



Skills Competency in Family and Consumer Science: Basis for Supplemental Learning Modules

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Abstract—The study aimed to determine the skills competency of Grade 8 learners in Family and Consumer Science (FCS) and develop supplemental learning modules based on identified competency gaps. Specifically, the study assessed the learners' profile in terms of sex, age, average monthly family income, and academic performance; evaluated their competency in Massage, Nail Care, Spa Services, Facial Care, and Make-up; and validated the developed supplemental learning modules. A descriptive-developmental research design was employed involving 145 Grade 8 learners enrolled in Beauty Care at Tabaco National High School during the School Year 2025–2026. Data were gathered using validated questionnaires and analyzed using frequency count, percentage, and weighted mean. Findings revealed that most learners were female, 13 years old, belonged to low-income families, and had satisfactory academic performance. Learners were competent in Massage and moderately competent in Nail Care, while lower competency levels were observed in Spa Services, Facial Care, and Make-up. Based on the identified competency gaps, supplemental learning modules were developed and evaluated by expert validators in terms of introduction, content, assessment, references, and presentation. The modules obtained an overall weighted mean of 4.96 interpreted as Very Much Evident, indicating high validity and instructional quality. The study concluded that supplemental learning modules are effective instructional tools in enhancing learners' practical skills and competencies in Family and Consumer Science. The findings further emphasize the importance of contextualized and competency-based instructional materials in improving learner engagement, skill mastery, and practical application.

Index Terms—Family and Consumer Science, skills competency, supplemental learning modules, Beauty Care, Grade 8 learners, competency-based learning.

1. Introduction

Education plays a significant role in developing learners who are equipped with practical knowledge, technical skills, and competencies necessary for daily living and future employment opportunities. In technical-vocational education, learners are expected to acquire both theoretical understanding and practical proficiency through hands-on activities and experiential learning. One important area under technical-vocational education is Family and Consumer Science (FCS), which focuses on developing competencies related to personal care, home management, wellness, and livelihood skills.

In the Philippine educational system, Family and Consumer Science forms part of the Technology and Livelihood

Education curriculum, where learners are exposed to practical skills such as massage, nail care, spa services, facial care, and make-up application. These competencies are essential in preparing learners for employment, entrepreneurship, and independent living. However, despite the importance of these practical competencies, many learners experience difficulties in mastering hands-on skills because of limited instructional materials, inadequate reinforcement activities, and insufficient opportunities for guided practice.

The growing demand for competency-based instruction emphasizes the need for instructional materials that support independent learning and practical application. Supplemental learning modules provide organized, learner-centered, and contextualized instructional support that strengthens classroom instruction and enhances competency development. These modules help learners review lessons independently, perform guided activities, and improve mastery of practical tasks.

This study was conducted to determine the skills competency of Grade 8 learners in Family and Consumer Science and develop supplemental learning modules based on identified competency gaps. The study specifically focused on learners' competencies in Massage, Nail Care, Spa Services, Facial Care, and Make-up. The findings served as the basis for designing validated supplemental learning modules intended to improve learners' practical skills and competency levels.

The study is anchored on Competency-Based Education Theory, Experiential Learning Theory, and Social Cognitive Theory, which emphasize mastery of skills, experiential learning, guided practice, and self-efficacy in technical-vocational education. These theories support the development of competency-based instructional materials that enhance learners' practical understanding and application of skills.

2. Materials and Methods

A. Research Design

The study employed a descriptive-developmental research design. The descriptive method was used to determine the profile and competency level of Grade 8 learners in Family and Consumer Science, while the developmental approach was utilized in designing and validating supplemental learning modules based on the identified learning gaps.

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B. Respondents of the Study

The respondents of the study were 145 Grade 8 Beauty Care learners enrolled at Tabaco National High School during the School Year 2025–2026. Total enumeration sampling was used to include all learners enrolled in the program.

C. Research Instrument

The primary instrument used in the study was a researcher-made questionnaire validated by experts in Technology and Livelihood Education. The questionnaire consisted of two parts. Part I gathered information regarding the respondents' profile, including sex, age, family income, and academic performance. Part II assessed the learners' competency levels in Massage, Nail Care, Spa Services, Facial Care, and Make-up using a five-point Likert scale.

The developed supplemental learning modules were validated using the Learning Resource Management and Development System (LRMDS) evaluation tool. Expert validators evaluated the modules in terms of Introduction, Content, Assessment, References, and Presentation.

D. Data Gathering Procedure

The researcher secured permission from the school administration before conducting the study. The questionnaires were personally distributed to the respondents during class hours. Respondents were informed about the purpose of the study, and confidentiality of responses was assured. The completed questionnaires were collected, encoded, and analyzed statistically.

E. Statistical Treatment of Data

The study utilized frequency count and percentage to describe the respondents' profile. Weighted mean was used to determine the competency level of learners and the validation results of the supplemental learning modules.

F. Ethical Considerations

Ethical considerations were strictly observed throughout the study. Participation was voluntary, confidentiality of responses was maintained, and all collected data were used solely for academic purposes.

3. Results and Discussion

A. Profile of Grade 8 Learners

The findings revealed that 55.17% of the respondents were female, while 44.83% were male. Most learners were 13 years old and belonged to families with low average monthly income. In terms of academic performance, the majority of respondents obtained satisfactory grades in Family and Consumer Science subjects.

The profile results indicate that learner demographics and socioeconomic conditions may influence learning experiences and access to instructional resources. Previous studies emphasized that socioeconomic background and academic engagement significantly affect learners' competency development and learning outcomes.

B. Competency Level of Learners

The competency assessment showed varying levels of competency across practical skill areas. Learners demonstrated competency in Massage and moderate competency in Nail Care. However, lower competency levels were observed in Spa Services, Facial Care, and Make-up.

The findings suggest that learners require additional instructional reinforcement and guided practice in advanced practical skills. The results support the principles of competency-based education, which emphasize mastery through repeated practice and experiential learning.

Studies have shown that practical competencies in vocational education are strengthened through activity-based instruction, contextualized learning materials, and guided demonstrations. The observed competency gaps highlight the need for supplemental instructional support that promotes independent learning and continuous practice.

C. Development of Supplemental Learning Modules

Based on the identified competency gaps, supplemental learning modules were developed focusing on Massage, Nail Care, Spa Services, Facial Care, and Make-up. The modules included competency-based activities, guided exercises, assessment tasks, illustrations, and step-by-step procedures aligned with curriculum standards.

The modules were designed to provide learners with opportunities for independent practice, reinforcement of lessons, and mastery of practical skills. Contextualized activities and learner-friendly instructions were incorporated to improve engagement and understanding.

D. Validation of Supplemental Learning Modules

The developed supplemental learning modules were evaluated by expert validators in terms of Introduction, Content, Assessment, References, and Presentation. The modules obtained an overall weighted mean of 4.96, verbally interpreted as Very Much Evident.

The high validation result indicates that the modules are relevant, accurate, organized, learner-centered, and aligned with competency standards. The findings confirm that the supplemental learning modules are appropriate instructional tools for enhancing learners' practical competencies in Family and Consumer Science.

Validated instructional materials contribute significantly to improving learner engagement, self-efficacy, and skill mastery. The results support previous studies emphasizing the effectiveness of contextualized and competency-based modules in vocational education.

4. Conclusion

The study concluded that Grade 8 learners possess varying levels of competency in Family and Consumer Science practical skills. While learners demonstrated competency in Massage and moderate competency in Nail Care, lower competency levels were identified in Spa Services, Facial Care, and Make-up. These findings indicate the need for additional instructional support and reinforcement activities to improve

practical skill mastery.

The supplemental learning modules developed based on the identified competency gaps were found to be highly valid, relevant, and effective instructional materials. The modules provide structured, contextualized, and competency-based learning experiences that enhance learners' engagement, independent learning, and practical skill development.

The study further concludes that supplemental learning modules are effective tools for strengthening competency development in Family and Consumer Science and may significantly contribute to improving instructional delivery and learner performance in technical-vocational education.

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