Bachelor of Science in Hospitality Management Student's Performance During the Home-based Laboratory Activities in Culinary Subjects

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Abstract: *This research study was held at Gordon College in Olongapo City with the goal of determining the factors that affect Bachelor of Science in Hospitality Management students' performance in their home-based laboratory activity. The study is a quantitative Causal Comparative type of research, as it looks for the links between independent and dependent variables. The study's total respondents are 84 students from Bachelor of Science in Hospitality Management, out of a total population of 365 students currently enrolled in culinary classes. The respondents were calculated using the Gpower Analysis tool and selected using Stratified Random sampling. The Modified Standardized instrument was utilized to collect data for the research. The demographic profile of the respondent, statistical treatment of data such as frequency and percentages were used, while for the internal factors, external factors, skills and students' performance, used mean and standard deviation. Lastly, Pearson's r Correlation were used in identifying the relationship between factors and students' performance. The study's findings revealed that the majority of the respondents were between the ages of 18 and 20, indicating that they were 1st and 2nd year students at BSHM, with monthly incomes ranging from 5,000 to 10,000. Internal factors exhibit a high link, implying that self-discipline and tools and equipment have a significant relationship on students' ability to complete their home-based laboratory work. While the External factors, on the other hand, have no significant relationship with student performance, which implies that even if students conduct their laboratory from home and have financial difficulty, they can finish it and pass before the due date. The study's conclusion and recommendations may assist students, instructors, colleges, and departments in determining how to address this issue, and they may develop or implement a program to assist students in completing their home-based laboratory work. Furthermore, future researchers may include additional respondents to obtain more information and incorporate additional variables to investigate and consider.*

Keywords: Internal and External Factors; Self-Discipline; Tools and Equipment; Internet Access; Financial Problem; Student Performance.

1. INTRODUCTION

Since the pandemic began in the year 2020, many changes and adjustments have occurred, particularly in the style of learning for students, which has become virtual because it is a new set-up, students and teachers must adjust in order to continue studying and teaching in order to convey knowledge. The home-based laboratory activity was one of the most difficult things to do in the new normal of learning; there is so much to do to grow and improve students' skills and performance. Culinary skills were one of the most important things that students should learn in the Hospitality Management Course. According to a study conducted by Brown et al... (2013) in culinary classes, students classified cooking techniques and talents as skill-based knowledge rather than effective or cognitive information. Students are used to watching the instructor do demos and doing culinary activities in groups in the traditional style of learning (Brown et al... 2013); however, due to the epidemic, everything became individual tasks and video learning. When individual and group activities were combined, the results revealed that both delivery methods produced similar levels of student achievement.

The New Normal in Learning has a significant impact on students' ability to complete tasks. There are some things that may affect the students directly or indirectly because they are conducting their class at home. Self-discipline, is required for a student to complete their assigned task. Self-discipline, according to Gorbonuvs, et al... (2016), is the act of making yourself to do things you don't want to do. It is a learning object that is not dependent on emotions. Furthermore, Dadigamowa and Senanayake (2012) claim that in this new learning environment, students require greater self-motivation and discipline because they choose what, when, and how they learn. Students in this distance learning program must be ready and aware of self-study, because being flexible student is necessary in order to cope up in this new normal.

Another factor is the availability of tools and equipment, which is one of the biggest problems faced by students during a pandemic. According to Uwameiye (2016), the availability of tools and equipment enabled usage, and a lack of these could deter students from taking an interest in the subject. Furthermore, according to Kelly's (2020), there is some feedback from students in home-based laboratory activities, such as they have no material that they need and they are the

only one to do the laboratory, which can be a reason for lack of confidence in completing the activities due to a lack of materials.

Not every Asian country has a strong and consistent internet connection, when a new form of learning was applied, the Asian country faced difficulties and hurdles. This resulted in unintentional modifications that necessitated the development of online-specific teaching practices. In addition, Munoz et al., (2021) identified the following categories of difficulties in remote learning: unstable internet connectivity; insufficient learning resources; electric power outages; vague learning contents; overloaded lesson tasks; house hold chores; financial issues; mental health problems; lack of communication, etc. Learning at home is difficult because there are many factors to consider, such as family costs, tuition fees, and laboratory activities. According to Hassan et al., (2014), parents play an important part in their children's education because they are the primary source of emotional, moral, and financial support. Students with financial difficulties will have a direct impact on their needs being met. According to a study conducted by Hamid (2019) at the University of Kufa's College of Arts, which looked at the factors that influence a student's academic success. External factors (extracurricular activities, family problems, work and financial problems, social and other problems) and internal factors (students' competence and aptitude, class schedule, size, environment, text books and exam systems, learning facilities and technology) were divided into two categories. As a result of outdated textbooks, routine exams, and family issues, students are suffering. Furthermore, male students are excited about using technological resources to learn. Students have several methods for improving their academic performance, and if these methods are influenced by various causes, failure or insufficient knowledge may result.

This research sought to determine which external and
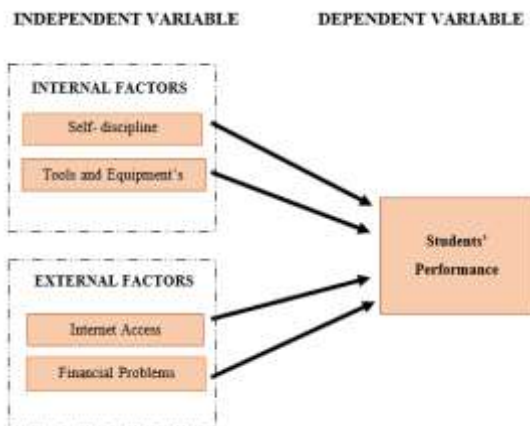
internal factors had a significant impact on BSHM students' performance during Home-Based Laboratory activities in the culinary curriculum. Self-discipline and tools and equipment are internal elements, while Internet access and financial

problems are external factors. Furthermore, the goal of this study is to see if there is a link between internal and external factors and students' success in culinary classes.

This study aims to know Factors Affecting the BSHM Student's Performance during the Home-Based Laboratory activities in Culinary Subjects. This study sought answer to the following question:

1. What is the demographic profile of BS hospitality management students in terms of the following:
    1.1 Age:
    1.2 Year level:
    1.3 Students' status:
    1.4 Monthly income:

2. How extent internal factors, self-discipline and tools and equipment's of students, affects the performance on home-based culinary laboratory activities?

3. How extent external factors, internet access and financial problem of students, affects the performance on home-based culinary laboratory activities?

4. Is there any significant relationship between internal and external factors and the students' performance in their culinary subjects?

5. What are the implications of the findings of the study?

Conceptual Framework

The researcher uses independent and dependent model to represent the relationship of the internal and external factors and students' performance. The independent variable is defined as the variable that is known and could be manipulated by the researchers. It does not require the existence of dependent variable. The independent variable in this study is internal factors (self-discipline and tools and equipment) and external factors (internet access and financial problem). On the other hand, dependent variable is determined after the value of another attribute is known, and it is affected when the other variable changes wherein the dependent variable in this study is the students' performance of the students.

Figure 1. Conceptual Framework

2. METHODOLOGY

The research design that will be using in this study is a Causal comparative. According to Salkind (2010) a causal-

comparative design is a type of research study that looks for links between independent and dependent variables following a specific event. The occasion has already taken place. The researcher's purpose is to see if the independent variable, or dependent variable, effects on the outcome when two or more class of people are compared. According to Gall and Borg (2007) stated that Causal-comparative research is a sort of non-experimental investigation in which researchers construct groups of people in which the independent variable is present or absent in order to uncover cause-and-effect linkages then see if the groups differ on the dependent variable.

This study was conducted in Gordon College, Olongapo City.

Figure 2. Locale of the Study

The researchers come up with the Bachelor of Science in Hospitality Management from 1st year to 3rd year as the respondents of the study, due to the reason that in accordance to the prospectus given these year levels has culinary subjects. It has a total population of 365 students SY 2021-2022. From this population the researchers used a sample size of 84 number of respondents.

The researchers used Stratified random sampling in gathering the respondents. It is a process by which a researcher selects a sample size from the entire population to reflect the study. When the population is too large, this strategy divides the population into smaller groups with comparable characteristics, which are referred to as strata. It is employed by the researcher to save time and money, and an analyst may be able to come up with a more practical solution.

The study made use of modified standardized questionnaire (closed ended), which is validated by two professors from BSHM. Moreover, the researchers did a reliability test that was tallied and computed by the statistician.

It consisted of thirty questions divided into three (3) parts. The first part, involves the questions about the respondent's demographic profile which are the age, year level, student's status and monthly income. Second part is all about the internal and external factors, and the third part consist of questions about the skills and students' performance in which respondents will rate the questions and statements based on Likert scale: -4 Strongly Agree; 3- Agree; 2- Disagree; and 1- Strongly Disagree.

The survey questionnaire was validated by Ms. Izelle Shaine DeLa Cruz, and Mr. Miguel Isaac Pangindian which are both BS Hospitality Management instructors.

The data that was gathered, organized and tallied with the help of statistician. The percentage and frequency are used to present the demographics of the respondents which are; age, year level, student status, and monthly income. The statement of the problem number two and three used mean and standard deviation which identified the how extent the factors -internal and external- affects the student's performance in home-based laboratory activities in culinary subject. On the other hand, Pearson r correlation used in the statement of the problem number four which identified the significant relationship of factors and students' performance.

3. RESULTS AND DISCUSSION
Demographic profile of the respondents
1. What is the demographic profile of BS hospitality management students in terms of the following:

1.1   Age:

	FREQUENCY	**PERCENTAGE**
18 – 20 years old	55	65.5%
21 – 23 years old	26	31.0%
24 – 26 years old	2	2.4%
27 years old and above	1	1.2%
TOTAL	**84**	**100%**
	FREQUENCY	**PERCENTAGE**

2. **Table 3.1 Age**

According to the survey results, the majority of those who responded were between the ages of 18 to 20, with 55 total respondent's equivalents to 66%. The highest number of responses from this age segment came from the 2nd year level with 29 respondents, while the lowest number is from the 3rd year level with 10 number of respondents, the remaining 16 respondents was from first year.

1.2   Year level:

	FREQUENCY	**PERCENTAGE**
1st year	18	21.4%

2nd year	33	39.3%
3rd year	33	39.3%
TOTAL	**84**	**100%**

Table 3.2 Year Level

This table illustrates that practically all of the survey responses were from the 2nd and 3rd year, which had an equal number of students which is 33 students, equivalent to 39%, while the remaining percentage was from the first year. This result was linked to the number of respondents calculated by the researchers because there are a large number of students from 2nd and 3rd year.

1.3 Students' status:

	FREQUENCY	PERCENTAGE
REGULAR	72	85.7%
WORKING STUDENT	12	14.3%
TOTAL	**84**	**100%**

Table 3.3 Student Status

This table shows that most of the students under the course of Bachelor of Science in Hospitality Management from 1st year to 3rd year level are regular students, with the percentage of 85.7% equivalent to 72 number of students out of 84 respondents. on the other hand, only 12 out of 84 students are working that represents the 14.3% of the sample size. According to Triventi, (2016) The results show There is a positive self-selection into the work environment, particularly for low-intensity employment students. Traditional multivariate regressions only show a penalty in academic progression for high-intensity workers students, but once unobserved variability is taken into account, even low-intensity job experience has a detrimental impact on academic performance.

1.4 Monthly income:

	FREQUENCY	PERCENTAGE
5,001-10,000	43	51.2%
10,001-15,000	27	32.1%
15,001-20,000	7	8.3%
20,001-25,000	1	1.2%
25,001 and above	6	7.1%
TOTAL	**84**	**100%**

Table 3.4 Monthly Income

Among the 84 respondents there are 43 total number that answered that their monthly income is ranging from 5,001 – 10,000 which is equivalent to 51%. This data compromised of 9 respondents from 1st year level, 19 respondents from 2nd year level and lastly, 15 respondents from the 3rd year level with the total number of 43. The second highest percentage came from the monthly range of 10,001 – 15,000 with 27 number of respondents equivalent to 32%. The lowest percentage got by the monthly income range of 25,001 and above with 2% out of 100%.

In accordance to the Bachelor of Science in Hospitality Management prospectus there are 4 culinary subjects that have to be taken by the student from 1st year up to 3rd year level. The following data will show the number of students who are currently taking or have taken the culinary subjects stated.

KITCHEN ESSENTIALS		
	FREQUENCY	PERCENTAGE
1st year	18	21%
2nd year	22	26%
3rd year	31	37%
TOTAL	**71**	**85%**

Table 3.5 Kitchen Essentials

Kitchen Essentials and Basic Food Preparation is a culinary subject wherein students will learn about the practical skills, basic food preparation, kitchen tools and equipment's, cooking techniques and terminologies and others. This subject is being offered in the 1st year level in the second semester. Out of 84 respondents there are 71 total number of students who are currently or have taken the Kitchen Essentials and Basic Food Preparation subject. This number represent 85% of the total percentage.

European Cuisine		
	FREQUENCY	PERCENTAGE
1st year	0	0%
2nd year	19	23%
3rd year	29	35%
TOTAL	**48**	**57%**

Table 3.6 European Cuisines

European Cuisine is a culinary subject that focuses on understanding and learning the various traditional and popular dishes of European countries, ingredients,

methods of cooking, traditions, culture and other topics. This subject is offered during the 2nd year level in first semester of the students. Through the summarized data there are 48 students who are currently or have taken the subject. The data came from the 2nd year with 19 respondents and 3rd year with 29 respondents. This data represents the 57% of the total percentage.

Bread and Pastry		
	FREQUENCY	**PERCENTAGE**
1st year	1	1%
2nd year	0	0%
3rd year	30	36%
TOTAL	**31**	**37%**

Table 3.7 Bread and Pastry

Bread and Pastry is a culinary subject that tackles about various baking techniques and methods, tools and equipment's to use, accurate and precise measurement of ingredients, types of ingredients to use, and other related topics about baking. This subject is being offered in 2nd year level second semester, in which according to the data gathered there are total number of 31 students who are currently or have taken this subject. Most of the students that have accomplished this are from the 3rd year level, it represents the 31% of the total percentage.

Asian Cuisine		
	FREQUENCY	**PERCENTAGE**
1st year	0	0%
2nd year	32	38%
3rd year	29	35%
TOTAL	**61**	**73%**

Table 3.8 Asian Cuisine

Asian cuisine is one of the culinary subjects that students have to complete to pass the semester. In this subject it is about learning the various cooking methods and techniques of the Asian countries, different cooking tools and equipment's, herbs and spices, popular or their national dishes, staple foods, climate and other relates topics about Asian Cuisine. This subject is being offered or taken during the 3rd year level first semester of the students. In accordance to the data gathered there are total of 61 students who are currently or have taken the subject, this came from the 2nd year level with 32 respondents and 3rd year level with 29

respondents. This data represents the 73% of the total percentage.

2. How extent internal factors, self-discipline and tools and equipment's of students, affects the performance on home-based culinary laboratory activities?

a. Tools and Equipment

	MEAN	STD. Dev.	VERBAL INTERPRET-ATION
I think having measuring tools (measuring spoons, cups and jugs, scales) are essential in accomplishing my cooking and baking laboratory output.	3.77	0.475	GREATLY AFFECT
I think having manual tools for chopping (knives, kitchen shears/scissors, peeler, and, grater) are essential in doing my cooking and baking laboratory activities.	3.77	0.449	GREATLY AFFECT
I think having freezer or refrigerator is important in order to accomplish my cooking and baking activities.	3.68	0.541	GREATLY AFFECT
Having my own basic bake wares (cooling rack, cake pan, baking tray, and bread/loaf pan) are an advantage to	3.68	0.563	GREATLY AFFECT

	MEAN	STD. DEV	VERBAL INTERPRETATION
finish laboratory activities in baking earlier.			
Electric bench top appliances such as oven, rice cooker, electric fry pan/wok, air fryer, food processor and blender etc., helps me to save more time in doing my laboratory activities.	3.70	0.533	GREATLY AFFECT
WEIGHTED MEAN RESPONSE	**3.72**	**0.389**	**GREATLY AFFECT**

Table 3.9 Tools and Equipment

This table shows the results for tools and equipment, which is one of the internal factors that can affect the performance of students in Bachelor of Science in hospitality management on home-based laboratory activity. Question 2 in this table has the highest mean of 3.77, which is equivalent to a standard deviation of 0.449. The verbal explanation of this data was strongly affected, hence having a manual tool for chopping was critical in the students' home-based laboratory activity. However, the lowest mean was in question 3 with a mean of 3.68, equivalent to a standard deviation of 0.541 and a verbal interpretation of greatly affect, implying that having a refrigerator is important for students to complete their laboratory activities. While the other lowest mean was in question 4 with a mean of 3.68, equivalent to a standard deviation of 0.563, this had a significant impact on verbal interpretation, implying that having your own bakeware will allow you to complete the laboratory activity early. Furthermore, the overall mean of the tool and equipment variables is 3.72, which is comparable to 0.389, indicating that the verbal interpretation was greatly affected, implying that these factors have a significant impact on the students' home-based laboratory activities.

In the study of Uwameiye (2016) tools and equipment are important as it affects the students' academic performance in their subject, as well as, it prepares them in real life situations. moreover, according to Ederango (2018) instructional materials and equipped facilities are necessary for teaching and learning skill-based subjects as it leads to more concrete and permanent practices. Instructional things could be classified as audio visual aids, tool, equipment's, machines and others wherein in culinary subjects' tools and equipment's are also considered as instructional materials wherein it enhances the students' skills and outdo students' performance. This makes teaching and learning more effective and engaging. In the study of Bukoye (2019) it is said that instructional materials are important tools in learning the subjects that are in accordance to the school or department curriculum. This allows students to communicate more in words, symbols, and ideas wherein it helps to develop their abilities.

b. Self-Discipline

	MEAN	STD. DEV.	VERBAL INTERPRET-ATION
I organized my workplace where there are no any distracters and be able to easily find what I need.	3.57	0.587	GREATLY AFFECT
I do not use my Facebook account while studying even though I desire it much.	2.83	0.742	MODERATELY AFFECT
I do reading/researching beforehand to be able to do the task better.	3.27	0.647	MODERATELY AFFECT
I have my own study time table to have specific schedules for laboratory activities.	3.00	0.792	MODERATELY AFFECT
I do time management to perform my task.	3.21	0.678	MODERATELY AFFECT
WEIGHTED MEAN RESPONSE	**3.18**	**0.483**	**MODERATELY AFFECT**

Table 3.10 Self-Discipline

This table shows the results for self-discipline, which is another internal factor that affects students in the Bachelor of Science in Hospitality Management's home-based laboratory activities. For question 1, the highest mean of 3.57 corresponds to a standard deviation of 0.587. The verbal interpretation of this data was greatly altered, meaning that a well-organized workplace allows me to find what I need quickly and without distraction. However, question 2 had the lowest mean of 2.83, which is comparable to a standard deviation of 0.742. The student's verbal interpretation of this

data was moderately influenced, indicating that they do not utilize their Facebook account while studying to ensure that they complete their task first. Furthermore, the self-discipline elements' average score is 3.18, with a standard deviation of 0.483. These characteristics is moderately affecting the students' home-based laboratory activities, meaning that they had a considerable impact on their verbal interpretation of the data.

Self-regulation, as described above, and self-discipline, which emphasizes the deliberate management of "adverse personal performance" (p.146) to complete a task, were distinguished by Zimmerman and Kitsantas in 2014. By removing obstacles, self-discipline is focused on achieving successful performance results. In the study of Simba et al, (2016) indiscipline students are more likely to have lose their focus on doing their academic responsibilities which are could only be achieved when students work hard, properly have time management, as well as, having determination. furthermore, in the results of the study of Simba et al, (2016) it identified that disciplined among the students are moderately have a positive relationship with their academic performance in which this indicates that students' academic performance increases among those students who have higher level of discipline, vice versa. In the similar study of Maqbulin (2021) being an independent learner is what students have to learn during the online classes in the midst of pandemic. Since, interaction between teachers and students are very limited. Students have to be active in finding ways or materials that will be able to help them in finishing and understanding their task. however, some students are still having a hard time due to some unclear instructions or explanation from the instructors or teachers. Moreover, task that are given by the instructors or teachers have limited time so that, students have to be punctual and have discipline within themselves to be able to pass their task on time. Since students spend more time watching on screen of their computer of smart phone during lecture, they are prone on boredom (Maqbulin 2021). Those individuals that has high self-discipline are the ones who manage their daily and routine activities, that results to, avoidance of problems, being able to cope with tasks and conquer difficulties. They always look for appropriate or suitable solutions to occurring problems (Gorbonuvs, et al. 2016). In connection to this study, students are being moderately affected by having self-discipline, which requires students to remain active so that they will be able to finish task on time, as well as, be able to solve their problem specially, in current situation wherein student and teacher interaction are limited.

3. How extent external factors, internet access and financial problem of students, affects the performance on home-based culinary laboratory activities?

a. Internet Access

	MEAN	STD. DEV.	VERBAL INTERPRET-ATION
The Internet connection and data access is important in doing laboratory/culinary activities. 1. I do not use my Facebook account while studying even 2. though I desire it much. 3. I do not use my Facebook account while studying even 4. though I desire it much.	3.58	0.564	GREATLY AFFECT
Having internet access help, me to increase my learning effectively, as I will have easy access to learning materials (e.g., reading documents and recorded videos).	3.73	0.499	GREATLY AFFECT
My internet access at home is currently regular and adequate.	3.33	0.627	GREATLY AFFECT
High-speed internet and data connection helps me to practice more culinary skills.	3.39	0.677	GREATLY AFFECT
Having stable internet connection encourage me to do well in laboratory activities	3.51	0.611	GREATLY AFFECT
WEIGHTED MEAN RESPONSE	**3.51**	**0.433**	**GREATLY AFFECT**

Table 3.11 Internet Access

The result for internet connectivity, which is one of the external factors in students from the Bachelor of Science in Hospitality Management's home-based laboratory activity. Question 2 has the highest mean of 3.73, which corresponds to a standard deviation of 0.499 in this table. The verbal interpretation of this data was considerably greatly affected, implying that having adequate internet connectivity can aid in effective learning and quick access to learning materials for students. However, the lowest mean of 3.33, which is comparable to a standard deviation of 0.627, can be found in question 3. The verbal interpretation of this data was considerably influenced, implying that having appropriate internet connection may assist students in making laboratory activities easier. Furthermore, the table's total computation has a mean of 3.51 and a standard deviation of 0.433, which has a significant relationship on the verbal interpretation. Because they can easily discover resources, the Internet access element has a significant impact on the student's ability to complete their laboratory assignment properly. According to Ololube (2011), internet access and other communication devices were used for systematic application of knowledge to enhance classroom learning, teaching, transmitting, receiving, and retrieving information to students, which will help to ensure that they have sufficient knowledge when performing their home-based laboratory activities.

According Affum (2022) the usage of internet access helps the student to widen their knowledge in academic purposes, as well as, in acquiring online materials for their academic purposes. Moreover, having internet access is very useful in the academic of the students however, there are some instances that it became a hindrance in attaining academic success due to using other platforms in the internet, students should have boundaries for themselves in using the internet. In the similar study of Maqbulin (2021) which indicates the problems of online learning during the pandemic, one of the problems that students facing is the materials that the teachers are using in conducting classes, platforms such as, YouTube, google classroom, google meet, or zoom, what makes the students worried due to limited number of data available. Some of these platforms are consuming too much data when using or requires a strong and stable internet connection. One is their internet access, since some students are living in the country side or some remote areas. Furthermore, internet access problems may also vary from bad weather which could affect the online learning of the students. Since, not all students have a stable and strong WIFI at home wherein they tend to relay on using mobile data or cellular data (Vidyantari 2021).

b. Financial Problem

	MEAN	STD. DEV.	VERBAL INTERPRET-ATION
I always worry about financial resources.	3.32	0.779	GREATLY AFFECT
There are always expenses that exceed the income received due to laboratory activities.	3.13	0.788	MODERATELY AFFECT
I cannot focus on lessons or in enhancing my culinary skills due to financial problems.	2.79	0.919	MODERATELY AFFECT
Not able to buy the desired items or ingredients for laboratory activities.	2.89	0.850	MODERATELY AFFECT
I have no savings for simultaneous laboratory activities.	3.07	0.875	MODERATELY AFFECT
WEIGHTED MEAN RESPONSE	**3.04**	**0.692**	**MODERATELY AFFECT**

Table 3.12 Financial Problem

In this table it shows that financial problem is moderately affects the students of Bachelor of Science in Hospitality Management performance on home-based culinary laboratory activities. The question number 1 has the highest mean among others, which is equivalent to 3.32. Wherein it answers the statement that they always worry about their financial resources. In accordance to the study of Karpman et al, (2020) due to pandemic outbreak most parents are cutting budget on foods, and savings that results to having debt. moreover, some parents are having a hard time on paying house related expenses such as, rent, utilities, food, or even medical expenses due to low-income. Moreover, according to Daud et al, some students are reliable on scholarship and any education loans due to have no other financial resources. Some students may also be unwilling to take any part time job or be a working student due to fear of it may affect their academic performance. Lastly, financial problems are a burden to some of the students, especially those students that are underprivileged which may affect they learning execution. The second to the highest mean among the response is the second (2) question wherein it answers the statement there are some expenses of students that exceeds

from the budget income received, due to some of the laboratory activities. In the similar study of Daud (2018) one of the problems of the students is that some of the expenses are exceeding the revenue received, among the respondents there 238 students or 49.9% are dealing with kind of problem.

According to the study of Maqbulin (2021) stated that one of the problems of online learning during this pandemic is the financial problem, wherein students unable to buy or pay for internet fee due to some low-income parents. Moreover, since some of online platforms that are being use by teachers which consumes more data and excessive payment.

While on the other hand, number 3 question got the lowest mean which is 2.79, it answers the statement that students are not able to focus on lessons or in enhancing my culinary skills due to financial problems. In the study of Daud (2018) financial problems of the student also occur due to the delay on financial assistance coming from their scholarships or loan. For the reason that, some students only relay on scholarship allowances for their academic expenses.

In the number four (4) question wherein it tackles about students are not being able to buy their desired items or ingredients for laboratory activities, has a similar result in the study of Daud (2018) wherein there are one-hundred ninety (190) respondents that disagree with this kind of problem. Similarly, in this study students are moderately being affected by financial problem in terms of buying their desired items or ingredients during laboratory activities. This might conclude that it is because there are a lot alternatives to use or buy available in the market. Moreover, in the last question wherein it is about students are not having enough savings due to simultaneous laboratory activities, have a similar result in the study of Daud (2018) wherein there are one-hundred seventy (170) or about 35.4% of individuals are having this kind of problem. For the reasons that, students have only limited financial resources for academic and for their daily expenses.

Table 3.13		Parameters
	(3.26 - 4.00)	GREATLY AFFECT
	(2.51 - 3.25)	MODERATELY AFFECT
	(1.76 - 2.50)	SLIGHTLY AFFECT
	(1.00 - 1.75)	DO NOT AFFECT

Parameters

This table represents the parameters or the verbal interpretation for the results of the data, wherein by looking at the mean of the results per questions verbal interpretation of the results will be identified through this table.

4. Is there any significant relationship between internal and external factors and the students' performance in their culinary subjects?

		r value	Strength	p-value	Sig
OVERALL PERFORMANCE	Tools And Equipment	.395	MODER-ATE	p = 0.000 < 0.05	S
	Self-Discipline	.418	MODER-ATE	p = 0.000 < 0.05	S
	INTERNAL FACTORS	.506	STRO-NG	p = 0.000 < 0.05	S
	Internet Access	.387	MODER-ATE	p = 0.000 < 0.05	S
	Financial Problems	-.019	VERY WEAK	p = 0.867 > 0.05	NS
	EXTERNAL FACTORS	.191	WEAK	p = 0.082 > 0.05	NS

Table 3.14 Overall Performance

In this table it shows if there is a significant relationship between factors and the students' performance in their culinary subjects. According to the results in terms of skills versus the internal factors such as; Self -Discipline and Tools and Equipment's it has a r value of .389 that interpret as moderate relationship and p value of 0.004 with verbal interpretation of significant. On the other hand, in terms of skills versus the external factors such as; internet access and financial problems with overall a r value of .187 that is verbally interpret as weak and has a p value of 0.089 with verbal interpretation of not significant. For the student performance and internal factors, Self-discipline and Tools and Equipment's, the relationship is strong with a r value of .561. In contrast, the external factors have a weak strength with a r value of .167 and p value of 0.130 which is greater than 0.05 that is verbally interpret as not significant.

The overall performance indicates that there is a significant relationship for the internal factors with a p value of 0.000 which is lower than 0.05 and an r value of .506 verbally interpret as strong relationship. This means that there is relationship between the internal factors such as, Self-Discipline and Tools and Equipment's and the students' performance in their culinary subjects, wherein when the internal factors increase the student performance also increases. to support this, according to Gorbonuvs, et al... (2016), those individuals have a self-discipline within themselves are more likely to have more confidence and

achievement of success and goals. Due to this, those individuals that has high self-discipline are the ones who manage their daily and routine activities, that results to, avoidance of problems, being able to cope with tasks and conquer difficulties. They always look for appropriate or suitable solutions to occurring problems. Furthermore, of Uwameiye (2016) the availability of tools and equipment's makes utilization possible and it helps students to learn, retain more information's and be skillful. However, when it comes to the external factors, internet access and financial problem, there is no significant relationship between the external factors and students' performance in their culinary subject. It has a p value of 0.082 which is greater than 0.005 and an r value of .191 that indicates a weak relationship. This means that when the external factors such as financial problems and internet access, increase or decrease there will be no changes or effect on the student's performance. Based on these results it contrasts the study of Maqbulin (2021) that one of the problems during the online learning of the students is the financial problem due to fees on using cellular data. moreover, Daud (2018) also indicates that student is having problem in financial problems due to the delay of scholarship or loan assistance. Furthermore, it also contrasts the study of Maqbulin (2021) about the internet access wherein students are having problems due to the platforms used by the teachers or instructors. Some of these platforms requires stable, and strong internet connection which decreases a large amount of date to those students who are using cellular data.

5. What are the implications of the findings of the study?

The implication of this study is that these factors are not entirely affects the student's performance in their laboratory but only the internal factors which are the self-discipline and tools and equipment's. Wherein students who have higher self-discipline are more motivated in doing things a head of time and avoid any distraction to be able to finish things or activities on time. According to Dadigamowa and Senanayake (2012) that in this new set-up of learning students are more in need of self-motivation and discipline since, they decide what, when and how they are learning. Moreover, those individuals that has high self-discipline are the ones who manage their daily and routine activities, that results to, avoidance of problems, being able to cope with tasks and conquer difficulties (Gorbonuvs, et al… (2016))

While on the other hand, having tools and equipment in cooking are considered as instructional materials wherein it makes learning more concrete and permanent. Furthermore, it helps the students to be able to adapt and be familiarized with the things being use in the industry. To support this, Uwameiye (2016) the availability of the tools and equipment's made utilization possible, and lack of these may prevent students on having interest in the subject. Similarly, according to Ederango (2018) instructional materials and equipped facilities are necessary for teaching and learning

skill-based subjects as it leads to more concrete and permanent practices. In this new mode of learning these two factors are ones that have significant relationship in the student's performance in their home-based laboratory activities in culinary subject. In contrast, external factors which are the internet access and financial problems do not have significant relationship with the student's performance in their home-based laboratory activities in culinary subject.

However, in accordance to the factors versus the student's overall performance internet access is greatly affecting the student performance wherein, having stable and strong internet connection during the home-based laboratory activities is very important. This helps the students to access instructions given by the professors in doing their laboratory activities. Which in Accordance to the study of Maqbulin (2021) wherein it stated that one of the problems of the students in online learning in the midst of pandemic is having slow internet connection due to some students live in country side, while some of the platforms used by the instructors are in need of strong and stable internet connection.

On the other hand, financial problem is moderately affecting the student overall performance, which indicates that regardless of having enough money or not students are able to do their home-based laboratory activities. This result is in contrast to the study of Maqbulin (2021) which stated that one of the problems of online learning during this pandemic is the financial problem, wherein students unable to buy or pay for internet fee due to some low-income parents. These two external factors do not consider by Bachelor of Science in Hospitality Management as factors that affects their performance.

Null Hypothesis (Ho): There is a significant relationship between the internal and external factors and the students' performance in their culinary subjects.

Alternative Hypothesis (Ha): There is a significant relationship between the internal factors and the students' performance in their culinary subjects. However, there is no significant relationship between external factors and the students' performance in their culinary subjects.

4. CONCLUSIONS

This aims to determine which factors – external or internal – is greatly affecting the student performance in Home-based laboratory activities in culinary subject. Upon analyzing and interpreting the data gathered, the researcher able to find out the relationship of these factors to students' performance. For the overall, internal factors – self-discipline and Tools and Equipments- have significant relationship with student overall performance. While on the other hand, external factors – internet access and financial problem- have no significant relationship to student

performance. The following are the further explanation or conclusion of the results;

The age of the respondents is ranging from 18-20 years old that mainly compromised of the 2nd year students that is equivalent to 65.5 percent which indicates that most of the respondents are in teenagers to early of their twenties. For the sample size it was computed through the use of Gpower Analysis tool, this helped the researchers to be able to identify the number of respondents needed per year level. In the 1st year only 18 respondents are needed while 33 number of respondents are needed for both 2nd year and 3rd year level. Moreover, there more students who are regular or non-working students rather than those who are working. According to the results, there are 72 number of respondents who are regular and only 12 students are working. This indicates that more students are still getting their allowances on doing laboratory to their parents' income. In accordance to this, majority of the respondents answered that their parents' monthly income is ranging from 5,001 to 10,000.

For the identifying the extent of relationship of the internal factors – self-discipline and tools and equipment's- to the student's performance, it concludes that these factors are significantly affecting the student's performance. Student who has self-discipline are the ones that are more motivated and active to do their task immediately and avoid any distractions. They are more organize and have schedules everything they have to do. While on the other hand, Tools and equipment's are considered to be important factor in doing home-based laboratory activities since, these helps the students to be familiarized and be able to do their task precise and easy.

The external factors are in contrast to the related literatures that the researchers found out, wherein in this study the overall results indicates that internet access and financial problem are not significantly affecting the student's performance. However, as individual results of these factors, internet access is greatly affecting the student's performance which means that having internet access is important for the students to be able to catch up with announcements, instructions given, laboratory activities etc. in contrast, financial problem is moderately affecting the student performance wherein it sums up that regardless of having enough money or not students are able to find solutions in doing their laboratory activities in culinary subjects.

In the overall results, the internal factors have a strong strength and significant relationship to student performance, while external factors have weak strength and not significantly affects the student performance.

Lastly, the implication of this study is that student's performance is more affected from the internal factors or

what is within and controllable by them rather than those external factors that are outside their capabilities to resolve.

5. RECOMMENDATIONS:

For the future researcher: More research, involving other schools and other variables, is needed to track the elements that influence students' performance in their home-based laboratory activities. as well as, additional related review of literature could be added for more supporting data of results. Furthermore, instructors should also consider as part of the respondents.

Future researchers, should consider other factors that are affecting the students the home-based laboratory activities during in the midst of pandemic.

For the Instructors, use platforms that are easy and do not require too much data. as well as, to provide modules that have images for easy understanding of modules.

For the instructor, they may provide necessary teaching and instructional resources to enable students to do their assigned tasks effectively, motivating them to try their best and complete the assigned task as soon as possible.

For the department, this research may aid them in devising a strategy to assist the student in overcoming the obstacles identified in this study, such as allowing the student to borrow tools and equipment to complete their laboratory work at home. Organizing a webinar to discuss the problems and provide solutions.

For the department, the researchers recommend for a limited face to face classes for the laboratory activities, especially for culinary subjects in order for the performance of the students will regain its peak and they can perform at their best.

For the College, they may provide help and financing to the student in order to ensure that they complete their laboratory activity at home. Especially for students who are unable to conduct laboratory activity at home.

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