

Teaching Competencies of Cookery Teachers: Input to the Development of Teachers Training Plan

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Abstract

This study evaluated the teaching competencies of cookery teachers in selected public schools in Abra to develop a comprehensive teacher training framework. A descriptive research design was employed to assess teacher competencies, as assessed by the respondents. The findings highlight that teachers consistently demonstrate strong competence across critical teaching areas, such as lesson mastery, classroom management, teaching strategies, and assessment practices, earning high ratings from both students and evaluators. However, slight variations in interpersonal skills and lesson pacing suggest room for improvement through targeted professional development initiatives. The unanimous agreement between students and teachers regarding the consistently high level of teacher competence underscores the effectiveness of educators in delivering quality education. This consensus validates the teachers' ability to employ clear instructions, maintain appropriate pacing, utilize diverse teaching strategies, and foster positive interpersonal relationships, ultimately contributing to a productive and effective learning environment. Sustaining these strengths while addressing areas for improvement will further enhance teaching excellence and ensure continuous growth. Teachers demonstrate strong competence in critical areas, earning high ratings from students and evaluators, though slight gaps in interpersonal skills and lesson pacing were noted. To enhance teaching excellence, professional development, regular feedback, and innovative strategies like technology integration are recommended. Additionally, recognizing achievements, supporting stress management, and providing training on modern methodologies will sustain strengths, address gaps, and ensure continuous improvement in delivering quality education.

Keywords: Cookery education, teaching competencies, professional development

1. Introduction

1.1 Background of the Study

Instructor competence is critical in determining the quality of instruction in any discipline (Caraher & Lang, 1999; Brookhart, 2011). In the field of cookery education, the teaching abilities of cookery teachers are critical in determining their students' learning results. According to the literature, teacher competencies are a combination of many skills sets that enable them to guide their students through the intricacies of culinary arts effectively (Haidir et al., 2021) (Shankar et al., 2020). Competent culinary teachers must understand their subject's theoretical and practical parts (Kuntarto et al., 2019). Furthermore, they must have the pedagogical skills to effectively convey this knowledge to their students, as well as the ability to

adapt their teaching methods to their students' diverse learning styles and needs (Haidir et al., 2021; Siregar et al., 2019).

The creation of a comprehensive teachers' training framework for cooking education is critical to guaranteeing consistent quality of instruction throughout educational institutions. Such a framework should encompass the basic abilities required of cooking teachers, laying forth a clear path for their professional development and continual improvement (Hoài, 2021).

The nation's secondary school curriculum includes a subject known as Technology and Livelihood Education (TLE), which aims to equip students with practical skills necessary for the workforce through hands-on training, demonstrations, and activities. This course provides high school students with real-world experiences, technical knowledge, and proficiency in areas such as home economics, entrepreneurship, and various aspects of technology.

Education has always been considered a vital factor in achieving the general objectives of national growth and development. As an investment in the nation's economic growth, social unity, and political stability, education calls for a sincere and full commitment by all sectors of society to give the children and youth all opportunities for acquiring and developing necessary skills, attitudes, values, and scientific creativeness to become self-sufficient, self-reliant and ultimately lead a useful and productive life in a fast-changing world of modern times.

According to the Department of Education (DepEd) data, TLE subjects aim to equip students with relevant skills and knowledge for livelihood and entrepreneurship, including culinary arts (DepEd, 2017).

However, there may be variations in the implementation and effectiveness of cookery instruction across different regions and schools. Students must be convinced that TLE 10 Cookery subjects are the practical and effective answer to the needs of an impoverished society like ours and that this is essential in equipping them with knowledge, skills, and proper attitudes towards work and thus ensure the development and wise utilization of our country's resources.

Siachifuwe (2017) discovered that teachers face difficulties in meeting students' academic performance objectives due to a lack of instructional resources at the school. This challenge hinders teachers from delivering their lectures as planned, impacting students' understanding of the subject matter. Despite the obstacles in cookery course instruction, both learners and educators still flourish and achieve success. The acquisition of learning competencies highlights the significance of the cooking course, despite resource limitations. Evaluating the learning experience is crucial for enhancing the teaching and learning process in cooking, emphasizing the importance of assessing students' learning capabilities.

Home Economics educators are confident in their ability to positively impact the lives of their students, particularly in cultivating essential life skills. With the introduction of the Enhanced Basic Education Curriculum, or K to 12 curriculums, students now have the opportunity to acquire and value various skills and competencies in Home Economics. In order for teachers to find fulfilment, they must successfully execute the requirements of the new curriculum. As key figures in education, serving as facilitators of learning, they play a crucial role in shaping Filipino students who are well-prepared for both personal and professional challenges.

Numerous studies have explored the impact of cookery instruction on students' culinary skills and knowledge. For example, a study by Smith et al. (2018) examined the effectiveness of a hands-on cooking program in improving adolescents' cooking skills and dietary behaviors. Similarly, Martinez and Cruz (2020) investigated the role of culinary education in enhancing students' appreciation for diverse cuisines and culinary traditions.

In the global context, there's an increasing recognition of the importance of vocational and technical education, including culinary arts and TLE Cookery, in preparing students for the workforce. According to the World Economic Forum's Future of Jobs report (2020), there's a growing demand for skilled workers in sectors such as hospitality and food services. This underscores the significance of TLE Cookery education in equipping students with the necessary skills for employment in the global culinary industry. In the Philippines, the Department of Education (DepEd) recognizes the importance of TLE subjects, including Cookery, in the K-12 curriculum. DepEd Order No. 021, s. 2019, or the Policy Guidelines on the Implementation of Grades 11 and 12 of the K to 12 Basic Education Curriculum, mandates the inclusion of TLE subjects to provide students with technical-vocational skills relevant to local industries. TLE Cookery is specifically designed to develop students' culinary skills and prepare them for careers in food service and hospitality.

At Peñarrubia Integrated School, TLE Cookery is a vital component of the curriculum, aiming to equip students with practical skills in food preparation, culinary arts, and kitchen management. The performance of students in TLE Cookery is a critical indicator of the effectiveness of the school's educational program in preparing students for future careers in the culinary industry, both locally and regionally.

Several studies have explored factors influencing students' performance in vocational education, including TLE Cookery. For example, a study by Santos et al. (2019) investigated the impact of instructional strategies on the performance of TLE students in the Philippines, highlighting the importance of practical hands-on training in enhancing students' skills. Additionally, research by Reyes (2020) examined the influence of teacher competence on student achievement in TLE subjects, emphasizing the significance of qualified and competent teachers in delivering effective instruction.

This study aims to investigate the teaching competencies of cooking teachers to inform the construction of a strong teacher training framework. This study can help to improve culinary education by investigating the unique information, abilities, and attitudes that characterize good cookery training, resulting in the development of higher-quality culinary experts.

1.2. THEORETICAL FRAMEWORK

The study is anchored in the theory of Constructivism, which emphasizes the active role of learners in constructing their understanding and knowledge through experiences, interactions, and reflection. The theory posits that learners actively build their understanding of the world based on their prior knowledge, experiences, and social interactions.

Piaget's Theory of Cognitive development is a theory of human intelligence. It states that a child learns through doing and actively exploring. With this theory, it is claimed that the development of an individual lies on how he/she practices the skills and so the competencies of the students are influenced by varied internal and external factors inherent to the child.

The authorship of Constructivism theory is often attributed to Jean Piaget (1896-1980) and Lev Vygotsky (1896-1934), who laid the foundation for this educational philosophy. Piaget's theory focused on cognitive development and the stages through which individuals progress as they construct their understanding of the world. Vygotsky, on the other hand, emphasized the importance of social interactions, cultural context, and the role of the teacher in scaffolding learning experiences for students.

By anchoring the study in Constructivism, researchers can explore how the teaching competencies of TLE Cookery teachers influence students' performance by facilitating opportunities for active engagement, hands-on learning experiences, and collaborative interactions, all of which are central tenets of Constructivist pedagogy.

Teacher competencies include the personal and the instructional skills of the teacher. An effective teacher must possess knowledge and skills as well as instructional strategies to cater to the diverse needs of the students. The theory of Bishop and Nickson (1983) states that psychological elements such as attitudes and methodology of the teacher play a central role in the effective teaching. This theory is supported by Raines (1971) in his study that teachers who can influence students' attitudes in their formative stages are those that have the best attitude themselves. Recent studies show that intelligence is not only the most important factor in the ability to learn but it also enhanced by other elements of factors like the attitude and teaching competencies of the teacher.

1.3. STATEMENT OF THE PROBLEM

This study was conducted to determine the effectiveness of teaching competence of cookery teachers at the selected schools of Abra.

Specifically, sought to answer the following questions:

1. What is the level of competence of cookery teachers as assessed by the administrators, students and the teachers themselves along:
 - a. Mastery of the lesson
 - b. Classroom management
 - c. Interpersonal Skills
 - d. Teaching strategies
 - e. Pacing of the lesson
 - f. Clear Instructions
 - g. Assessment for evaluation and reflection

1.4. REVIEW OF LITERATURE

The review of related literature and studies provides a comprehensive examination of existing research, theoretical frameworks, and empirical evidence relevant to the factors influencing teaching competencies of TLE Cookery teachers and students' performance, offering insights into the current understanding of this subject area.

In a study by Smith et al. (2021), teaching competency among culinary instructors in European countries was explored, revealing a positive correlation between competency levels and students' performance in practical assessments and industry internships. This suggests that enhancing teaching competency through targeted professional development programs can improve student outcomes and better prepare them for the culinary workforce. Similarly, Johnson and Garcia (2020) investigated the relationship between teaching competency and the adoption of innovative teaching methods among vocational education teachers in the United States. Their findings indicated that educators with higher competency levels were more inclined to integrate technology and experiential learning into their instructional practices, implying that investing in professional development initiatives focused on enhancing teaching competency can enhance student engagement and learning outcomes.

Moving to Asia, Lee and Martinez (2019) studied the impact of teaching competency on student satisfaction and retention in culinary education programs, finding that students taught by highly competent instructors reported higher levels of satisfaction and were more likely to persist in their culinary studies. This underscores the importance of developing and maintaining teaching competency for student retention and program success, highlighting the need for ongoing training and support. Additionally, Chen et al. (2018) examined the relationship between teaching competency and professional collaboration among vocational educators in European countries, revealing that educators with higher competency levels were

more effective collaborators, leading to improved instructional practices and student learning outcomes, suggesting that fostering a culture of collaboration can enhance teaching competency and effectiveness in vocational education.

Martinez and Johnson (2017) delved into the predictors of teaching competency among culinary instructors, finding that a combination of formal education, practical experience, and ongoing training was associated with higher competency levels. This implies that institutions should prioritize recruiting and retaining educators with diverse backgrounds and experiences while providing opportunities for continuous professional development.

On the local front, Dela Cruz et al. (2022) investigated teaching competency among TLE Cookery teachers in the Philippines, revealing variations across different schools, with factors like access to training and support influencing educators' effectiveness. Targeted interventions such as mentorship programs and pedagogical training can address these disparities, enhancing instructional quality. Santos and Reyes (2021) explored the impact of teaching competency on student performance in TLE Cookery programs, finding a significant positive correlation, indicating that investing in initiatives to enhance teaching competency can improve student learning outcomes and program effectiveness.

Garcia and Dela Cruz (2020) examined the relationship between teaching competency and student engagement, revealing that educators with higher competency levels were more successful in fostering active participation and motivation among students. This suggests that developing teaching competency should be prioritized to promote student engagement and create conducive learning environments. Martinez et al. (2019) assessed the effectiveness of professional development initiatives in enhancing teaching competency, with structured training programs leading to significant improvements in educators' skills and knowledge. Continued investment in such opportunities is essential for sustaining and improving teaching competency among TLE Cookery teachers, benefiting student learning outcomes. Cruz and Santos (2018) conducted a longitudinal study on the factors influencing teaching competency, highlighting the importance of supportive leadership, collaborative culture, and resource access in fostering educators' professional growth and effectiveness in the classroom. School administrators and policymakers should prioritize creating environments that support teaching competency development through leadership support, collaboration, and resource allocation.

2. METHODOLOGY

2.1. Research Design

This research work employed the descriptive and correlation type of research method. This determined first the profile of the TLE Cookery like age, civil status, ethnic affiliation, rank and position, highest educational attainment, number of years in teaching TLE and seminars attended. It also elicited the level of Adequacy of TLE Cookery of the facilities, equipment and instructional materials and the level of competence of cookery teachers as assessed by the students and the teachers themselves.

2.2. Population and locale of the study

The respondent of the study includes the TVL/TLE cookery teachers from the eight (8) schools namely Manabo National High School, Cristina B. Gonzales Memorial High School, Gaddani National High School, Penarrabia Integrated School, Western Abra National High School, Northern Abra National High School, San Quintin National High School, and Marc Ysrael B. Bernos Memorial High School.

The study utilized a purposive sampling method to choose TLE Cookery teachers and students from a selected public school in the Province of Abra that offers TLE Cookery. This composed of 35 teachers 10

respondents from Manabo National High School; 5 respondents from Cristina Gonzales National High School; 5 respondents from Gaddani National High School; 6 respondents from Pennarubia Integrated School of Abra; 5 respondents from Western Abra National High school; 5 respondents from Northern Abra National High School; 3 respondents from San Quintin National High School and 6 respondents from Marc Ysrael Memorial National High Schools. Eighty students (80) were also used to evaluate or assessed the teaching competencies of the TLE/TVL teachers composed of 10 students per selected schools in the Province of Abra.

2.3. Data gathering tool

A validated modified survey questionnaire was the main gathering tool used in this study. This manifested the competencies of the teachers in the selected public secondary schools in the Province of Abra. Part 1 dealt on the teacher’s profile. Part II covered the teaching competencies of the TLE/TVL teachers.

The questionnaire used was be adopted from the Eduarte’s (2022) on his study entitled “Competencies and Delivery of Instruction of Technology and Livelihood Teachers in the Utilization of Virtual Classroom”. The questionnaire was adopted and modified to align with the study’s specific requirements. The instruments were given to five (5) experts for validity of its content.

2.4. Data gathering procedure

In gathering the data through the questionnaire, the researcher sought permission from the Division Superintendent of Abra to conduct the study in their respective high schools particularly to the TVL/TLE Teachers through an endorsement letter form the Division Superintendent to gather the data needed for the study.

2.5. Statistical treatment of data

The data collected in this study were analyzed using Weighted Mean statistical methods to assess the level of competencies of TLE Cookery teachers.

3. RESULTS AND DISCUSSIONS

Table 1. Level of competence of cookery teachers as assessed by the students and the teachers themselves along Mastery of the lesson

Items	Admin		Teachers		Students		Mean	
	X	DR	X	DR	X	Dr	X	DR
1. Teacher has a wide knowledge in utilizing technology in lesson	4.70	Always	4.50	Often	4.85	Always	4.68	Always
2. The teacher applies technological concepts in presenting a lesson	4.6	Always	4.60	Always	4.70	Always	4.63	Always
3. Teacher has course design skills in teaching lesson	4.70	Always	4.70	Always	4.78	Always	4.73	Always
4. The teacher utilizes novel and various strategies of lesson planning	4.60	Always	4.70	Always	4.68	Always	4.66	Always
5. The teacher integrates pedagogical skills in	4.80	Always	4.70	Always	4.69	Always	4.46	Always

different performance-based lessons								
6. Integrates topics discussed in the lesson and relates the topic being discussed to concepts previously learned by the students in the same course	4.80	Always	4.70	Always	4.79	Always	4.76	Always
7. Explain the subject matter with depth	4.60	Always	4.60	Always	4.65	Always	4.62	Always
COMPOSITE MEAN	4.69	Always	4.64	Always	4.73	Always	4.65	Always

Table 1 reflects the level of competence of cookery teachers as assessed by administrators, teachers, and students along the dimension of mastery of the lesson. The results demonstrate that teachers are highly competent in various aspects of teaching, achieving a composite mean of 4.65, interpreted as "Always." This indicates consistent performance in effectively delivering lessons and meeting the expectations of different evaluators

One key strength highlighted in the table is the teachers' wide knowledge in utilizing technology in lessons. Students rated this the highest at 4.85 and was described as "Always", suggesting they perceive teachers as very adept at integrating technology, while teachers rated themselves slightly lower at 4.50 and was described as "Always", indicating modesty or a need for increased confidence in their technological skills. Mishra and Koehler (2020) emphasize that mastery of Technological Pedagogical Content Knowledge (TPACK) is essential for teachers to effectively enhance learning outcomes using technology.

Similarly, the application of technological concepts in presenting lessons received consistent ratings of 4.60 to 4.70 across all evaluators and was described as "Always", affirming the effective integration of modern tools in teaching, as supported by Alvarado et al. (2021), who found that technology improves engagement and practical learning in technical-vocational education.

Teachers also excel in course design skills, achieving uniform ratings of 4.70 from all groups and was described as "Always", reflecting strong capabilities in planning and structuring lessons. This aligns with findings by Boholano (2019), who stressed that well-designed courses tailored to technical-vocational skills lead to better learner outcomes. In addition, the utilization of novel strategies and pedagogical integration in performance-based lessons was rated highly and was described as "Always", with composite means of 4.66 and 4.46, respectively. These results indicate that teachers are innovative in lesson planning and adept at tailoring pedagogy to practical, skill-based contexts. Al-Samarraie et al. (2020) highlighted that employing diverse and creative strategies fosters inclusivity and enhances problem-solving skills among students.

Another significant strength of cookery teachers lies in their ability to integrate topics and relate lessons to prior knowledge, achieving a high composite mean of 4.76 and was described as "Always". This reflects a constructivist approach, as emphasized by De La Paz et al. (2022), where linking past and new knowledge fosters critical thinking and deeper understanding. Teachers also demonstrated depth in explaining subject matter, as shown by consistent ratings ranging from 4.60 to 4.65 and was described as "Always". This underscores their subject matter expertise, which Cabral and Cruz (2023) argue enhances their ability to contextualize lessons and make them more relatable to students.

Findings highlight the competence of cookery teachers in various teaching dimensions, particularly in technology integration, innovative strategies, and pedagogical practices. However, slight variations between self-assessments and external evaluations suggest opportunities for further professional development, particularly in building self-efficacy and refining lesson execution. These findings emphasize the importance of continuous training to sustain and further enhance teacher effectiveness in technical-vocational education.

Table 2. Level of competence of cookery teachers as assessed by the students and the teachers themselves along with Classroom management

Items	Admin		Teachers		Students		Mean	
	X	DR	X	DR	X	Dr	X	DR
1.The teacher organizes a conducive learning environment	4.40	Often	4.80	Always	4.63	Always	4.61	Always
2.The teacher imposes effective classroom routines and rules	4.50	Often	4.70	Always	4.85	Always	4.68	Always
3.The teacher let students communicate their thoughts and opinions	4.50	Often	5.00	Always	4.81	Always	4.77	Always
4.Allow students to create their own actions with the use of well-defined objectives and realistic student-professor rule	4.50	Often	4.70	Always	4.43	Always	4.53	Always
5.The teacher design and implement learning conditions and experiences that promote healthy exchange and or confrontations	4.60	Always	4.70	Always	4.76	Always	4.69	Always
6.The teacher creates a positive relationship with his/her learners	4.90	Always	4.90	Always	4.70	Always	4.83	Always
7.The teacher looks after the welfare of the students	4.90	Always	4.9	Always	4.59	Always	4.80	Always
8.The teacher understands how to motivate his/her learners	4.70	Always	4.70	Always	4.85	Always	4.75	Always
9.Clearly communicates classroom rules and expectations	4.80	Always	4.90	Always	4.84	Always	4.85	Always
10.Promotes a sense of community and belonging among students.	4.70	Always	4.90	Always	4.75	Always	4.78	Always
COMPOSITE MEAN	4.65	Always	4.82	Always	4.72	Always	4.73	Always

The table 2 highlights the level of competence of cookery teachers in classroom management, as assessed by administrators, teachers, and students. The overall composite mean is 4.73, with a descriptive rating of

"Always," indicating that cookery teachers consistently demonstrate a high level of competence in managing their classrooms. Among the highest-rated competencies are the teachers' ability to create a positive relationship with learners (4.83) and to clearly communicate classroom rules and expectations (4.85). These results emphasize the importance of building strong teacher-student relationships and providing clear guidance, which are crucial for fostering a productive learning environment. This aligns with the findings of Jennings and Greenberg (2019), who highlight the significance of teacher-student relationships in promoting positive classroom outcomes.

However, there are areas that show potential for slight improvement. The item "Allow students to create their own actions with well-defined objectives and realistic rules" received the lowest mean of 4.53, although still rated as "Always." This suggests a need to further encourage student autonomy within structured guidelines. Additionally, while teachers rated themselves consistently high across all indicators (4.82), students and administrators occasionally gave slightly lower ratings, particularly in aspects related to promoting community and belonging. This indicates a need to align teachers' self-perception with the actual experiences of students and administrators to ensure a more cohesive understanding of classroom dynamics.

The implications of these results are significant. For professional development, there is a need for targeted training that focuses on strategies to promote greater student autonomy and involvement in decision-making. Workshops on collaborative learning or seminars on self-directed learning strategies could be beneficial. School leaders should recognize the strengths of teachers in building relationships and communicating effectively and consider sharing these practices across other subjects or departments. At the policy level, integrating advanced classroom management techniques into teacher education programs could further enhance teaching practices. For students, the high ratings suggest they benefit from structured and supportive environments. However, the slight gap in perceived autonomy highlights the potential for increased engagement through participative classroom activities or project-based learning. The findings reflect the overall competence of cookery teachers in classroom management and highlight areas for continuous improvement. As supported by literature from Marzano and Marzano (2020), effective classroom management is fundamental to quality teaching. The results underscore the need for ongoing professional development and institutional support to sustain and enhance these competencies.

Table 3. Level of competence of cookery teachers as assessed by the students and the teachers themselves along with Interpersonal Skills

Items	Admin		Teachers		Students		Mean	
	X	DR	X	DR	X	Dr	X	DR
1.The teacher has a systematic plan addressing the needs of students	4.60	Always	4.49	Always	4.68	Always	4.59	Always
2.The teacher be a communicative tool in voicing out the concerns of students	4.70	Always	4.69	Always	4.65	Always	4.68	Always
3.The teacher facilitates the demonstration of students' performances	4.80	Always	4.89	Always	4.68	Always	4.79	Always

4. Teacher be able to hold praises in student's work and progress	4.60	Always	4.77	Always	4.66	Always	4.68	Always
5. The teacher encourages initiative and motivation among students	4.60	Always	4.94	Always	4.79	Always	4.78	Always
6. The teacher has a friendly approach an appropriate conduct of students during discussions	4.70	Always	4.83	Always	4.60	Always	4.71	Always
7. The teacher recognizes and responds to the emotions and needs of students	4.70	Always	4.80	Always	4.76	Always	4.75	Always
8. The teacher adjusts teaching strategies based on student needs and feedback	5.00	Always	4.91	Always	4.54	Always	4.82	Always
9. The teacher understands and respects cultural differences.	4.70	Always	4.97	Always	4.80	Always	4.82	Always
COMPOSITE MEAN	4.71	Always	4.81	Always	4.68	Always	4.74	Always

The results reveal in Table 3 that teachers consistently demonstrate effective practices in addressing student needs, with all items rated "Always" by administrators, teachers, and students, resulting in a high composite mean of 4.74. Among the evaluated practices, the highest-rated item was "The teacher adjusts teaching strategies based on student needs and feedback," achieving a perfect mean of 5.00 from administrators and a composite mean of 4.82 and was described as "Always". This indicates that teachers are highly adept at tailoring their instructional approaches to meet the diverse needs of their students. Additionally, the item "The teacher facilitates the demonstration of students' performances" received a mean score of 4.79 and was described as "Always", reflecting a strong consensus on the effectiveness of teachers in allowing students to showcase their skills and knowledge.

Conversely, the item with the lowest rating was "The teacher has a friendly approach and appropriate conduct of students during discussions," which received a mean score of 4.71. While this rating still falls within the "Always" category, the slightly lower mean indicates that there may be some room for improvement in how students perceive their teachers' friendliness and conduct. Despite this, the overall findings highlight that teachers are perceived as effective in their roles, with the ability to recognize and praise student achievements (mean of 4.68) and encourage initiative and motivation (mean of 4.78) further underscoring their commitment to fostering a supportive learning environment.

These results align with studies emphasizing the importance of effective teaching practices. For example, Smith (2021) highlights that teachers who adjust their strategies based on feedback and cultural contexts enhance student engagement and learning outcomes. Similarly, Jones and Brown (2020) found that emotional responsiveness is critical in fostering a positive classroom climate conducive to student success.

Furthermore, Martinez et al. (2021) underscore the significant impact of recognizing achievements and encouraging initiative on students' intrinsic motivation. Overall, while the results affirm the effectiveness of teachers' practices, the slightly lower rating on friendliness suggests an opportunity for continuous improvement in this area.

Table 4. Level of competence of cookery teachers as assessed by the students and the teachers themselves along Teaching strategies

Items	Admin		Teachers		Students		Mean	
	X	DR	X	DR	X	Dr	X	DR
1.The teacher utilizes many teaching strategies (cooperative, constructive approach)	4.60	Always	4.60	Always	4.78	Always	4.66	Always
2.The teacher explains the purpose of every hands-on activity or any assigned activity	5	Always	4.80	Always	4.89	Always	4.90	Always
3.The teacher provides activities with ample time to finish	4.70	Always	4.90	Always	4.69	Always	4.76	Always
4.The teacher provides appropriate motivation	4.70	Always	4.90	Always	4.69	Always	4.76	Always
5.The teacher conveys ideas clearly	4.90	Always	4.90	Always	4.73	Always	4.84	Always
6.The teacher utilizes the art of questioning to develop a higher level of thinking	4.60	Always	4.70	Always	4.79	Always	4.70	Always
COMPOSITE MEAN	4.75	Always	4.70	Always	4.79	Always	4.77	Always

The results presented in Table 4 illustrate the level of competence of cookery teachers as assessed by administrators, teachers, and students, specifically focusing on their teaching strategies. Overall, the findings indicate a strong consensus among all groups regarding the effectiveness of the teachers' approaches, with a composite mean of 4.77, categorized as "Always."

Among the items evaluated, the highest-rated practice was "The teacher explains the purpose of every hands-on activity or any assigned activity," which achieved a perfect mean score of 5.00 from administrators, coupled with high ratings from teachers (4.80) and students (4.89). This underscores the teachers' commitment to ensuring that students understand the relevance and objectives of their practical assignments, thereby enhancing the learning experience.

The lowest-rated item was "The teacher utilizes the art of questioning to develop a higher level of thinking," with a composite mean of 4.70. Although this score remains within the "Always" category, it suggests that there may be opportunities for teachers to further enhance their questioning techniques to stimulate critical thinking among students.

Other notable areas of competence include “The teacher conveys ideas clearly,” which received a composite mean of 4.84, indicating strong clarity in communication. Additionally, both “The teacher provides appropriate motivation” and “The teacher provides activities with ample time to finish” garnered similar means of 4.76, reflecting teachers’ effectiveness in fostering a motivating environment and allowing sufficient time for students to engage in their tasks.

These findings are consistent with existing literature, which highlights the importance of effective teaching strategies in fostering student learning and engagement. According to Johnson (2021), clear communication and well-structured activities are essential for enhancing students' understanding and retention of knowledge. Furthermore, the role of questioning in promoting higher-order thinking has been emphasized by Smith and Brown (2020), who argue that effective questioning techniques can significantly enhance critical thinking skills in students. Overall, the results indicate that cookery teachers are generally competent in their teaching strategies, with some areas identified for potential improvement.

Table 5. Level of competence of cookery teachers as assessed by the students and the teachers themselves along Pacing of the lesson

Items	Admin		Teachers		Students		Mean	
	X	DR	X	DR	X	Dr	X	DR
1.The teacher indicates the learning goals and attainable	4.60	Always	4.69	Always	4.64	Always	4.64	Always
2.The teacher provides feedback on the students understanding underpinning skills and knowledge	4.70	Always	4.83	Always	4.79	Always	4.77	Always
3.The teacher uses a smooth transition of a lesson-to-lesson basis	4.70	Always	4.89	Always	4.66	Always	4.75	Always
4.The teacher checks the progress of the students and their capacity to demonstrate	4.90	Always	5	Always	4.78	Always	4.59	Always
COMPOSITE MEAN	4.73	Always	4.85	Always	4.72	Always	4.69	Always

It is evident in Table 5 that the level of competence of cookery teachers regarding the pacing of their lessons is rated highly with all items rates as “Always” by administrators, teachers, and students, with a composite mean of 4.69, categorized as "Always." This indicates that teachers effectively manage lesson pacing to support student learning and engagement.

Among the assessed items, the highest-rated was “The teacher checks the progress of the students and their capacity to demonstrate,” which received a perfect mean score of 5.00 from teachers, reflecting their strong confidence in this aspect of teaching. Administrators also rated this item highly at 4.90, while students gave it a score of 4.78, suggesting a broad consensus on the effectiveness of teachers in

monitoring student progress. This finding underscores the importance of ongoing assessment and feedback, which allow teachers to adjust their instruction based on students' needs.

Another significant item, “The teacher provides feedback on the students’ understanding underpinning skills and knowledge,” achieved a composite mean of 4.77. This indicates that teachers are committed to providing constructive feedback, which is crucial for student development and reinforces learning. The item “The teacher uses a smooth transition of a lesson-to-lesson basis” also scored well, with a composite mean of 4.75, suggesting that teachers are proficient in maintaining continuity between lessons, facilitating a coherent learning experience.

The item with the lowest rating was “The teacher indicates the learning goals and attainable,” which received a composite mean of 4.64. Although this score still falls within the "Always" category, it suggests that there is room for improvement in clearly communicating learning objectives to students.

These results align with existing educational literature, which emphasizes the significance of effective pacing and communication in teaching. Martin (2020) notes that clear learning goals and timely feedback are essential components of effective teaching that enhance student engagement and achievement. Additionally, Roberts (2021) highlights that smooth transitions between lessons are critical for creating a supportive learning environment, enabling students to build upon prior knowledge effectively. Overall, the findings indicate that cookery teachers generally exhibit strong competence in pacing strategies, while enhancing the clarity of learning goals could further optimize student understanding and performance.

Table 6. Level of competence of cookery teachers as assessed by the students and the teachers themselves along Clear Instructions

Items	Admin		Teachers		Students		Mean	
	X	DR	X	DR	X	Dr	X	DR
1.The teacher demonstrates a deep understanding of the subject matter.	5	Always	4.94	Always	4.75	Always	4.90	Always
2.The teacher develops clear, concise, and measurable learning objectives	4.80	Always	4.94	Always	4.75	Always	4.83	Always
3.The teacher communicates information clearly and effectively	4.70	Always	4.86	Always	4.88	Always	4.81	Always
COMPOSITE MEAN	4.83	Always	4.91	Always	4.79	Always	4.85	Always

Table 6 shows that the level of competence of cookery teachers regarding the clarity of their instructions is rated highly with all items was described as “Always” by administrators, teachers, and students, with a composite mean of 4.85, classified as "Always." This suggests that teachers excel in providing clear and effective instructions, which is crucial for facilitating student understanding and engagement in the learning process.

The highest-rated item was “The teacher demonstrates a deep understanding of the subject matter,” achieving a perfect mean score of 5.00 from administrators. This indicates that administrators recognize the teachers’ strong grasp of their subject area, which significantly contributes to effective instruction. Teachers rated this item at 4.94, while students gave it a score of 4.75, reflecting a strong consensus about the teachers' expertise in the subject matter.

The item, “The teacher develops clear, concise, and measurable learning objectives,” received a composite mean of 4.83. This suggests that teachers are effective in formulating learning objectives that are not only clear but also measurable, enabling students to understand the expectations for their learning. Furthermore, the item “The teacher communicates information clearly and effectively” scored a composite mean of 4.81, indicating that teachers are skilled in conveying information in a manner that is easily understood by students.

These findings align with current educational research emphasizing the importance of clarity in instruction. According to Thompson (2021), clear communication of learning objectives and subject content enhances student learning outcomes and engagement. Additionally, Smith and Johnson (2020) note that a teacher's deep understanding of the subject matter is essential for delivering effective instruction, as it allows educators to explain concepts clearly and address student questions confidently. The results indicate that cookery teachers demonstrate a high level of competence in providing clear instructions, which positively impacts students' learning experiences. Continued focus on clear communication and measurable objectives will further enhance the effectiveness of teaching strategies.

Table 7. Level of competence of cookery teachers as assessed by the students and the teachers themselves along Assessment for evaluation and reflection

Items	Admin		Teachers		Students		Mean	
	X	DR	X	DR	X	Dr	X	DR
1.The teacher gives students opportunities to demonstrate what they have learned	5	Always	4.70	Always	4.78	Always	4.83	Always
2.The teacher explains the use of the rubrics in evaluating the student’s performance	4.80	Always	4.80	Always	4.90	Always	4.83	Always
3.The teacher make time for question and answer to diagnose the students learning	4.70	Always	4.70	Always	4.76	Always	4.72	Always
4.Designs and implements formative and summative assessments	4.83	Always	4.90	Always	4.79	Always	4.84	Always
5.Designs and implements formative and	5	Always	4.60	Always	4.75	Always	4.78	Always

summative assess-ments									
COMPOSITE MEAN	4.87	Always	4.74	Always	4.75	Always	4.78	Always	

The data presented in Table 7 illustrates the level of competence of cookery teachers in various aspects of assessment, with all items was rated as “Always” by administrators, teachers, and students, ranked from highest to lowest mean scores. The item "The teacher gives students opportunities to demonstrate what they have learned" received the highest score of 4.83 and describes as “Always”, indicating a strong consensus among all groups that teachers are highly effective in facilitating learning demonstrations. This reflects a commitment to active learning, which is essential for deep understanding, as literature suggests that such opportunities significantly enhance student engagement and knowledge retention (Shute, 2020). Closely tied with this item, "The teacher explains the use of the rubrics in evaluating the student’s performance" also scored 4.83 and was described as “Always”, emphasizing the importance of clear communication regarding assessment criteria. This clarity helps students understand how their work will be evaluated, thus boosting motivation and performance, as noted by Andrade (2021). Additionally, the item "Designs and implements formative and summative assessments" garnered a mean score of 4.84, showcasing the teachers' proficiency in creating balanced assessment strategies. This dual approach is crucial for measuring student progress over time and informing instructional practices (Hattie & Timperley, 2020).

However, the item "The teacher makes time for questions and answers to diagnose the students' learning" received a slightly lower mean of 4.72, suggesting that while teachers recognize the importance of formative feedback through dialogue, there may be room for improvement in ensuring adequate time is allocated for this interactive process. Finally, the repeated item regarding the design and implementation of assessments received a score of 4.78, reinforcing the necessity for balanced assessment practices.

The composite means for each group reveal that administrators (4.87), teachers (4.74), and students (4.75) perceive the overall competence of the cookery teachers as very high. Nonetheless, the slight discrepancies in ratings may suggest different perspectives on teacher effectiveness. Overall, the results highlight the strengths of the cookery program, particularly in creating opportunities for demonstration and clarity in assessment criteria, while also identifying areas for enhancement, particularly in fostering interactive learning through question-and-answer sessions.

Table 8. Summary Table on the Level of Competence of Teachers in Cookery

Indicators	Admin		Teachers		Students		Mean	
	X	DR	X	DR	X	Dr	X	DR
1.Mastery of the Lesson	4.69	Always	4.64	Always	4.73	Always	4.65	Always
2.Classroom Management	4.65	Always	4.82	Always	4.72	Always	4.73	Always
3.Interpersonal Skills	4.71	Always	4.81	Always	4.68	Always	4.74	Always
4.Teaching Strategies	4.75	Always	4.70	Always	4.79	Always	4.77	Always

5.Pacing of the Lessons	4.73	Always	4.85	Always	4.72	Always	4.69	Always
6.Clear Instructions	4.83	Always	4.91	Always	4.79	Always	4.85	Always
7.Assessment for Evaluation and Reflection	4.87	Always	4.74	Always	4.75	Always	4.78	Always
Overall	4.75	Always	4.78	Always	4.74	Always	4.74	Always

The results from Table 8 reflect a high level of competence among cookery teachers, with mean scores consistently falling within the "Always" category.

The highest mean score of 4.85 for "Clear Instructions" suggests that teachers are particularly skilled at articulating expectations and processes, which is essential for student comprehension and success in practical cookery lessons. This aligns with research conducted by Liu and Lin (2020), which emphasizes that clear communication significantly enhances student understanding and performance in vocational education settings. Their study illustrates that when teachers provide explicit instructions, students are more likely to engage with the material and demonstrate proficiency in practical tasks.

The indicator for "Pacing of the Lessons," with a mean score of 4.69, further underscores the ability of teachers to manage lesson time effectively. Watson et al. (2021) found that appropriate pacing is crucial in vocational education, as it allows students to digest information while actively participating in hands-on activities. Their research indicates that well-paced lessons lead to better skill acquisition and retention, essential for success in disciplines such as cookery.

In addition, the "Teaching Strategies" indicator, scoring 4.77, reflects the diverse pedagogical methods employed by teachers. O'Connor and Karmel (2022) reinforce this finding by noting that employing a variety of teaching strategies enhances student engagement and learning outcomes. Their work highlights the importance of catering to different learning styles in vocational education, which is crucial for fostering a dynamic and interactive learning environment.

The high score of 4.74 for "Interpersonal Skills" further emphasizes the role of positive teacher-student relationships in creating a supportive classroom atmosphere. Research by Smith and Brown (2023) supports this notion, showing that strong interpersonal skills among teachers lead to increased student motivation and participation, which are vital for effective learning in vocational settings.

The mean score of 4.73 for "Classroom Management" suggests that teachers effectively manage classroom dynamics, a finding corroborated by Garcia et al. (2020). Their study indicates that effective classroom management strategies are essential for maintaining focus and organization during practical sessions, which is critical in vocational education where hands-on learning is predominant.

Finally, while the "Mastery of the Lesson" indicator scored 4.65, indicating a solid understanding of the subject matter, Hall and Palmer (2021) point out that teacher mastery of content is crucial for providing students with the necessary knowledge and skills. Their findings suggest that when teachers demonstrate a strong command of the subject, they can better facilitate learning and address student queries effectively.

4. Conclusions and Recommendations

The findings highlight that teachers consistently demonstrate strong competence across critical teaching areas, such as lesson mastery, classroom management, teaching strategies, and assessment practices, earning high ratings from both students and evaluators. However, slight variations in interpersonal skills

and lesson pacing suggest room for improvement through targeted professional development initiatives. The unanimous agreement between students and teachers regarding the consistently high level of teacher competence underscores the effectiveness of educators in delivering quality education. This consensus validates the teachers' ability to employ clear instructions, maintain appropriate pacing, utilize diverse teaching strategies, and foster positive interpersonal relationships, ultimately contributing to a productive and effective learning environment. Sustaining these strengths while addressing areas for improvement will further enhance teaching excellence and ensure continuous growth.

To enhance teaching excellence, it is recommended to provide targeted professional development on interpersonal skills and lesson pacing, along with regular classroom observations and feedback. Encouraging student feedback and integrating innovative teaching strategies, such as technology and active learning, will cater to diverse needs. Support mechanisms for managing stress, recognition for high performance, and regular training on modern methodologies and technologies will further empower teachers. These actions will sustain strengths, address gaps, and ensure continued delivery of high-quality education.

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