

Grade 12 ABM Students' Perceptions Towards Steamed Potato: Basis for Product Improvement

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ABSTRACT: This study examined the perceptions of Grade 12 ABM students of Muntinlupa National High School toward steamed potatoes as a healthy snack alternative. A quantitative-descriptive research method was used, and data were collected through a survey questionnaire administered to 184 respondents selected using stratified random sampling. The gathered data were analyzed using descriptive statistics, including the mean and standard deviation. Results showed an overall mean of 3.54 (Strongly Agree), indicating that students have a highly favorable perception of steamed potatoes in terms of price, cleanliness, taste, and appearance. The study concludes that steamed potatoes are well-accepted due to their affordability, cleanliness, and nutritional value. It is recommended that future researchers explore new potato preparations and that schools offer steamed potatoes in canteens to promote healthy eating. The findings imply that nutritious yet affordable food options like steamed potatoes can enhance students' health and academic performance.

I. INTRODUCTION

Background of the Study

Across the world, students face a common challenge when it comes to snack choices the easy availability of fried and processed foods. Whether in Western or Asian schools, snacks like chips, fries, and other deep-fried options are often the most accessible and preferred because of their taste and convenience. In fact, a global study involving 153,996 adolescents from 54 low- and middle-income countries found that 55.2% consumed fast food at least once a week, with many reporting two or more times per week (Pengpid & Peltzer, 2020). Studies have shown that frequent consumption of these foods can lead to poor eating habits, decreased academic performance, and long-term health issues (Wansink, Just, & Payne, 2013). While some schools attempt to offer healthier alternatives, they often struggle to convince students to make the switch.

This challenge reflects a deeper issue students' food choices are often driven not just by hunger, but by perception and habit. In a U.S.-based study, Wansink, Just, and Payne (2013) discovered that students were more likely to eat vegetables when they were given creative or fun names, showing how taste perception and presentation play powerful roles in food preference. Despite access to healthier food, many adolescents globally still opt for what's familiar, flavorful, and fast. This behavior suggests that promoting nutritious food must start with understanding the attitudes and motivations behind students' decisions.

In the Philippines, this pattern continues. Students are widely exposed to street foods and fried snacks like kwek-kwek, fish balls, and fries sold near schools. Research by Agustin (2020) showed that Filipino senior high school students typically prioritize taste, price, and cleanliness over nutritional value. Even with growing awareness about healthy eating, boiled or steamed snacks often fail to gain popularity partly due to a lack of familiarity or appeal. These habits mirror the global trend and reinforce the need to explore better strategies for making healthy foods acceptable and appealing to young consumers.

One promising alternative is the steamed potato. It's a familiar ingredient, often seen in fries and chips, but steaming offers a healthier way to enjoy it low in fat, high in nutrients, and customizable. However, since steamed snacks are less common and visually less exciting than fried ones, the question remains: What do students actually think about it? This research aims to explore the perceptions of Grade 12 students toward steamed potato as a snack option. By listening to their views, this study hopes to guide improvements in the product and promote healthier, student-approved food choices in schools.

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Theoretical Framework

This study is anchored on the Theory of Planned Behavior (TPB) developed by Ajzen (1991). The TPB explains how individuals form intentions and perform behaviors based on three key psychological components: attitude toward the behavior, subjective norms, and perceived behavioral control. The TPB is widely applied in research concerning health, consumer behavior, and education, making it relevant for analyzing Grade 12 students' perceptions toward steamed potato.

Earlier, in the 1970s, Martin Fishbein and Icek Ajzen developed the Theory of Reasoned Action (TRA) to explain that behavior is influenced by intention, which is shaped by attitudes and subjective norms. However, because TRA did not account for situations where people lacked full control over their actions, Ajzen (1991) expanded it into the TPB by adding the concept of perceived behavioral control (Norman, 2017). This made the theory more applicable to real-life behavior prediction.

Attitude refers to a person's positive or negative evaluation of performing a behavior. In this context, it reflects students' views on whether steamed potato is healthy, satisfying, or enjoyable to eat. If students have a favorable attitude toward it, they are more likely to accept and try the product. Subjective norms refer to perceived social pressure how much students feel influenced by what others (friends, family, or classmates) think they should do. Asare (2015) and Peters and Templin (2010) explain that individuals are more likely to adopt behaviors that people close to them approve of. Similarly, Fattahi Ardakani, Sohrabi, and Ramezani (2020) emphasize that social pressure strongly influences the likelihood of performing a specific behavior. Neuroimaging studies by Zinchenko and Arsalidou (2017) further reveal that social norms activate brain areas linked to identity and reward, suggesting that conforming to expectations is deeply rooted in both psychology and biology. Peters and Templin (2010) also highlight that subjective norms can be shaped by both direct encouragement and subtle cues in the environment.

Perceived behavioral control refers to how easy or difficult an individual believes it is to perform a behavior (Ajzen, 1991). In this study, this could include whether students find the steamed potato affordable, accessible at school, and easy to include in their meals. Greater perceived control increases the likelihood of intention and actual behavior.

These three factors attitude, subjective norm, and perceived control combine to influence students' intention to try, purchase, or recommend steamed potato. Understanding these can guide the product's improvement, making it more appealing and accessible to the target audience. Thus, the Theory of Planned Behavior provides a clear framework for interpreting students' perceptions and aligning the product with their preferences. (See Figure 1).

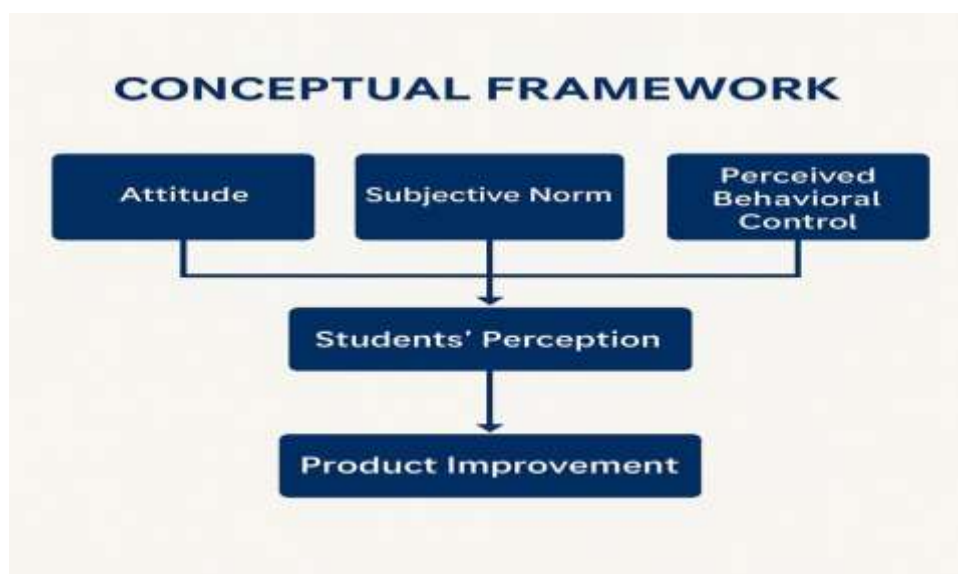


Figure 1. Conceptual Framework based on the Theory of Planned Behavior

Statement of the Problem

Grade 12 Students' Perceptions Towards Steamed Potato: Basis for Product Improvement This study tend to explore the perceptions of Grade 12 ABM Students in MNHS (Muntinlupa National High School) towards Steamed Potato as snack option in terms of price, physical appearance, cleanliness, and taste. The goal is to gather meaningful insights that can serve as the basis for improving the product and encouraging its acceptance among students

To guide this study, the specific questions were formulated:

1. What are the perceptions of Grade 12 learners of MNHS towards snack options in terms of:
 - 1.1 Price,

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- 1.2 Physical Appearance,
- 1.3 Cleanliness, and
- 1.4 Taste?

2. What are the possible recommendations that Grade 12 ABM Students of MNHS suggested for the improvement of steamed potato products?

Significance of the Study

This research aims to contribute valuable insights not only to the development of a healthier snack product but also to the individuals and groups directly involved in or influenced by the results.

The Researchers. Conducting this study serves as an opportunity to apply what they've learned in the classroom to a real-world context. It sharpens their skills in data collection, analysis, and communication while also teaching them how to respond to feedback and turn it into meaningful product improvements.

The students. The study is especially significant to students, who are the main consumers of school-based snacks. By sharing their thoughts and preferences about steamed potato products, they are empowered to influence the kinds of food available to them helping shape options that are both healthy and enjoyable. This promotes awareness and a sense of involvement in health-related decisions.

The Teaching and Non-Teaching Personnel. Teaching and non-teaching staff, including advisers, school health personnel, and canteen vendors, can use the findings to support school wellness programs and enhance food services. Understanding student preferences allows them to promote healthier choices in a way that aligns with students' tastes, bridging the gap between health advocacy and actual behavior.

The Competitors. Other food vendors and small business owners may benefit from the study by gaining insights into student perceptions. This can inspire product improvements, spark innovation, and guide marketing strategies focused on healthier alternatives.

The Stakeholders. Beyond these direct groups, parents, school administrators, and health advocates may also find value in the results. As indirect beneficiaries, they can use the findings to support initiatives and policies that encourage better eating habits, leading to long-term improvements in student health, focus, and academic performance.

The Future Researchers. Future researchers may use this study as a foundation for exploring similar topics in food innovation, student health, or consumer behavior. It can serve as a reference or starting point for developing improved research methods and building upon existing findings.

Definition of Terms

1. Steamed Potato

A healthy snack made by steaming potatoes instead of frying them. It is the main product evaluated in this study based on price, physical appearance, cleanliness, and taste.

2. Perception

The opinions or impressions of students toward the steamed potato based on their experience, senses, and preferences.

3. Price

The cost or amount of money students are willing to pay for the steamed potato, representing its affordability and value.

4. Physical Appearance

The outward look or presentation of the steamed potato, including color, size, texture, and packaging, which affects the students' interest in buying it.

5. Cleanliness

The students' view of how sanitary and hygienic the steamed potato is during preparation and serving.

6. Taste

The flavor quality and overall palatability of the steamed potato as experienced by the respondents.

7. Respondents

The Grade 12 ABM students of Muntinlupa National High School who participated in answering the survey questionnaire.

8. Mean

The average of all responses in a specific category that represents the general perception of the students.

9. Standard Deviation (SD)

A measure showing how close or spread out the responses are from the average.

10. Stratified Random Sampling

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A method of selecting respondents by dividing them into groups or sections to ensure equal representation in the study.

II. METHOD

Research Design

To gain a better understanding of how Grade 12 students perceive steamed potatoes, the researchers used a quantitative research design and employed a descriptive method to collect and interpret data. Quantitative research is a powerful methodology dedicated to the systematic collection and analysis of measurable data through structured surveys and statistical techniques (Jain, 2023; Sreekumar, 2023). This design was selected because it allows the researchers to gather measurable information from students, and the descriptive method helps explain trends, preferences, and opinions based on their responses. According to Creswell (2014), descriptive research is ideal when aiming to provide a clear picture of a specific group's characteristics. By focusing on student perceptions, the researchers aim to identify which areas of the product such as taste, texture, or presentation can be improved.

The researchers will use the survey method as their main tool for data collection. A structured questionnaire will be distributed to randomly selected Grade 12 students, making it easier to gather responses efficiently during free time or available class hours. McMillan and Schumacher (2010) emphasized that surveys are a reliable way to gather standardized feedback from a large group. The questionnaire will include Likert-scale items and open-ended questions to gather both numerical data and suggestions. Once collected, the data will be analyzed using descriptive statistics such as frequency, percentage, and mean scores, which will serve as the basis for potential product improvements.

Respondents of the Study

The respondents of this study are the Grade 12 Accountancy, Business, and Management (ABM) strand students of Muntinlupa National High School (MNHS) for the School Year 2025– 2026. With a total population of 339 students, the sample size was determined using Slovin's formula at a 5% margin of error, which resulted in 184 respondents. To ensure fair and proportional representation, the researchers employed a stratified random sampling technique, dividing the population by class sections and randomly selecting respondents from each.

According to Taherdoost (2016), stratified sampling improves accuracy and reduces bias by guaranteeing that each subgroup is represented.

From the computed sample size, respondents were distributed as follows: 32 students from ABM 1201, 32 from ABM 1202, 31 from ABM 1203, 31 from ABM 1204, 26 from ABM 1205,

and 30 from ABM 1206, totaling 184. These students were chosen because of their academic exposure to business-related subjects, which makes them suitable to evaluate the steamed potato product. As Creswell (2014) emphasized, selecting appropriate respondents enhances the validity of research, while Etikan and Bala (2017) note that stratified sampling reduces the risk of selection bias in diverse populations.

Research Instrument

The main tool used in this study is a structured survey questionnaire designed to gather quantitative data from the respondents. The questionnaire consists of two parts. The first part asks about the demographic profile of the students, including age, sex, and section. The second part focuses on their perceptions toward steamed potato as a snack option in terms of price, physical appearance, cleanliness, and taste.

To measure these perceptions, the researchers used a 4-point Likert scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. This format eliminates a neutral option, encouraging students to provide more definite responses. The instrument was carefully structured to capture both attitudes and suggestions, ensuring that the data collected will serve as a sound basis for improving the steamed potato product and promoting its acceptance among students.

Data Gathering Procedure

To gather the necessary data, the following steps were followed

1. The prepared survey questionnaire was first submitted to the research adviser for approval. It was also checked by a grammar expert and a business expert to make sure that the questions were clear, correct, and related to the SOP of the study.
2. After receiving approval, the researchers counted how many respondents from each section would take part in the survey using the slovin's formula, the total number of respondents needed was 185 individuals from the Grade12 ABM students of MNHS year 2025-2026.
3. Once the total number of respondents was finalized, reseachers used stratified sampling to determined how many

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grade 12 student is needed in each every section of G12 ABM students which consist of 6 section, from ABM 1201 to 1206, and then printed copies of the approved survey questionnaires were prepared.

4. Finally, the researchers distributed the printed questionnaires to the identified respondents which is equivalent of 185 respondent, and to guided them as they answered for data collection.

5. After collecting all the data, the researchers encoded and computed the results using Microsoft Excel to analyze and interpret the gathered information accurately.

Data Analysis

Descriptive statistics were used in this study to answer the questions stated in the Statement of the Problem. The descriptive statistics applied in the analysis include the following:

Mean:

According to Hurley and Tenny (2023), the mean, also known as the average, is computed by dividing the total sum of all values by the number of responses in the dataset. Mathematically, it is the sum of all values divided by the number of observations. In this study, calculating the mean responses from Grade 12 ABM students allows the researchers to quantify their overall perceptions of steamed potatoes.

Frequency Distribution:

As explained by Young (2022), a frequency distribution is a table or graph that shows how often values occur within specific intervals. It is commonly used in statistics to analyze quantitative data and visualize patterns, such as common responses or dominant trends. In this study, frequency distribution is used to identify the most common responses of the Grade 12 students, serving as a basis for product improvement.

By employing both the mean and frequency distribution, this study provides a comprehensive understanding of Grade 12 ABM students' perceptions of steamed potato. The mean quantifies the average responses regarding product attributes, while the frequency distribution highlights the most common opinions. Together, these analyses offer valuable insights for product improvement, ensuring that the final product aligns with student preferences and market demands.

III. RESULTS AND DISCUSSIONS

SOP 1: What are the perceptions of Grade 12 learners of MNHS towards snack options in terms of: price, physical appearance, cleanliness, and taste?

Table 1. Overall Perception of Grade 12 ABM Students Toward Steamed Potato (All Sections)

Category	Mean	SD	Verbal Interpretation
Price	3.53	0.55	Strongly Agree
Physical Appearance	3.51	0.55	Strongly Agree
Cleanliness	3.59	0.54	Strongly Agree
Taste	3.54	0.55	Strongly Agree
Overall Mean	3.54	0.55	Strongly Agree

The data above reveal that respondents strongly agree with the positive attributes of steamed potato as a school snack (overall mean = 3.54, SD = 0.55). Among the indicators, cleanliness ranked highest (mean = 3.59), followed by taste, price, and physical appearance.

This suggests that students view steamed potato as a clean, healthy, and tasty snack that is worth its price. These results align with the findings of Wansink et al. (2013), who emphasized that visual presentation and cleanliness influence students' food acceptance and consumption.

Similarly, Agustin (2020) found that students' food preferences are shaped by affordability and taste, supporting the present study's results that steamed potato appeals due to its cost-effectiveness and flavor.

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SOP 1.1–1.4: Section-Based Results

Table 2. Section-Based Perceptions of Steamed Potato

Section	Overall Mean	SD	Verbal Interpretation	Comments
ABM 1201	3.51	0.59	Strongly Agree	None
ABM 1202	3.40	0.62	Agree	"More flavors" (4 mentions)
ABM 1203	3.57	0.56	Strongly Agree	"More flavors," "Add toppings"
ABM 1204	3.66	0.48	Strongly Agree	None
ABM 1205	3.38	0.63	Agree	"More toppings," "More sauce"
ABM 1206	3.76	0.42	Strongly Agree	"More toppings," "More dressing," "Affordable price," "More cheese," "Add corn"

Section-level results show that ABM 1206 had the highest overall mean (3.76), indicating strong agreement and a very favorable perception of steamed potato. Meanwhile, ABM 1205 had the lowest mean (3.38), which still corresponds to *agreement*.

The comments collected across sections reflect a recurring theme — the need for more flavor and variety. Common remarks like "more toppings," "more sauce," and "add corn" suggest that while students appreciate the product's cleanliness and affordability, they desire improved taste and presentation.

These findings are consistent with Wansink et al. (2013), who reported that attractive and flavorful food presentation increases students' willingness to consume vegetables and healthy options. This reinforces that enhancing the visual and sensory appeal of steamed potato can further boost its acceptance among students.

SOP 2: What are the possible recommendations that Grade 12 ABM Students of MNHS suggested for the improvement of steamed potato products?

Table 3. Respondents' Recommendations for Product Improvement

Suggestions	Frequency (f)	Percentage (%)
Add more flavors	6	3.26%
Add more toppings	5	2.72%
Improve/add more sauce or dressing	2	1.09%
Add cheese	1	0.54%
Add corn or salt & pepper	1	0.54%
No suggestions / Satisfied with the product	169	91.85%
Total	184	100%

As shown in Table 3, the majority of respondents (91.85%) provided no additional suggestions, indicating that most students were satisfied with the steamed potato product. However, 8.15% shared specific recommendations to enhance the product's flavor and presentation.

The most common suggestions include adding more flavors (3.26%) and toppings (2.72%), followed by improving sauce or dressing (1.09%). A few respondents also mentioned adding cheese, corn, or seasonings to make the snack more appealing.

These findings imply that while the overall reception of the product was highly positive, students appreciate variety and enhanced taste factors that could further improve its marketability and acceptance among their peers.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the Grade 12 ABM students of Muntinlupa National High School have a highly favorable perception of steamed potatoes as a school snack, particularly in terms of price, physical appearance, cleanliness, and taste. With an overall mean of 3.54 (Strongly Agree), the results show that students find steamed potatoes to be clean, tasty, affordable, and visually appealing, making them a healthy and satisfying snack option. While most respondents expressed satisfaction, a few suggested adding more flavors, toppings, and sauces to further enhance the product's taste and presentation. Overall, the study confirms that steamed potatoes are well-accepted by students and have strong potential as a nutritious and marketable snack within the school setting.

The researchers recommend that future studies explore new ways of preparing steamed potatoes and alternative variations to improve their appeal and nutritional value. Students are encouraged to include steamed potatoes in their diet to support their health and focus in school. Business owners may consider offering steamed potato dishes as a healthy and affordable food venture. Meanwhile, schools and teachers are advised to include steamed potato products in canteen menus to promote healthy eating

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habits and contribute to students' overall well-being.

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V. APPENDICES



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National High school



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PERSONAL INFORMATION

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EDUCATION BACKGROUND

Elementary School: VHES Elementary School (VHES)
Junior High School: Poblacion National High School (PNHS)
Senior High School: Muntinlupa National High School (MNHS)

Survey Questionaire

SURVEY QUESTIONNAIRE					
I. DEMOGRAPHIC PROFILE					
SECTION: _____		AGE: _____		SEX: _____	
II. CUSTOMER'S FEEDBACK AS TO PRICE, PHYSICAL APPEARANCE, CLEANLINESS, AND TASTE					
Direction: Check (✓) the box that corresponds to your answers in the following questions. Use the Likert scale below: Responses: 4 = Strongly Agree (SA) 3 = Agree (A) 2 = Disagree (D) 1 = Strongly Disagree (SD)					
SECTION	STATEMENTS	RATING SCALE:			
		1	2	3	4
A. Price	A.1 this price of steamed potato is affordable for senior high school students.	☐	☐	☐	☐
	A.2 The portion size of steamed potato is worth its price.	☐	☐	☐	☐
B. Physical Appearance	B.3 The appearance of steamed potato is visually appealing.	☐	☐	☐	☐
	B.4 The packaging or presentation of steamed potato makes it attractive.	☐	☐	☐	☐
C. Cleanliness	C.5 The steamed potato is prepared in a clean and sanitary manner.	☐	☐	☐	☐
	C.6 The packaging of steamed potato ensures cleanliness and safety.	☐	☐	☐	☐
D. Taste	D.7 The steamed potato has an enjoyable flavor.	☐	☐	☐	☐
	D.8 The steamed potato is more filling and satisfying than other snacks.	☐	☐	☐	☐
III. SUGGESTIONS					
Direction: Kindly write your answer briefly.					
9.What would make you buy steamed potato more often?					
10.What recommendations can you suggest to improve steamed potato products (flavor, packaging, price, cleanliness, etc.)?					

Validation Form



Republic of the Philippines
Department of Education
 NATIONAL CAPITAL REGION
 Schools Division of Muntinlupa City
MUNTINLUPA NATIONAL HIGH SCHOOL

VALIDATION TOOL FOR THE SURVEY QUESTIONNAIRE

Name of Validator : Marikay M. Conde
 Highest Educational Attainment : Doctor of Education
 Position Held/Years of Service : Teacher III
 Field of Specialization : Management
 Signature : [Signature]

Directions: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

4 - Strongly Agree 3 - Agree 2 - Disagree 1 - Strongly Disagree

Criteria	4	3	2	1
1. The instructions or directions in the instruments are meaningful and easy to follow.	4	3	2	1
2. The items in the instrument are aligned with the Statement of the Problem.	4	3	2	1
3. The items in the instrument are current and relevant.	4	3	2	1
4. The items in the instrument are worded in a specific, clear, concise and unambiguous manner.	4	3	2	1
5. The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	4	3	2	1
6. The items in the instrument can obtain depth to constructs being measured.	4	3	2	1
7. The items are neither too narrow nor limited in its content.	4	3	2	1



Muntinlupa National High School
 NBP Reservation, Type C Poblacion, Muntinlupa City
 Telephone No / Fax No.: 8-886-82-68
 muntinlupahs@gmail.com



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MUNTINLUPA NATIONAL HIGH SCHOOL

8. The instrument has an appropriate sample of items for the construct being measured.	4	3	2	1
9. The responses to the scale show a reasonable range of variation.	4	3	2	1
10. The layout or format of the instrument is technically sound.	4	3	2	1

Remarks/Recommendations:

Very good.

Overall Rating

Please check () appropriate rating.

- ☒ Approved to be used as presented
☐ Approved to be used with revision as indicated
☐ Disapproved, the researcher must make another set of guide questions



Muntinlupa National High School

NBP Reservation, Type C Poblacion, Muntinlupa City

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VALIDATION TOOL FOR THE SURVEY QUESTIONNAIRE

Name of Validator : Carmre G. Aquino
 Highest Educational Attainment : MBA units
 Position Held/Years of Service : Teacher I
 Field of Specialization : HR, Marketing & Management
 Signature : CA

Directions: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

Criteria	4	3	2	1
1. The instructions or directions in the instruments are meaningful and easy to follow.	4	3	2	1
2. The items in the instrument are aligned with the Statement of the Problem.	4	3	2	1
3. The items in the instrument are current and relevant.	4	3	2	1
4. The items in the instrument are worded in a specific, clear, concise and unambiguous manner.	4	3	2	1
5. The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	4	3	2	1
6. The items in the instrument can obtain depth to constructs being measured.	4	3	2	1
7. The items are neither too narrow nor limited in its content.	4	3	2	1
8. The instrument has an appropriate sample of items for the construct being measured.	4	3	2	1
9. The responses to the scale show a reasonable range of variation.	4	3	2	1
10. The layout or format of the instrument is technically sound.	4	3	2	1

Remarks/Recommendations:

Highly recommended!

Overall Rating

Please check (✓) appropriate rating.

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VALIDATION TOOL FOR THE SURVEY QUESTIONNAIRE

Name of Validator : RUTH B. ALCANTARA

Highest Educational Attainment : MS/DUW/ENGLISH

Position Held/Years of Service : III

Field of Specialization : _____

Signature : [Signature]

Directions: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

Criteria	4	3	2	1
1. The instructions or directions in the instruments are meaningful and easy to follow.	(4)	3	2	1
2. The items in the instrument are aligned with the Statement of the Problem.	(4)	3	2	1
3. The items in the instrument are current and relevant.	(4)	3	2	1
4. The items in the instrument are worded in a specific, clear, concise and unambiguous manner.	(4)	3	2	1
5. The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	(4)	3	2	1
6. The items in the instrument can obtain depth to constructs being measured.	(4)	3	2	1
7. The items are neither too narrow nor limited in its content.	(4)	3	2	1
8. The instrument has an appropriate sample of items for the construct being measured.	(4)	3	2	1
9. The responses to the scale show a reasonable range of variation.	(4)	3	2	1
10. The layout or format of the instrument is technically sound.	(4)	3	2	1

Remarks/Recommendations:

Good job!

Overall Rating
 Please check () appropriate rating.

☒ Approved to be used as presented

☐ Approved to be used with revision as indicated

☐ Disapproved, the researcher must make another set of guide questions



DepED
MATATAG



BAGOING PILIPINAS



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Tally Sheet

Respondent ID	Section	A. Price	B. Physical Appearan ce	C. Cleanlin ess	D. Tas te	Comments

Grade 12 ABM Students' Perceptions Towards Steamed Potato: Basis for Product Improvement

1	ABM 1201	3	3	3	3	No comment
2	ABM 1201	4	3	3	4	More toppings
3	ABM 1201	3	4	4	3	No comment
4	ABM 1201	3	3	4	4	No comment
5	ABM 1201	3	3	4	4	No comment
6	ABM 1201	4	4	4	4	No comment
7	ABM 1201	3	3	3	4	No comment
8	ABM 1201	3	3	4	4	No comment
9	ABM 1201	3	3	4	4	No comment
10	ABM 1201	4	3	3	3	No comment
11	ABM 1201	3	3	4	3	No comment
12	ABM 1201	3	4	3	3	No comment
13	ABM 1201	3	4	4	4	No comment
14	ABM 1201	3	4	4	4	No comment
15	ABM 1201	4	3	4	4	No comment
16	ABM 1201	3	3	3	4	No comment
17	ABM 1201	4	3	3	3	No comment
18	ABM 1201	4	4	4	3	No comment
19	ABM 1201	4	3	3	4	No comment
20	ABM 1201	3	3	3	3	No comment
21	ABM 1201	4	4	3	3	No comment
22	ABM 1201	3	3	3	4	No comment
23	ABM 1201	4	4	3	3	No comment
24	ABM 1201	4	4	3	4	More flavors
25	ABM 1201	4	4	4	3	No comment
26	ABM 1201	4	3	4	4	No comment
27	ABM 1201	4	3	3	4	No comment
28	ABM 1201	4	3	4	4	No comment

Grade 12 ABM Students' Perceptions Towards Steamed Potato: Basis for Product Improvement

	1201					
29	ABM 1201	4	3	4	4	No comment
30	ABM 1201	4	3	4	3	No comment
31	ABM 1202	3	3	4	4	No comment
32	ABM 1202	3	3	3	4	No comment
33	ABM 1202	4	4	4	4	No comment
34	ABM 1202	4	3	4	3	More dressing
35	ABM 1202	4	4	3	4	No comment
36	ABM 1202	3	3	3	3	No comment
37	ABM 1202	4	3	4	4	No comment
38	ABM 1202	3	3	4	3	No comment
39	ABM 1202	3	4	4	3	No comment
40	ABM 1202	3	4	4	4	No comment
41	ABM 1202	3	4	4	3	No comment
42	ABM 1202	3	4	4	4	No comment
43	ABM	4	3	3	4	No comment
	1202					
44	ABM 1202	4	4	4	4	No comment
45	ABM 1202	4	3	4	3	No comment
46	ABM 1202	4	3	3	3	No comment
47	ABM 1202	4	4	3	4	Add salt and pepper
48	ABM 1202	3	4	3	4	No comment
49	ABM 1202	4	4	3	3	No comment
50	ABM 1202	4	4	4	4	No comment
51	ABM 1202	3	4	4	4	Add toppings
52	ABM 1202	4	4	4	4	No comment
53	ABM 1202	3	4	4	3	No comment
54	ABM 1202	4	4	4	3	No comment
55	ABM 1202	3	3	4	3	Affordable price
56	ABM 1202	4	4	3	4	Add more sauce
57	ABM 1202	4	4	4	4	No comment
58	ABM	3	3	3	4	No comment

Grade 12 ABM Students' Perceptions Towards Steamed Potato: Basis for Product Improvement

	1202					
59	ABM 1202	3	4	3	3	More cheese
60	ABM 1202	3	3	4	4	No comment
61	ABM 1203	3	3	3	4	No comment
62	ABM 1203	3	4	4	4	No comment
63	ABM 1203	3	3	3	4	No comment
64	ABM 1203	3	3	4	3	No comment
65	ABM 1203	3	3	3	3	No comment
66	ABM 1203	4	3	4	4	No comment
67	ABM 1203	4	4	4	3	No comment
68	ABM 1203	3	3	4	3	No comment
69	ABM 1203	4	4	4	4	No comment
70	ABM 1203	4	3	4	4	No comment
71	ABM 1203	4	3	3	3	No comment
72	ABM 1203	4	3	3	4	No comment
73	ABM 1203	3	3	3	3	No comment
74	ABM 1203	4	4	4	4	No comment
75	ABM 1203	3	4	3	3	No comment
76	ABM 1203	4	3	4	4	No comment
77	ABM 1203	4	3	4	3	No comment
78	ABM 1203	4	4	3	3	Add corn
79	ABM 1203	3	3	3	3	No comment
80	ABM 1203	4	3	4	4	No comment
81	ABM 1203	3	3	3	3	No comment
82	ABM 1203	4	4	4	3	No comment
83	ABM 1203	3	4	4	4	No comment
84	ABM 1203	4	4	4	4	No comment
85	ABM 1203	3	3	4	3	No comment
86	ABM 1203	3	3	4	3	No comment
87	ABM 1203	4	4	3	4	No comment
88	ABM	3	4	3	4	Add more

Grade 12 ABM Students' Perceptions Towards Steamed Potato: Basis for Product Improvement

	1203					flavors
89	ABM 1203	4	4	4	4	No comment
90	ABM 1203	4	4	4	4	No comment
91	ABM 1203	4	3	3	4	No comment
92	ABM 1204	4	4	3	3	Add corn
93	ABM 1204	4	3	4	4	No comment
94	ABM 1204	4	4	3	3	Affordable and tasty
95	ABM 1204	4	3	4	3	No comment
96	ABM 1204	4	4	3	3	No comment
97	ABM 1204	4	4	4	4	More sauce
98	ABM 1204	4	4	3	3	No comment
99	ABM 1204	4	4	4	3	No comment
100	ABM 1204	3	3	3	4	No comment
101	ABM 1204	3	4	3	3	No comment
102	ABM 1204	4	3	4	3	No comment
103	ABM	4	3	3	4	No comment
	1204					
104	ABM 1204	4	3	4	3	No comment
105	ABM 1204	4	3	3	3	No comment
106	ABM 1204	4	4	4	3	No comment
107	ABM 1204	4	3	3	4	No comment
108	ABM 1204	4	3	4	4	No comment
109	ABM 1204	4	3	3	4	No comment
110	ABM 1204	3	4	4	3	No comment
111	ABM 1204	4	4	3	3	No comment
112	ABM 1204	3	4	4	4	No comment
113	ABM 1204	4	4	4	3	No comment
114	ABM 1204	4	3	4	3	No comment
115	ABM 1204	3	3	3	4	No comment
116	ABM 1204	4	4	4	4	No comment
117	ABM 1204	3	3	3	3	No comment
118	ABM	4	3	4	3	No comment

Grade 12 ABM Students' Perceptions Towards Steamed Potato: Basis for Product Improvement

	1204					
119	ABM 1204	4	3	3	3	No comment
120	ABM 1204	3	4	4	4	No comment
121	ABM 1204	4	4	3	4	No comment
122	ABM 1204	3	3	3	4	No comment
123	ABM 1205	4	4	4	4	No comment
124	ABM 1205	3	4	3	3	Add more cheese
125	ABM 1205	3	4	3	4	No comment
126	ABM 1205	4	4	4	4	No comment
127	ABM 1205	4	4	3	4	No comment
128	ABM 1205	3	3	3	4	No comment
129	ABM 1205	4	4	3	4	No comment
130	ABM 1205	4	3	4	3	No comment
131	ABM 1205	4	3	3	3	No comment
132	ABM 1205	3	4	4	4	No comment
133	ABM 1205	3	3	3	3	No comment
	1205					
134	ABM 1205	3	3	3	4	No comment
135	ABM 1205	3	3	3	4	No comment
136	ABM 1205	3	4	4	3	No comment
137	ABM 1205	3	4	3	3	No comment
138	ABM 1205	3	3	3	4	No comment
139	ABM 1205	3	4	4	4	No comment
140	ABM 1205	3	4	3	4	No comment
141	ABM 1205	4	4	4	3	No comment
142	ABM 1205	3	4	4	4	No comment
143	ABM 1205	4	3	3	4	No comment
144	ABM 1205	4	3	4	4	No comment
145	ABM 1205	4	4	3	3	No comment
146	ABM 1205	3	4	4	4	No comment
147	ABM 1205	3	3	4	4	No comment
148	ABM 1205	3	3	3	3	No comment

Grade 12 ABM Students' Perceptions Towards Steamed Potato: Basis for Product Improvement

	1205					
149	ABM 1205	3	4	4	4	No comment
150	ABM 1205	4	3	4	4	No comment
151	ABM 1205	3	4	4	3	No comment
152	ABM 1205	3	4	4	4	No comment
153	ABM 1205	3	3	4	3	No comment
154	ABM 1206	3	3	3	3	No comment
155	ABM 1206	3	4	4	4	No comment
156	ABM 1206	4	4	3	4	No comment
157	ABM 1206	3	3	4	4	No comment
158	ABM 1206	4	4	3	4	No comment
159	ABM 1206	3	3	3	3	No comment
160	ABM 1206	4	4	4	4	No comment
161	ABM 1206	3	3	4	3	No comment
162	ABM 1206	3	3	4	4	No comment
163	ABM 1206	4	3	3	4	No comment
	1206					
164	ABM 1206	4	4	4	4	No comment
165	ABM 1206	4	4	3	3	No comment
166	ABM 1206	3	3	3	4	No comment
167	ABM 1206	4	4	3	4	No comment
168	ABM 1206	3	3	4	4	No comment
169	ABM 1206	3	3	4	4	No comment
170	ABM 1206	4	4	3	3	No comment
171	ABM 1206	4	4	3	4	No comment
172	ABM 1206	3	3	4	3	No comment
173	ABM 1206	3	4	3	3	No comment
174	ABM 1206	4	4	4	3	No comment
175	ABM 1206	4	3	3	3	No comment
176	ABM 1206	4	3	4	3	Add dressing
177	ABM 1206	3	4	3	3	No comment
178	ABM 1206	3	3	4	4	No comment

	1206					
	ABM					
179	1206	3	3	3	3	No comment
	ABM					
180	1206	3	4	4	3	No comment
	ABM					
181	1206	3	3	4	3	No comment
	ABM					
182	1206	3	3	3	4	No comment
	ABM					
183	1206	4	4	3	4	No comment
	ABM					
184	1206	3	4	4	3	No comment

Summary of Overall Results

Category	<u>Weighted Mean</u>	<u>Standard Deviation</u>	<u>Verbal Interpretation</u>
Price	3.53	0.55	Strongly Agree
Physical Appearance	3.51	0.55	Strongly Agree
Cleanliness	3.59	0.54	Strongly Agree
Taste	3.54	0.55	Strongly Agree
Overall Mean	3.54	0.55	Strongly Agree

Grade 12 ABM Students' Perceptions Towards Steamed Potato: Basis for Product Improvement

• BUSINESS EXPERT VALIDATION



• ENGLISH EXPERT VALIDATION



Documentation



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