

# Teachers' Competence and the Performance of Grade 9 Technology and Livelihood Education Students in Achieving Most Essential Learning Competencies (MELCs)

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**Abstract.** This research study was conducted to determine TLE teachers' level of competence and the performance of Grade 9 in achieving MELCs in Cookery in District V of the Schools Division of Quezon City. Significant relationships between these two variables were also tested. The descriptive-correlational study involved randomly selected 283 Grade 9 students during the School Year 2022-2023. Simple Random Sampling Probability Method was also used in the study. The data was gathered through a questionnaire and analyzed using Weighted mean and Spearman's rank correlation coefficient. The researcher concluded that TLE teachers demonstrate strong competence in helping the students learn, know, and understand what their teacher teaches, becoming better teachers every day, and engaging the community. Likely, students demonstrate a significant improvement in knowledge, skills, and attitude in MELCs in Cookery. In addition, there is a significant relationship between TLE teachers' competence and students' MELCs in Cookery regarding knowledge, skills, and attitude. It was recommended that teachers attend professional development training to enhance their competence and increase students' performance. They may also establish stronger engagement with the community to improve the MELCs in Cookery by collaborating with parents and guardians who can help when students are applying what they have learned from the school to their respective homes. Moreover, students may attend TESDA-initiated, school-initiated, and self-initiated training on Cookery that would enhance their skills, particularly in labeling food according to industry standards, preparing and presenting salads and dressings attractively, and packing food items in compliance with occupational health and safety procedures.

**Keywords:** Cookery; Most Essential Learning Competencies (MELCs); Southeast Asia Teachers Competency Framework (SEA-TCF); Teachers' competence; Technology and Livelihood Education (TLE).

## 1.0 Introduction

Competencies are skills, knowledge, behavior, and attributes that enable effective or better job performance (SEA-TCF, Teachers' Council of Thailand, 2018). It was mentioned that dealing with the ever-changing educational context requires a teacher to use a variety of competencies, making teaching a complex job. In the Philippines, teachers' competence is described in the Philippine Professional Standards for Teachers as per DepEd Order No. 42, s. 2017. It stipulates expectations from teachers at each stage, attain proficiency, develop student learning outcomes, and achieve quality education.

In the field of TLE, teachers are expected to be competent and qualified and possess technical, vocational, and pedagogical competencies that can produce globally competitive students. However, problems identified by TLE teachers were human, pedagogical, and material aspects, including limited resources, practical activity, constraints, and the financial background of students (Barcelona, Daling, Doria, Balangiao, Mailes, Chiang & Ubatay, 2023). Due to changes in education brought by distractions like pandemics, typhoons, and heat waves, there is a need to maintain the acquisition of the most essential learning competencies in all subject areas, which challenge teachers' competencies to deliver quality teaching and learning. Llego (2022) stated that the Department of Education released the Most Essential Learning Competencies (MELCs) to achieve content and performance standards and develop lifelong learning skills amidst crises. In TLE, MELCs focus on preparing tools and materials for the task, performing measurements and calculations, interpreting drawings and plans, maintaining tools and equipment, and practicing occupational health and safety.

Related studies have been conducted regarding teachers' competence. Dr. Zabala and Adelante (2018) revealed that TLE teachers' level of competencies is satisfactory and considered to be experienced based on National Competency-Based Teacher Standards (NCBTS) at Gapan City, Nueva Ecija. However, their identified weaknesses were their incapacity to exhibit proficiency with ICT for teaching and learning, convey an understanding of the material objectives for the classes that are suitable for the students, develop and make use of creative and appropriate lesson plans, and establish a setting for learning that adapts to the aspirations of the community and promote purposive study. Moreover, Alsong (2019) disclosed that Surigao del Norte TLE teachers expressed satisfaction with helping students learn technical skills, evaluating learning, managing the classroom, establishing connections with stakeholders, and analyzing students' learning outcomes. Although they could have done better in written assignments and quarterly tests, the students outperformed themselves in practical work.

This evidence showed a limited need for more literature focusing on TLE teachers' competence in connection with the essential learning competencies of the students. Hence, this encouraged the researcher to conduct this study, particularly on the Cookery, TLE course, which is expected to be the research locale. This study aimed to determine the teachers' level of competence as assessed by their students and respondents' description of their MELCs in Cookery. It also aimed to determine the significant relationship between the teachers' level of competence and the students' perceived MELCs in Cookery in selected Secondary Schools in District V, Quezon City.

## **2.0 Methodology**

### **2.1 Research Design**

This research study used the quantitative method to collect and analyze numerical data (Bhandari, 2023). The researcher also used the descriptive correlational research method, explaining the relationship between two or more variables without making any claims about cause and effect (Bhat, 2023). Descriptive correlational research was essential for this study to determine the significant relationship between the teachers' level of competence and the students' perceived most essential learning competencies (MELCs) in cookery.

### **2.2 Research Locale**

The study was conducted in selected secondary schools in District V Quezon City, namely Doña Rosario High School, Lagro High School, Novaliches High School, Sta. Lucia High School and North Fairview High School.

### **2.3 Research Participants**

The target respondents for this study were Grade 9 students at selected secondary schools in District V Quezon City. The researcher applied Cochran's formula to determine the sample size. The Finite population correction formula was also used to compute the sample size. Using the formulas, the researcher obtained a sample size of 268. However, 283 students participated in the survey. The researcher used the Simple Random Sampling Probability Method to gather data from the respondents. This sampling technique refers to a subset of a statistical population in which each subset member has an equal probability of being chosen. (Hayes, 2023) The researcher randomly chose Grade 9 students to participate and answer the survey questionnaires.

### **2.4 Research Instrument**

The researcher used a research-made questionnaire and aligned it with the Southeast Asia Teachers Competency Framework (SEA-TCF) and Most Essential Learning Competencies (MELCs). The research instrument is

comprised of two parts. The first part consisted of Teachers' Competence. The areas of competence and their respective indicators are aligned with the Southeast Asia Teachers Competency Framework (SEA-TCF). There is a total of 28 indicators on this part. The second part consisted of MELCs in Cookery as described by the respondents. The respondents rated a total of 21 items.

## 2.5 Data Gathering Procedure

Initially, the researcher requested an Ethics Clearance from Polytechnic University of the Philippines. Once the clearance was secured, she sought permission from the Schools Division Office of Quezon City to conduct research. Upon the release of SDO's permit, the researcher went to the target schools to perform the actual data gathering. The researcher coordinated with the principals, TLE Department Heads, and concerned teachers during the exact distribution of the survey questionnaire to the TLE students. With the assistance of TLE teachers, the researcher personally requested the respondents to answer the survey questionnaire. Instructions were provided, and students were allowed to ask questions. Participants were given around 30 minutes to answer the questionnaire. The researcher used a zipgrade as a tool for data accuracy and efficiency.

## 2.6 Ethical Considerations

This research study passed the PUP Research Ethics Committee (REC) evaluation, as required by the Philippine Health Research Ethics Board (PHREB). All the data gathered were treated with utmost confidentiality in conformance with the Data Privacy Act of 2012 (Republic Act No. 10173).

## 3.0 Results and Discussion

### 3.1 Teachers' Level of Competence as Assessed by their Students

Table 1 presents the students' assessment of the teachers' level of competence in the indicator, knowing and understanding what my teacher teaches. The table shows that the overall mean is 3.17, which is interpreted to a great extent. This means the students find that teachers demonstrate an exceptionally high competency in teaching cookery. Notably, the item with the highest mean, 'My teacher in cookery shares multiple sources of information.' (M=3.34), signifying 'to a great extent'. Conversely, the item that got the lowest mean, 'My teacher in cookery relates the subject content to current local or global events to make it more interesting and relevant.' (M=2.98), interpreted as 'to a large extent'.

**Table 1.** Students' assessment of the teachers' level of competence in "know and understand what my teacher teaches"

| Indicators                                                                                                                       | Mean        | Interpretation           |
|----------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------|
| 1. My Teacher in Cookery shows mastery of the subject content.                                                                   | 3.25        | To a great extent        |
| 2. My Teacher in Cookery shares multiple sources of information.                                                                 | 3.34        | To a great extent        |
| 3. My Teacher in Cookery uses different methods and approaches to enrich my knowledge relevant to the subject content.           | 3.15        | To a great extent        |
| 4. My Teacher in Cookery relates the subject content to current local or global events to make it more interesting and relevant. | 2.98        | To a large extent        |
| 5. My Teacher in Cookery allows me to observe and participate in the practical demonstrations of cooking techniques.             | 3.22        | To a great extent        |
| 6. My Teacher in Cookery provides clear explanations to help me understand the subject content.                                  | 3.23        | To a great extent        |
| 7. My Teacher in Cookery encourages questions and discussions to ensure I grasp the concepts taught.                             | 3.04        | To a great extent        |
| <b>Overall Mean</b>                                                                                                              | <b>3.17</b> | <b>To a great extent</b> |

This data implies that cookery teachers are proficient in knowing and understanding what they teach. Among the indicators, sharing multiple sources of information stands out. It enhances critical thinking among students since they may compare information from multiple sources. Using multiple sources guarantees the accuracy of the information by confirming information from different sources (Wafula, 2023). Teachers may focus on relating the subject content to current local or global events to make it more interesting and relevant since it was assessed as the lowest among others. Incorporating current events related to the lessons captures students' attention during discussion while strengthening awareness about local and global issues (Ferlazzo, 2020).

Table 2 shows the students' assessment of the teachers' level of competence in the indicator, which helps the students learn. Notably, teachers exhibit competence to a great extent in creating a safe, healthy, and secure learning space (M=3.42) as assessed by their students. Further, teachers portray competence to a large extent in using ICT tools to support students' learning (M=2.70). Overall, students concluded that their teachers possess

competence to a great extent in helping students learn ( $M=3.18$ ). Thus, they find that their teachers demonstrate an exceptionally high competency in teaching cookery.

**Table 2.** *Students' assessment of the teachers' level of competence in "help the students learn"*

| Indicators                                                                                                                                                                         | Mean        | Interpretation           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------|
| 1. My Teacher in Cookery sets and communicates challenging yet achievable goals for her students.                                                                                  | 3.18        | To a great extent        |
| 2. My Teacher in Cookery encourages and supports her students' aspirations, motivation, and willingness to learn.                                                                  | 3.38        | To a great extent        |
| 3. My Teacher in Cookery uses appropriate teaching and learning strategies to develop her students' creative, innovative, collaborative, and critical thinking skills.             | 3.25        | To a great extent        |
| 4. My Teacher in Cookery uses ICT tools to support students' learning.                                                                                                             | 2.70        | To a large extent        |
| 5. My Teacher in Cookery creates a safe, healthy, and secure learning space.                                                                                                       | 3.42        | To a great extent        |
| 6. My Teacher in Cookery designs assessment strategies to improve, enhance, and support student learning by evaluating students' progress and planning lesson content accordingly. | 3.12        | To a great extent        |
| 7. My Teacher in Cookery constantly assesses her students' work and provides helpful and timely feedback.                                                                          | 3.19        | To a great extent        |
| <b>Overall Mean</b>                                                                                                                                                                | <b>3.18</b> | <b>To a great extent</b> |

This result indicates that teachers are competent in creating a safe, healthy, and secure learning space. Hawthorne (2024) stated that a positive learning environment can boost enjoyment and engagement among learners while improving their academic performance. Teachers may exert effort to integrate digital tools more fully to equip students with essential skills, enhance engagement, and improve learning outcomes (Telefonica, 2024).

Table 3 illustrates the students' assessment of the teachers' level of competence in the indicator, engage the community. Notably, the teachers are competent in supporting inclusive behavior among students, promoting acceptance, value, and respect ( $M=3.30$ ). Further, it was assessed by the students that their teachers also exhibited competence to a large extent in collaborating with parents and guardians to establish a supportive partnership in the learning process ( $M=2.74$ ). Generally, it was concluded that teachers competently exhibited to a great extent in engaging the community ( $M=3.01$ ). Hence, students find that their teachers demonstrate an exceptionally high competency in teaching cookery.

**Table 3.** *Students' assessment of the teachers' level of competence in "engage the community"*

| Indicators                                                                                                                                                               | Mean        | Interpretation           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------|
| 1. My Teacher in Cookery collaborates with local nutritionists or health professionals to incorporate elements of nutrition education into the subject being taught.     | 2.83        | To a large extent        |
| 2. My Teacher in Cookery establishes a professional learning community among educators, facilitating a supportive network that enhances the overall quality of teaching. | 2.99        | To a large extent        |
| 3. My Teacher in Cookery teaches her students to connect and apply what they learn daily.                                                                                | 3.21        | To a great extent        |
| 4. My Teacher in Cookery uses community-based resources for students' learning benefits.                                                                                 | 3.16        | To a great extent        |
| 5. My Teacher in Cookery collaborates with parents and guardians to establish a supportive partnership in the learning process.                                          | 2.74        | To a large extent        |
| 6. My Teacher in Cookery actively participates in community outreach programs and promotes similar initiatives to students.                                              | 2.86        | To a large extent        |
| 7. My Teacher in Cookery supports inclusive behavior among students, promoting acceptance, value, and respect.                                                           | 3.30        | To a great extent        |
| <b>Overall Mean</b>                                                                                                                                                      | <b>3.01</b> | <b>To a great extent</b> |

Teachers emphasize fostering inclusive behavior and promoting acceptance, value, and respect among students, but greater collaboration with parents and guardians could strengthen the supportive learning partnership. This data aligns with Smith's (2023) statement that establishing clear communication expectations creates a welcoming environment for students to feel included and appreciated. Moreover, when parents and guardians take an active role in education, students feel the connection between their home and school lives, which increases motivation and helps them succeed academically (Moore, 2024).

Table 4 shows the students' assessment of the teachers' level of competence in the indicator, becoming a better teacher every day. It can be gleaned from the table that the overall mean is 3.05, which is interpreted to a great extent. This means that the students find that teachers demonstrate an exceptionally high competency in teaching cookery. The students shared that their teachers demonstrated competence to a great extent in speaking, interacting, and listening to other teachers with respect and openness to help each other get better at teaching the same subject ( $M=3.24$ ). Conversely, though it received the lowest rating from students, they still believe that their teachers explore exciting and creative ways to make learning about cooking more engaging for students ( $M=2.88$ ).

**Table 4.** *Students' assessment of the teachers' level of competence in "become a better teacher every day"*

| Indicators                                                                                                                                                                     | Mean        | Interpretation           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------|
| 1. My Teacher in Cookery asks students for feedback on how she can improve cooking lessons.                                                                                    | 3.07        | To a great extent        |
| 2. My Teacher in Cookery explores exciting and creative ways to make students' learning about cooking more interesting.                                                        | 3.15        | To a great extent        |
| 3. My Teacher in cooking analyzes student performance data to identify areas for improvement and tailors lessons accordingly.                                                  | 3.08        | To a great extent        |
| 4. My Teacher in Cookery speaks, interacts, and listens to other teachers respectfully and openly to help each other get better at teaching the same subject.                  | 3.24        | To a great extent        |
| 5. My Teacher in Cookery integrates new educational trends into her lessons.                                                                                                   | 2.95        | To a large extent        |
| 6. My Teacher in Cookery actively seeks opportunities for professional growth, attending workshops and training sessions to stay updated on the latest teaching methodologies. | 2.88        | To a large extent        |
| 7. My Teacher in Cookery subjects herself to classroom observation by a supervisor like a master teacher or head teacher.                                                      | 2.98        | To a large extent        |
| <b>Overall Mean</b>                                                                                                                                                            | <b>3.05</b> | <b>To a great extent</b> |

The data implies that teachers exhibit high competency in becoming better every day, emphasizing speaking, interacting, and listening to other teachers with respect and openness to help each other get better at teaching the same subject. Teachers can work together to improve student outcomes and build a supportive professional community. Meador (2019) stated that regular team planning sessions and collaboration are highly beneficial to teachers, as they impact teacher effectiveness. Moreover, teachers can explore exciting and creative ways to make learning about cooking more enjoyable for students. Cox (2024) stated that there are several strategies to keep the class interesting, such as incorporating a sense of mystery in the lesson, using games in reviewing materials, utilizing interactive tools, relating lessons to real-life situations, and using flipped classrooms.

Among the four areas of teacher competency, Table 5 shows that Help the Students Learn has the highest overall mean of 3.18, followed by Know and Understand what my teacher teaches with an overall mean of 3.17, Become a Better Teacher Everyday with an overall mean of 3.05, and lastly, Engage the Community with an overall mean of 3.01. All of them are interpreted "to a great extent." This means that teachers demonstrate an exceptionally high competency in teaching cookery.

**Table 5.** *Summary of students' assessment of the teachers' level of competence*

| Areas                                          | Overall Mean | Interpretation    |
|------------------------------------------------|--------------|-------------------|
| 1. Know and Understand What My Teacher Teaches | 3.17         | To a great extent |
| 2. Help the Students Learn                     | 3.18         | To a great extent |
| 3. Engage the Community                        | 3.01         | To a great extent |
| 4. Become a Better Teacher Everyday            | 3.05         | To a great extent |

This data implies that teachers are competent in helping their students learn. It requires various strategies and approaches to helping students learn. This aligns with Risnayati's (2020) emphasis on effective classroom management strategies, which enhance student learning outcomes by allowing students to feel comfortable during instruction, opening their minds to think creatively and broadly, igniting their enthusiasm for learning, and allowing them to spend more time seriously and actively engaged in the learning process.

### 3.2 Students' Description of their MELCs in Cookery

Table 6 delves into the students' assessment of their knowledge of cookery as an essential learning competency (MELC). The overall mean is 3.17, which is interpreted as highly competent. This means that the students demonstrate an exceptionally high level of competency in this area. Notably, the students described themselves as highly competent in terms of defining packaging, understanding its importance, recognizing its functions (M=3.23), and identifying the fundamentals of plating (M=3.07), still portraying themselves as highly competent.

The data implies that students are highly competent in knowledge, particularly in defining packaging, understanding its importance, and recognizing its functions. The students need to learn the importance of packaging because it helps them protect food, prevent food waste, ensure food quality, and comply with food regulations. Packaging is important for protection, safety, attractiveness, usability, and sustainability (Tiuttu, 2020). However, students may focus on understanding the fundamentals of plating. Effective plating makes the

food aesthetically appealing. Knowing plating may help students apply it during practical activities. It is essential to learn the fundamentals of plating before developing a unique plating technique (Unilever Food Solutions, n.d.).

**Table 6.** *Students' assessment of their knowledge in cookery Most Essential Learning Competencies (MELCs)*

| Knowledge                                                                                    | Mean        | Verbal Interpretation   |
|----------------------------------------------------------------------------------------------|-------------|-------------------------|
| 1. I can identify the chemicals used in cleaning and sanitizing kitchen tools and equipment. | 3.21        | Highly Competent        |
| 2. I can classify appetizers based on their ingredients.                                     | 3.22        | Highly Competent        |
| 3. I can identify the fundamentals of plating.                                               | 3.07        | Highly Competent        |
| 4. I can identify different salad dressings, including their ingredients and accompaniments. | 3.16        | Highly Competent        |
| 5. I can identify the classification and components of sandwiches.                           | 3.14        | Highly Competent        |
| 6. I can identify the characteristics and ingredients of desserts.                           | 3.16        | Highly Competent        |
| 7. I can define packaging, understand its importance, and recognize its functions.           | 3.23        | Highly Competent        |
| <b>Overall Mean</b>                                                                          | <b>3.17</b> | <b>Highly Competent</b> |

Table 7 shows the students' assessment of their skills in cookery as a most essential learning competency (MELCs). As described by the students, teachers are highly competent in cleaning and sanitizing kitchen tools by prescribed standards (M=3.30). On the other hand, they can also label food according to industry standards (M=2.91), and though it received the lowest mean, they are still competent. Therefore, the students are highly competent in skills (M=3.16), demonstrating an exceptionally high competency in this area.

**Table 7.** *Students' assessment of their skills in cookery Most Essential Learning Competencies (MELCs)*

| Knowledge                                                                               | Mean        | Verbal Interpretation   |
|-----------------------------------------------------------------------------------------|-------------|-------------------------|
| 1. I can clean and sanitize kitchen tools by prescribed standards.                      | 3.30        | Highly Competent        |
| 2. I can prepare and present a variety of appetizers.                                   | 3.14        | Highly Competent        |
| 3. I can prepare and present salads and dressings attractively.                         | 3.11        | Highly Competent        |
| 4. I can follow sanitary practices in preparing and presenting sandwiches attractively. | 3.29        | Highly Competent        |
| 5. I can prepare a variety of desserts and sauces by following sanitary practices.      | 3.24        | Highly Competent        |
| 6. I can pack food items in compliance with Occupational Health and Safety Procedures.  | 3.11        | Highly Competent        |
| 7. I can label food according to industry standards.                                    | 2.91        | Competent               |
| <b>Overall Mean</b>                                                                     | <b>3.16</b> | <b>Highly Competent</b> |

The data suggests that students are proficient in cleaning and sanitizing kitchen tools per prescribed standards. Cleaning and sanitizing kitchen tools are essential for good health (Samson, 2021). However, students may improve their skills in labeling food according to industry standards. They may use this essential skill during performance-based tasks. Food labeling is important because it provides important details about the product (Liivat, 2023).

Table 8 shows the students' attitude toward cookery as a most essential learning competency (MELCs). The students perceived they were highly competent in following workplace safety and first aid procedures (M=3.32). On the contrary, they can express the importance of desserts (M=3.17), though it got the lowest mean, but still considered as highly competent. Consequently, all items indicate highly competent, with an overall mean of 3.24. Thus, it means that the students demonstrate an exceptionally high level of competency in this area.

**Table 8.** *Students' assessment of their attitude in cookery Most Essential Learning Competencies (MELCs)*

| Knowledge                                                                                               | Mean        | Verbal Interpretation   |
|---------------------------------------------------------------------------------------------------------|-------------|-------------------------|
| 1. I can follow a cleaning schedule based on enterprise procedures.                                     | 3.26        | Highly Competent        |
| 2. I can follow workplace safety and first aid procedures.                                              | 3.32        | Highly Competent        |
| 3. I can observe sanitary practices when presenting appetizers.                                         | 3.29        | Highly Competent        |
| 4. I can maintain appetizers in appropriate conditions to preserve their freshness, quality, and taste. | 3.23        | Highly Competent        |
| 5. I can observe sanitary practices when presenting salads and dressings.                               | 3.18        | Highly Competent        |
| 6. I can express the importance of desserts.                                                            | 3.17        | Highly Competent        |
| 7. I can maintain desserts in appropriate conditions to preserve their quality and taste.               | 3.25        | Highly Competent        |
| <b>Overall Mean</b>                                                                                     | <b>3.24</b> | <b>Highly Competent</b> |

The results suggest that students are competent in attitude, particularly in following workplace safety and first aid procedures. The BC Cook Articulation Committee (2015) stated that workers should observe safety precautions since the kitchen has many safety hazards that can cause accidents. However, students may enhance their attitude in expressing the importance of desserts. They may use this attitude while serving the dessert to their teacher as part of the assessment in practical tasks.

Among the three areas of students' MELCs in cookery, Table 9 shows that attitude has the highest overall mean of 3.24, followed by knowledge with an overall mean of 3.17 and skills with an overall mean of 3.16. All of them are interpreted as "highly competent." This indicates that students demonstrate an exceptionally high level of competency in cookery.

**Table 9. Summary of students' MELCs in cookery**

| Areas        | Overall Mean | Verbal Interpretation |
|--------------|--------------|-----------------------|
| 1. Knowledge | 3.17         | Highly Competent      |
| 2. Skills    | 3.16         | Highly Competent      |
| 3. Attitude  | 3.24         | Highly Competent      |

This data implies that students are competent, particularly in attitude. Having a positive attitude enhances learning, efficiency, and health and safety practices. Ismail, Harun, Razzaq, Mahazir, Samad, and Othman (2018) found that good safety practices influence students' knowledge, perceptions, and attitudes in laboratories.

### 3.3 Relationship Between Teachers' Level of Competence and the Students' Perceived MELCs in Cookery

Table 10 presents Spearman's rank correlation test results of the relationship between TLE teachers' competence and students' MELCs in cookery regarding knowledge. As gleaned from the table, engaging the community has the highest correlation coefficient of 0.460. Conversely, helping the students learn received the lowest correlation coefficient of 0.402. All areas were interpreted as 'moderate'. Furthermore, all areas have garnered a p-value of 0.000, lower than the predetermined 0.05 significance level. Hence, the null hypothesis was rejected, indicating a significant relationship between teachers' competence when correlated with the students' MELCs in cookery in terms of knowledge.

**Table 10. Spearman's rank correlation: Relationship between TLE teachers' competence and knowledge in cookery Most Essential Learning Competencies**

| Teachers' Competence                        | Knowledge               |                |         |           |             |
|---------------------------------------------|-------------------------|----------------|---------|-----------|-------------|
|                                             | Correlation Coefficient | Interpretation | p-value | Decision  | Remark      |
| Know and Understand What My Teacher Teaches | .421**                  | Moderate       | 0.000   | Reject Ho | Significant |
| Help the Students Learn                     | .402**                  | Moderate       | 0.000   | Reject Ho | Significant |
| Engage the Community                        | .460**                  | Moderate       | 0.000   | Reject Ho | Significant |
| Become a Better Teacher Everyday            | .411**                  | Moderate       | 0.000   | Reject Ho | Significant |

This implies that teachers' competence greatly influences students' ability to gain knowledge during class discussions. Lassen and Hjalmskog (2021) found that teachers use a wide range of teaching strategies, such as organizing and conceptualizing steps, routinizing theoretical and practical tasks, and reflecting on their outputs to help students learn.

As shown above, Table 11 presents the results from Spearman's rank correlation test of the relationship between TLE teachers' competence and students' MELCs in cookery in terms of skills. As can be seen from the table, it resulted in a correlation coefficient of 0.426 in helping the students learn while 0.350 in knowing and understanding what my teacher teaches. Three out of four areas were described as "weak," while the remaining area was described as "moderate." The null hypothesis was rejected, indicating a significant relationship between teachers' competence and the students' MELCs in cookery regarding skills.

**Table 11. Spearman's rank correlation: Relationship between TLE teachers' competence and skills in cookery Most Essential Learning Competencies**

| Teachers' Competence                        | Skills                  |                |         |           |             |
|---------------------------------------------|-------------------------|----------------|---------|-----------|-------------|
|                                             | Correlation Coefficient | Interpretation | p-value | Decision  | Remark      |
| Know and Understand What My Teacher Teaches | .350**                  | Weak           | 0.000   | Reject Ho | Significant |
| Help the Students Learn                     | .426**                  | Moderate       | 0.000   | Reject Ho | Significant |
| Engage the Community                        | .386**                  | Weak           | 0.000   | Reject Ho | Significant |
| Become a Better Teacher Everyday            | .385**                  | Weak           | 0.000   | Reject Ho | Significant |

The statistical results only prove that teachers' competence increases students' skills. It implies that teachers ensure that they demonstrate high. Segundo (2022) articulated that when teachers provide performance tasks, students' motivation to learn significantly increases. Students were also observed to be proficient in handling cooking materials and equipment.

Table 12 shows Spearman's rank correlation test results of the relationship between TLE teachers' competence and students' MELCs in cookery in terms of attitude. As can be gleaned from the table, helping the students learn has the highest correlation coefficient of 0.500. On the other hand, a better teacher got the lowest correlation coefficient of 0.448 every day. All areas were described as "moderate".

**Table 12.** *Spearman's rank correlation: Relationship between TLE teachers' competence and attitude in cookery Most Essential Learning Competencies*

| Teachers' Competence                        | Attitude                |                |         |           | Remark      |
|---------------------------------------------|-------------------------|----------------|---------|-----------|-------------|
|                                             | Correlation Coefficient | Interpretation | p-value | Decision  |             |
| Know and Understand What My Teacher Teaches | .459**                  | Moderate       | 0.000   | Reject Ho | Significant |
| Help the Students Learn                     | .500**                  | Moderate       | 0.000   | Reject Ho | Significant |
| Engage the Community                        | .450**                  | Moderate       | 0.000   | Reject Ho | Significant |
| Become a Better Teacher Everyday            | .448**                  | Moderate       | 0.000   | Reject Ho | Significant |

The null hypothesis was rejected, indicating a significant relationship between teachers' competence and the students' MELCs in cookery regarding attitude. In other words, the teachers' competence has benefited the students in developing their attitude in cookery. This result aligns with Villegas (2021), who found that TLE teacher competence in instructional, classroom management, guidance, and personal and professional skills have a significant relationship between the students' work skills and work attitudes.

## 4.0 Conclusion

In line with the following findings gathered in this study, the researcher drew the following conclusions:

- The level of competency of TLE teachers is shown to a great extent. It is manifested in the following areas: knowing and understanding what my teacher teaches, helping the students learn, engaging the community, and becoming a better teacher every day. This means that teachers demonstrate an exceptionally high level of competency in teaching cookery.
- The students' MELCs in cookery are highly competent and manifested in the following areas: knowledge, skills, and attitude. This means that students demonstrate an exceptionally high level of competency in cookery.
- There is a significant relationship between TLE teachers' competence and students' MELCs regarding knowledge, skills, and attitude in cookery. Hence, the null hypothesis is rejected.

## 5.0 Contributions of Authors

There is only one author for this research.

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