SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

PERFORMANCE OF GRADE 9 LEARNERS IN FANCY NAIL DESIGN: BASIS FOR DEVELOPING A CONTEXTUALIZED INSTRUCTIONAL MATERIAL

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Article DOI: https://doi.org/10.36713/epra28140
DOI No: 10.36713/epra28140

ABSTRACT

This study assessed the performance of Grade 9 learners in Fancy Nail Design at Dupax del Sur National High School, Domang, Dupax del Sur, Nueva Vizcaya, during the School Year 2025–2026, as a basis for developing a contextualized instructional material. Specifically, it aimed to improve learners' performance in terms of water marbling, nail art accessories, nail art stickers, and nail art stamping. The study employed a quantitative developmental research design utilizing the performance tasks to assess the learners' skills in Fancy Nail Design. The respondents were Grade 9 learners selected through purposive sampling. Data were gathered using an evaluation sheet based on the Curriculum Guide (CG), covering competencies in nail preparation and cleaning, application of nail products and fancy nail designs, client nail maintenance practices, and proper waste disposal in accordance with environmental and safety regulations. Findings revealed that the learners obtained an overall mean score of 65.08 (SD = 5.96), interpreted as "Did Not Meet Expectations." Water marbling obtained a mean score of 90.25 (SD = 3.81), nail art accessories 39.43 (SD = 6.08), nail art stickers 44.63 (SD = 6.55), and nail art stamping 86.00 (SD = 7.48). The results indicate limited competency in Fancy Nail Design, particularly in applying nail art accessories and stickers. The study concludes that contextualized instructional materials are necessary to improve learners' practical skills and creativity in Fancy Nail Design. Hence, teachers are encouraged to utilize competency-based and hands-on learning activities to enhance learners' performance.

KEYWORDS: *Contextualized instructional materials, fancy nail design, grade 9 learners*

INTRODUCTION

Technology and Livelihood Education (TLE) is a subject that enables students to develop their practical capabilities and imagination. However, most of the ninth-grade learners have encountered numerous problems in developing their practical skills in fancy nail design, mainly because of poor quality and uninteresting instructional materials. Thus, the objective of the study was to determine the efficiency of ninth-grade learners in performing fancy nail design and to create a context-based instructional material to aid them in their learning.

Fancy nail design is a skill area in TLE that provides learners with an opportunity to grow creatively and practically. Nevertheless, several Grade 9 learners face difficulties because the instructional materials used for teaching them are vague and less interesting. Hence, the research evaluated the performances of Grade 9 learners and established a context-based instructional material to develop the skills and confidence of learners.

The study focused on the common problems faced by Grade 9 learners when performing fancy nail design primarily in terms of developing their creative abilities, accuracy, and practical skills. Several students experience difficulties in performing well due to limited exposure to the task, unclear guidelines, and inadequate learning materials. Considering these obstacles, there exists a need to develop context-based instructional materials that are clear, practical, and pertinent to the learners' levels of understanding so as to enhance their understanding and performance.

Contextualized instructional materials are beneficial in teaching as they enable learners to learn more easily and effectively connect what they are learning to their everyday experiences and local community. When learners are able to relate what they are studying to their daily life and local setting, they become more motivated and interested in acquiring new skills, such as designing nails with patterns or themes.

A Contextualized Instructional Material (CIM) for the study was developed by transforming lessons into simpler and clearer steps that suitably catered to Grade 9 learners. It utilizes visual aids, practical exercises, and illustrations using materials or designs typically found

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locally. In this manner, the CIM assists learners in better understanding, practicing, and implementing their skills in a more realistic and interesting manner.

The Technical Vocational (Tech-Voc) model represents an example of continuous learning as it focuses on providing students with practical skills to apply in their everyday life. Students build confidence in performing activities through experiential learning. In contrast to simply being able to identify or describe something, Tech-Voc students learn by doing. As such, the knowledge gained empowers the student for future career opportunities, starting his/her own business, and additional vocational technical training.

Beauty Care requires performance that supports learning by demonstrating a learner's ability to successfully apply his/her knowledge. In addition to having a working knowledge of beauty care treatments, students will need to have a basic understanding of tools and equipment, good hygiene and sanitation practices, safety procedures, and attention to detail to complete all assigned work efficiently and effectively; therefore, this type of learning provides the student with an opportunity to demonstrate professional skills that are essential for delivering high-quality customer service.

In addition to being a skill that can be developed in the classroom, creating one-of-a-kind patterns or designs on nails may allow learners to develop an additional way to make money. By developing their creative thinking abilities as well as providing them with practical hands-on experience in terms of the area of nail care, students will have established themselves with opportunities available to work in the beauty care industry. Due to this fact, services related to nail artistry (e.g., gel polish application, etc.), such as designating a specific nail or grouping of nails into an intricate design, are in high demand at both salons and home-based businesses. Therefore, creating unique designs or patterns on nails can create new ways for learners to generate income through the avenues of employment, freelancing, or owning and operating their own business.

Using contextualized instructional material is an approach to solve the aforesaid limitations. The use of contextualized instructional materials will allow teachers and instructional designers to demonstrate and/or reinforce, repeat lessons, courses, and programs for learners in ways that are meaningful. In other words, using contextualized instructional materials provides teachers, instructors, and designers with alternatives on how to provide learners with a lesson, course, or program. For example, using step-by-step, graphics, models, and example formats allows learners to better understand, retain, and recall information provided to them. With increased practice, feedback, and meaningful learning experiences, learners develop confidence and skills while performing hands-on, creative, artistic activities as it relates to creating designs for nail art.

The main purpose of the study was to enhance the competency performance of grade nine students in TLE, particularly in terms of skill acquisition for the subject of fancy nail designing. This study also identified common problems experienced by grade 9 students while doing a task using water marbling, nail art stickers, nail art stampers, nail art accessories.

METHODOLOGY

This study used both a quantitative research design and a developmental research approach to achieve its objectives. It focused on measuring the performance of Grade 9 learners in Fancy Nail Design through numerical data, while also using the results as a basis for developing a Contextualized Instructional Material (CIM). By combining these two approaches, the study was able to measure the learners' skills clearly and objectively while developing a teacher resource that responded to their needs and improved instruction. The quantitative research method was selected for the study due to its focus on assessing the measurable performance of Grade 9 learners who participated in the Fancy Nail Design activity. The learners' abilities were evaluated using a rating system (rubric) based on five criteria: creativity, accuracy in completing tasks, proper use of tools and materials, correct application of techniques, and proper sanitation and safety procedures. Data from the evaluation were statistically analyzed to assess the learners' overall performance. Therefore, the study relied on quantifiable data to determine how well the learners performed during hands-on nail design activities. This study employed a developmental research design due to its use of collected data as a basis for creating instructional materials in Fancy Nail Design that were aligned with learners' strengths and weaknesses. Using this information, the researcher developed materials tailored to meet the specific needs of the learners. These materials included practical, easy-to-follow steps that enabled learners to improve their skills. While the study measured learner performance, it went beyond assessment by using the results to support the development of instructional materials that enhanced student learning.

RESULTS AND DISCUSSION

This study aimed to determine the performance of Grade 9 learners in Fancy Nail Design and use the results as a guide in developing more appropriate and meaningful instructional materials. It examined the learners' abilities in different nail art techniques and found that although many learners performed well, some still needed additional practice and support to enhance their skills. To measure performance, learners completed actual nail design tasks and were assessed using a rubric that focused on general appearance,

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workmanship, speed, and cleanliness. The results helped determine both their strengths and the areas that required improvement. The outcome of the study was the development of a contextualized instructional material to better support learning. It provided clear step-by-step instructions, visual examples, and hands-on activities that were relevant to the learners' everyday experiences. The data were analysed using statistical tools such as mean and standard deviation to determine the learners' performance and identify areas that required improvement. This study aimed to determine the learners' performance in Fancy Nail Design, specifically in water marbling, nail art accessories, nail art stickers, and nail art stamping. It was also intended to develop a contextualized instructional material that was based on the results of the learners' performance in Fancy Nail Design. These are the results on the performance of the learners in Fancy Nail Design, which has an overall mean of 65.08 and a standard deviation of 5.96. The mean comprises four areas, such as water marbling with a mean of 90.25 with SD (3.81); Nail art accessories with 39.43 and SD (6.08); Nail art stickers with 44.63 and SD 6.55; Nail art stamping with 86 and SD (7.48), which are all qualitatively described as not meeting expectations**.** The performance of Grade 9 learners in Fancy Nail Design, a contextualized instructional material, was developed to help them improve their skills in different nail art techniques, such as nail art stickers and nail art accessories. This was done because learners showed different levels of performance in these areas and needed more guided support.

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CONCLUSIONS

The findings of the study provide a strong basis for addressing the performance of Grade 9 learners in Fancy Nail Design. Given the observed improvements in learners' skills, particularly in areas such as nail art stickers and nail art accessories, the use of the contextualized instructional material contributed to enhancing their performance. The findings showed that the contextualized instructional material was very helpful for both teachers and learners, especially in lessons where students found difficulty, such as nail art stickers and accessories. It made the lessons easier to understand, more meaningful, and closely connected to real-life applications, which can help improve learning outcomes in TLE–Beauty Care.

RECOMMENDATIONS

Teachers are encouraged to consistently integrate contextualized instructional materials in their lesson delivery, especially in skills-based subjects like TLE–Beauty Care. CIM should be adapted based on the learners' local environment and available resources to make lessons more meaningful and relatable. Teachers may also continuously revise and improve the materials based on classroom feedback and learner performance to ensure instructional effectiveness. Learners are encouraged to actively participate in activities using contextualized instructional materials, as these help connect lessons to real-life situations in their community. They should maximize hands-on tasks and practice using locally available materials to enhance creativity, skills development, and a deeper understanding of the lessons. Future researchers are encouraged to further study the long-term effectiveness of contextualized instructional materials across different subjects and grade levels. They may also explore other innovative approaches, such as digital or hybrid contextualized materials, and examine their impact on learners' academic performance, creativity, and skill acquisition.

Table 1

Performance of Learners in Fancy Nail Design in terms of Water Marbling			
Water Marbling	**Mean**	**Standard Deviation**	**Quantitative Descriptive**
General appearance	31.00	1.31	Outstanding
Workmanship	32.38	1.77	Outstanding
Speed,	18.00	1.69	Outstanding
Cleanliness	8.88	1.73	Outstanding
Overall Mean	90.25	3.81	Outstanding

Table 2

Performance of Learners in Fancy Nail Design in terms of Nail Art Accessories			
Nail Art Accessories	**Mean**	**Standard Deviation**	**Quantitative Descriptive**
General Appearance,	17.00	2.92	Satisfactory
Workmanship	12.71	4.27	Did Not Meet Expectations
Speed	5.43	1.34	Very Satisfactory
Cleanliness	4.29	0.75	Outstanding
Overall Mean	39.43	6.08	Did Not Meet Expectations

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Table 3

Performance of Learners in Fancy Nail Design in terms of Nail Art Stickers			
Nail Art Stickers	**Mean**	**Standard Deviation**	**Quantitative Descriptive**
General appearance	17.00	3.25	Fairly Satisfactory
Workmanship	14.88	2.23	Satisfactory
Speed	8.38	3.62	Fairly Satisfactory
Cleanliness	4.38	1.06	Very Satisfactory
Overall Mean	44.63	6.78	Satisfactory

Table 4

Performance of learners in Fancy Nail Design in terms of Nail Art Stamping			
Nail Art Stamping	**Mean**	**Standard Deviation**	**Quantitative Descriptive**
General appearance,	31.00	1.93	Very Satisfactory
Workmanship	30.63	1.77	Very Satisfactory
Speed,	16.88	3.04	Fairly Satisfactory
Cleanliness	7.50	2.67	Satisfactory
Overall Mean	86.00	7.48	Very Satisfactory

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