Development, Validation, and Acceptability of Electronic Daily Lesson Log in Teaching Technical Vocational and Livelihood (TVL)

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Abstract— This is the developed and contextualized Electronic Daily Lesson Log for Grade 11 Bread and Pastry students of Bulusan High School in the Bulusan District, Division of Sorsogon Province for School Year 2023-2024. A descriptive developmental was used to determine the validity and acceptability of the developed contextualized electronic daily lesson log in teaching TVL, and a survey questionnaire and interview guide were used to gather the data. The study followed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The lesson covered Quarter 3, focusing on the Curriculum Guide of Bread and Pastry Production, specifically preparing gateaux, tortes, and cakes. There were five (5) Learning Outcomes: Learning Outcomes 1 prepare sponge and cakes, Learning Outcomes 2 prepare and use fillings, Learning Outcomes 3 decorate cakes, Learning Outcomes 4 present cakes, Learning Outcomes 5 store cakes.

Five (5) evaluators assessed the developed contextualized electronic daily lesson log using a validation survey tool to validate the developed materials. The tool evaluated the materials based on the following criteria: a) objectives, b) content, c) congruency of the objectives and evaluation, d) consistency of learning outcomes with subject matter, and e) contextualization. The evaluators used a Likert Scale to determine the validity of the developed electronic daily lesson log. In terms of objectives, the overall weighted mean was 4.86. The content received an overall weighted mean of 4.9. The congruency of objectives and evaluation is 4.9 overall weighted mean. The consistency of learning outcomes with subject matter achieved an overall weighted mean of 5.00, while contextualization received a 4.8 overall weighted mean. All these criteria were rated as strongly agree. The acceptability of a developed contextualized electronic daily lesson log is widely accepted among teachers due to its time-saving capabilities and ability to ensure the consistency of lessons based on the curriculum guide. Although there are some challenges relating to some technical issues, the overall effect of this tool is positive.

Based on the findings and conclusions, the following were recommended: teachers may also develop an Electronic Daily Lesson Log to contextualize other topics in TVL specifically in Bread and Pastry Production NC II. It should be copyrighted before the adoption of the TLE/TVL teachers. The developed electronic daily lesson log may be subjective to quantitative assessment of acceptability by objectives, content, congruency of objectives and evaluation, consistency of the learning outcomes with subject matter, and contextualization and further study may be conducted in the Development and Validation of Contextualized Electronic Daily Lesson Logs in teaching Technical Vocational Livelihood to include other variables not covered by the study.

Keywords— Electronic Daily Lesson Log, Technical Vocational Livelihood (TVL) Education, Lesson Plan Validation, Teacher Acceptability.

I. INTRODUCTION

Lesson planning is crucial in the education system and essential for successful teaching and learning. It plays a key role in guiding teachers on how to teach effectively, allowing them to organize tasks, manage time efficiently, and ensure a smooth flow of instructions. Lesson plans should allow teachers to differentiate instruction to meet the diverse needs of their students. Teachers often lack the necessary support and resources to effectively implement research-validated instructional strategies that cater to the diverse learning needs of their students. (Feldman & Denti, 2017)

The goal of creating lesson plans is to facilitate learning. Lesson planning allows educators to establish goals for students to achieve. It also enables teachers to ensure that students achieve those goals. Through lesson planning, teachers can ensure that everyday classroom

activities contribute to student's advancement and success in reaching learning goals. By doing this, the instructional strategies incorporate realism into the curriculum.

Standard-based lesson plans are composed of objectives and activities based on competency. It allows the teacher to make learning relevant to students linking content knowledge, information-processing skills, and life experiences, according to the Iowa Resource for International Service (IRIS) Center (2023). Inserting technology into lesson plans that align with curriculum standards can be challenging. Teachers need to ensure that the use of technology enhances rather than detracts from learning objectives, misalignment can lead to ineffective lesson plans that do not meet educational standards or learning goals, reducing the overall quality of education. According to A. Hutchison, (2011).

DepEd order 42, s.2016 on the policy guidelines on Daily Lesson Plan Preparation for the K to 12 Basic Education Program, in line with the implementation of Republic Act (RA) No. 10533 or the Enhanced Basic Education Act of 2013, states that planning lessons are fundamental to ensuring the delivery of teaching and learning in schools. These guidelines aim to support teachers in organizing and managing their classes and lessons effectively and efficiently and ensure the achievement of learning outcomes.

"The precise implementation of K-to-12 Technical-Vocational-Livelihood (TVL) programs that closely adhere to TESDA's quality assurance mechanisms can help bring more support for and trust in the educational reform. This will ensure that we will always have a forum through which we can closely and quickly coordinate our actions and initiatives concerning TVL programs." Secretary Lapeña said.

Based on the result of ESAT (Electronic Self-Assessment Tool 2023-2024), the Technical Vocational Livelihood teachers of Bulusan High School, are in need priorities of developing content knowledge and pedagogy which includes the following objectives, applied understanding of content within and across curriculum teaching areas, using a range of teaching strategies that enhance learner achievement in numeracy and literacy skills, applied a range of teaching strategies to develop critical and creative thinking, as well as other high-order skills, and the selected, developed, organized, and used appropriate teaching learning resources including ICT, to address learning goals

(PPST 4.5.2) these should be shown on the teacher's demonstration in lesson planning and teaching-learning process.

To address some of the priorities, the TVL department conducted a Learning Action Cell (LAC), a K+12 Program School-Based Continuing Professional Development Strategy for improving the teaching and learning process. Teachers should have seminars, training, and workshops on priority needs. Integration of technology in the lessons, development of instructional materials, skills enhancements, and the review of lesson planning.

The Continuous Improvement team at Bulusan High School used an electronic daily lesson log as a great help in the teaching and learning process of English in Grade 8. The electronic daily lesson log did not violate the DepEd's format or goals, thus it helps teachers spend less time copying and encoding the material available in training manuals and curriculum guides.

The researcher's goals are to highlight the validity of the developed electronic daily lesson log in terms of, objectives, content, congruency of objectives and evaluation, consistency of the learning outcomes with subject matter, and contextualization in teaching Technical Vocational Livelihood, particularly in Bread and Pastry Production. Because it is digital, it can serve as a record system that teachers use to record daily lesson plans and student progress. Its effectiveness allows teachers to organize and create lesson plans quickly and easily. By automating data entry, providing updates, and improving grades, electronic class records help eliminate record-keeping errors. This provides teachers with accurate and up-to-date information about their students' development and performance. They can save and change their activities in the one-week lesson planning.

With this rationale, teachers can improve the teaching of Technical Vocational Livelihood in Bread and Pastry specialization by utilizing electronic daily lesson logs. This allows them to contextualize performance tasks, consistently collect and review data on students' performance, and identify areas where students need improvement, support, or explanation. As a result, this approach leads to improved teaching and better student outcomes.

This study aimed to develop, validate, and determine the acceptability of electronic daily lesson log in teaching (TVL) Technical Vocational and Livelihood at Bulusan

High School, Division of Sorsogon for the School Year 2023-2024.

Specifically, it ought to answer the following questions:

1. What contextualized electronic daily lesson log may be developed along the following topics:
a. Prepare sponges and cakes;
b. Prepare and use fillings;
c. Decorate cakes;
d. Present cakes; and
e. Store cakes?

2. What is the validity of the developed contextualized electronic daily lesson log in terms of:
a. Objectives;
b. Content;
c. Congruency of objectives and evaluation;
d. Consistency of the learning outcomes with the Subject matter; and
e. Contextualization?

3. What is the teachers' acceptability of the developed Electronic Daily Lesson Log?

II. METHODOLOGY

This study aimed to develop, validate, and determine the acceptability of the developed electronic daily lesson log in teaching Technical Vocational Livelihood at Bulusan High School, Division of Sorsogon Province for S.Y 2023-2024. The descriptive-developmental approach was used to determine the validity and acceptability of the contextualized electronic daily lesson log developed for teaching TVL. The descriptive design was used to understand the practice and perception of the electronic daily lesson log among TVL teachers. The respondents were the five (5) experts teaching and having knowledge of TVL especially Bread and Pastry Production NC II courses at Bulusan High School. The respondents for this study were collected using purposive sampling that focused on the objectives, content, congruency of objectives and evaluation, consistency of the learning outcomes with the subject matter, and contextualization through a teacher-made survey questionnaire. The expert names, affiliations, and individual ratings were all held confidential.

The researcher opted for a measurement tool called Assessment Survey Tool. anchored on DepEd standards and guidelines for lesson development and evaluation to assess expert validity of the developed contextualized electronic daily lesson log. The questionnaire was divided into two parts.

The first part of the questionnaire was designed to know the profile of the respondents. The second part was the assessment survey tool containing five criteria, each with ten indicators. The criteria in the said survey tool include a) objectives, b) content, c) congruency of objectives and evaluation, d) consistency of the learning outcomes with the subject matter, and e) contextualization.

The data gathered for this research; the researcher sought an approval from respective DepEd officials to facilitate the data gathering. Upon approval the researcher personally conducted the survey and interview to the respective experts. The weighted mean was used as a statistical tool to analyze the validity of the developed electronic daily lesson log.

III. RESULTS AND DISCUSSION

The presentation and analysis of the data are as follows: (1) developed electronic daily lesson log along with learning outcome prepare sponge cakes, prepare and use fillings, decorate cakes, present cakes, and store cakes; (2) validity of the developed contextualized electronic daily lesson log in terms of; a. objectives b. content c. congruency of objectives and evaluation d. consistency of the learning outcomes with subject matter and contextualization;(3) teachers' acceptability of the developed electronic daily lesson log.

The researcher developed a contextualized lesson log that spanned three weeks along the topics mentioned. The electronic daily lesson log was the standard format and process by DepEd based on DO 42, S. 2016 – Policy Guidelines on Daily Lesson Preparation for The K To 12 Basic Education Program. The developed contextualized e-daily lesson log has the following features: The lesson log, has dropdown buttons per quarter that are linked to performance standards and content standards, lessons that are linked to presentations, scan features for activities and videos, evaluation, and performance rubrics linked to the grading sheet for easy access. The following

The lesson's objectives for week 1 are made up of the following: define culinary terms related to sponges and cakes, identify materials, tools, and equipment used in baking sponges and cakes, discuss the uses of each material, tools, and equipment, demonstrate how to measure wet and dry ingredients according to recipe specification and understand the significance of using the correct equipment for different bakery products and the accuracy in selecting, and weighing ingredients.

The content standard states that the learner needs to demonstrate an understanding of the core concept and underlying theories when preparing and presenting gateaux, tortes, and cakes. They provide learners with the technical foundation, creative freedom, and professional skills needed for these competencies. The performance standards require the learner to demonstrate competencies in preparing and presenting gateaux, tortes, and cakes. It is important that learners can practically apply their theoretical knowledge and demonstrate their competency in baking techniques.

The learning competencies include using appropriate equipment according to required pastry and bakery products and standard operating procedures and selecting, measuring, and weighing ingredients according to recipe requirements, enterprise practices, and customer practices

The contents for the week 1 topics are the following: required equipment and materials for sponges and cakes, recipe specifications, techniques, conditions, and desired product characteristics, culinary terms related to sponges and cakes, how to measure ingredients and correct proportion control, yields, weights, and sizes for profitability.

The references include the DepEd curriculum guide (Bread and Pastry Production NC II) and the Bread and Pastry Production DepEd manual. For the textbooks, the Bread and Pastry Production pp 20-22 was used. It helps the learners progress at their own pace, accommodating different learning styles.

The reviewing of the previous lesson or presenting the new lesson. A picture of tools is provided to the students as a link to a PowerPoint presentation used to deliver the lesson. The students will then present to the class the types of tools they are familiar with. To establish a purpose for the lesson. Two motivational questions will be displayed on the screen to help students understand the lesson's objective and recognize its relevance. Students will then provide insights into the questions presented on the screen.

In presenting examples of the new lesson. Students will be shown a teacher-made video lesson. It can be accessed through a link or scan. The video lesson consists of culinary terms for selecting, measuring, and weighing ingredients. It also includes the different baking tools used and the different ways of measuring wet and dry ingredients. In discussing new concepts and practicing new skills #1. The students are given a series of questions to assess their understanding of the videos they watched. The teacher will also ask higher-order thinking (HOTS) questions.

The discussion of new concepts and practicing skills # 2, a DYAD activity in which students will identify different types of tools based on their classification. They will also measure both wet and dry ingredients and are expected to follow the linked performance task. The teacher will use scanned performance rubrics to assess the student's performance.

The developing mastery which enhances and develops the students' skills. An individual task on the kinds of tools according to their classification, measuring wet and dry ingredients are done individually, performance task is linked, and performance rubrics are scanned.

In the practical engagement of the students with the lesson, two practical questions will be posed about their personal experiences with various tools and measurements. It is important to bridge the gap between theoretical knowledge and real-world experiences. To effectively summarize the lesson and evaluate the student's knowledge, multiple questions will be asked related to the different tools and equipment used in baking, their uses, and their importance. Also, the ways how measure wet and dry ingredients and how they affect the baked products.

To validate the learnings of the students. An individual task is rated based on the performance criteria. They will identify the kinds of tools according to their classification and students will measure wet and dry ingredients according to the recipe. These will show how the students mastered the task that is given to them. Performance rubrics are linked to the grading sheet per section.

To further enhance student's understanding of measuring wet and dry ingredients, they will create a list of baking tools available at home and practice measuring condiments according to specific criteria. A performance task is linked for convenience.

Explains the week 2's, which include objectives that are identifying the main ingredients in preparing sponges and cakes, classifying different types of cakes, performing the mixing methods used for a variety of sponges, setting and pre-heat specific temperatures used for different types of sponges and cakes, prepare sponges and cakes according to recipe specifications, technique, and conditions, cool sponge and cakes and

recognize the importance of following recipe specifications and using the correct techniques to achieve the desired product characteristics.

The content standards that highlight the learner's understanding of the core concept and underlying theories in preparing and presenting gateaux, tortes, and cakes. Students are expected to learn how to prepare and present these cakes. The performance standards focused on the learner demonstrating competencies in preparing and presenting gateaux, tortes, and cakes. It emphasizes the practical application of knowledge and theories in real-life scenarios and how well they can apply that knowledge in practice.

Presents the learning competencies that the learner should undergo which include, preparing sponges and cakes according to recipe specifications, techniques and conditions and desired product characteristics, selecting the required oven temperature to bake goods per desired characteristics, standard recipe specifications and enterprise practices, cool sponges and cakes according to established standards and procedures

The learning contents. It includes the following contents: Main ingredients used for a variety of sponges and cakes, classification of the different types of sponges and cakes, mixing methods used for a variety of sponges and cakes, the specific temperature used for different types of sponges and cakes, preheating the oven, and cooling temperature of sponges and cakes.

The learning resources are anchored from the DepEd curriculum guide (Bread and Pastry Production NC II), the DepEd manual, and the textbooks' Bread and Pastry Production pages 50–65. There were videos from YouTube that were downloaded and served as references for actual performances.

In the lesson procedures, students will be shown a picture hint of various baking ingredients used in baking cake. After that, they will be asked if they have ever tasted a cake and, if so, what it tasted like. A teacher-made video presentation on different ingredients and classifications of sponges and cakes, and the mixing methods used for each variety. During the discussion of the new concept, a series of questions will be posed to engage their interest, based on the video presentation.

Fully understands the task, a group activity is required. The group will perform task 2.1, which involves baking a chiffon cake. Instructions for the activity can be found on MS Word, and performance rubrics are available on

scan. This activity will lay the groundwork for learners to successfully bake a chiffon cake. To further master the performance, an individual task in baking a chiffon cake for the developing mastery part. They will also be rated using the performance rubrics.

To apply the knowledge on how students fully understand what they have learned about controlling oven temperature to real-world situations, which has a substantial impact on baked goods quality. A practical question arises from experiences where different procedures are applied in baking with varying oven temperatures. Several questions were posed to assess the objectives to verify the student's understanding.

Students will bake cakes individually for their evaluation following the provided recipes. Instructions were given through a link, and they will be evaluated using performance rubrics. Their scores will automatically be recorded on the grading sheet. To enhance students' knowledge, they were tasked with preparing their version of chiffon cake using pineapple, zest flavors, and passion fruit juice. This will result in localized flavored chiffon cake.

The lesson objectives for week 3 are, identify and prepare different kinds of fillings for cakes, decorate cakes according to occasions, present cakes per customer's expectations, store cakes per the establishment's standards and procedure, and show meticulous attention to detail when decorating and presenting cakes, ensuring clarity and creativity.

The Content Standards and Performance Standards Learning Objectives in Preparing and Using Fillings, Decorate Cakes, Present and Store Cakes contains the MELC-based standards that the learner should demonstrate it is an understanding of the core concept and underlying theories in preparing and presenting gateaux, tortes, and cakes on the performance standards the learner demonstrates competencies in preparing and presenting gateaux, tortes, and cakes. The content and performance standards ensure that educational programs are structured, coherent, and effective in preparing students for success.

It consists of the following competencies that the students should undergo, prepare and select fillings per required consistency and appropriate flavors, fill and assemble slice or layer sponges and cakes according to standard recipe specifications, enterprise practice, and customer preferences, select coatings and sidings according to the product characteristics and required

recipe specification, decorate sponges and cakes suited to the product and occasion and in accordance with standard recipes and enterprise practices, use suitable icings and decorations according to standard recipes and/or enterprise standards and customer preference, present cakes in accordance with customer's expectations and established standards and procedures, select and use equipment in accordance with service requirements, maintain product freshness, appearance and eating qualities in accordance with the established standards and guidelines, marked cakes or cut portion-controlled to minimize wastage and in accordance with enterprise specifications and customer preferences, 5.1. Store cakes under the establishment's standards and procedures, and identify storage methods by product specifications and established standards and procedures.

The lesson content suitable for a week are; identification of fillings appropriate in specific cakes, identification of the required consistency and appropriate flavor of fillings, filling and assembling cakes according to the standard recipe specifications, classification of coatings and sidings based on the required recipe specifications and product characteristics, identification of specific decorations appropriate for sponges and cakes, identification of standard recipes of icings and decorations for sponges and cakes, identification and application of steps and procedures in icing a cake. types of icing/frosting and their uses, presenting and plating sponges and cakes, selection and usage of equipment by service requirements, identification of the product freshness, appearance, and characteristics of prepared cakes, cutting portion-controlled to minimize the wastage of cake, standard size and weight per serving, standards and procedures of storing cake products, factors to consider in storing cakes, storage methods for cakes and storage temperature for cakes.

Comprises the learning resources used in the lesson which are the curriculum guide, CBLM Competency-Based Learning Module (Bread and Pastry Production), Bread and Pastry Production DepEd Manual, and Bread and Pastry Production, pp 165-185 for the textbooks and video from YouTube is also downloaded as a source of reference.

The downloaded video showcasing various types of failed cake decorations is shown to the students, followed by a series of questions related to the video. This approach ensures the learning process is focused, structured, and aligned with real-world applications. It helps students acquire technical skills while also understanding the importance of high-quality presentations.

The teacher-made video showcases various cake fillings and decorations suited for different occasions, along with guidance on how to store them according to enterprise specifications and customer preferences. The video is linked for easy access. Follow-up questions are provided to validate the information from the previous lesson, allowing for discussion of new concepts and practice of new skills.

Performance task 3.1 will be done by a group (Prepare Fillings/ Decorate/Store Cakes) to practice the recipe presented in the lesson. A link is also given for easy accessibility, and performance rubrics can be obtained through scanning. Another individual task (Performance Task 3.1) (Prepare Fillings/ Decorate/Store Cakes) is given to assess the performance of each student. To get the performance a link is given and for the performance rubrics, it can be scanned using a mobile scanner application. It mentions instances or experiences where students can apply different cake fillings and decorations based on various occasions. It includes questions designed to assess the student's learning, as well as follow-up questions related to their experiences.

For the evaluation it explains the individual tasks (Prepare Fillings/ Decorate/Store Cakes) linked to MS Word that are given to the students, they will be recorded using the performance rubrics automatically linked to grading sheets. Students are tasked to stay updated on current trends and techniques in cake filling and decorating. Follow baking and decorating blogs, and watch tutorial videos, that may contribute to your interest in baking and decorating.

Validity of the Developed Contextualized Electronic Daily Lesson Log

It is important to measure a lesson plan's validity before using it to make sure it is ready for use. It is essential for the lesson objectives to accurately reflect the DepEd's curriculum guide and student's needs. This can be a strong tool for enhancing teaching and learning in diverse educational settings by validating objectives, content, congruency of objectives and evaluation, consistency of learning outcomes with subject matter, and contextualization. Through this the validity of the developed contextualized electronic daily lesson log in teaching Technical Vocational Livelihood in terms of objectives is illustrated in Table 1.

Table 1. Validity of the Developed Contextualized Electronic Daily Lesson Log in terms of Lesson Objectives

Criteria	WM	DR
1.The lesson plan header is present	5.0	Strongly Agree
2.The motivation of the lesson is appropriate to the content	4.8	Strongly Agree
3.The open-ended questions are asked to stimulate thinking and discussion	4.8	Strongly Agree
4.The learning strategies are indicated in the lesson plan	5.0	Strongly Agree
5. The content and performance standard are given an emphasis	5.0	Strongly Agree
6. The use of multimedia elements (videos and slides) to improve the lesson	5.0	Strongly Agree
7. The lesson is paced appropriately to ensure understanding	4.8	Strongly Agree
8. The description of activities and tasks, group work, or individual tasks aligned with the Curriculum Guide of Bread and Pastry Production	4.8	Strongly Agree
9. The design activities enable students to apply their knowledge and skills in real-world scenarios	5.0	Strongly Agree
10. The time allocation for each activity is given	5.0	Strongly Agree
Overall Weighted Mean	4.9	Strongly Agree

Legend: WM-Weighted Mean   DR-Descriptive Rating

The result of the validation of the experts along validity of the developed contextualized electronic daily lesson log in terms of lesson objectives is shown in Table 1. Some criteria that show a precise score from the experts are the following: learning objectives are specific, measurable, attainable, relevant, and time bound. The objectives are aligned with vocational standards for Bread and Pastry Production. The step-by-step instructions for each performance are given and the acquisition of practical, hands-on skills relevant to the TVL track is emphasized. The overall weighted mean is 4.86 which is strongly agree.

This study shows that aligning instructional practices enhances student engagement and improves learning outcomes. This statement affirms the effectiveness of using the electronic daily lesson log in teaching TVL. It guarantees that the instruction is relevant and up to date. However, there is a need for improvement in the conceptualization of the higher-order thinking skills in Bread and Pastry Production topics. This suggests that clear and specific objectives help teachers effectively plan and deliver their lessons, serving as a foundation for teacher professional and student development.

The findings were consistent with those of Cajurao (2019), which showed that the developed objectives excellently met the criteria specified in the evaluation sheet and were found to be extremely evident throughout. According to the experts, the curriculum guide of the DepEd is attained in a certain time. The objectives are found to be specific, measurable, attainable, relevant, and time-bound.

Table 2. Validity of the Developed Contextualized Electronic Daily Lesson Log in terms of Lesson Content

Criteria	WM	DR
1. The learning objectives are specific, measurable, attainable, relevant, and time-bound.	5.0	Strongly Agree
2. The objectives are aligned with vocational standards for bread and pastry production	5.0	Strongly Agree

	WM	DR
3. The objectives cover cognitive, psychomotor, and affective domains	4.8	Strongly Agree
4.The objectives are written in a consistent format throughout the lesson log	4.6	Strongly Agree
5.The higher-order thinking skills are applied in baking cakes	4.6	Strongly Agree
6.The different strategies like working in groups, pairs or individuals are considered	4.8	Strongly Agree
7.The step-by-step instruction for each performance is given	5.0	Strongly Agree
8.The acquisition of practical, hands-on skills relevant to the TVL track is emphasized	5.0	Strongly Agree
9. The cooperative learning facilitates activities that build teamwork skills	4.8	Strongly Agree
10. The complexity of the task of baking cakes and sponges progressively increases	4.8	Strongly Agree
Overall weighted mean	4.86	Strongly agree

Legend: WM-Weighted Mean   DR-Descriptive Rating

The result of the validation of the experts along validity of the developed contextualized electronic daily lesson log in terms of lesson content is shown in Table 2. The following criteria were rated highest accumulating 5.0, they are the lesson plan header is present, the learning strategies are indicated in the lesson plan, the content and performance standard are given an emphasis, the use of multimedia elements are present to improve the lesson, the design activities enable students to apply their knowledge and skills in real-world scenarios. It has an overall weighted mean of 4.9 a strongly agreed criteria by the experts. The findings of the evaluation capture the core of this study. Using a comprehensive lesson log, it ensures that the lesson is well-organized and adaptable to student's needs by providing a structured approach to planning and execution. However, it is significant to review specific criteria, such as the incorporation of higher-order thinking skills

(HOTS)in the lesson and the clarity of activity description.

It implies that expert validation ensures that the lesson content is aligned with the standards and instructional materials. The content is easily navigable and accessible for both students and teachers. The integration of multimedia elements in the content is appropriate and the proper integration of these elements can enrich the learning experience and accommodate the different learning styles of the students.

Burns, (2023) emphasized that content must align with curriculum standards to ensure that education goals are met, and it is tailored to meet the needs of the students. By this, DepEd MATATAG curriculum helps to improve learners' knowledge, skills, and values through quality and effective delivery of the basic, common, and core competencies.

Table 3. Validity of the Developed Contextualized Electronic Daily Lesson Log in terms of Objectives and Evaluation

Criteria	WM	DR
The objectives are clearly stated and specific, measurable and observable, and align with the curriculum standards and goals	5.0	Strongly Agree
The activities and instructional materials are aligned with the objectives	5.0	Strongly Agree
The hands-on activities are included to allow students to apply their learning in the practical context	4.8	Strongly Agree

The evaluation methods are directly linked to the learning objectives	5.0	Strongly Agree
The teaching methods are designed to help students achieve the stated objectives	4.8	Strongly Agree
The different types of assessment appropriately used	4.8	Strongly Agree
The detailed evaluation criteria and rubrics are provided	5.0	Strongly Agree
The students have equal access to perform task	5.0	Strongly Agree
The evaluation criteria consistently across all students	5.0	Strongly Agree
The detailed records of students performance on evaluation is kept and monitored	5.0	Strongly Agree
Overall Weighted Mean	4.9	Strongly Agree

Legend: WM-Weighted Mean   DR-Descriptive Rating

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Table 4. *Validity of the Developed Contextualized Electronic Daily Lesson Log in terms of Consistency of the Learning Outcomes with Subject Matter*

Criteria	WM	DR
1. The learning outcomes are stated and relevant to the subject matter being taught	5.0	Strongly Agree
2. The learning outcomes are relevant to the skills and knowledge needed in Bread and Pastry Production	4.8	Strongly Agree

3. The learning outcomes align with best practices in the field of baking	5.0	Strongly Agree
4. The subject matter and the learning outcomes align with the DepEd Curriculum Guide of Bread and Pastry Production NC II	4.8	Strongly Agree
5. The materials and resources are relevant to the learning outcomes	5.0	Strongly Agree
6. The materials are engaging and can capture student's interest	4.6	Strongly Agree
7. The practical applications of skills are relevant to baking industries	5.0	Strongly Agree
8. The teaching methods and activities were designed to support the achievement of learning outcomes	5.0	Strongly Agree
9. The strategies promote active learning, such as group work and hands-on activities	5.0	Strongly Agree
10. The assessment is performance-based using rubrics	5.0	Strongly Agree
Overall Weighted Mean	5.0	Strongly Agree

Legend: WM-Weighted Mean   DR-Descriptive Rating

Table 4 presents the validity of the developed contextualized electronic daily lesson log in terms of the consistency of the learning outcomes with the subject matter. As a result, the experts strongly agree that the learning outcomes are stated and relevant to the subject matter being taught. The experts have provided an overall weighted mean of 5.0. However, it is important to pay attention to the learning materials provided to the students. These materials should be improved and tailored to meet the needs of the students.

This indicates that the lesson plan agrees that the learning outcomes are relevant to the skills and knowledge needed in Bread and Pastry Production. The provided activities encourage active learning through group work and hands-on activities. The learning outcomes are clearly stated and relevant to the subject matter being taught, subject matter and the learning outcomes align with the DepEd Curriculum Guide of Bread and Pastry Production NC II.

In the same way, Biggs and Tang, (2011) on the concept of "Constructive Alignment", is where teaching and assessment methods are aligned with learning activities. It ensures that students engage in learning activities that are directly related to the intended learning outcomes, making learning more effective and assessments more meaningful.

Table 5. *Validity of the Developed Contextualized Electronic Daily Lesson Log in terms of Contextualization*

Criteria	WM	DR
1. The assessment focuses on the student's prior knowledge and experiences in the preparation of sponges and cakes	4.8	Strongly Agree
2. The community practices in baking are given emphasis	4.6	Strongly Agree
3. The local materials for baking are utilized	4.8	Strongly Agree
4. The instructional materials include teacher-made videos, performance tasks with recipes, and step–by–step procedures	5.0	Strongly Agree
5. The teacher-made videos are provided with an explanation for easy understanding	4.8	Strongly Agree
6. The lesson incorporates technical/local terms to help learners understand it	4.6	Strongly Agree
7. The flexibility in groupings by allowing students to work individually, in pairs, or in groups based on their comfort level and community connection	4.8	Strongly Agree

	WM	DR
8. The lesson integrates concepts from other subjects such as math skills to measure ingredients	5.0	Strongly Agree
9. The teacher determines their preferred method of engaging with the activities by either scanning or link	5.0	Strongly Agree
10. The rubrics for performance criteria have been integrated into the class record	5.0	Strongly Agree
Overall Weighted Mean	4.8	Strongly Agree

Legend: WM-Weighted Mean   DR-Descriptive Rating

In Table 5, the validity of the contextualized electronic daily lesson log was assessed in terms of contextualization. The results showed a weighted mean of 4.8, indicating a strong agreement. The criteria that have the highest rating of 5.0 are, instructional materials including teacher-made videos, performance tasks with recipes and step-by-step procedures, lesson integrates concepts from other subjects such as Math skills to measure ingredients, teacher determines their preferred method of engaging with the activities by either scanning or linking and rubrics for performance criteria have been integrated into the class record.

It implies that the developed electronic daily lesson log focuses on the student's prior knowledge and experiences in the preparation of sponges and cakes, local materials for baking are utilized like squash, mango, and other seasonal fruits, instructional materials include teacher-made videos, performance tasks with recipes, and step–by–step procedures, and flexibility in groupings by allowing students to work individually, in pairs, or groups based on their comfort level and community connection, the teacher determines their preferred method of engaging with the activities by either scanning or linking rubrics for performance criteria have been integrated into the class record.

It indicates that a well-developed contextualized DLL serves as a valuable resource for teachers, providing them with significant materials and strategies to connect lessons to students' lives. It also encourages exploring and incorporating diverse teaching methods and culturally responsive practices. Contextualization makes learning more relevant to students by connecting academic content to their personal experiences, cultural context, and everyday lives.

According to Mohammadi (2019), contextualized teaching-learning has been identified as a strategy to enhance student engagement and motivation. By making content more relatable and applicable to students' lives,

contextualization can increase their understanding and retention of the subject matter. Developing localized and contextualized lesson plans in TVL subjects is particularly vital as it focuses on preparing students for the workforce, as Panopo (2020) stated.

Acceptability of the Teachers on the Developed Electronic Daily Lesson Log.

The speedy progression of technology has greatly caught many industries, including education. One innovation that aims to enhance the efficiency and effectiveness of lesson planning and delivery is the introduction of electronic daily lesson log (eDLLs). The successful implementation and widespread use of these digital tools in educational settings relies on the acceptability among teachers. During the unstructured interview, the experts provided their insights on the acceptability of the contextualized daily lesson log in teaching Technical Vocational Livelihood (TVL) in terms of:

A. Objectives

Objectives serve as a foundation on which learning situations can be organized and both activities of the teaching-learning process of learning directed. It helps teachers create an appropriate evaluation tool that measures the intended outcomes. The experts verified and approved the developed electronic daily lesson log in terms of objectives through this unstructured interview.

…Ang mga layunin ay sumusunod sa tiyak, nasusukat, may kaugnayan, at tiyak sa oras sa mga pangangailangan sa pagkatuto ng mga mag-aaral… (The objectives follow the specific, measurable, attainable, relevant, and time-bound to the learning needs of the learners) …Expert 3

…Ang mga layunin ay lubos na naayon sa pangangailangan ng mga mag-aaral sa gayon ay maghihikayat ng mas mahusay na pagtuturo at

pakikipag-ugnayan sa pag-aaral… (The objectives are very much aligned with the learning needs of the students thus will encourage better teaching and learning interactions) …Expert 1

This means that experts agree that the electronic daily lesson log for teaching Bread and Pastry Production effectively demonstrates how the objectives align with the curriculum guide provided by DepEd. Furthermore, the activities directly relate to the curriculum guide.

This implies that alignment of the objectives ensures the lessons meet the needs and support students in achieving necessary competencies. Clear objectives help teachers understand what is expected of them and enable them to communicate these expectations to students effectively.

B. Content
Content serves as the grounds of lesson planning. By selecting appropriate content, teachers guarantee that lessons are aligned with the curriculum guide, engaging, and tailored to meet the specific needs of our students. These are the experts' views on this matter.

… Ang mga paksa na tinatalakay ay nakatuon sa pangatlong markahan ng Bread and Pastry Production NC II. Ang mga layunin ay nasa kurikulum guide ng Bread and Pastry Production NC II at inihanda upang matugunan ang mga pangangailangan ng mga mag-aaral sa kursong ito… (The topics covered in the content standard focused on the 3rd quarter of the Bread and Pastry Production NC II. These objectives were derived from the Bread and Pastry Production NC II curriculum guide and tailored to meet the needs of the students taking the course) …-Expert 2

…Sinasaklaw ng E-DLL ang lahat ng mga paksa at subtopic na kinakailangan para sa espesyalisasyon ng Bread and Pastry Production NC II na nagpapahintulot sa mga mag-aaral na tuklasin ang kabuuan ng kwalipikasyon at hikayatin ang mga mag-aaral na maging kumpleto sa kaalaman at kasanayang inaasahang makukuha mula sa paksa… (The E-DLL covers all the topics and subtopics required for Bread and Pastry Production NC II specialization allowing the students to explore the entirety of the qualification and encouraging the learners to be fully equipped with the knowledge and skills expected to gain from the subject) …- Expert 4

This consistently demonstrates that the experts in teaching Bread and Pastry Production highly value the acceptability of lesson plan content, which is determined by its relevance, alignment with curriculum standards, comprehensiveness, and flexibility.

This implies that lesson plans closely aligned with curriculum standards were more likely to be accepted by teachers. This alignment ensured that the teaching objectives met educational requirements and supported student learning outcomes effectively. This implies that the expert's observation, along with related studies and the DepEd's MATATAG curriculum, indicate that the content standard for Bread and Pastry Production NC II in the third quarter is aligned with the objectives and performance standards.

In the study of A. Jones and R. Clarke (2021), explored the alignment of lesson plans with curriculum standards in vocational training. The DepEd emphasizes the importance of curriculum-aligned lesson plans in their MATATAG curriculum framework. The department's guidelines stress that well-aligned content helps in maintaining educational quality and consistency across different teaching environments.

C. Congruency of Objectives and Evaluation
When objectives and evaluation are aligned, assessments accurately measure the intended outcomes, thus ensuring both the validity and reliability of the evaluation process. The following are the experts' viewpoints.

… Ang mga layunin ay magagawa at lubos na nakahanay sa pagsusuri, kaya ito ay magbibigay ng magandang resulta, ng pagkatuto sa bahagi ng mag-aaral… (The objectives are doable and very much aligned to the evaluation, hence it will render good learning results on the part of the students) …- Expert 1

… An assessment ay nakahanay sa mga layunin, at ang mga mag-aaral ay sinusuri gamit ang mga pamantayan sa pagganap na naaayon sa mga layuning iyo… (The assessment is aligned with the objectives, and learners are evaluated using performance criteria that are in line with those objectives) …- Expert 2

This means the congruency between objectives and evaluation can be observed in the electronic daily lesson log. The activities and instructional materials align well with the goals, and various assessments are used appropriately. As examined in the developed lesson log, the evaluation methods in written and performance tasks are directly aligned with the objectives (Prepare Sponge and Cakes), and hands-on activities are included to allow students to apply their learning practically.

It demonstrates that teachers can create effective lesson plans by aligning their objectives and evaluations, thoroughly covering the subject matter, and using valid assessment methods appropriate to each learner. This approach facilitates student's development of a deep insight of both content and necessary skills.

Kizlik (2010) states that, when objectives are clearly defined and aligned with assessment methods, teachers can better gauge student understanding and achievement, leading to higher acceptability of the lesson plan. It was concurred in the study of Guskey, (2007) found that teachers are more likely to accept and effectively implement lesson plans when there is a clear and logical connection between learning objectives and evaluation methods.

D. Consistency of the Learning Outcomes with Subject Matter

The alignment of learning outcomes with the subject matter is crucial. When learning outcomes are in line with the subject matter, teachers are more interested in making tasks and assessments to be given to the students. Here are experts' viewpoints on this matter:

… Ang mga resulta ng pagkatuto ay may kaugnayan sa mga partikular na paksa at kasanayan say pagtuturo ng kursong Bread and Pastry Production dahil maaari itong magbigay ng mas malinaw na mga daan sa mga mag-aaral sa kanilang pagkamit ng mga layunin ng arali… (The learning outcomes are relevant to the specific topics and skills in teaching Bread and Pastry Production course because it can provide clearer pathways to students in their attainment of the goals of the lesson) …-Expert 5

…Ang mga resulta ng pag-aaral ay sumasaklaw sa mahahalagang paksa sa 3rd quarter, at sinunod ng guro ang nilalaman at pamantayan na inilaan para sa mga paksa ng lingo. Inaasahang susukatin ng mga mag-aaral ang mga sangkap, maghahanda at magdekorasyon ng mga cake… (The learning outcomes cover essential topics in the 3rd quarter, and the teacher follows the content and performance standards allotted for the week's topics. The students are expected to measure ingredients and prepare and decorate cakes) ... -Expert 3

This shows that the electronic daily lesson log developed for teaching TVL, specifically Bread and Pastry Production NC II, is already based on the DepEd MATATAG curriculum. Teachers' responses will be positive because they see that it is relevant and appropriate and that there is support for its implementation.

It implies the lesson plan holds onto the content and performance standards when preparing gateaux, tortes, and cakes for the daily lesson log. Experts point out that the topics covered are aligned with the DepEd curriculum guide consistently and it follows the most essential learning competencies as required by the agency.

In the DepEd Matatag curriculum, in alignment with learning levels, teachers support balanced cognitive demands embedded in the curriculum. This alignment ensures that learning competencies are developmentally appropriate, which helps in maintaining student interest and preventing annoyance. On the streamlined curriculum, the decongested content allows for a deeper understanding and mastery of subjects. Teachers find this approach beneficial as it provides more time for thorough instruction and student engagement.

E. Contextualization

The successful implementation and effectiveness of electronic daily lesson logs in educational settings rely on the acceptability of contextualization. Here are the expert's views on the developed electronic daily lesson log.

… Ang electronic daily lesson log ay idinisenyo upang maging may kaugnayan sa konteksto sa pamamagitan pagsasama ng mga lokal na sangkap tulad ng kalabasa, pili nuts, at passion fruit flavor. Ang electronic daily lesson log na ito ay kapaki-pakinabang para sa mga guro, dahil sa dropdown buttons, mga kakayahang sa pag-link at pag-scan… (The electronic daily lesson log was designed to be contextually relevant by integrating local ingredients such as squash, pili nuts, and passion fruit flavors that can be used in baking cakes. The electronic daily lesson log itself is a useful tool for teachers, because of its dropdown buttons, linking and scanning capabilities, and ready-to-use activities) …-Expert 2

… Ito ay madaling gamitin lalo na sa mga guro na pareho ang specialization, gayundin sa ibang guro na gustong gawin din ito sa kanilang partikular na disiplina… (It is very effective and user-friendly especially to the teachers engaging in the said specialization likewise to other teachers who would want to do the same to their specific discipline) …-Expert 1

…Kailangan ng training para sa mga guro na hindi masyado marunong sa MS Excel… (Training is needed for teachers who are not proficient in MS Excel) …- Expert 3

This means that expert lies in highlighting the use of local ingredients in cake baking and innovating the electronic daily lesson log. The ability to customize lessons should fit the specific needs of students and the subject matter. The technicalities of the electronic daily lesson log helped them make the logs easy by clicking on the links and dropdown buttons. However, the other expert focuses on the technical needs of teachers who are not proficient in MS Excel, a training workshop is needed to address the gap.

This denotes the developed electronic daily lesson log helps teachers to lessen their undertakings in lesson planning, and make the lessons more specific, relevant, and flexible to the needs of the students. As educational technology continues to evolve, tools like eDLL will play an important role in supporting teachers and improving academic outcomes. Technical assistance is also necessary to continuously equip teachers in 21st-century learning.

Parallel to the study of Sambayon et.al (2023), Both localization and contextualization adhere to the principles of making the lesson flexible, imaginative, pertinent, meaningful and adaptable to student's cognitive levels and instructional needs. DepEd Matatag DepEd MATATAG curriculum reform highlights the approach to contextualizing lessons, it emphasizes tailoring educational content and teaching methods to the student's real-life situations, cultural backgrounds, and local environments.

IV. CONCLUSION AND RECOMMENDATIONS

The contextualized electronic daily lesson logs were developed on Bread and Pastry Production NC II, specifically on preparing gateaux, tortes, and cakes with the following learning outcomes: prepare sponges and cakes, prepare and use fillings, decorate cakes, present cakes, and store cakes based on the DepEd curriculum guide. The developed contextualized electronic daily lesson log is valid regarding lesson objectives, lesson content, objectives and evaluation congruency, and learning outcomes' consistency with the subject matter and contextualization. The developed contextualized electronic daily lesson log is acceptable in terms of a) objectives, b) content, c) congruency of objectives and evaluation, d) consistency of the learning outcomes with subject matter, and e) contextualization.

Based on the results findings and conclusions drawn, the following are recommended, Teachers may also develop an Electronic Daily Lesson Log to contextualize other topics in Technical Vocational Livelihood specifically in Bread and Pastry Production NC. The developed electronic daily lesson log may be copyrighted before the TLE/TVL teachers can adopt it. The developed Electronics Daily Lesson Log may be subjected to quantitative assessment of acceptability by objectives, content, congruency of objectives and evaluation, consistency of the learning outcomes with the subject matter and contextualization. Further study may be conducted on the Development and Validation of Contextualized Electronic Daily Lesson Logs in teaching Technical Vocational Livelihood to include other variables not covered by the studies.

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