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Effects of Rice Varieties on Sensory Evaluation of Crispy Rice

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Abstract

The objective of this research was to study consumer's acceptance of crispy rice. Five of rice varieties, i.e., San-pa-tong sticky rice, Hom-Man-Pu rice, Rice-berries rice, Hom-Mali 105 rice and Hom-Nin rice were studied. The physical properties and sensory values were determined. The highest sensory score of texture of crispy rice was made from San-pa-tong sticky rice (6)N.Force), Rice-berries rice, Hom-Man-Pu rice, Hom-Nin rice and Hom-Mali 105 rice, respectively. And consumers to acceptance on the color, order and taste of crispy rice made from Hom-Man-Pu rice and Rice-berries rice higher than Hom-Mali 105 rice, Hom-Nin rice and San-pa-tong sticky rice, respectively. However, the highest scores of overall of sensory were San-pa-tong sticky rice and Hom-Man-Pu rice.

Keywords: rice, crispy rice, variety of rice, sensory

1. Introduction

Crispy rice are applied to products made from processing between to rice cracker with watermelon (Ratana, 1999) and shredded rice grain (Changmai News, 1999). Crispy rice have characteristics of new products from the processing of rice. The processing of rice to much utilization, such as brown rice and herbs used in snack products (Parisut, 2007). The current rice production in the Northern Region were rice more than Sticky rice. Such as brown rice is called Hom-Man-Pu. As with red rice A nutritious high energy. There are also high in fiber, too (Phanirat Board, 2555) In addition, the amount of amylose in grains 16.9 percent (rice, 2557), the rice is amylose in high volumes. It is ideal for bringing processed into different products (Onanong, 2547) and the survey areas to researchers at the Center for Academic Service Learning House BAO less. It found that the group is a manufacturer and distributor of organic rice in Phitsanulok. Aromatic rice varieties Manpo Rice, Rice's numbers Rice and some 105 learning centers in agricultural nature. So driven philosophy manufacturer and distributor of organic rice in the province of Phichit. 105 varieties of rice and rice. The two communities are the areas that will be developed to take advantage of the nutritious rice. Materials are available in the area and the cost is affordable. To be used in the production of processed rice products, rice crispy flavored. To export rice processing similar style of Mao's village. And flavored rice crispy ready to eat. The idea of creating a

1.1 Recommendations

The researchers recommend the following: 1) there is a need to develop an instructional material to augment the limited learning resource in the college library; and 2) the development of a module in Computer Programming 1 can be an aid to maintain or improve the performance of BSCS freshmen students.

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3.2. Level of Performance of First Year BSCS Students

The researchers found out that the level of performance of freshmen Bachelor of Science in Computer Science students who have taken up CS 102 – Computer Programming 1 for the school year 2012-2013 and 2013-2014 has been interpreted as satisfactory. This implies that the students could deal with the subject matter even though there is an inadequacy of instructional materials.

Table 2. Level of Performance of the BSCS First Year Students in Computer Programming 1 during the first semester of the school year 2013-2014 (N=212)

Scale	Final Rating	Frequency	Weighted Mean
5	1.25 – 1.00	1	0.02
4	1.75 – 1.50	7	0.13
3	2.50 – 2.00	36	0.51
2	3.00 – 2.75	122	1.15
1	5.00	46	0.22
Average Weighted Mean			2.03
Descriptive Equivalent			Satisfactory

Table 3. Level of Performance of the BSCS First Year Students in Computer Programming 1 during the first semester of the school year 2012-2012 (N=183)

Scale	Final Rating	Frequency	Weighted Mean
5	1.25 – 1.00	0	0.00
4	1.75 – 1.50	11	0.24
3	2.50 – 2.00	53	0.87
2	3.00 – 2.75	94	1.03
1	5.00	25	0.14
Average Weighted Mean			2.28
Descriptive Equivalent			Satisfactory

4. Conclusions and Recommendations

4.1. Conclusions

The study has the following findings: 1) the learning materials in Computer Programming 1 are available but not adequate; and 2) the level of performance of BSCS freshmen students in Computer Programming 1 is satisfactory.

Based from the findings, the following conclusions were drawn: 1) there is a limited learning resource in the college library; and 2) the performance of BSCS freshmen students in Computer Programming 1 should be maintained or improved.

1. What is the availability of learning resources in Computer Programming 1?
2. What is the level of performance of BSCS first year students enrolled in Computer Programming 1 during the first semesters of school years 2012-2013 and 2013-2014?

2. Methodology

The study utilized the descriptive method of research. Clarke (2005) defined descriptive research in his study "The Descriptive Method Approach" as a survey or normative approach to the study of conditions. It involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data. The researchers employed this descriptive method with the use of factual inventory and document analysis as an instrument in gathering the needed data. It described the availability of learning resources in terms of books and determined the level of performance of the students who had taken up the subject matter for the last two years.

Data were treated by way of using frequency count and percentage. The data gathered through the document analysis were treated statistically and categorized using the Likert Scale.

Scale	Final Rating	Description
5	1.25 – 1.00	Outstanding
4	1.75 – 1.50	Very Satisfactory
3	2.50 – 2.00	Satisfactory
2	3.00 – 2.75	Fair
1	5.00	Poor

3. Results and Discussions

3.1. Availability of Learning Resources in Computer Programming 1

Table 1 presents the list of available books in the DMMMSU-SLUC Library. The data shows that there is a minimal number of learning materials in Computer Programming 1 using Java.

Table 1. List of Available Books in Computer Programming 1

Book Title & Author	Year Published	Quantity
Java Programming: A Comprehensive Introduction/ Schildt, H.	2013	1
Java programming from problem analysis to program design, 5th ed./Malik, D.S.	2012	1
Absolute Java/Savitch, W.	2010	1
Introduction to Programming & Object-Oriented Design using Java/Nino	2008	1
Computer Programming for teens with CD/Farrell	2008	1
Java Programming, fourth ed./Farrell	2008	1
Fundamentals of Programming using Java/Currie	2006	1
Data Structures and Algorithm in Java, 2nd ed./Drozdek	2005	1
Object-oriented Design using Java/Dale Skrien	2009	1
Programming logic formulation/Farrell, Joyce	2009	1
An Introduction to programming and object-oriented design using java/Nino	2008	1
Java programming from problem analysis to program design, 3rd ed./Malik, D.S.	2008	1
An Introduction to object-oriented programming with java, 4th ed./Wu, C. Thomas	2006	1
Data structure, algorithms and application in Java/Sahni, Sartaj	2000	1
Total		14

The main driving force behind the introduction of modules in teaching learning process lies in the fact they satisfy the basic condition for promoting effective learning and are extremely flexible in implementation. The use of such packages takes into account individual differences and permits students to work at their own pace.

A number of colleges and universities have successfully implemented modular courses and increasing interest in this approach is developing on many campuses. For this reason, this paper has been prepared. Its purpose is to assess the availability of learning resources in Computer Programming 1 and to determine the level of performance of BSCS students as a benchmark in developing the module in Computer Programming 1.

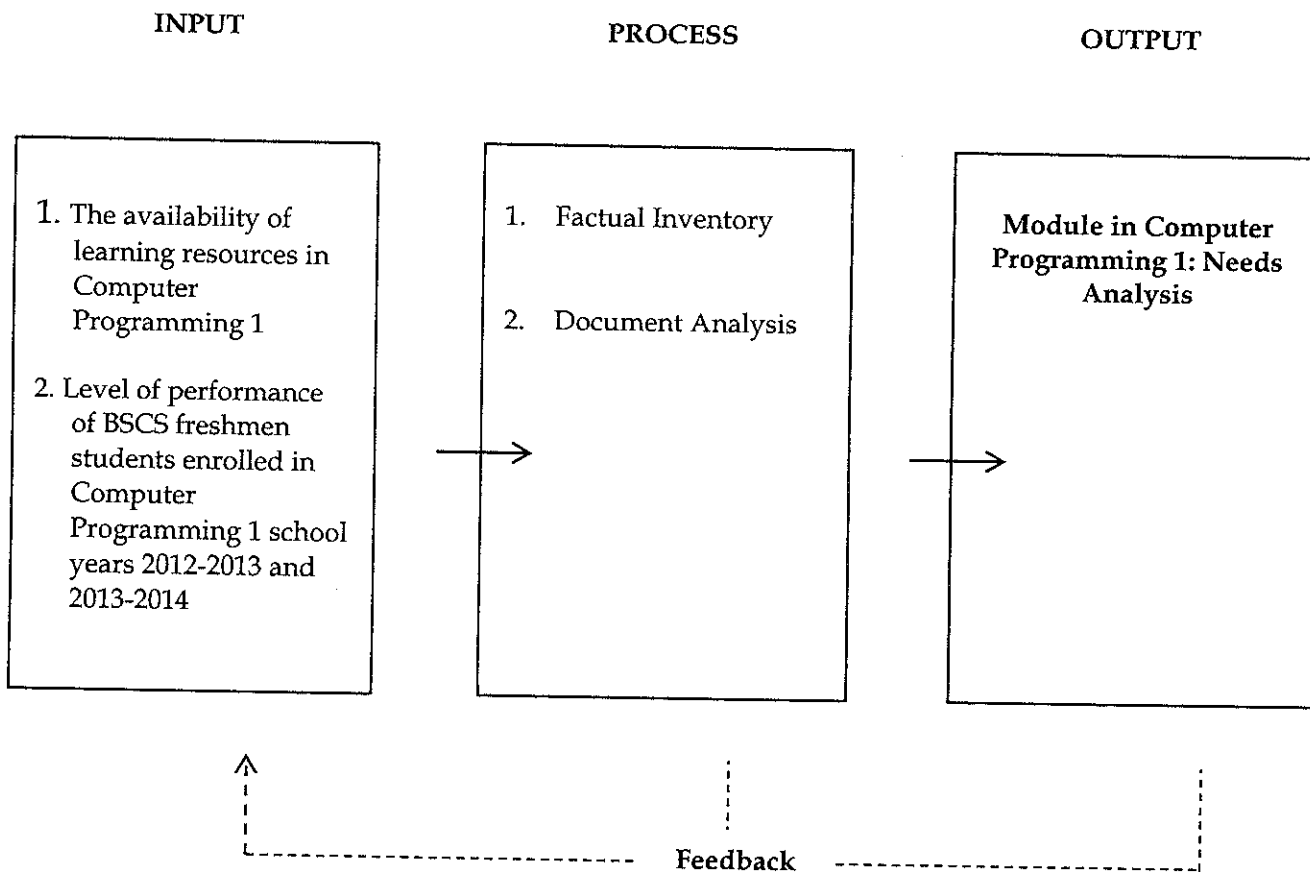


Figure 1. Research Paradigm

1.1. Statement of the Problems

This study aimed to analyze the needs to develop a module in Computer Programming 1 for the BS Computer Science first year students of the College of Computer Science, DMMMSU-SLUC, Agoo, La Union.

Specifically, it answered the following questions: