video editing skills, refining their scripting abilities, and improving their overall presentation techniques.

With a (Weighted Mean = 12.71, SD = 6.34) it shows that the level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of practical skills (Video Presentation) has a descriptive equivalent of Approaching Proficiency.

Overall, the data shows that while students have achieved proficiency in practical culinary skills such as making salad and plating, they may require additional support and resources to enhance their performance in digital communication and presentation skills. Integrating more targeted instruction and practice opportunities in video production and presentation techniques could help bridge this gap and better prepare them for future culinary endeavors in a digital age.

Level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of Written Test

The Level of Student's Performance while using Facebook Group Page
as Learning Resource Management in terms of Written Test was revealed in the following table, which shows the score, frequency, percentage and descriptive equivalent.

Table 11

Level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of Written Test

Score	f	%	Descriptive Equivalent
21 - 25	75	*61.48*	Outstanding
16 - 20	34	*27.87*	Very Satisfactory
11 - 15	9	*7.38*	Satisfactory
6 - 10	4	*3.28*	Fairly Satisfactory
0 - 5	0	*0.00*	Did not meet Expectation
Total	**122**	**100**	
Weighted Mean	21.31		
SD	4.64		
Verbal Interpretation	*Outstanding*		

Table 11 presents the level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of written test. Out of total number of one hundred and twenty-two respondents "21 to 25" received the highest frequency of seventy-five (75) or 61.48% of the total population with descriptive equivalent of Outstanding. While the scores "6 to 10" received the lowest frequency of four (4) or 3.28% of the total population with descriptive equivalent of Fairly Satisfactory.

With a (Weighted Mean = 21.31, SD = 4.64) it shows that the level of Student's Performance while using Facebook Group Page as Learning Resource Management in terms of written examination has a descriptive equivalent of Outstanding

Overall, the data presented in Table 11 underscores the positive impact of using the Facebook Group Page as a Learning Resource Management platform for preparing students for written examinations. It demonstrates the effectiveness of the instructional approach adopted and the success of the learning resources and activities provided in facilitating exceptional student performance in written assessments. This highlights the significance of leveraging digital platforms like Facebook Groups to complement traditional classroom instruction, enabling educators to engage students in interactive learning experiences that yield tangible academic outcomes. Additionally, the findings suggest the potential of integrating social media platforms into educational settings as a means of enhancing learning effectiveness and student achievement.

The Significant Relationship between the Facebook Group Page as Learning Resource Management to Student's Satisfaction.

The Significant Relationship between the Facebook Group Page as Learning Resource Management to Student's Satisfaction was revealed in table 12, which shows the correlation coefficient (r) measures the strength and direction of the relationship between Facebook Group Page as Learning Resource to Student's Satisfaction while the p-value assesses the statistical significance of these relationships.

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Table 12

Significant Relationship between the Facebook Group Page as Learning Resource Management to Student's Satisfaction

Facebook Group Page as Learning Resource Management		Student's Satisfaction			
		Content And Relevance	**Interaction And Engagement**	**Assessment And Evaluation**	**Technology Integration**
automation and efficiency	Pearson Correlation	0.235	0.106	0.132	0.112
	Sig. (2-tailed)	0.265	0.863	0.669	0.137
	N	121	121	121	121
	Analysis	*NS*	*NS*	*NS*	*NS*
adherence to standards	Pearson Correlation	0.02	-0.16	-0.555	0.101
	Sig. (2-tailed)	0.000	0.003	0.000	0.024
	N	121	121	121	121
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
security and integrity	Pearson Correlation	0.05	-0.025	0.169	0.163
	Sig. (2-tailed)	0.056	0.452	0.147	0.681
	N	121	121	121	121
	Analysis	*NS*	*NS*	*NS*	*NS*
customization	Pearson Correlation	0.253	0.182	0.051	0.041
	Sig. (2-tailed)	0.008	0.206	0.072	0.97
	N	121	121	121	121
	Analysis	*Significant*	*NS*	*NS*	*NS*
timeliness	Pearson Correlation	0.277	0.094	0.186	0.208
	Sig. (2-tailed)	0.254	0.094	0.096	0.000
	N	121	121	121	121
	Analysis	*NS*	*NS*	*NS*	*Significant*

Table 12 shows the Significant relationship between the Facebook Group Page as Learning Resource Management to Student's Satisfaction.

The adherence to standards in using the Facebook Group Page for Learning Resource Management was found to have significant relationship to student satisfaction in various areas such as content relevance, interaction, assessment, and technology integration. Ensuring compliance with standards has several implications for student satisfaction. It ensures that the content shared aligns with learning goals, making it more relevant and engaging for students and encourages structured interactions among students and instructors, fostering a collaborative learning environment.

Additionally, customizing the Facebook Group Page for Learning Resource Management has also significant to student satisfaction, particularly in terms of content relevance. Tailoring the learning experience to individual needs enhances engagement, flexibility, and ownership in the learning process, leading to greater satisfaction among students.

Moreover, the timeliness of using the Facebook Group Page for Learning Resource Management has significant relationship to student satisfaction, especially regarding technology integration. Ensuring timely access to resources and adapting to technological trends enhances the overall learning experience and satisfaction of students engaging with the platform.

Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

In contrast, the efficiency of using the Facebook Group Page for Learning Resource Management didn't significantly correlate to student satisfaction in content relevance, interaction, assessment, and technology integration. Similarly, the security and integrity of the platform didn't have a significant relationship on student satisfaction, as well as with customization and timeliness. Thus, since the p-values exceeded 0.05, there wasn't any statistical significance found.

Significant Relationship between the Facebook Group Page as Learning Resource Management to Student's Performance

The Significant Relationship between the Facebook Group Page as Learning Resource Management to Student's Performance was revealed in the table13 , which shows the correlation coefficient (r) measures the strength and direction of the relationship between Facebook Group Page as Learning Resource Management to Student's Performance while the p-value assesses the statistical significance of these relationships.

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Table 13

Significant Relationship between the Facebook Group Page as Learning Resource Management to Student's Performance

Facebook Group Page as Learning Resource Management		Written Examination	Practical Test		
			Making Salad	Plating Salad	Video Presentation
automation and efficiency	Pearson Correlation	0.047	0.065	0.006	-0.036
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	121	121	121	121
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
adherence to standards	Pearson Correlation	-0.006	0.006	-0.103	0.054
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	121	121	121	121
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
security and integrity	Pearson Correlation	0.003	-0.026	-0.013	-0.075
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	121	121	121	121
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
customization	Pearson Correlation	0.034	-0.042	-0.043	-0.076
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	121	121	121	121
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
timeliness	Pearson Correlation	-0.024	-0.152	-0.1	-0.187
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	121	121	121	121
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*

Table 13 presents the Significant relationship between the Facebook Group Page as Learning Resource Management to Student's Performance.

The automation and efficiency, adherence to standards, security and integrity, customization and timeliness of the Facebook Group Page as Learning Resource Management was observed to have a significant relationship to the practical skills and written examination of Student's Performance.

Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.
Overall, these findings highlight the potential influence of various features of the Facebook Group Page as a Learning Resource Management platform on student performance in practical skills and written tests. Addressing these platform features could contribute to improving student outcomes and enhancing the overall effectiveness of the platform in supporting student learning and achievement.

4. CONCLUSION AND RECOMMENDATIONS

Considering the results of the study, the following conclusions were drawn:

1. The study showed that there is a significant relationship between student's satisfaction and adherence to standards, customization, and timeliness while content and relevance, interaction and engagement, assessment and evaluation, technology integration, automation and efficiency and security and integrity do not appear to have significant relationship to student satisfaction. Since majority of the indicators of students satisfaction has no significant relationship to facebook group page as learning resource management features, therefore, null hypothesis is accepted. This implies that focusing on improving customization options and ensuring timely responses in the facebook group page could lead to higher student satisfaction.
2. The analysis of the significant relationship between various aspects of the Facebook Group Page as Learning Resource Management and Student's Performance reveals that the following variables such as automation and efficiency, adherence to standards, security and integrity, customization and timeliness demonstrate statistically significant relationships with both practical skills and written test performance. This implies that effective management of facebook group page as an educational tool can positively impact students' practical skills and written test outcomes, highlighting the importance of considering these variables in educational practices leveraging social media platforms supporting the rejection of the null hypothesis and emphasizing the

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potential of social media-based educational tools to positively influence learning outcomes.

Based on the above findings and conclusions the following are recommended.

1. For teachers, continuous content enrichment is recommended, although students are highly satisfied with the current content, there should be ongoing efforts to enrich and update the content regularly. This can include adding new resources, materials, case studies, and real-world examples to keep the learning experience fresh, relevant, and engaging.
2. For teachers, while interaction and engagement are highly rated, continue to implement interactive learning activities and discussions to foster collaborative learning environments. Encourage peer-to-peer interaction, group projects, and discussions to promote active participation and deeper engagement with the course material.
3. For teachers, despite the high satisfaction with assessment and evaluation, consider enhancing assessment methods and feedback mechanisms. Introduce varied assessment formats, such as quizzes, projects, and peer evaluations, to cater to different learning styles and provide timely, constructive feedback to help students track their progress and improve their understanding.

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