

Training Needs Analysis of Teachers in Technical Vocational Livelihood (TVL) Strand in Hospitality-Related Courses and Institutional Support in Public Senior High Schools in Quezon City: Basis for A Proposed Capacity- Building and Support Enhancement Program

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ABSTRACT

Introduction

The Technical-Vocational-Livelihood (TVL) strand under the K to 12 curriculum aims to equip students with relevant skills for employment, entrepreneurship, and further education. However, teachers handling hospitality-related courses in public senior high schools' face challenges such as limited professional development opportunities, resource gaps, and rapid changes in industry standards. This study was conducted to assess the training needs of teachers in terms of technical, pedagogical, industry immersion, digital literacy, and safety competencies.

It also evaluated the extent of institutional support provided by schools in terms of administration, finance, facilities, professional development, industry partnerships, technical resources, and motivation. Anchored on Adult Learning Theory and Organizational Support Theory, and guided by Republic Act 10533 and DepEd policies, the study aimed to determine the relationship between training needs and institutional support, identify prevailing problems, and propose an intervention program.

Objectives

The study aimed to assess the training needs of TVL teachers handling hospitality-related courses and evaluate the institutional support provided in public senior high schools in Quezon City. Specifically, it sought to: determine the extent of training needs in terms of technical, pedagogical, industry immersion, digital literacy, and safety and operational skills; identify significant differences in assessments among school administrators, program coordinators, and teachers; evaluate the level of institutional support regarding administrative, financial, facility, professional development, industry partnership, technical/ICT, and motivational support; determine the relationship between training needs analysis and institutional support; identify problems encountered in the implementation of training and support systems; and propose and validate an intervention program based on the findings.

Methods

The study utilized a descriptive research design involving 429 respondents, composed of 77 school administrators, 40 program coordinators, and 312 teachers from selected public senior high schools in Quezon City. Data were gathered using a validated research-made survey questionnaire. Statistical tools employed included percentage, weighted mean, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation to interpret the data and test the hypotheses.

Results

Findings revealed that the training needs of teachers across all dimensions—technical, pedagogical, industry immersion, digital literacy, and safety—were rated as Highly Evident, indicating a strong demand for continuous professional upgrading. Institutional support was likewise assessed as Highly Evident, with industry partnership and motivational support ranking highest. Significant differences were observed in the assessments of administrators, coordinators, and teachers regarding training needs, except in safety and operational aspects. A very strong and significant relationship was established between training needs analysis and institutional support, confirming that stronger support systems correspond to better capacity-building outcomes. Problems encountered were rated as Moderately Evident, primarily involving inconsistent industry engagement, limited ICT infrastructure, and resource availability. Based on these findings, the proposed program entitled Proposed Capacity Building and Support Enhancement Program was evaluated as Highly Acceptable by all stakeholders.

Conclusions

The study concluded that while teachers demonstrate high potential and commitment, there is a persistent need for competency upgrading aligned with TESDA and DepEd standards. Institutional support plays a critical role in addressing training gaps and enhancing instructional quality. The significant correlation between support systems and training requirements confirms that capacity building cannot succeed without adequate administrative, financial, and resource backing. The Proposed Capacity Building and Support Enhancement Program is deemed viable, relevant, and practical for implementation to systematize professional development and strengthen support mechanisms in public senior high schools. It is recommended that school divisions adopt the program, establish regular feedback mechanisms, allocate sufficient funding, and conduct continuous monitoring to ensure sustained improvement in TVL hospitality education.

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ICCG

Dedication

I wholeheartedly dedicate this work to my beloved family. whose unwavering love and support have been a constant source of strength throughout this journey. I also extend my deepest gratitude to my friends and co-teachers for their encouragement and understanding that helped make this endeavor successful. Above all, I give thanks to our Almighty God for His endless blessings and guidance in every step of this accomplishment.

INTRODUCTION

The Problem and Its Background

The Technical-Vocational-Livelihood (TVL) strand of the K to 12 Curriculum is designed to prepare senior high school students for employment, entrepreneurship, and further technical education. In hospitality-related courses such as cookery, food and beverage services, and tourism promotion, teachers are expected to provide instruction that combines theoretical knowledge with practical, industry-based skills. However, in public senior high schools in Quezon City, TVL–Hospitality teachers often face challenges such as limited training opportunities, inadequate support, and the rapidly changing demands of the industry, which may affect the quality of instruction and the readiness of learners for work.

Training Needs Analysis (TNA) is an important process used to identify the gap between the current competencies of teachers and the competencies required for effective teaching. In the context of TVL–Hospitality instruction, TNA helps determine the specific areas where teachers need professional support and development. These areas may include technical training for hands-on hospitality skills, pedagogical training for improved teaching strategies and assessment methods, industry immersion for real-world exposure, digital literacy or ICT training for technology-based instruction, and safety and operational training for laboratory management and learner protection. Furthermore, institutional support is equally essential in strengthening the delivery of TVL–Hospitality education. Administrative support provides direction, supervision, and policy guidance, while financial support ensures access to training, tools, and materials. Facility and resource support help maintain adequate laboratories and equipment for skill training. In addition, professional development opportunities promote continuous learning, industry partnership support strengthens school–industry collaboration, technical or ICT support facilitates the use of digital tools, and motivational and recognition support helps sustain teacher morale and commitment. When these forms of support are present, teachers are better equipped to perform effectively, and students benefit from improved learning experiences and better preparation for employment.

This study was anchored on legal and policy frameworks that promote quality education and teacher development in the Philippines. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, strengthened the K to 12 Curriculum and emphasized the State's responsibility to support a complete and integrated system of education relevant to national development. Republic Act No. 7796, or the TESDA Act of 1994, likewise supports technical education and skills development through training, industry participation, and the preparation of highly competent workers. Moreover, DepEd Order No. 3 (2016) and related qualification standards for Senior High School teaching positions underscore the need for appropriate technical certification and specialized preparation among TVL teachers.

Despite existing local and foreign studies on TVL education and teacher competence, limited research has examined both the training needs of TVL–Hospitality teachers and the level of institutional support available to them in public senior high schools at the same time. Furthermore, few studies have focused specifically on the context of Quezon City, resulting in a lack of localized data that could guide targeted interventions. This research gap highlights the need to assess the training needs of TVL–Hospitality teachers and determine the extent of institutional support provided by their schools.

In view of these considerations, this study was conducted to determine the training needs of TVL–Hospitality teachers and the institutional support available to them as bases for improving instructional quality and professional growth. The results are expected to guide school leaders in designing responsive interventions aligned with legal mandates and educational standards.

THEORETICAL FRAMEWORK

This study was anchored on Conceptual Adult Learning Theory by Knowles (1980) and Organizational Support Theory by Eisenberger et al. (1986). These theories provided a solid framework for understanding the training

needs of TVL–Hospitality teachers and the importance of institutional support in improving instructional quality. The Conceptual Adult Learning Theory by Knowles (1980) explains that adult learners are self-directed, goal-oriented, and motivated by learning that is immediately relevant to their professional responsibilities.

In the context of this study, the theory was appropriate to the present study because TVL–Hospitality teachers require training that is practical, problem-centered, and directly aligned with their actual instructional needs, such as technical skills, pedagogical strategies, industry immersion, digital literacy, and safety practices. By identifying these needs, professional development programs become more meaningful and responsive to the demands of hospitality instruction.

Likewise, Organizational Support Theory, on the other hand, explains that employees develop beliefs about how much their organization values their contributions and cares about their well-being. When teachers perceive strong organizational support, they are more likely to be committed, motivated, and effective in their work.

This theory was directly related to the institutional support variable in the study because administrative support, financial support, facility and resource support, professional development opportunities, industry partnership support, technical or ICT support, and motivational support all reflect the extent to which the school assists its teachers. In public senior high schools, such support is essential because it enables TVL–Hospitality teachers to apply what they have learned, sustain instructional improvements, and remain committed to delivering quality education.

Taken together, these theories complement one another in explaining the present study. Conceptual Adult Learning Theory justifies the need to identify the specific and practical training needs of TVL–Hospitality teachers. Organizational Support Theory highlights the importance of a supportive school environment that allows teachers to apply what they have learned. Human Capital Theory emphasizes that investing in teacher development yields long-term benefits for the institution, learners, and the broader educational system. These theories anchor the study on the assumption that quality TVL–Hospitality instruction depends on both relevant training and strong institutional support.

This study was further anchored on legal and policy frameworks that promote quality education and teacher development in the Philippines. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, institutionalized the K to 12 Curriculum and strengthened the Senior High School program, including the TVL strand, while also emphasizing teacher preparation, retraining, and continuing professional development. Republic Act No. 7796, or the TESDA Act of 1994, supports technical education and skills development that are responsive to labor market needs and industry standards. In addition, DepEd policies and qualification standards for Senior High School teaching positions require appropriate technical qualifications, specialization, and continuing professional growth. These legal bases support the conduct of training needs analysis and institutional support assessment among TVL–Hospitality teachers, as they underscore the importance of competent teachers and responsive educational programs.

Together, the cited theories and legal foundations provided the conceptual and statutory anchorage of the study. They established that teacher development must be based on actual needs, supported by the institution, and aligned with national education policies. This framework makes it possible to examine how training needs and institutional support influence the competence and effectiveness of TVL–Hospitality teachers.

Conceptual Framework

This study utilized the Input-Process-Output (IPO) model under the system approach as shown in Figure 1.

The **Input (I)** includes the references such as books, journals/periodicals, theses/dissertations, legal materials and other online source; survey results as to the assessment of the training needs analysis of teachers in TVL strand in hospitality related courses; survey results as to the organizational support in public senior high schools in Quezon city; problems encountered; acceptability of the Proposed Capacity-Building and Support Enhancement Program; and the respondents of the study, such as school administrators, program coordinators, and teachers.

The **Process (P)** involves the gathering of data through the survey questionnaire as to the assessment of the training needs of TVL teachers in terms of technical training needs, pedagogical training needs, industry immersion needs, digital literacy or ICT training needs, and safety and operational training needs; assessment of institutional support in terms of administrative support, financial support, facility and resource support, professional development opportunities, industry partnership support, technical or ICT support, and motivational and recognition support; assessment of the problems encountered; the acceptability of the Proposed Capacity-Building and Support Enhancement Program; statistical treatment of data; and data analysis and interpretation.

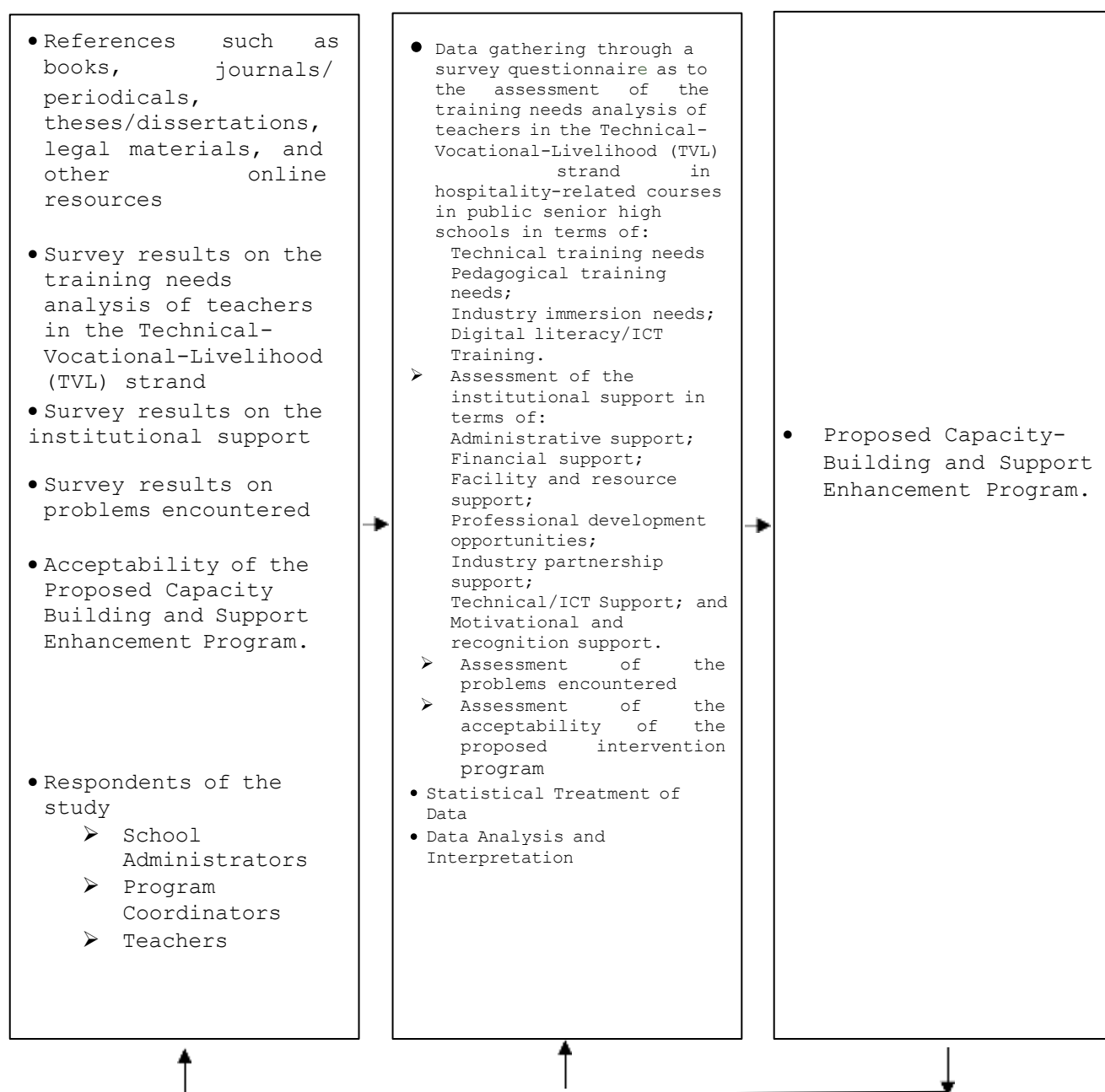
The **Output (O)** of the study is the Proposed Capacity-Building and Support Enhancement Program.

Figure 1: The Research Paradigm of the Study

INPUT

PROCESS

OUTPUT



Statement of the Problem

The study aimed to assess the Training Needs Analysis of Teachers in the Technical-Vocational-Livelihood Strand in Hospitality-Related Courses and the Institutional Support in Public Senior High Schools in Quezon City as a basis for a proposed Intervention Program.

Specifically, it sought to answer the following SUB-problems:

1. How do the school administrators, program coordinators, and teachers assess the training needs analysis of teachers in the Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses in public senior high schools in terms of:
 - 1.1 Technical training needs;
 - 1.2 Pedagogical training needs;
 - 1.3 Industry immersion needs;
 - 1.4 Digital literacy/ICT Training needs; and
 - 1.5 Safety and operational training needs?
2. Is there a significant difference in the assessments of the three groups of respondents as to training needs analysis of teachers in the Technical-Vocational Livelihood (TVL)strand in hospitality - related courses using the abovementioned variables?
3. How do the three groups of respondents assess the institutional support in terms of:
 - 3.1 Administrative support;
 - 3.2 Financial support;
 - 3.3 Facility and resource support;
 - 3.4 Professional development opportunities;
 - 3.5 Industry partnership support;
 - 3.6 Technical/ICT Support; and
 - 3.7 Motivational and recognition support?
4. Is there a significant relationship between training needs analysis and institutional support?
5. What are the problems encountered relative to training needs analysis and institutional support?
6. Based on the findings, what intervention program may be proposed?
8. How acceptable is the proposed intervention program?

Hypotheses

This study hypothesizes that:

1. There is no significant difference in the assessments of the three groups of respondents as to the training needs analysis of teachers in the Technical-

Vocational Livelihood strand in hospitality-related courses in public senior high schools in Quezon City.

2. There is no significant relationship between training needs analysis and institutional support.

Scope and Limitation of the Study

This study focused on the training needs analysis of teachers in Technical-Vocational Livelihood courses in terms of training needs; technical training needs, pedagogical training needs, industry immersion needs, digital literacy/ICT training needs, safety and operational training needs; institutional support in terms of administrative support, financial support, facility and resource support, professional development opportunities, industry partnership support, technical/ICT support, and motivational and recognition support; problems encountered; and acceptability of the Proposed Capacity-Building and Support Enhancement Program.

This study utilized a total of 429 respondents, composed of 77 school administrators, 40 program coordinators, and 312 teachers in selected public senior high schools in Quezon City. The study was conducted in three selected public senior schools per district in Quezon City namely: District II: Batasan Hills National High School, 1126 Batasan Rd, Quezon City, 1126 Metro Manila., Commonwealth High School, M3XJ+HMM, Ecol St, Quezon City, Metro Manila., Justice Cecilia Munoz Palma HS, Molave, Payatas B, Quezon City, Metro Manila; District III: Quirino High School, 128 Molave, Project 3, Quezon City, 1102 Kalakhang Maynila., Vito L. Belarmino Senior High School, M3HC+9G7, AFP Rd, Quezon City, Metro Manila., Camp Gen. E. Aguinaldo High School, J367+XQP, Segundo Ave, Quezon City, 1110 Metro Manila; Central/District IV: Culiati High School, 441 Tandang Sora Ave, Quezon City, 1128 Metro Manila., Emilio Jacinto National High School, Quezon City, Metro Manila., Ismael Mathay Sr. High School, GSIS Village, Project 8, Quezon City, Kalakhang Maynila; District V: Lagro High School, P3G8+PJJ, Misa de Gallo, Novaliches, Quezon City, Metro Manila., San Bartolome High School, 67 Sinforosa, Novaliches, Quezon City, 1116 Metro Manila., Leandro Locsin Integrated School, P2HW+M63, Riviera Compound Rd, Novaliches, Quezon City, Metro Manila.

The time frame of the study was from July 2025 to June 2026.

Significance of the Study

This study will be beneficial to the following:

Teachers. They will benefit from this study, as it highlights their specific training needs and key areas for professional growth. The findings can inform targeted capacity-building programs that help them refine teaching strategies, update industry-relevant skills, and build greater confidence in delivering hospitality-related courses.

Program Coordinators. The results of this study may provide program coordinators with a clearer understanding of the professional development needs of teachers handling hospitality-related courses in the TVL strand. By examining the existing level of institutional support and identifying areas that require improvement, the findings can help them make informed decisions in designing, implementing, and evaluating training programs and support initiatives.

Learners. They will benefit indirectly through enhanced teaching quality and more relevant classroom and practical learning experiences. Well-trained teachers can deliver clearer instruction, foster stronger skill development, and ensure learning outcomes align with industry standards, all of which better prepare students for employment or further studies.

School Administrators. They can use the results as a basis for designing teacher development plans and allocating resources strategically. This study supports evidence-based decisions to strengthen institutional support systems, upgrade facilities, and improve training opportunities for the TVL–Hospitality program.

Future Researchers. Future researchers may use the study as a reference for related research on TVL education, teacher development, and institutional support. It can serve as a foundation for further studies and comparative analyses in similar educational settings.

Definition of Terms

For better understanding by the readers, the following terms are conceptually and operationally defined:

Administrative support - refers to the provision of organizational aid such as scheduling systems, measured by reduction in administrative workload time.

Digital literacy/ICT training needs - refer to gaps or deficiencies in the ability to use digital tools, software, and online platforms for educational or work-related purposes, as measured or identified through competency assessments and tests.

Facility and resource support - refers to access to physical spaces or materials, evaluated by utilization rates and availability surveys.

Financial support - refers to funding for training or resources, tracked by budget allocations per trainee.

Industry immersion needs - Refers to gaps or insufficiencies in hands-on, real-world learning opportunities, measured by comparing the actual duration spent in industry settings against the prescribed program requirements.

Industry partnership support - refers to collaborative arrangements with industry partners designed to enhance training and learning opportunities, assessed through indicators such as the number of joint programs conducted or the success rate of student placements.

Motivational and recognition support - refers to incentives like awards, evaluated by employee satisfaction or retention metrics.

Pedagogical training needs – refers to deficiencies or gaps in lesson design, instructional delivery, or student assessment techniques, evaluated through classroom observations, teaching evaluations, or performance reviews.

Professional development opportunities – refer to structured learning activities, workshops, or courses designed to enhance career growth and professional competence, gauged by indicators such as participation rates, completion levels, and certification acquisition.

Program coordinators – refer to individuals responsible for organizing, managing, and monitoring specific educational programs or initiatives to ensure effective implementation and success (Wisdom Library, 2024).

Safety and operational training needs – refer to shortfalls or inadequacies in knowledge and skills related to hazard prevention, compliance standards, and efficient workflow procedures, identified through safety audits, practical assessments, or simulation exercises.

School Administrators – refer to individuals tasked with overseeing daily school operations, implementing educational policies, and managing resources to foster a safe and conducive learning environment (Fiveable, 2025).

Technical training needs – refer to gaps or insufficiencies in proficiency regarding job-specific skills, practical tasks, or technical procedures, measured through task analysis that compares current competency levels against established industry or program standards.

Technical/ICT Support – refers to assistance and services provided to address hardware, software, and connectivity issues, assessed by metrics such as problem resolution speed, service availability, and user satisfaction.

REVIEW OF RELATED LITERATURE AND STUDIES

Local Literature

The World Bank Group examines the professional conditions of Filipino teachers and the extent to which existing teacher training and professional development systems support the improvement of teaching competencies. The authors discuss how teachers' subject knowledge, instructional methods, and participation in continuous professional learning influence classroom effectiveness and student outcomes. They note that although many Filipino teachers engage in some form of professional development, the quality and alignment of training with actual instructional needs are often limited, and mechanisms for identifying specific training needs remain underdeveloped. The report emphasizes the importance of systematic teacher needs assessment, structured in-service training, and enhanced institutional support to build teacher capacity and improve educational quality, making it highly relevant to studies focusing on training needs analysis in the Philippine context. (World Bank Group, 2016)

Meanwhile, Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, mandates the implementation of the K–12 Basic Education Program in the Philippines, which includes Senior High School (SHS) with Technical-Vocational-Livelihood (TVL) tracks. It emphasizes the need for relevant and quality instruction, requiring teachers to be adequately trained to deliver competency-based education, aligning teaching with industry standards.

Furthermore, Republic Act No. 10968 (2016), also known as the Philippine Qualifications Framework (PQF) Act of 2016 establishes a national framework to standardize qualifications and competencies across all levels of education and training in the Philippines. It underscores the importance of aligning teacher competencies, including technical and practical skills, with nationally recognized standards, ensuring that TVL teachers are adequately prepared to meet industry expectations.

Additionally, Republic Act No. 7836 - Philippine Teachers Professionalization Act of 1994 governs the licensure and professional development of Filipino teachers. It mandates continuous professional development and upgrading of teacher competencies, which supports the rationale for conducting training needs analysis to identify gaps and design appropriate professional development programs.

Likewise, Department of Education (DepEd) Order No.

42 (2017) or the Policy Guidelines on Teacher Induction Program provides guidelines for the orientation and mentoring of new teachers, ensuring they receive support in professional development. It highlights the importance of institutional support, coaching, and training as essential elements for teacher competence, particularly in specialized strands like TVL.

Moreover, the Department of Education through DepEd Order No. 66 (2019) or the Policy Guidelines on Teacher Competency Enhancement encourages the continuous upgrading of teacher competencies, including technical, pedagogical, and ICT-related skills. It emphasizes the provision of institutional support such as training programs, resources, and partnerships with industries to enhance teacher effectiveness in specialized tracks.

Also, the Republic Act No. 7796 – TESDA Act of 1994 mandates that technical-vocational education and training institutions provide industry-relevant programs. This supports the need for TVL teachers to acquire updated technical skills and for schools to provide adequate institutional support.

Foreign Literature

According to Airey & Tribe (2019), the effectiveness of hospitality education depends on three main factors: the capability of the teacher, the relevance of the curriculum, and the quality of institutional support. They argue that while teachers may be knowledgeable in theory, they often struggle to teach practical skills, safety protocols, and industry standards if the school lacks facilities or partnerships. They conclude that professional development must be continuous, structured, and directly related to the specific needs of the teachers and the programs they handle.

Also, UNESCO (2016) stresses Target 4.4, which focuses on substantially increasing the number of youth and adults with relevant skills for employment, decent work, and entrepreneurship. This directly underscores the importance of ICT and digital literacy training for teachers, enabling them to equip students with the skills needed to succeed in a modern workforce and ensuring instruction remains aligned with global labor market demands.

Additionally, UNESCO-UNEVOC (2024) emphasizes foundational digital literacy for TVET students in hospitality across the Asia-Pacific, highlighting teacher training needs in ICT integration, industry partnerships for immersion, and updating curricula for digital tools.

On the other hand, NESCO (2024), in the report about Green and digital skills for hospitality and tourism. Paris: UNESCO-UNEVOC. This report examines how the hospitality industry is adopting digital tools — such as AI for guest services, IoT for energy efficiency, and big data for planning. It finds that many TVET teachers and students lack hands-on experience with these technologies because there are not enough partnerships with businesses. To solve this, it recommends combining online learning with virtual reality simulations, which work well even where facilities are limited.

As part of UNESCO-UNEVOC's BILT initiative, this study examines skill requirements across the Asia-Pacific, Africa, and Europe regions, amid the sector's shift toward greener and increasingly digital operations. Drawing on industry data and stakeholder insights, it aims to align vocational training programs with current market demands—including sustainable operational practices and contactless service delivery. Conducted through longitudinal tracking, the research benchmarks graduate competencies against established industry standards in Europe and other regions, identifying key employability gaps within digital work ecosystems. It highlights virtual reality (VR) and simulation labs as effective solutions to address shortages in hands-on, experiential learning opportunities.

Additionally, the study proposes introducing mandatory safety certifications in cybersecurity and AI ethics, alongside accelerated learning boot camps delivered in partnership with industry consortia. These measures are designed to enhance workforce readiness and ensure professionals are equipped for evolving job roles.

Moreover, the Organization for Economic Co-operation and Development (OECD, 2021; updated 2024) released an international policy report focusing on the readiness of the tourism workforce for digital transformation. Drawing on skills foresight techniques, including skills anticipation and scenario analysis, the report discusses the growing demand for digital competencies in the tourism and hospitality sector. It identifies gaps in teacher digital literacy and limited exposure to emerging technologies such as block chain, artificial intelligence, and virtual reality, which hinder the effective integration of digital tools in TVET programs. The report emphasizes the need for sustained upskilling initiatives, technology-enabled learning platforms, and stronger industry-based teacher immersion to better align education and training with evolving workforce requirements.

Moreover, UNESCO-UNEVOC (2021) released an international trends-mapping report on digital skills development in TVET teacher training. Drawing on secondary data from global surveys and institutional reports, the analysis identified persistent gaps in teacher preparation, including limited access to training, inadequate infrastructure, and insufficient industry immersion. While not an empirical research study, the report provides important policy-level insights for strengthening institutional support, facilities, and partnerships, particularly in practice-oriented sectors such as hospitality TVET.

Also, the National Centre for Vocational Education Research (NCVER, 2020b) reported that the Australian vocational education and training (VET) system operates as a competency-based and industry-driven framework across secondary and post-secondary education, with the primary goal of equipping learners with occupational skills relevant to the modern economy. The system emphasizes post-school training and open access for working-age individuals, reflecting international practices in workforce preparation.

Meanwhile, the Council of Europe (2020) emphasizes that high-quality and innovative vocational education and training (VET) systems are critical in equipping individuals with the skills necessary for employment, personal

growth, and active citizenship. These systems help learners navigate rapidly evolving labor markets, respond to digital and green transitions, and adapt to emergencies and economic disruptions. Furthermore, VET catalyzes fostering innovation and supporting sectoral growth, particularly in industries undergoing technological and environmental transformations.

Moreover, the BILT Cross-Regional Expert Group (2024) conducted a cross-regional review under UNESCO-UNEVOC's *Bridging Innovation and Learning in TVET (BILT)* initiative to examine how digital skills forecasting support hospitality and tourism TVET programs. The purpose of the review was to identify emerging digital skills needs and assess how forecasting tools guide curriculum development and teacher training across regions.

Local Studies

A survey conducted by the Division of Davao del Sur (2021) on 150 TLE teachers aimed to assess the technical training needs of TVL teachers handling hospitality-related courses to determine gaps in practical competencies and align instruction with industry standards. The findings revealed that while overall competence was high, teachers reported moderate gaps in key hospitality-specific skills such as sanitation practices, customer service, and food preparation techniques.

The study concluded that continuous technical training is essential for TVL teachers to maintain industry relevance and enhance the quality of practical instruction. Implementing structured programs that focus on updated hospitality practices can help bridge these competency gaps and better prepare students for real-world employment in the hospitality sector.

Also, Naelgas & Maloniso (2022) conducted a study aimed to assess the general and technical competency of Technical Vocational Education (TVE) teachers in the schools Division of Aklan. It also determined the competency needs and gaps in teaching TVE in the implementation of the program. The study was participated in by 118 TVE teachers. A mixed-methods research design using a sequential strategy was employed in this study. The Philippine Professional Standards for Teachers was used as a guide for assessing the general level of competency, while the self-assessment guide of TESDA was used to assess the level of technical competency. The quantitative data were used as a basis in the conduct of focus group discussions to triangulate the responses in the survey. The general competency level of TVE teachers was described as "highly proficient" while the technical competency level was reported on the "advanced" level. The gaps identified were: teacher-subject mismatch, inadequate skills in applying math and science principles in technical training, struggle in promoting understanding of global labor markets, inability to lead workplace communication, lack of content knowledge and pedagogy, lack of competence in assessment and reporting, insufficient trainings related to area of specialization, and expired and unaligned national certificates (NC). This found that while TVE teachers in Aklan were rated "highly proficient" in general competency and "advanced" in technical competency, critical gaps were identified: teacher-subject mismatch, inadequate integration of math and science principles, limited knowledge of global labor markets, poor leadership in workplace communication, insufficient content and pedagogical skills, weaknesses in assessment, lack of specialized training, and expired or misaligned national certificates. The study concludes that despite high competency levels, these gaps hinder effective instruction and recommends targeted training, updated certifications, and proper teacher assignment to improve program quality.

Moreover, Flores & Atienza (2021), in their research *Preparedness and Training Needs of Home Economics/Hospitality Teachers in Central Luzon*, involved

92 teachers and used TESDA Competency Standards as assessment tool. Finding that 68% of teachers were teaching subjects outside their original specialization, a clear case of subject mismatch. Major training needs were: *applying science and math in operations, food safety and sanitation protocols, modern housekeeping systems, and customer service standards*. Most teachers reported having expired or non-aligned NCs, and very few had undergone industry immersion in the last 3 years. Institutional support was described as "minimal" — lack of functional laboratories, outdated equipment, and no formal agreements with hotels or restaurants. They concluded that training programs must be targeted, specialization-specific, and accompanied by resource upgrading to close the gap between school and industry.

Furthermore, Abdul & Silor (2024) aimed to evaluate the teaching strategies and techniques employed by Technical-Vocational-Livelihood (TVL) teachers, with a focus on informing the design of pedagogical training programs. Employing a qualitative approach through thematic analysis, the study engaged ten TVL Senior High School teachers from five schools in Lanao del Sur. Utilizing semi-structured questionnaires and individual interviews, the research delved into the diverse array of teaching methodologies utilized by TVL educators. Elucidate the pivotal role of these teachers in employing various pedagogical approaches such as lectures, demonstrations, oral questioning, and discussions to foster effective student learning. Despite the prevalence of conventional teaching methods, the adaptability of TVL instructors was evident as they tailored their strategies to accommodate factors like resource availability, experience levels, and financial constraints, ensuring sustained student engagement and learning effectiveness.

However, the study uncovered significant challenges stemming from resource constraints, particularly in practical skill development. The scarcity of materials, facilities, laboratories, and adequately trained personnel hinders the attainment of desired learning outcomes and poses obstacles in aligning with the TVL curriculum. Notwithstanding these impediments, TVL teachers showcased a steadfast commitment to student-centered learning principles and technological integration. Leveraging advancements in technology, they seek to enrich teaching practices and augment the overall learning experience.

Nevertheless, inequities in access to training opportunities emerged as a barrier to professional development, impeding the full exploitation of digital tools' potential. This thematic analysis offers valuable insights into the nuanced landscape of TVL education, highlighting the indispensable role of teachers in navigating challenges and maximizing opportunities for student learning and skill development. The findings underscore the imperative for targeted pedagogical training interventions to address existing gaps and empower TVL educators to deliver high-quality education effectively.

Also, Batua (2022) conducted a study titled Administrative Support and Competency Levels of TVL Teachers in Public Senior High Schools in Cagayan Valley, assessing the relationship between institutional support and teacher competence across specializations, including Hospitality. Findings revealed that while teachers rated themselves "competent" in general instruction, they expressed very high training needs in digital skills, modern operational standards, and competency-based assessment. Gaps identified included: lack of updated National Certifications (NC), insufficient knowledge of new technologies used in hotels, and limited skills in designing performance-based tasks. The study found that administrative support—facilities, budget, training opportunities, and industry partnerships—was significantly low in public schools, and directly correlated with lower competency ratings. It concluded that without strong institutional backing, training alone cannot upgrade teacher quality, and recommended conducting regular needs analysis as a basis for school improvement plans.

Furthermore, Villanueva & Soriano (2019) established that high acceptability among stakeholders is a critical indicator of an intervention's potential success. They found that programs perceived as beneficial, comprehensive, and practical gain stronger commitment and support during implementation. Their research confirms that the present plan's high ratings reflect its strong potential to bridge existing gaps and improve teaching quality, provided that proper monitoring and continuous support are ensured throughout its execution.

Likewise, Gonzaga & De Leon (2020) highlighted that institutional support is effective only when it includes complete facilities, relevant materials, and opportunities for industry immersion. Their research showed that moderate problems like those found in this study often stem from poor coordination and lack of prioritization, not from the absence of systems. They concluded that improving support requires clear policies on funding release, regular equipment updates, and involving industry partners in training design—all key areas identified in the present findings.

Furthermore, Alcantara & Dizon (2020) found that inconsistent industry engagement and lack of updated training were the most cited barriers affecting teacher performance. They emphasized that without sustained industry linkages and regular upskilling in technology and safety standards, teachers struggle to deliver relevant, competency-based instruction, mirroring exactly the top problems found in this study.

Additionally, Acosta & De Guzman (2018) established that training programs only lead to improved competence

when they are designed based on clear needs assessment and reinforced by consistent institutional support—including budget, modern tools, and linkages with industry. Their findings confirm that these two factors are interdependent; without matching support, even well-identified training needs remain unfulfilled.

Also, Ability-Motivation-Opportunity (AMO) Theory (Appelbaum et al., 2000), TVL Hospitality teachers operate within a comprehensive, supportive environment aligned with Department of Education standards. The high ratings show that schools fully support all three essential drivers of effective teaching: ability through training, industry links, and technology; motivation through recognition and incentives; and opportunity through facilities, funds, and administrative assistance.

Foreign Studies

The study of Abd Wahab et al. (2024) systematically reviewed the professional development needs of novice Technical and Vocational Education and Training (TVET) teachers through a comprehensive literature analysis. The authors found that TVET teachers require ongoing professional development that enhances both their pedagogical competencies and industry-relevant skills to adapt to changing educational and labor market demands. Their review identified that components such as skill enhancement, professional identity formation, community support, and mentorship play a crucial role in elevating teacher effectiveness and self-efficacy. This literature emphasizes the importance of structured professional development opportunities as key to supporting novice vocational educators' ability to deliver relevant instruction and respond to evolving workplace needs, underscoring the significance of systematic training needs analysis and institutional support mechanisms in vocational education contexts similar to TVL hospitality courses.

The study concluded that structured professional development opportunities are essential for novice vocational educators to deliver high-quality, relevant instruction and respond effectively to evolving workplace expectations. It emphasizes that systematic training needs analysis and institutional support mechanisms are crucial to guide professional development programs and ensure the competence and preparedness of vocational teachers, providing insights applicable to TVL hospitality courses in public senior high schools.

Additionally, Lee (2021) examined global trends and emerging issues in technical and vocational education and training (TVET). The study aimed to analyze how international TVET systems respond to changing labor market demands. Findings highlighted the need for stronger coordination between junior and senior high school technical programs to ensure continuity in skills development. The study further concluded that improvements in teaching strategies and the strengthening of safety practices are essential, particularly in hospitality-related training, to enhance learner preparedness and workplace readiness.

Likewise, Duci (2024) conducted a study on ICT integration in vocational education and training (VET) to examine emerging digital skill needs among educators and learners. The study found that rapidly evolving technologies require continuous updating of technical competencies and operational training. Based on the findings, the study concluded that enhanced ICT support, targeted professional development, and curriculum

updates are essential to ensure that VET programs remain relevant and responsive to workforce demands.

Furthermore, Stylianou et al. (2025) stated that reviewing the digital skills and readiness of hospitality graduates. This study assesses post-graduation digital proficiency among TVET hospitality alumni through surveys and employer feedback, revealing mismatches in practical application despite theoretical knowledge. It notes partnership shortfalls limiting internships, which hinder immersion in tools like mobile check-ins and AI forecasting; recommendations include targeted upskilling programs focused on data privacy and operational safety.

The findings showed that although tools exist to anticipate skills related to artificial intelligence, cybersecurity, and digital service management, weak industry partnerships limit teacher and student immersion in real-world digital practices. As a result, the integration of digital technologies in TVET instruction remains uneven.

The conclusions emphasized the need to upskill teachers in digital literacy and safety through blended learning, simulations, and continuous professional development. The report also recommended stronger public-private collaboration, regular curriculum updates, and the use of micro-credentials to better align TVET programs with evolving industry demands and support a future-ready hospitality workforce.

Synthesis

The literature review synthesizes local and foreign sources on teacher training needs, institutional support, and skill gaps in Philippine TVL hospitality education, aligning with global TVET trends in digital and practical competencies.

Philippine policies like RA 10533 (K-12 TVL tracks), RA 10968 (PQF standards), RA 7836 (teacher professionalization), and DepEd Orders 42 s.2017 and 66 s.2019 mandate competency-based training, continuous upskilling in technical/ICT skills, and industry-aligned support for TVL teachers, often limited by underdeveloped needs assessment and resource gaps. World Bank (2016) and RA 7796 (TESDA Act) reinforce systematic in-service programs and partnerships to enhance instructional quality and relevance in hospitality strands.

UN SDGs (2015, Targets 4.c/4.4), UNESCO (2016), and OECD (2021/2024) emphasize global teacher supply, digital literacy forecasting via skills models, and upskilling for employment amid tech shifts like AI/VR in tourism, calling for apprenticeships and policy reforms to bridge immersion deficits. UNESCO-UNEVOC (2021/2024 BILT) maps digital trends (chatbots, IoT), noting infrastructure gaps and weak partnerships; it urges blended learning, VR simulations, micro-credentials, and public-private ties for green-digital hospitality competencies across regions.

Davao del Sur (2021) and Aklan surveys identify moderate gaps in hospitality skills (sanitation, customer service) despite high general proficiency, due to mismatches, expired certifications, and insufficient specialization training. Orbeta et al. (2021) profiles TVET concentration in tourism with COVID-induced mismatches in safety/digital content, recommending scholarships, financing reviews, and industry dialogues; Lanao del Sur (qualitative) and Antiga (2024) highlight resource scarcity, adaptable pedagogies, and TVL-HE's role in practical foundations amid inequities.

Abd Wahab (2024) stresses structured PD for novice TVET teachers in pedagogy/industry skills via mentorship; Australian VET (Lee 2021/NCVER 2020) and EU Council (Duci 2024) advocate junior-senior cooperation, ICT support, and safety updates for competency-led systems navigating digital/green transitions. Collectively, foreign studies parallel local gaps by prioritizing partnerships and experiential tools like VR for immersion.

METHODOLOGY

Research Design

The study made use of the descriptive method of research in the assessment of the Training Needs Analysis of Teachers in Technical-Vocational Livelihood (TVL) Strand in Hospitality-Related Courses and Institutional Support in Public Senior High Schools in Quezon City as a basis for a Proposed Intervention Program.

The descriptive research design is a methodological approach that seeks to provide a detailed and accurate account of the characteristics, behaviors, or phenomena under investigation without manipulating variables. It is often used to answer questions about the "what," "how," or "who" of a particular situation, offering a comprehensive snapshot of the observed subject. This design involves collecting and analyzing data through methods such as surveys, observations, and content analysis, providing researchers with valuable insights into the characteristics and dynamics of the studied environment. (Creswell, J.W. & Creswell, J.D., 2017)

A descriptive research design was appropriate for this study because it aims to describe the current training needs of TVL-Hospitality teachers and the level of institutional support in public senior high schools in Quezon City. The study focused on understanding teachers' experiences, perceptions, and professional conditions as they naturally occur in the school setting.

Population and Sampling

This study utilized a total of 429 respondents, composed of 77 school administrators, 40 program coordinators, and 312 teachers from selected public senior high schools in Quezon City.

The purposive sampling technique was used in the selection of the respondents. Purposive sampling, a widely employed non-probability sampling technique in quantitative research, involves the deliberate selection of participants based on specific criteria relevant to the study's objectives. Purposive sampling is characterized by the researcher's conscious choice of participants who possess information-rich characteristics or experiences that are essential for addressing the research question. This approach allows for a targeted and in-depth exploration of the phenomenon under investigation, offering the flexibility to select participants based on their unique perspectives.

In the present study, purposive sampling was a strategically employed method to select participants who hold key insights into the specific context and variables under investigation. Given the multifaceted nature of the study, the researcher opted for purposive sampling to deliberately choose participants in selected public senior high schools per district based on criteria relevant to the Training Needs Analysis of Teachers in Technical-Vocational Livelihood (TVL) Strand in Hospitality- Related Courses and Institutional Support. The respondents who were chosen based on the identified criteria are deemed to have sufficient knowledge about the study to ensure that the results derived are valid and reliable.

Table 1 Population and Sample

Respondents	N	n	%
School Administrators	77	77	17.95
Program Coordinators	40	40	9.32
Teachers	312	312	72.73
Total	429	429	100.00

As presented in Table 1, there are three groups of respondents, such as teachers with a frequency of 321 or 72.73 percent, school administrators with a frequency of 77 or 17.95 percent, and lastly, program coordinators with 40 or 9.32 percent, respectively.

Generally, there are 429 or 100 percent respondents of the study with the majority coming from the teachers.

Table 2 Respondents by School

Age (in years)	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	f	%	f	%
Batasan Hills National High School	7	9.09	4	10	29	9.29	40	9.32
Commonwealth High School	5	6.49	5	12.5	25	8.01	35	8.16
Justice Cecilia Munoz Palma High School	6	7.79	3	7.5	24	7.69	33	7.69
San Bartolome High School	7	9.09	3	7.5	25	8.01	35	8.16
Vito L. Belarmino Senior High School	5	6.49	1	2.5	18	5.77	24	5.59
Camp Gen. E. Aguinaldo High School	5	6.49	3	7.5	23	7.37	31	7.23
Culiat High School	6	7.79	3	7.5	27	8.65	36	8.39
Quirino High School	5	6.49	3	7.5	26	8.33	34	7.93

Emilio Jacinto National High School	6	7.79	4	10	27	8.65	37	8.62
Ismael Mathay Sr. High School	5	6.49	1	2.5	17	5.45	23	5.36
Lagro High School	7	9.09	3	7.5	23	7.37	33	7.69
Leandro Locsin Integrated School	6	7.79	4	10	23	7.37	33	7.69
Total	77	100.00	40	100.00	312	100.00	429	100.00

As presented in Table 2, the distribution of respondents by school shows that Batasan Hills National High School has the highest number of participants with 40 or 9.32 percent, Emilio Jacinto National High School with 37 or 8.62 percent, Culiatt High School with 36 or 8.32 percent, both Commonwealth High School and San Bartolome High School with 35 or 8.16 percent, Quirino High School with 34 or 7.93 percent, three schools, such as Justice Cecilia Munoz Palma High School, Lagro High School, and Leandro Locsin Integrated School with 33 or 7.69 percent, Camp Gen. E. Aguinaldo High School with 31 or 7.23 percent, and lastly, Ismael Mathay Sr. High School with 23 or 5.36 percent, respectively. As a whole, the majority of the respondents are from Batasan Hills National High School, which accounts for the teachers, and the least are from Ismael Mathay Sr. High School, which accounts for the program coordinator.

This indicates that the study gathered perspectives from a diverse group of teachers and program coordinators within public senior high schools in Quezon City. The inclusion of respondents from multiple schools enhances the breadth of the data and allows the study to capture varying training needs and levels of institutional support across different educational settings. This diversity of responses contributes to a more comprehensive understanding of the challenges and professional development requirements of TVL-Hospitality teachers.

Respondents of the Study

The respondents of the study were the school administrators, program coordinators, and teachers from selected Public Senior High Schools in Quezon City. They were sampled and described as to the following categories in the succeeding tables in terms of age, Sex, Civil status, educational attainment, and number of years in service:

Table 3 Respondents as to Age

Age (in years)	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	f	%	f	%
51 years old and above	33	42.86	1	2.50	43	13.78	77	17.95
46 – 50 years old	30	38.96	31	77.50	35	11.22	96	22.38
41 – 45 years old	9	11.69			36	11.54	45	10.49
36 – 40 years old			1	2.50	66	21.15	67	15.62
31 - 35 years old	3	3.90	4	10.00	65	20.83	72	16.78
26 – 30 years old	2	2.60	1	2.50	34	10.90	37	8.62
25 years old and below			2	5.00	33	10.58	35	8.16
Total	77	100.00	40	100.00	312	100.00	429	100.00

As manifested in Table 3, the distribution of respondents as to age reveals that 46-50 years old has a frequency of 96 or 22.38 percent, 51 years old and above

has	a	frequency	of	77	or	17.95	percent,	31-35	years	old
has	a	frequency	of	72	or	16.78	percent,	36-40	years	old
has	a	frequency	of	67	or	15.62	percent,	41-45	years	old

has 45 or 10.49 percent, 26-30 years old has 37 or 8.62 percent, and lastly, 25 years old and below has 35 or 8.16 percent, respectively.

Generally, most of the respondents are 46-50 years old, which accounts for teacher respondents, and the least are 25 years old and below, which accounts for school administrators.

This shows that most participants are between 46 and 50 years old—mostly teachers—while the smallest group are those 25 and below, mainly school administrators. This means the findings are heavily shaped by the views of experienced, senior staff, with younger professionals contributing less, so the results reflect more seasoned perspectives rather than fresh or newer insights.

Table 4 Respondents as to Sex

Sex	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	f	%	f	%
Male	52	67.53	20	50.00	132	42.31	204	47.55
Female	25	32.47	20	50.00	180	57.69	225	52.45
Total	77	100.00	40	100.00	312	100.00	429	100.00

As shown in Table 4, the distribution of respondents as to sex shows that respondents who are female has a frequency of 225 or 52.45 percent, while male has a frequency of 204 or 47.55 percent are.

As a whole, most of the respondents are females, which accounts for the teachers, while the least are males, which accounts for the Program Coordinators.

This shows that the group is quite balanced, though there are slightly more women than men, with most female participants being teachers and most male participants serving as program coordinators. The findings will therefore draw mostly from women's perspectives, but since the numbers are close, the results still give a fair representation of views from both genders across the different school roles.

Table 5 Respondents as to Civil Status

Civil Status	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	f	%	f	%
Single	10	12.99	3	7.50	68	21.79	81	18.88
Married	44	57.14	36	90.00	217	69.55	297	69.23
Legally Separated	14	18.18			18	5.77	32	7.46
Widow/ed	9	11.69	1	2.50	9	2.88	19	4.43
Total	77	100.00	40	100.00	312	100.00	429	100.00

As depicted in Table 5, the distribution of respondents as to civil status manifests that married has a frequency of 297 or 69.23 percent, single has a frequency of 81 or 18.88 percent, legally separated has a frequency of 32 or 7.46 percent, and lastly, widow/ed has 19 or 4.43 percent.

Generally, the majority of the respondents are married, which accounts for teacher respondents, and the least are widow/ed which accounts for program coordinator.

This shows that most participants are married, while only a small number are widowed—and these widowed respondents are mostly program coordinators. Since married people make up the biggest group, their experiences and viewpoints will shape the results the most, though the smaller groups still add useful insights that reflect the different life situations of school staff.

Table 6 Respondents as to Educational Attainment

Educational Attainment	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	f	%	f	%
Doctorate Degree	40	51.95	1	2.50	14	4.49	55	12.82
Doctorate with earned units	37	48.05	3	7.50	19	6.09	59	13.75
Master's Degree			33	82.50	43	13.78	76	17.72
Masters with earned units			2	5.00	152	48.72	154	35.90
Bachelor's Degree			1	2.50	84	26.92	85	19.81
Total	77	100.00	40	100.00	312	100.00	429	100.00

As displayed in Table 6, the distribution of respondents as to educational attainment reveals that are masters with earned units has a frequency of 154 or 35.90 percent, bachelor's degree has a frequency of 85 or 19.81 percent, master's degree has 76 or 17.72 percent, doctorate with earned units has 59 or 13.75 percent, and lastly, doctorate has 55 or 12.82 percent.

As a whole, most of the respondents are masters with earned units, which accounts for the teachers, and least are those with a doctorate, which accounts for the program coordinators.

This implies that a large proportion are pursuing advanced studies, particularly those with master's degree units. The strong commitment among teachers to professional growth and continuous learning can positively influence the quality of instruction and their ability to adapt to evolving educational and industry demands.

Table 7 Respondents as to Number of Years in Service

Number of Year In Service	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	f	%	f	%
31 years and above	3	3.90	2	5.00	23	7.37	28	6.53
26-25 years	39	50.65	31	77.50	35	11.22	105	24.48
21-25 years	30	38.96			56	17.95	86	20.05
16-20 years	3	3.90			66	21.15	69	16.08
11-15 years	2	2.59	4	10.00	65	20.83	71	16.55
6-10 years			3	7.50	34	10.90	37	8.62
1-5 years					33	10.58	33	7.69
Total	77	100.00	40	100.00	312	100.00	429	100.00

As revealed in Table 7, the distribution of respondents whose number of years in service is from 26-25 years has frequency of 105 or 24.48 percent, 21-25

years has a frequency 86 or 20.05 percent, 11-15 years have a frequency 71 or 16.55 percent, 16-20 years and 6-10 years, both has a frequency 37 or 8.62 percent; 1-5 years has 33 or 7.69 percent, and lastly, 31 years and above has 28 or 6.53 percent, respectively.

To sum it up, the majority of the respondents are 26-25 years in service, which accounts for the teachers, while the least are 31 years and above, which accounts for the program coordinators.

This shows that most participants have been working for 26 to 30 years, mostly teachers, while only a few have served 31 years or more, and these are mainly program coordinators. This means the findings are largely shaped by people with long, solid experience in the field, giving us insights rooted in years of practice, while views from

those with the very longest service are fewer but still included.

Research Instrument

Survey Questionnaire. This was a research-made instrument utilized to gather data based on the sub-problems in Chapter 1. The survey questionnaire was crafted by the researcher with the guidance of the adviser. The survey questionnaire was carefully made to gather clear and reliable data about the training needs of TVL teachers

in hospitality-related courses and the institutional support they receive in selected Quezon City public senior high schools. It was divided into sections, each designed to answer specific parts of the research problem. Questions were adapted and modified from established sources of McGehee & Thayer (1961) for training needs assessment, Cascio (1998) for training principles, DepEd competency standards, and studies by Palma (2019) and Dela Cruz (2021) on TVL teachers' needs. All items were directly linked to the study's goals, written simply, and used rating scales for easy measurement. Before use, experts checked the questionnaire to ensure it measured what it intended to, making the results valid and dependable.

The survey questionnaire was subjected to a validation involving Graduate School Faculty, and School Administrators. Their valuable insights, suggestions, and recommendations were carefully incorporated into the questionnaire to enhance its clarity, relevance, and effectiveness. Subsequently, pilot testing was conducted among selected individual. The feedback gathered from the pilot testing phase was thoughtfully analyzed, leading to further refinements and adjustments of the survey instrument. Those who are involved in the pilot testing were no longer considered during the actual survey.

The survey questionnaire has the following the parts: **Part I. Profile of the Respondent.** This was used to gather data on the demographic profile of the respondents in terms of age, sex, civil status, educational

attainment, and number of years in service.

Part II. Assessment on the Training Needs Analysis of Teachers in TVL Strand in Hospitality- Related Courses in Public Senior High Schools in Quezon City. This was utilized to elicit data as to the training needs analysis of teachers in the TVL strand in public senior high schools in Quezon City.

Part III. Assessment on the Institutional Support of Selected Public Senior High Schools in Quezon City. This was employed to gather information about the institutional support in selected public senior high schools in Quezon City.

Part IV. Assessment on the Problems Encountered Relative to Training Needs Analysis of Teachers in TVL Strand in Hospitality-Related Courses and Institutional Support in Public Senior High Schools. This was utilized to collect data as to the problems encountered relative to training needs analysis of teachers in TVL Strand in Hospitality-Related courses and institutional support in public senior high school.

Part V. Assessment as to the Acceptability of the Proposed Capacity-Building and Support Enhancement Program. This part was used to gather information as to the acceptability of the Proposed Capacity- Building and Support Enhancement Program.

Data Gathering Procedures

The following steps were to be undertaken in gathering the needed data in the study:

1. Permission and approval were sought from the school administrators in selected public senior high schools in Quezon City to conduct the study.
2. The survey questionnaires were distributed to the selected respondents.
3. The survey questionnaires were retrieved, sorted, and tallied by respondent group.

4. The data were subjected to statistical measurement, interpretation, and analysis through the help of the statistician and the adviser.
5. The data were presented in tabular and textual forms with due consideration of the sub-problems and the hypotheses of the study.

Statistical Treatment of Data

The data gathered were separated per group, collated, and summarized. The responses for each item are categorized based on the specific problem raised.

The following were utilized in the statistical treatment of data:

1. **Percentage** – This is used to indicate the ratio or proportion of frequencies across different variables to describe the respondents. (Gravetter & Wallnau, 2021) The percentage distributions was applied to summarize the demographic profile or the respondents, including age, sex, civil status, educational attainment, and number of years in service.
2. **Weighted Mean.** It is the average computed by giving different weights to some of the individual values. (Taylor, 2024) This was used to answer sub-problems number 1, 3, 5, and 7.

Formula: $WM = \frac{\sum (w1f1 + w2f2 \dots + wnf_n)}{N}$

N

Where: WM = weighted mean

$f1$ = frequency of first cell

$w1$ = weight of first cell

$f2$ = frequency of second cell

$w2$ = weight of second cell N = number of cases

Five Point Likert Scale. This method was used to infer the data, and serve as the standard upon which the data clarification was based. The legends used are as follows:

A. Assessment on Training Needs Analysis of Teachers in TVL Strand in Hospitality- Related Courses and Institutional Support

Scale Range Verbal Interpretation Symbol

5	4.20	– 5.00	Highly Evident	HE
4	3.40	– 4.19	Evident	E
3	2.60	– 3.39	Moderately Evident	ME
2	1.80	– 2.59	Least Evident	LE
1	1.00	– 1.79	Very Least Evident	VLE

B. Assessment on the Problems Encountered

Scale	Range	Verbal Interpretation	Symbol
5	4.20	– 5.00	Highly Encountered
4	3.40	– 4.19	Encountered

3	2.60	– 3.39	Moderately Encountered	ME
2	1.80	– 2.59	Least Encountered	LE
1	1.00	– 1.79	Very Least Encountered	VLE

C. Assessment on the Acceptability of the Proposed Capacity-Building and Support Enhancement Program.

Scale Range Verbal Interpretation Symbol

5	4.20	–	5.00	Highly Acceptable	HA
4	3.40	–	4.19	Acceptable	A
3	2.60	–	3.39	Moderately Acceptable	MA
2	1.80	–	2.59	Least Acceptable	LA
1	1.00	–	1.79	Very Least Acceptable	VLA

Analysis of Variance (ANOVA). It is a statistical method used to test differences between two or more means. It is similar to the t-test, but the t-test is generally used for comparing two means, while ANOVA is used when you have more than two means to compare (Hassan, 2024). This was used to answer sub-problem no. 2

Formula: $F = \frac{MSS_b}{MSS_w}$

MSS_w

Where:

MSS_b = Mean Sum of Squares Between MSS_w = Mean Sum of Squares Within

Post Hoc Test (Tukey’s Honestly Significant Difference - HSD). It is a statistical procedures conducted after obtaining a significant result in the Analysis of Variance (ANOVA). While ANOVA only confirms whether a general difference exists among three or more groups, it does not identify exactly which groups differ from one another. Post hoc tests such as Tukey’s HSD, Scheffé, or LSD are used to perform pairwise comparisons between every pair of groups to pinpoint where the significant differences lie (Pallant, 2020).

Formula:

$$HSD = q_{\alpha, k, df_{error}} \times \sqrt{\frac{MS_{error}}{n}}$$

Where:

HSD = Honestly Significant Difference (the minimum difference needed between two group means to be considered statistically significant) q = Studentized range value (obtained from statistical tables based on the number of groups and degrees of freedom) MS_{within} = Mean square within groups (from ANOVA results, representing the variance within groups) n = Number of observations per group (if group sizes are unequal, a modified formula is used)

Pearson Correlation Moment r. Is a measure of the linear association between two variables X and Y (Bobbitt,

2019) This was used to answer sub-problem no. 4.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Where:

r = Pearson Coefficient

n = number of pairs of the stock

$\sum xy$ = sum of products of the paired stocks

$\sum x$ = sum of the x scores

$\sum y$ = sum of the y scores

$\sum x^2$ = sum of the squared x scores

$\sum y^2$ = sum of the squared y scores

Guide in interpreting Coefficient Correlation(r).

Range	Verbal Interpretation			Symbol
1.00			Perfect Correlation	PC
0.80	–	0.99	Very Strong Correlation	VSC
0.60	–	0.79	Strong Correlation	SC
0.40	–	0.59	Moderate Correlation	MC
0.20	–	0.39	Weak Correlation	WC
0.01	–	0.19	Negligible Correlation	NC

Presentation, Analysis, and Interpretation of Data Sub-problem No. 1: How do the school administrators, program coordinators, and teachers assess the Training Needs Analysis of Teachers in Technical-Vocational-Livelihood (TVL) Strand in Hospitality-Related Courses in Public Senior High Schools?

Technical Training Needs

Table 8 reveals the assessment of the three groups of respondents who rated the training needs analysis of teachers in Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses in public senior high schools as to technical training needs as Highly Evident with an overall weighted mean of 4.55. All items were rated as Highly Evident, namely: updated skills aligned with TESDA hospitality qualifications (e.g., Cookery, FBS, Housekeeping); and refresher training on hospitality service standards and protocols with both the composite weighted mean of 4.58 as rank 1.5; competency upgrading in food preparation and presentation techniques with a composite weighted mean of 4.57 as rank 3; certification or re-certification in relevant National Competency (NC) levels; and advanced training in menu planning and costing

Table 8 Training Needs Analysis of Teachers as to Technical Training Needs

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Updated skills aligned with TESDA hospitality qualifications (e.g., Cookery, FB S, Housekeeping).	4.39	HE	4.68	HE	4.68	HE	4.58	HE	1.5
2. Competency upgrading in food preparation and presentation techniques.	4.36	HE	4.65	HE	4.68	HE	4.57	HE	3
3. Refresher training on hospitality service standards and protocols.	4.31	HE	4.78	HE	4.66	HE	4.58	HE	1.5
4. Certification or re-certification in relevant National Competency (NC) levels.	4.26	HE	4.75	HE	4.67	HE	4.56	HE	4.5
5. Advanced training in menu planning and costing.	4.38	HE	4.68	HE	4.64	HE	4.56	HE	4.5
6. Training in quality control and customer satisfaction standards.	4.30	HE	4.68	HE	4.65	HE	4.54	HE	7.5
7. Exposure to emerging hospitality trends and innovations.	4.26	HE	4.48	HE	4.67	HE	4.47	HE	10
8. Standardized competency assessment training aligned with DepEd guidelines.	4.30	HE	4.68	HE	4.64	HE	4.54	HE	7.5
9. Hands-on laboratory skills enhancement.	4.25	HE	4.73	HE	4.69	HE	4.55	HE	6
10. Alignment of technical instruction with industry-based performance criteria.	4.26	HE	4.65	HE	4.65	HE	4.52	HE	9
Overall Weighted Mean	4.31	HE	4.67	HE	4.66	HE	4.55	HE	

Legend

Range	Scale	Verbal Interpretation	Sym
5	4.20-5.00	Highly Evident	HE
4	3.40-4.19	Evident	E
3	2.60-3.39	Moderately Evident	ME
2	1.80-2.59	Least Evident	LE

with both the composite weighted mean of 4.56 as rank 4 and 5; hands-on laboratory skills enhancement with a composite weighted mean of 4.55 as rank 6; training in quality control and customer satisfaction standards; and standardized competency assessment training aligned with DepEd guidelines with both the composite weighted mean of

4.54 as rank 7 and 8; alignment of technical instruction with industry-based performance criteria with a composite weighted mean of 4.52 as rank 9; and exposure to emerging hospitality trends and innovations with a composite weighted mean of 4.47 as rank 10.

The findings indicate that teachers in the TVL hospitality strand have a strong and consistent need for continuous, industry-aligned technical training. The high ratings across all areas—particularly in updated skills, refresher training, and competency upgrading—show that teachers prioritize maintaining relevant and practical expertise. This underscores the importance of aligning training with Technical Education and Skills Development Authority standards and Department of Education guidelines, while also strengthening opportunities for hands-on practice and exposure to current industry trends. This study is supported by the Division of Davao del

Sur (2021) who stated that teachers need continuous technical training to maintain industry relevance and enhance instructional quality aligns perfectly with the findings, This study specifically aimed to assess the technical training needs of TVL teachers handling hospitality-related courses and concluded that "continuous technical training is essential for TVL teachers to maintain industry relevance and enhance the quality of practical instruction.

Pedagogical Training Needs

Table 9 manifests the assessment of the three groups of respondents who rated the training needs analysis of teachers in technical-vocational-livelihood (TVL) strand in hospitality-related courses in public senior high schools as to pedagogical training needs as Highly Evident with an overall weighted mean of 4.57. All items rated as Highly Evident, these are: differentiated instruction in skills-based classrooms with a composite weighted mean of

4.63 as rank 1; formative and summative assessment alignment with standards with a composite weighted mean of 4.61 as rank 2; improved assessment design for performance-based tasks; and integrating real-life hospitality scenarios into lesson planning with both the composite weighted mean of 4.59 as rank 3 and 4; classroom

Table 9 Training Needs Analysis of Teachers as to Pedagogical Training Needs

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Training in competency-based instruction strategies.	4.29	HE	4.50	HE	4.68	HE	4.49	HE	10
2. Improved assessment design for	4.34	HE	4.75	HE	4.68	HE	4.59	HE	3.5

performance–based tasks.									
3. Differentiated instruction in skills-based classrooms.	4.40	HE	4.85	HE	4.65	HE	4.63	HE	1
4. Integrating real-life hospitality scenarios into lesson planning.	4.42	HE	4.70	HE	4.64	HE	4.59	HE	3.5
5. Classroom management strategies in laboratory settings.	4.32	HE	4.73	HE	4.65	HE	4.57	HE	5.5
6. Learner-centered teaching approaches in TVL subjects.	4.40	HE	4.63	HE	4.66	HE	4.56	HE	7.5
7. Contextualization and localization of hospitality lessons.	4.31	HE	4.65	HE	4.67	HE	4.54	HE	9
8. Action research skills to improve hospitality instruction.	4.30	HE	4.73	HE	4.65	HE	4.56	HE	7.5
9. Formative and summative assessment alignment with standards.	4.39	HE	4.80	HE	4.65	HE	4.61	HE	2
10. Mentoring support in delivering specialized hospitality subjects.	4.29	HE	4.75	HE	4.69	HE	4.57	HE	5.5
Overall Weighted Mean	4.35	HE	4.71	HE	4.66	HE	4.57	HE	

management strategies in laboratory settings; and mentoring support in delivering specialized hospitality subjects with both the composite weighted mean of 4.57 as rank 5 and 6; learner-centered teaching approaches in TVL subjects; and action research skills to improve hospitality instruction with both the composite weighted mean of 4.56 as rank 7 and 8; contextualization and localization of hospitality lessons with a composite weighted mean of 4.54 as rank 9; and training in competency-based instruction strategies with a composite weighted mean of 4.49 as rank 10.

The findings show that TVL hospitality teachers give strong importance to using different teaching strategies and properly aligned assessments to meet students' varied needs and ensure fair evaluation. The results also highlight the need for better classroom management in laboratory settings, more learner-centered approaches, and the use of real-life hospitality situations in lessons. Overall, this suggests the need for ongoing training and support aligned with the Department of Education to improve teaching effectiveness. This study is supported by Abdul & Silor (2024), who emphasized that TVL-Hospitality teachers need continuous training to improve teaching methods, align assessments, manage laboratories, and apply learner-centered approaches. Their research found that although teachers adapt strategies to available resources, they still face major challenges due to limited facilities and materials, especially in developing practical skills. They concluded that targeted training and

support are essential to address gaps and help teachers deliver quality instruction—findings that align directly with the focus of this study.

Industry Immersion Needs Table 10

Training Needs Analysis of Teachers as to Industry Immersion Needs

Indicators	School – <u>Administrators</u>		<u>Program Coordinator</u> s		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Actual industry immersion update practical skills.	4.29	HE	4.85	HE	4.68	HE	4.60	HE	1
2. Short-term deployment in hotels or restaurants during school breaks.	4.36	HE	4.73	HE	4.65	HE	4.58	HE	2.5
3. Shadowing industry practitioners in real service settings.	4.27	HE	4.53	HE	4.70	HE	4.50	HE	7.33
4. Participation in industry-led workshops or seminars.	4.39	HE	4.68	HE	4.69	HE	4.58	HE	2.5
5. Exposure to commercial kitchen operations.	4.29	HE	4.60	HE	4.66	HE	4.51	HE	6
6. Immersion in front-office and reservation systems operations.	4.22	HE	4.65	HE	4.64	HE	4.50	HE	7.33
7. Industry feedback on teacher competency alignment.	4.23	HE	4.60	HE	4.66	HE	4.50	HE	7.33
8. Partnership programs supporting teacher upskilling.	4.31	HE	4.58	HE	4.67	HE	4.52	HE	5
9. Benchmarking visits to industry-standard facilities.	4.26	HE	4.65	HE	4.67	HE	4.53	HE	4
10. Structured post-immersion reflection and application planning.	4.19	E	4.45	HE	4.67	HE	4.44	HE	10
Overall Weighted Mean	4.28	HE	4.63	HE	4.67	HE	4.53	HE	

As shown in Table 10, the assessment of the three groups of respondents on the training needs analysis of teachers in Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses in public senior high schools as to industry immersion needs was Highly Evident with an overall weighted mean of 4.53. All items were rated as Highly Evident, such as: actual industry immersion to update practical skills with a composite weighted mean of 4.60 as rank 1; short-term deployment in hotels or restaurants during school breaks; and participation in industry-led workshops or seminars with both the composite weighted mean of 4.58 as rank 2 and 3; benchmarking visits to industry-standard facilities with a composite weighted mean of 4.53 as rank 4; partnership programs supporting teacher upskilling with a composite weighted mean of 4.52 as rank 5; exposure to commercial kitchen operations with a composite weighted mean of 4.51 as rank 6; shadowing industry practitioners in real service settings; immersion in front-office and reservation systems operations; and industry feedback on teacher competency alignment with a similar composite weighted mean of 4.50 as rank 7, 8, and 9; and structured post-immersion reflection and application planning with a composite weighted mean of 4.44 as rank 10.

The findings indicate that TVL hospitality teachers give strong emphasis on actual workplace exposure, such as working in hotels or restaurants and joining industry-led trainings, shows that real-world experience is essential for improving their teaching effectiveness. This also highlights the importance of strengthening partnerships with the hospitality industry to provide opportunities like kitchen operations exposure, job shadowing, and facility visits. Overall, the results point to the need for well-organized immersion programs supported by Department of Education and industry collaborators to ensure teachers remain aligned with current industry practices and standards

This study is supported by BILT Cross-Regional Expert Group (2024), which states that TVL-Hospitality teachers need continuous industry exposure and strong partnerships to improve their skills and teaching effectiveness. Their review found that weak industry links limit immersion in real-world digital practices, resulting in poor technology integration in instruction. They concluded that stronger public-private collaboration is necessary to align programs with industry needs, highlighting the vital role of immersion and partnerships in keeping teachers updated with current practices.

Digital Literacy / ICT Training Needs Table 11

Training Needs Analysis of Teachers as to Digital Literacy / ICT Training Needs

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Training in digital lesson design for hospitality subjects.	4.70	HE	4.65	HE	4.77	HE	4.71	HE	3
2. Skills in using Learning Management Systems (LMS).	4.69	HE	4.45	HE	4.78	HE	4.64	HE	5
3. Exposure to hospitality-related digital tools (POS, booking systems).	4.66	HE	4.55	HE	4.79	HE	4.67	HE	4
4. Creating digital instructional videos and demonstrations.	4.62	HE	4.88	HE	4.72	HE	4.74	HE	1
5. Online assessment tools for performance tasks.	4.73	HE	4.70	HE	4.77	HE	4.73	HE	2
6. Data management skills for tracking learner competencies.	4.16	E	4.50	HE	4.77	HE	4.48	HE	10

7. Cyber safety and digital ethics training.	4.32	HE	4.70	HE	4.65	H E	4.56	HE	6
8. Blended learning strategies in skills-based courses.	4.36	HE	4.58	HE	4.66	H E	4.53	HE	8
9. Integrating simulation software in hospitality instruction.	4.23	HE	4.65	HE	4.64	H E	4.51	HE	9
10. Troubleshooting common ICT issues during instruction.	4.31	HE	4.68	HE	4.67	H E	4.55	HE	7
Overall Weighted Mean	4.48	HE	4.63	HE	4.72	H E	4.61	H E	

As depicted in Table 11, the assessment of the three groups of respondents on the training needs analysis of teachers in Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses in public senior high schools as to digital literacy/ICT training needs was Highly Evident with an overall weighted mean of 4.61. All items were rated as Highly Evident, namely: creating digital instructional videos and demonstrations with a composite weighted mean of 4.74 as rank 1; online assessment tools for performance tasks with a composite weighted mean of 4.73 as rank 2; training in digital lesson design for hospitality subjects with a composite weighted mean of 4.71 as rank 3; exposure to hospitality-related digital tools (POS, booking systems) with a composite weighted mean of 4.67 as rank 4; skills in using Learning Management Systems (LMS) with a composite

weighted mean of 4.64 as rank 5; cyber safety and digital ethics training with a composite weighted mean of 4.56 as rank 6; troubleshooting common ICT issues during instruction with a composite weighted mean of 4.55 as rank 7; blended learning strategies in skills-based courses with a composite weighted mean of 4.53 as rank 8; integrating simulation software in hospitality instruction with a composite weighted mean of 4.51 as rank 9; and data management skills for tracking learner competencies with a composite weighted mean of 4.48 as rank 10.

The findings show that TVL–Hospitality teachers need ongoing training in digital literacy and ICT skills to support modern instruction. They require development in creating digital lessons, using online assessments, and operating hospitality-specific systems and learning platforms. This highlights the need for continuous, DepEd-aligned ICT training to help them integrate technology effectively and improve learning outcomes.

This study is supported by the Organization for Economic Co-operation and Development (OECD, 2021; updated 2024) report. This international policy report specifically "identifies gaps in teacher digital literacy and limited exposure to emerging technologies such as block chain, artificial intelligence, and virtual reality, which hinder the effective integration of digital tools in TVET programs." It "emphasizes the need for sustained upskilling initiatives, technology-enabled learning platforms, and stronger industry-based teacher immersion to better align education and training with evolving workforce requirements." This directly addresses the need for continuous ICT training and integration of technology in teaching for TVL hospitality teachers.

Safety and Operational Training Needs Table 12

Training Needs Analysis of Teachers as to Safety and Operational Training Needs

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	

1. Updated food safety and sanitation certification.	4.71	HE	4.83	HE	4.75	H E	4.76	HE	1
2. Training on occupational health and safety standards in kitchens.	4.75	HE	4.55	HE	4.76	H E	4.69	HE	3
3. Emergency response and first aid training.	4.73	HE	4.63	HE	4.76	H E	4.71	HE	2
4. Proper handling and storage of food supplies.	4.75	HE	4.45	HE	4.78	H E	4.66	HE	5
5. Safe equipment operation procedures.	4.70	HE	4.55	HE	4.76	H E	4.67	HE	4
6. Risk assessment training in laboratory environments.	4.26	HE	4.60	HE	4.63	H E	4.50	HE	10
7. Fire safety and evacuation protocol training.	4.39	HE	4.68	HE	4.65	H E	4.57	HE	8
8. Hygiene and cross-contamination prevention practices.	4.34	HE	4.78	HE	4.67	H E	4.60	HE	6
9. Compliance training with local health regulations.	4.29	HE	4.70	HE	4.67	H E	4.55	HE	9
10. Safety supervision and monitoring strategies during laboratory classes.	4.27	HE	4.80	HE	4.71	H E	4.59	HE	7
Overall Weighted Mean	4.52	HE	4.66	HE	4.71	H E	4.63	HE	

As displayed in Table 12, the assessment of the three groups of respondents on the training needs analysis of teachers in Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses in public senior high schools as to safety and operational needs was Highly Evident, with an overall weighted mean of 4.63. All items were rated as Highly Evident, these are: updated foodsafety and sanitation certification with a composite weighted mean of 4.76 as rank 1; emergency response and first aid training with a composite weighted mean of 4.71 as rank 2; training on occupational health and safety standards in kitchens with a composite weighted mean of

4.69 as rank 3; safe equipment operation procedures with a composite weighted mean of 4.67 as rank 4; proper handling and storage of food supplies with a composite weighted mean of 4.66 as rank 5; hygiene and cross-contamination prevention practices with a composite weighted mean of 4.60 as rank 6; safety supervision and monitoring strategies during laboratory classes with a composite weighted mean of 4.59 as rank 7; fire safety and evacuation protocol training with a composite weighted mean of 4.57 as rank 8; compliance training with local health regulations with a composite weighted mean of 4.55 as rank 9; and risk assessment training in laboratory environments with a composite weighted mean of 4.50 as rank 10.

The findings reveal that TVL hospitality teachers show a strong commitment to strengthening their safety and operational competencies to ensure a safe and well-managed learning environment. Their high emphasis on food

safety certification, emergency response, and occupational health and safety reflects their dedication to maintaining best practices during hands-on instruction. This also highlights their readiness to further enhance skills in proper food handling, equipment uses, hygiene practices, and compliance with health regulations to uphold high standards in laboratory settings. Overall, the results underscore the importance of continuous safety-focused training aligned with Department of Education to further sustain safe and industry-compliant hospitality instruction.

This study is supported by Lee (2021), who noted that TVL–Hospitality teachers aim to strengthen safety and operational competencies, including food safety, emergency response, and occupational health standards. The study concluded that enhancing teaching strategies and safety practices is essential to prepare learners for the workplace. This supports the need for ongoing safety training to maintain high standards and a safe learning environment.

Table 13 Summary on Training Needs Analysis of Teachers in Technical-Vocational-Livelihood (TVL) Strand in Public Senior High Schools

Criteria	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	WM	VI	WM	
1. Technical Training Needs	4.31	HE	4.67	HE	4.66	HE	4.55	HE	4
2. Pedagogical Training Needs	4.35	HE	4.71	HE	4.66	HE	4.57	HE	3
3. Industry Immersion Needs	4.28	HE	4.63	HE	4.67	HE	4.53	HE	5
4. Digital Literacy / ICT Training Needs	4.48	HE	4.63	HE	4.72	HE	4.61	HE	2
5. Safety and Operational Training Needs	4.52	HE	4.66	HE	4.71	HE	4.63	HE	1
Grand Mean	4.39	HE	4.66	HE	4.68	HE	4.58	HE	

As summarized in Table 13, the assessment of the three groups of respondents on the training needs analysis of teachers in Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses in public senior high schools was Highly Evident, with the grand mean of

4.58. All criteria were rated as Highly Evident, such as: safety and operational training needs with a composite weighted mean of 4.63 as rank 1; digital literacy / ICT training needs with a composite weighted mean of 4.61 as rank 2; pedagogical training needs with a composite weighted mean of 4.57 as rank 3; technical training needs with a composite weighted mean of 4.55 as rank 4; and industry immersion needs with a composite weighted mean of 4.53 as rank 5.

The findings reveal that training needs among TVL hospitality teachers are Highly Evident overall, indicating a strong requirement for professional development across all measured areas.

This study is supported by Abd Wahab et al. (2024) who mentioned that TVL–Hospitality teachers need continuous professional growth in safety, technical skills, digital literacy, teaching strategies, and industry exposure. They concluded that ongoing development in both pedagogy and industry skills is essential to meet changing demands, and that training, support, and mentorship are key to improving effectiveness. This aligns perfectly with the teachers’ strong commitment to upgrading their competencies.

Sub-problem No. 2. Is there a significant difference in the assessment of the three groups of respondents as to Training Needs Analysis of Teachers in Technical-Vocational-Livelihood (TVL) Strand in Hospitality-Related Courses using the abovementioned variables?

Table 14 Comparative Assessment of Training Needs Analysis of Teachers in Technical-Vocational-Livelihood (TVL) Strand in Hospitality-Related Courses in Public Senior High Schools

Areas of Concern		SS	MSS	df	F-value	Critical Value	Interpretation	Decision
1. Technical Training Needs	Bet. Grp.	0.088	0.044	2	13.6287	3.35	Significant	Reject Ho
	Within Grp.	0.087	0.003	27				
2. Pedagogical Training Needs	Bet. Grp.	0.078	0.039	2	9.38757	3.35	Significant	Reject Ho
	Within Grp.	0.112	0.004	27				
3. Industry Immersion Needs	Bet. Grp.	0.092	0.046	2	8.50634	3.35	Significant	Reject Ho
	Within Grp.	0.146	0.005	27				
4. Digital Literacy /ICT Training Needs	Bet. Grp.	0.031	0.015	2	0.67835	3.35	Significant	Reject Ho
	Within Grp.	0.608	0.023	27				
5. Safety and Operational Training Needs	Bet. Grp.	0.020	0.010	2	0.44111	3.35	Not Significant	Failed to Reject Ho
	Within Grp.	0.615	0.023	27				

Level of Significance: 0.05

As depicted in Table 14, there are statistically significant differences in the comparative assessment of training needs analysis of teachers in the Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses among School Administrators, Program Coordinators, and Teachers across most areas of concern. Specifically, Technical Training Needs ($F = 13.6287$; $df = 2,27$; $CV = 3.35$), Pedagogical Training Needs ($F = 9.38757$), Industry Immersion Needs ($F = 8.50634$), and Digital Literacy/ICT Training Needs ($F = 0.67835$) all yielded computed F-values that led to the rejection of the null hypothesis, indicating significant differences in the assessments of the three groups.

On the other hand, Safety and Operational Training Needs ($F = 0.44111$; $df = 2,27$; $CV = 3.35$) has a computed F-value lower than the critical value, leading to a failure to reject the null hypothesis. This indicates that there is no statistically significant difference among School Administrators, Program Coordinators, and Teachers in terms of safety and operational training needs.

There are statistically significant differences in the assessment of training needs among School Administrators, Program Coordinators, and Teachers in the areas of Technical Training Needs, Pedagogical Training Needs, Industry Immersion Needs, and Digital Literacy/ICT Training Needs. This implies that the three groups have varying perceptions regarding the extent of training required in these aspects.

Meanwhile, no significant difference was observed in the assessment of Safety and Operational Training Needs, indicating that Administrators, Coordinators, and Teachers share the same views and agree on the level of training needed in this area.

This shows that the three groups hold differing views on the extent of training required in these aspects. In contrast, no significant difference was found in Safety and Operational Training Needs, indicating that all stakeholders share a unified perspective and agree on the level of training needed for safety standards and operational protocols.

This finding aligns perfectly with the study by Flores & Atienza (2021) titled Preparedness and Training Needs of Home Economics/Hospitality Teachers in Central Luzon, which was highlighted in the Review of Related Literature. Their research revealed that 68% of teachers were teaching subjects outside their specialization, had expired or misaligned National Certifications (NCs), lacked recent industry immersion, and identified critical needs in technical updates, modern systems, and service standards. They also noted that institutional support was minimal and that training programs were often not targeted or aligned with actual teacher needs.

Table 15 Post-Hoc Comparative Assessment Between School Administrators and Program Coordinators on Training Needs Analysis of Teachers in Public Senior High Schools

School Administrators			Program Coordinators		df	critical	t-value	Decision	Interpretation
Indicator value									
	WM	SD	WM	SD					
1. Planning of School Funds	4.31	0.003	4.67	0.007	18	1.734	0.38933	Failed to Reject Ho	Not Significant
2. Administration of School Funds	4.35	0.003	4.71	0.014	18	1.734	0.38147	Failed to Reject Ho	Not Significant
3. Supervision / Oversight	4.28	0.003	4.63	0.047	18	1.734	0.37179	Failed to Reject Ho	Not Significant
4. Reporting and Accountability	4.48	0.057	4.63	0.020	18	1.734	0.34081	Failed to Reject Ho	Not Significant

Legend: 0.05 level of significance

As shown in Table 15, there is no statistically significant difference between the assessments of School Administrators and Program Coordinators regarding the training needs analysis of teachers in the Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses in public senior high schools. Across all indicators—Planning of School Funds ($t = 0.38933$; $df = 18$; $CV = 1.734$), Administration of School Funds ($t = 0.38147$), Supervision/Oversight ($t = 0.37179$), and Reporting and Accountability ($t = 0.34081$)—all computed t-values are lower than the corresponding critical value at the 0.05 level of significance. Consequently, the null hypothesis is consistently not rejected, indicating that both School Administrators and Program Coordinators have comparable assessments across all measured indicators.

There is no significant difference between the assessments of School Administrators and Program Coordinators regarding institutional support. Both groups have similar views on planning, managing, supervising, and accounting for school funds.

This finding Administrators and Coordinators see things the same way when it comes to training needs and the support the program needs. They share the same views on how funds should be planned, managed, monitored, and accounted for. This shows that the leadership is fully on the same page, everyone clearly understands their roles, and the program is moving in one clear direction.

This aligns with Airey & Tribe (2019), who stated that institutional support—including resource management

and governance—is essential for effective hospitality education. The similarity in assessment shows that both stakeholders share a common understanding of current support systems. However, as emphasized in literature, aligned perceptions do not automatically mean adequate support; thus, efforts should still be made to strengthen funding and resource allocation to fully meet the program’s needs.

Table 16 Post-Hoc Comparative Assessment Between School Administrators and Teachers on Training Needs Analysis of Teachers in Public Senior High Schools

Indicator	School Administrators		Teachers		df	critical value	t-value	Decision	Interpretation
	WM	SD	WM	SD					
1. Planning of School Funds	4.31	0.003	4.66	0.000	18	1.734	0.37588	Failed to Reject Ho	Not Significant
2. Administration of School Funds	4.35	0.003	4.66	0.001	18	1.734	0.33295	Failed to Reject Ho	Not Significant
3. Supervision / Oversight	4.28	0.003	4.67	0.000	18	1.734	0.41013	Failed to Reject Ho	Not Significant
4. Reporting and Accountability	4.48	0.057	4.72	0.009	18	1.734	0.25439	Failed to Reject Ho	Not Significant

Legend: 0.05 level of significance

As revealed in Table 16, there is no statistically significant difference between the assessments of School Administrators and Teachers regarding the training needs analysis of teachers in the Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses in public senior high schools. Across all indicators—Planning of School Funds ($t = 0.37588$; $df = 18$; $CV = 1.734$), Administration of School Funds ($t = 0.33295$), Supervision/Oversight ($t = 0.41013$), and Reporting and Accountability ($t = 0.25439$)—all computed t-values are lower than the corresponding critical value at the 0.05 level of significance. Consequently, the null hypothesis is consistently not rejected, indicating that both School Administrators and Teachers have comparable assessments across all measured indicators.

The finding shows there’s good communication and openness between the leaders and the teachers. But it also means that if there are any issues or limits with the support provided, nobody is missing it—everyone sees the same things. Being in full agreement makes it much easier to plan improvements, but it also means that any changes to rules or budgets will need everyone’s cooperation and commitment to work.

This study is supported by Bautista & Fajardo (2021) who found that similarity in assessments between school heads and teachers indicates consistent implementation of policies and that guidelines regarding funds, supervision, and accountability are well-communicated and understood by all. Their study confirms that this kind of alignment is a positive indicator of school management quality, but it also warns that without regular comparison against actual needs or industry demands, shared views might not automatically lead to better support, highlighting the need to link these assessments directly with training requirements and competency standards.

Table 17 Post-Hoc Comparative Assessment Between Program Coordinators and Teachers on Training Needs Analysis of Teachers in Public Senior High Schools

Indicator	Program Coordinators		Teachers		df	critical value	t-value	Decision	Interpretation
	W	SD	W	SD					

	M		M						
1. Planning of School Funds	4.67	0.007	4.66	0.000	18	1.734	0.01345	Failed to Reject Ho	Not Significant
2. Administration of School Funds	4.71	0.014	4.66	0.001	18	1.734	0.04855	Failed to Reject Ho	Not Significant
3. Supervision / Oversight	4.63	0.047	4.67	0.000	18	1.734	0.03837	Failed to Reject Ho	Not Significant
4. Reporting and Accountability	4.63	0.020	4.72	0.009	18	1.734	0.09098	Failed to Reject Ho	Not Significant

Legend: 0.05 level of significance

As manifested in Table 17, there is no statistically significant difference between the assessments of Program Coordinators and Teachers regarding the training needs analysis of teachers in the Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses in public senior high schools. Across all indicators—

Planning of School Funds ($t = 0.01345$; $df = 18$; $CV = 1.734$), Administration of School Funds ($t = 0.04855$), Supervision/Oversight ($t = 0.03837$), and Reporting and Accountability ($t = 0.09098$)—all computed t -values are lower than the corresponding critical value at the 0.05 level of significance. Consequently, the null hypothesis is consistently not rejected, indicating that both Program Coordinators and Teachers have comparable assessments across all measured indicators.

There is no significant difference between the assessments of School Administrators and Teachers regarding institutional support. Both groups hold similar views on the planning, administration, supervision, and accountability of school funds.

This aligns with Batua (2022), who emphasized that administrative support such as funding and resource management directly influences teacher competence. The similarity in assessment shows that both parties share the same perception of the support provided. However, as noted in related studies, this agreement does not guarantee that resources are sufficient; hence, continuous improvement in budget allocation and service delivery is still necessary to meet training and program requirements.

Sub-problem No. 3. How do the three groups of respondents assess the Institutional Support?

Administrative Support

Table 18 *Institutional Support as to Administrative Support*

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. School leadership ensures that periodic TNA is embedded in school development planning.	4.68	HE	4.85	HE	4.73	HE	4.75	HE	1
2. A designated coordinator systematically collates TNA data to inform annual PD planning in hospitality subjects.	4.62	HE	4.50	HE	4.78	HE	4.64	HE	6

3. Administrative policies provide time within teachers' schedules for self-assessment and supervisor assessments for TNA.	4.60	HE	4.68	HE	4.74	HE	4.67	HE	4
4. TNA results are documented and reviewed with division offices for strategic support alignment.	4.55	HE	4.63	HE	4.77	HE	4.65	HE	5
5. Clear administrative guidelines ensure TNA data are used in designing in-school PD activities.	4.70	HE	4.60	HE	4.76	HE	4.69	HE	2
6. School management supports collaborative reflection sessions to discuss professional growth needs.	4.29	HE	4.63	HE	4.67	HE	4.52	HE	8
7. Administrative support ensures TNA findings are shared with stakeholders with transparency and confidentiality.	4.19	E	4.80	HE	4.65	HE	4.55	HE	7
8. Leadership incorporates TNA results into performance evaluation conversations with teachers.	4.25	HE	4.60	HE	4.69	HE	4.51	HE	9
9. Systems are in place to follow up on TNA outcomes with appropriate interventions and monitoring.	4.23	HE	4.53	HE	4.66	HE	4.47	HE	10
10. Administrative support ensures TNA processes adhere to DepEd PD policies and standards.	4.49	HE	4.88	HE	4.69	HE	4.68	HE	3
Overall Weighted Mean	4.46	HE	4.67	HE	4.71	HE	4.61	HE	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Evident	HE
4	3.40-4.19	Evident	E
3	2.60-3.39	Moderately Evident	ME
2	1.80-2.59	Least Evident	LE

As presented in Table 18, the assessment of the three groups of respondents on the institutional support as to administrative support was Highly Evident with an overall weighted mean of 4.61. All items were rated as Highly Evident, namely: school leadership ensures that periodic TNA is embedded in school development planning with a composite weighted mean of 4.75 as rank 1; clear administrative guidelines ensure TNA data are used in designing in-school PD activities with a composite weighted mean of 4.69 as rank 2; administrative support ensures TNA processes adhere to DepEd PD policies and standards with a composite weighted mean of 4.68 as rank 3; administrative policies provide time within teachers' schedules for self-assessment and supervisor assessments for TNA with a composite weighted mean of 4.67 as rank 4; TNA results are documented and reviewed with division offices for strategic support alignment with a composite weighted mean of 4.65 as rank 5; a designated coordinator systematically collates TNA data to inform annual PD planning in hospitality subjects with a composite weighted mean of 4.64 as rank 6; administrative support ensures TNA findings are shared with stakeholders with transparency and confidentiality with a composite weighted mean of 4.55 as rank 7; school management supports collaborative reflection sessions to discuss professional growth needs with a composite weighted mean of 4.52 as rank 8; leadership incorporates TNA results into performance evaluation conversations with teachers with a composite weighted mean of 4.51 as rank 9; and systems are in place to follow up on TNA outcomes with appropriate interventions and monitoring with a composite weighted mean of 4.47 as rank 10.

The findings imply that TVL hospitality teachers benefit from strong and well-organized administrative support that enhances the effectiveness of training needs analysis (TNA) implementation in schools. The high ratings suggest that school leadership actively integrates TNA into development planning and ensures that results are used in designing meaningful professional development programs. This also reflects a positive system where data-driven decisions guide teacher growth, collaboration, and continuous improvement aligned with Department of Education standards. Overall, the results highlight a supportive school environment that values teacher development, structured planning, and evidence-based improvement in hospitality education.

This study is supported by the World Bank Group (2016), which emphasizes that systematic needs assessment, structured training, and strong institutional support are key to improving teacher competence. The report notes that many contexts lack proper mechanisms for identifying needs, making the high ratings for administrative support in this study significant. This confirms that the school successfully implements evidence-based planning and support systems that foster teacher development.

Financial Support

As revealed in Table 19, the assessment of the three groups of respondents on the institutional support as to financial support was Highly Evident with an overall weighted mean of 4.61. All items were rated as Highly Evident, these are: budget allocation is provided for conducting TGAs (Training Gap Analyses) and implementing responsive PD programs with a composite weighted mean of

4.74 as rank 1; TNA implementation is financially backed with resources for data collation tools and analysis software with a composite weighted mean of 4.72 as rank 2; financial provisions are set for relief teaching to allow teachers to attend TNA-based PD with a composite

Table 19 Institutional Support as to Financial Support

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Budget allocation is provided for conducting TGAs (Training Gap Analyses) and implementing responsive	4.79	HE	4.68	HE	4.76	HE	4.74	HE	1

PD programs.									
2. Financial support covers fees for external workshops, seminars, and accredited hospitality training.	4.61	HE	4.63	HE	4.75	H E	4.66	HE	4.5
3. TNA implementation is financially backed with resources for data collation tools and analysis software.	4.75	HE	4.65	HE	4.76	H E	4.72	HE	2
4. Schools allocate funds for replacing or upgrading instructional materials identified.	4.62	HE	4.60	HE	4.76	H E	4.66	HE	4.5
5. Financial provisions are set for relief teaching to allow teachers to attend TNA-based PD.	4.68	HE	4.60	HE	4.75	H E	4.68	HE	3
6. Funds support travel and accommodation when teachers attend regionally / centrally hosted PD based on priorities.	4.34	HE	4.70	HE	4.65	H E	4.56	HE	6
7. Budget lines are dedicated to teacher mentoring and coaching initiatives.	4.35	HE	4.63	HE	4.66	H E	4.54	HE	7
8. Support is available to subsidize fees for PRC / CPD-accredited professional development needs.	4.26	HE	4.68	HE	4.67	H E	4.53	HE	8
9. Financial tracking ensures transparency of the use of PD funds.	4.21	HE	4.58	HE	4.67	H E	4.49	HE	10
10. Contingency funds are reserved to address emerging training needs.	4.31	HE	4.58	HE	4.67	H E	4.52	HE	9
Overall Weighted Mean	4.49	HE	4.63	HE	4.71	H E	4.61	H E	

weighted mean of 4.68 as rank 3; financial support covers fees for external workshops, seminars, and accredited hospitality training; and schools allocate funds for replacing or upgrading instructional materials identified with both the composite weighted mean of 4.66 as rank 4 and 5; funds support travel and accommodation when teachers attend regionally / centrally hosted PD based on priorities with a composite weighted mean of 4.56 as rank 6; budget lines are dedicated to teacher mentoring and coaching initiatives with a composite weighted mean of

4.54 as rank 7; support is available to subsidize fees for PRC / CPD-accredited professional development needs with a composite weighted mean of 4.53 as rank 8; contingency funds are reserved to address emerging training needs with a composite weighted mean of 4.52 as rank 9; and financial tracking ensures transparency of the use of PD funds with a composite weighted mean of 4.49 as rank 10.

The findings show that TVL hospitality teachers benefit from strong financial support for their professional development. Schools regularly provide funds for training needs analysis, workshops, certifications, and instructional materials, allowing teachers to continuously improve their skills. This support also makes it easier for them to attend training activities and upgrade their competencies.

This study is supported by Orbeta & Corpus (2021). While their research identified weaknesses in the design and implementation of financing programs as a common issue in TVET, the present study's finding of strong financial support indicates that the schools under study have successfully established robust financial mechanisms essential for teacher development. Their recommendations—such as reviewing financing structures and expanding support programs—further validate that financial backing is a critical requirement for professional growth, a component clearly evident and effectively implemented in this study. This highlights a well-supported system that successfully fosters continuous teacher improvement and ensures high-quality hospitality education.

Facility and Resource Support

As established in Table 20, the assessment of institutional support as to facility and resource support is rated as Highly Evident with an overall weighted mean of 4.62. All items rated as Highly Evident, such as: schools allocate functional spaces for PD workshops, group collaboration, and skills enhancement sessions with a composite weighted mean of 4.73 as rank 1; TNA findings guide procurement of up-to-date hospitality instructional materials and tools with a composite weighted mean of 4.70 as rank 2; resource centers are stocked with hospitality teaching references identified as gaps in TNA results; and PD resource libraries include digital and print materials to support teacher competence upgrading with both the

Table 20 Institutional Support as to Facility and Resource Support

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Schools allocate functional spaces for PD workshops, group collaboration, and skills enhancement sessions.	4.68	HE	4.73	HE	4.78	HE	4.73	HE	1
2. Resource centers are stocked with hospitality teaching references identified as gaps in TNA results.	4.75	HE	4.50	HE	4.75	HE	4.67	HE	3.5
3. TNA findings guide procurement of up-to-date hospitality instructional materials and tools.	4.69	HE	4.65	HE	4.75	HE	4.70	HE	2
4. PD resource libraries include digital and print materials to support teacher competence upgrading.	4.65	HE	4.58	HE	4.77	HE	4.67	HE	3.5
5. Learning spaces are equipped with the instructional technology needed for TNA-derived training activities.	4.61	HE	4.53	HE	4.79	HE	4.64	HE	5

6. Facility access is scheduled to allow teachers to practice new hospitality techniques learned from PD.	4.40	HE	4.63	HE	4.66	H E	4.56	HE	8.5
7. Safety and ergonomic upgrades are made in skills labs in response to TNA–identified needs.	4.31	HE	4.83	HE	4.67	H E	4.60	HE	6
8. Supplies and consumables for PD demonstrations align with priority skill areas.	4.32	HE	4.78	HE	4.65	H E	4.58	HE	7
9. School ensures reliable access to online PD resources during TNA–based sessions.	4.29	HE	4.60	HE	4.66	H E	4.51	HE	10
10. Facilities are maintained to support blended PD activities (face-to-face + online).	4.30	HE	4.73	HE	4.65	H E	4.56	HE	8.5
Overall Weighted Mean	4.50	HE	4.65	HE	4.71	H E	4.62	H E	

composite weighted mean of 4.67 as rank 3 and 4; learning spaces are equipped with the instructional technology needed for TNA–derived training activities with a composite weighted mean of 4.64 as rank 5; safety and ergonomic upgrades are made in skills labs in response to TNA–identified needs with a composite weighted mean of

4.60 as rank 6; supplies and consumables for PD demonstrations align with priority skill areas with a composite weighted mean of 4.58 as rank 7; facility access is scheduled to allow teachers to practice new hospitality techniques learned from PD; and facilities are maintained to support blended PD activities (face-to-face + online) with both the composite weighted mean of 4.56 as rank 8 and 9; and school ensures reliable access to online PD resources during TNA–based sessions with a composite weighted mean of 4.51 as rank 10.

The findings indicate that TVL hospitality teachers benefit from strong and well-developed facility and resource support that enhances their professional growth. The high ratings show that schools provide functional spaces, updated instructional materials, and well-equipped learning environments that support training and skills development activities. This also reflects a positive system where training needs analysis guides the improvement of facilities, resources, and learning tools to ensure relevant and effective instruction.

The result is inconsistent with by Abdul & Silor (2024), who noted that limitations such as insufficient materials, laboratories, and trained personnel hinder practical skill development and learning outcomes.

However, the present findings reveal that the current setting has addressed these concerns and provides robust resource support. This highlights that the strong provision of facilities and learning tools observed in this study is essential to ensure effective instruction and successfully overcome the challenges previously identified.

Professional Development Opportunities

Table 21 illustrates the assessment of the three groups of respondents who rated the institutional support as to professional development opportunities as Highly Evident with an overall weighted mean of 4.69. All items were rated as Highly Evident, namely:

TNA guides the selection of PD that enhances both professional growth and classroom impact with a composite weighted mean of 4.75 as rank 1; TNA informs annual PD calendars to address priority gaps in hospitality content and pedagogy with a composite weighted mean of 4.74 as rank 2; PD programs aligned with the Professional Standards are offered based on TNA results with a composite weighted mean of 4.72

Table 21 Institutional Support as to Professional Development Opportunities

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. TNA informs annual PD calendars to address priority gaps in hospitality content and pedagogy.	4.65	HE	4.80	HE	4.77	HE	4.74	HE	2
2. PD programs aligned with the Professional Standards are offered based on TNA results.	4.68	HE	4.73	HE	4.77	HE	4.72	HE	3
3. Teachers are given equitable opportunities to attend workshops that address their specific identified needs.	4.70	HE	4.58	HE	4.79	HE	4.69	HE	4.33
4. Plans include subject-specific PD (e.g., culinary pedagogy, service learning, assessment strategies).	4.62	HE	4.60	HE	4.75	HE	4.66	HE	8.33
5. TNA outcomes guide specialized coaching and mentoring pairings for teachers.	4.70	HE	4.60	HE	4.77	HE	4.69	HE	4.33
6. Schools partner with NEAP-recognized providers for quality PD based on TNA data.	4.62	HE	4.58	HE	4.77	HE	4.66	HE	8.33
7. PD sessions include follow-up and application activities to ensure transfer to classroom practice.	4.58	HE	4.73	HE	4.77	HE	4.69	HE	4.33
8. Teachers are supported to engage in action research on issues.	4.61	HE	4.63	HE	4.76	HE	4.66	HE	8.33
9. Time and incentives are provided for teachers to complete PD.	4.73	HE	4.53	HE	4.77	HE	4.67	HE	7
10. TNA guides the selection of PD that enhances both professional growth and classroom impact.	4.73	HE	4.73	HE	4.79	HE	4.75	HE	1
Overall Weighted Mean	4.66	HE	4.65	HE	4.77	HE	4.69	HE	

as rank 3; teachers are given equitable opportunities to attend workshops that address their specific identified needs; TNA outcomes guide specialized coaching and mentoring pairings for teachers; and PD sessions include follow-up and application activities to ensure transfer to classroom practice with a similar composite weighted mean of 4.69 as rank 4, 5, and 6; time and incentives are provided for teachers to complete PD with a composite weighted mean of 4.67 as rank 7; and plans include subject-specific PD (e.g., culinary pedagogy, service learning, assessment strategies); schools partner with NEAP-recognized providers for quality PD based on TNA data; and teachers are supported to engage in action research on issues with a similar composite weighted mean of 4.66 as rank 8, 9, and 10.

The results show that Training Needs Analysis (TNA) helps identify and prioritize relevant training, ensuring

teachers receive workshops, mentoring, and support aligned with standards. However, consistent monitoring is needed to ensure training is applied effectively in class.

This is supported by Guskey's (2000) model, who discussed that Training Needs Analysis serves as the foundation for planning, designing, and implementing relevant, standards-based, and targeted professional development. which asserts that effective PD must begin with needs assessment, align with standards, include follow-up support, and connect directly to classroom improvement.

Industry Partnership Support Table 22

Institutional Support as to Industry Partnership Support

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. TNA outcomes are shared with industry partners to co-design relevant PD experiences.	4.65	HE	4.75	HE	4.79	HE	4.73	HE	3.33
2. Partners provide specialized workshops addressing industry-aligned skills gaps in hospitality courses.	4.81	HE	4.60	HE	4.75	HE	4.72	HE	6.5
3. Memorandum with partner hotels/restaurants allows teachers to observe contemporary practices tied to TNA needs.	4.75	HE	4.50	HE	4.75	HE	4.67	HE	10
4. Industry professionals serve as resource speakers for PD activities derived from TNA priorities.	4.70	HE	4.73	HE	4.79	HE	4.74	HE	2
5. Employers support PD evaluation by offering feedback on teacher competencies identified.	4.71	HE	4.73	HE	4.76	HE	4.73	HE	3.33
6. Collaborative PD programs with industry are formalized based on trends shown in TNA data.	4.75	HE	4.73	HE	4.77	HE	4.75	HE	1
7. Partnerships include shadowing opportunities for teachers to update practical skills.	4.78	HE	4.65	HE	4.77	HE	4.73	HE	3.33
8. Industry supports assessment and certification opportunities aligned to TNA-identified skill gaps.	4.64	HE	4.70	HE	4.77	HE	4.70	HE	8
9. Feedback loops with partners enrich future TNA cycles.	4.71	HE	4.73	HE	4.72	HE	4.72	HE	6.5
10. Industry mentors are engaged to facilitate real-	4.74	HE	4.58	HE	4.75	HE	4.69	HE	9

world PD interventions.									
Overall Weighted Mean	4.72	HE	4.67	HE	4.76	H E	4.72	H E	

As explained in Table 22, the assessment of the three groups of respondents on the institutional support as to industry partnership support was Highly Evident with an overall weighted mean of 4.72. All items rated as Highly Evident, these are: collaborative PD programs with industry are formalized based on trends shown in TNA data with a composite weighted mean of 4.75 as rank 1; industry professionals serve as resource speakers for PD activities derived from TNA priorities with a composite weighted mean of 4.74 as rank 2; TNA outcomes are shared with industry partners to co-design relevant PD experiences; employers support PD evaluation by offering feedback on teacher competencies identified; and partnerships include shadowing opportunities for teachers to update practical skills with a similar composite weighted mean of 4.73 as rank 3, 4, and 5; partners provide specialized workshops addressing industry-aligned skills gaps in hospitality courses; and feedback loops with partners enrich future TNA cycles with both the composite weighted mean of 4.72 as rank 6 and 7; industry supports assessment and certification opportunities aligned to TNA-identified skill gaps with a composite weighted mean of 4.70 as rank 8; industry mentors are engaged to facilitate real-world PD interventions with a composite weighted mean of 4.69 as rank 9; and memorandum with partner hotels/restaurants allows teachers to observe contemporary practices tied to TNA needs with a composite weighted mean of 4.67 as rank

10. The findings show that TVL hospitality teachers benefit from strong support from industry partners in improving their professional development. Partnerships with hotels, restaurants, and industry experts provide useful training opportunities, such as workshops, mentoring, and job shadowing, that are based on training needs analysis (TNA). This helps ensure that teachers stay updated with current industry practices and improve their skills. However, the results also suggest the need to continue strengthening these partnerships to maintain consistent collaboration and feedback.

The results are inconsistent with the study by BILT Cross-Regional Expert Group (2024). Their findings explicitly showed that "weak industry partnerships limit teacher and student immersion in real-world digital practices," leading to uneven integration of digital technologies in TVET instruction. The report's conclusions "recommended stronger public-private collaboration" to better align TVET programs with evolving industry demands. Your finding that TVL hospitality teachers benefit from strong support from industry partners highlights a successful implementation of this crucial collaboration, and the suggestion for "strengthening these partnerships to maintain consistent collaboration and feedback" aligns with the continuous improvement advocated by the BILT Expert Group.

Technical/ICT Support

As identified in Table 23, the assessment of the three groups of respondents who rated the institutional support as to technical/ICT support as Highly Evident with an overall weighted mean of 4.69. All items were rated as Highly Evident, such as: systems for secure data storage are in place for results and follow-up plans with a composite weighted mean of 4.76 as rank 1; ICT infrastructure supports blended PD activities (virtual + in-person) recommended by TNA with a composite weighted mean of 4.74 as rank 2; schools provide hospitality-specific software access aligned to PD needs (e.g., POS simulations) with a composite weighted mean of 4.73 as rank 3; digital platforms are available for teachers to

Table 23 Institutional Support as to Technical / ICT Support

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	W M	VI	WM	VI	
1. ICT tools are provided to gather, analyze, and visualize result	4.66	HE	4.63	HE	4.74	HE	4.67	HE	5.5

s efficiently.									
2. Digital platforms are available for teachers to enrol in TNA – informed online PD courses.	4.70	HE	4.60	HE	4.74	HE	4.68	HE	4
3. Reliable internet access is ensured for access to NEAP resources and digital PD offerings.	4.58	HE	4.60	HE	4.75	HE	4.65	HE	8.33
4. Technical support staff help troubleshoot e-SAT / self-assessment tools used for TNA.	4.66	HE	4.50	HE	4.79	HE	4.65	HE	8.33
5. Teachers are trained in using ICT tools for professional learning identified.	4.61	HE	4.58	HE	4.75	HE	4.65	HE	8.33
6. Schools provide hospitality-specific software access aligned to PD needs (e.g., POS simulations).	4.70	HE	4.73	HE	4.76	HE	4.73	HE	3
7. PD sessions include ICT-enabled activities based on priorities.	4.73	HE	4.53	HE	4.75	HE	4.67	HE	5.5
8. Technical guidelines support teachers in uploading evidence of learning from PD to e-portfolios.	4.66	HE	4.55	HE	4.77	HE	4.66	HE	7
9. ICT infrastructure supports blended PD activities (virtual + in-person) recommended by TNA.	4.86	HE	4.63	HE	4.74	HE	4.74	HE	2
10. Systems for secure data storage are in place for results and follow-up plans.	4.82	HE	4.73	HE	4.74	HE	4.76	HE	1
Overall Weighted Mean	4.70	HE	4.61	HE	4.75	HE	4.69	HE	

Enroll in TNA – informed online PD courses with a composite weighted mean of 4.68 as rank 4; ICT tools are provided to gather, analyze, and visualize results efficiently; and PD sessions include ICT-enabled activities based on priorities with both the composite weighted mean of 4.67 as rank 5 and 6; technical guidelines support teachers in uploading evidence of learning from PD to e-portfolios with a composite weighted mean of 4.66 as rank 7; and reliable internet access is ensured for access to NEAP resources and digital PD offerings; technical support staff help troubleshoot e-SAT/self-assessment tools used for TNA; and teachers are trained in using ICT tools for professional learning identified with both the composite weighted mean of 4.65 as rank 8, 9, and 10. The results show that strong ICT and technical support helps improve training, data management, and blended learning aligned with DepEd standards. However, better internet access, technical assistance, and ICT training are still needed. Overall, the system is effective but requires further enhancement to fully support teacher development.

This study is supported by Blando (2025) who conducted a systematic review on teacher preparedness and technology integration and explicitly points out that "digital infrastructure remains unevenly distributed, with rural

schools facing severe shortages in computers, internet connectivity, and software."

Motivational and Recognition Support Table 24

Institutional Support as to Motivational and Recognition Support

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers are publicly recognized for participation and growth following TNA-based PD.	4.65	HE	4.68	HE	4.78	HE	4.70	HE	8
2. Certificates or badges are awarded for completing TNA-priority training.	4.77	HE	4.63	HE	4.75	HE	4.71	HE	5.33
3. School features success stories of PD impact linked to TNA results in newsletters.	4.68	HE	4.68	HE	4.77	HE	4.71	HE	5.33
4. Career development talks are offered celebrating teachers who apply TNA-informed learning.	4.70	HE	4.50	HE	4.79	HE	4.67	HE	10
5. Recognition is given for contributions to collaborative processes.	4.65	HE	4.80	HE	4.78	HE	4.74	HE	2.5
6. Teachers receive incentives for turning TNA insights into improved classroom performance.	4.74	HE	4.60	HE	4.78	HE	4.71	HE	5.33
7. Leadership highlights TNA-driven PD achievements during assemblies or staff meetings.	4.84	HE	4.70	HE	4.77	HE	4.77	HE	1
8. Awards are given for innovation in instruction based on findings.	4.68	HE	4.70	HE	4.77	HE	4.72	HE	4
9. Industry partners endorse outstanding teacher growth from TNA-linked PD.	4.64	HE	4.80	HE	4.77	HE	4.74	HE	2.5
10. Teachers are encouraged with growth pathways tied to TNA outcomes.	4.68	HE	4.63	HE	4.74	HE	4.68	HE	9
Overall Weighted Mean	4.70	HE	4.67	HE	4.77	HE	4.71	HE	

As illustrated in Table 24, the assessment of the three groups of respondents on the institutional support as to motivational and recognition support was Highly Evident with an overall weighted mean of 4.71. All items were rated as Highly Evident, namely: leadership highlights TNA-driven PD achievements during assemblies or staff meetings with a composite weighted mean of 4.77 as rank 1; recognition is given for contributions to

collaborative processes; and industry partners endorse outstanding teacher growth from TNA-linked PD with both the composite weighted mean of 4.74 as rank 2 and 3; awards are given for innovation in instruction based on findings with a composite weighted mean of 4.72 as rank 4; certificates or badges are awarded for completing TNA-priority training; School features success stories of PD impact linked to TNA results in newsletters; and teachers receive incentives for turning TNA insights into improved classroom performance with a similar composite weighted mean of 4.71 as rank 5, 6, and 7; teachers are publicly recognized for participation and growth following TNA-based PD with a composite weighted mean of 4.70 as rank 8; teachers are encouraged with growth pathways tied to TNA outcomes with a composite weighted mean of 4.68 as rank 9; and career development talks are offered celebrating teachers who apply TNA-informed learning with a composite weighted mean of 4.67 as rank 10.

The findings show that TVL hospitality teachers benefit from strong motivation and recognition support that encourages their professional growth. Schools regularly recognize teachers' efforts through awards, incentives, and public acknowledgment, helping them feel valued and motivated to improve their teaching, aligned with Department of Education. However, the results also suggest the need to keep recognition consistent and inclusive so all teachers stay encouraged. Overall, the findings reflect a supportive environment that motivates teachers while still offering room for improvement.

This study is supported by DepEd Order No. 42 (2017), which identifies institutional support, coaching, and training as key to teacher competence. The motivation and recognition found in this study create a supportive environment that strengthens professional development. This shows the successful implementation of measures that enhance the effectiveness of training and support systems.

Table 25*Summary on Institutional Support*

Criteria	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	WM	VI	WM	
1. Administrative Support	4.46	HE	4.67	HE	4.71	HE	4.61	HE	6.5
2. Financial Support	4.49	HE	4.63	HE	4.71	HE	4.61	HE	6.5
3. Facility and Resource Support	4.50	HE	4.65	HE	4.71	HE	4.62	HE	5
4. Professional Development Opportunities	4.66	HE	4.65	HE	4.77	HE	4.69	HE	3.5
5. Industry Partnership Support	4.72	HE	4.67	HE	4.76	HE	4.72	HE	1
6. Technical / ICT Support	4.70	HE	4.61	HE	4.75	HE	4.69	HE	3.5
7. Motivational and Recognition Support	4.70	HE	4.67	HE	4.77	HE	4.71	HE	2
Grand Mean	4.60	HE	4.65	HE	4.74	HE	4.66	HE	

As summarized in Table 25, the assessment of the three groups of respondents on the institutional support was Highly Evident with the grand mean of 4.66. All criteria were rated as Highly Evident, these are: industry partnership support with a composite weighted mean of 4.72 as rank 1; motivational and recognition support with a composite weighted mean of 4.71 as rank 2; professional development opportunities; and technical / ICT support with both the composite weighted mean of 4.69 as rank 3 and 4; facility and resource support with a composite weighted mean of 4.62 as rank 5; and administrative support; and financial support with both the composite weighted mean of 4.61 as rank 6 and 7.

The findings reveal that TVL hospitality teachers benefit from strong overall institutional support across key areas such as industry partnerships, recognition, professional development, and ICT resources. This indicates that schools provide a supportive environment that helps teachers grow and improve their teaching practices, aligned with the Department of Education. However, while all areas are highly supported, the results suggest the need to sustain and balance support across administrative, financial, and resource aspects to ensure consistency. Overall, the findings reflect a well-supported system that promotes teacher development while still offering opportunities for continuous improvement.

This study is anchored in the Ability-Motivation-Opportunity (AMO) Theory (Appelbaum et al., 2000), TVL Hospitality teachers operate within a comprehensive, supportive environment aligned with Department of Education standards. The high ratings show that schools fully support all three essential drivers of effective teaching: ability through training, industry links, and technology; motivation through recognition and incentives; and opportunity through facilities, funds, and administrative assistance.

Sub-problem No. 4. Is there a significant

relationship	between	Training	Needs	Analysis	and
Institutional	Support?				
Table 26					
<i>Correlation Institutional</i>	<i>Between Support</i>	<i>Training</i>	<i>Needs</i>	<i>Analysis</i>	<i>and</i>

Indicators	r-value	VI	df	t-value	Critical value	Int.	Decision
1. Administrative Support	0.99	VSC	18	4.24222	1.734	Significant	Reject Ho
2. Financial Support	0.99	VSC	18	4.24237	1.734	Significant	Reject Ho
3. Facility and Resource Support	0.99	VSC	18	4.24251	1.734	Significant	Reject Ho
4. Professional Development Opportunities	0.99	VSC	18	4.24241	1.734	Significant	Reject Ho
5. Industry Partnership Support	0.99	VSC	18	4.24239	1.734	Significant	Reject Ho
6. Technical / ICT Support	0.99	VSC	18	4.24208	1.734		

7.	Motivational a nd Support	0.99	VSC	18	4.24229	1.734	Significan t	Reject Ho
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Legend:			
	Range	Verbal Interpretation	Symbol
	1.0	Perfect Correlation	PC
	0.71 – 0.99	Very Strong Correlation	VSC
	0.51 - 0.70	Strong Correlation	SC
	0.31 – 0.50	Moderate Correlation	MC
	0.11 – 0.30	Weak Correlation	WC
	0.0 – 0.10	Negligible Correlation	NC

As presented in Table 26, there is a very strong and statistically significant relationship between Training Needs Analysis and Institutional Support across all indicators, as reflected by the consistently high r-values of 0.99, interpreted as Very Strong Correlation (VSC). With a degree of freedom (df) of 18 and a critical t-value of 1.734 at the 0.05 level of significance, all computed t-values (ranging from 4.24208 to 4.24251) are substantially higher than the critical value, leading to the rejection of the null hypothesis (Ho) for all areas, including administrative, financial, facility and resource, professional development, industry partnership, technical/ICT, and motivational support.

Training needs analysis and institutional support are strongly linked: identifying skill gaps directly guides the allocation of funds, facilities, and industry partnerships, while solid institutional backing ensures those gaps are properly addressed. One cannot be effective without the other.

This study is supported by Acosta & De Guzman (2018) who stressed that training programs only lead to improved competence when they are designed based on clear needs assessment and reinforced by consistent institutional support—including budget, modern tools, and linkages with industry. Their findings confirm that these two factors are interdependent; without matching support, even well-identified training needs remain unfulfilled.

ub-problem No. 5. What are the problems encountered by the respondents relative to Training Needs Analysis and Institutional Support?

Training Needs Analysis

As indicated in Table 27, the assessment of problems encountered relative to training needs analysis rated as Moderately Encountered with an overall weighted mean of

3.10. All items rated as Moderately Encountered, such as: inconsistent industry engagement in teacher upskilling with a composite weighted mean of 3.74 as rank 1; limited ICT upskilling affects blended and technology-supported instruction with a composite weighted mean of 3.73 as rank 2; inadequate updated knowledge on safety and sanitation standards with a composite weighted mean of 3.72 as rank 3; teachers face challenges integrating digital tools into hospitality instruction with a composite weighted mean of

2.71 as rank 4; inability to keep pace with updated hospitality industry standards and certifications with a composite weighted mean of 2.70 as rank 5; limited opportunities for hands-on skills enhancement affect technical mastery; and risk assessment procedures in laboratory classes are not systematically implemented

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Encountered	HF
4	3.40-4.19	Encountered	E
3	2.60-3.39	Moderately Encountered	ME
2	1.80-2.59	Least Encountered	LE
1	1.00-1.79	Very Least Encountered	VLE

Table 27 Problems Encountered

Relative to Training Needs Analysis

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Inability to keep pace with updated hospitality industry standards and certifications.	2.71	ME	2.63	ME	2.77	ME	2.70	ME	5
2. Limited opportunities for hands-on skills enhancement affect technical mastery.	2.62	ME	2.73	ME	2.73	ME	2.69	ME	6.5
3. Difficulty aligning hospitality instruction with competency-based standards.	2.73	ME	2.48	ME	2.75	ME	2.65	ME	10
4. Limited training on managing skills-based and laboratory classes affects instructional delivery.	3.70	E	3.55	E	3.78	E	3.68	E	8
5. Minimal exposure to current hospitality workplace practices.	2.66	ME	2.60	ME	2.76	M	2.67	ME	9
6. Inconsistent industry engagement in teacher upskilling.	3.79	E	3.65	E	3.77	E	3.74	E	1
7. Teachers face challenges integrating digital tools into hospitality instruction.	2.74	ME	2.65	M	2.75	ME	2.71	ME	4
8. Limited ICT upskilling affects blended and technology-supported instruction.	3.78	E	3.68	E	3.75	E	3.73	E	2
9. Inadequate updat	3.70	E	3.73	E	3.7	E	3.72	E	3

ed knowledge on safety and sanitation standards.					5				
10. Risk assessment procedures in laboratory classes are not systematically implemented.	2.65	ME	2.68	ME	2.75	ME	2.69	ME	6.5
Overall Weighted Mean	3.11	M	3.04	M	3.16	M	3.10	ME	

with both the composite weighted mean of 2.69 as rank 6.5 respectively; limited training on managing skills-based and laboratory classes affects instructional delivery with a composite weighted mean of 3.68 as rank 8; minimal exposure to current hospitality workplace practices with a composite weighted mean of 2.67 as rank 9; and difficulty aligning hospitality instruction with competency-based standards with a composite weighted mean of 2.65 as rank 10.

The findings indicate that TVL hospitality teachers encounter some challenges in conducting training needs analysis, but these are at a manageable level. Issues such as inconsistent industry engagement, limited ICT skills, and gaps in updated safety and technical knowledge suggest areas where additional support can further improve teaching effectiveness. At the same time, the moderate level of these challenges shows that existing systems are already in place and can be strengthened through targeted training and better coordination. Overall, the results highlight the opportunity to enhance support mechanisms, expand industry linkages, and improve access to relevant training aligned with Department of Education to further support teachers' professional growth.

This study is supported by Alcantara & Dizon (2020) who found that inconsistent industry engagement and lack of updated training were the most cited barriers affecting teacher performance. They emphasized that without sustained industry linkages and regular upskilling in technology and safety standards, teachers struggle to deliver relevant, competency-based instruction, mirroring exactly the top problems found in this study.

Institutional Support

Table 28 shows the assessment of the three groups of respondents who rated the problems encountered relative to institutional support as Moderately Encountered with an overall weighted mean of 3.00. All items were rated as Moderately Encountered, namely: active industry partnerships for teacher immersion are not consistently maintained with a composite weighted mean of 3.80 as rank 1; updated hospitality equipment is not available for teacher skills upgrading with a composite weighted mean of 3.77 as rank 2; reliable internet access for online TNA and digital PD is not consistently available with a composite weighted mean of 3.76 as rank 3; teachers are not given sufficient time or administrative support to

Table 28 Problems Encountered Relative to Institutional Support

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	2WM	VI	
1. No clear action plan is developed from the TNA results.	2.74	ME	2.50	ME	2.75	M	2.66	ME	13
2. Teachers are not given sufficient time or administrative support to complete TNA activities.	2.74	ME	2.65	ME	2.75	M	2.71	ME	6

3. No adequate budget is allocated for hospitality-specific teacher training.	2.65	ME	2.73	ME	2.75	M E	2.71	M E	6
4. Funds for TNA-based professional development are not released on time.	2.58	ME	2.53	ME	2.78	M	2.63	M E	14
5. Updated hospitality equipment is not available for teacher skills upgrading.	3.88	E	3.70	E	3.74	E	3.77	E	2
6. Relevant reference materials and training resources are not easily accessible.	2.58	ME	2.73	ME	2.73	M E	2.68	M E	11.5
7. Professional development programs sometimes do not match the identified skill gaps.	2.68	ME	2.63	ME	2.75	M E	2.68	M E	11.5
8. Not all hospitality teachers are accommodated in specialized training programs.	2.69	ME	2.70	ME	2.75	M E	2.71	M E	6
9. Active industry partnerships for teacher immersion are not consistently maintained.	3.75	E	3.78	E	3.88	E	3.80	E	1
10. Industry partners are not regularly involved in planning teacher training programs.	2.73	ME	2.63	ME	2.76	M E	2.70	M E	9.5
11. Reliable internet access for online TNA and digital PD is not consistently available.	3.79	E	3.78	E	3.72	E	3.76	E	3
12. Hospitality-related digital systems are not sufficiently provided.	2.64	ME	2.73	ME	2.77	M E	2.71	M E	6
13. Participation in TNA-based training is not formally recognized by the school.	2.73	ME	2.60	ME	2.77	M E	2.70	M E	9.5
14. Clear incentives or career advancement opportunities are not provided.	2.79	ME	2.58	ME	2.77	M E	2.71	M E	6
Overall Weighted Mean	2.93	ME	2.90	ME	3.00		2.92	M E	

complete TNA activities; no adequate budget is with a composite weighted mean of 3.76 as rank 3; teachers are not given sufficient time or administrative support to complete TNA activities; no adequate budget is allocated for hospitality-specific teacher training; not all hospitality teachers are accommodated in specialized training programs; hospitality-related digital systems are not sufficiently provided; and clear incentives or career advancement opportunities are not provided with a similar composite weighted mean of 2.71 as rank 6 respectively; industry partners are not regularly involved in planning teacher training programs; and participation

in TNA-based training is not formally recognized by the school with both the composite weighted mean of 2.70 as rank 9 and 10; relevant reference materials and training resources are not easily accessible; and professional development programs sometimes do not match the identified skill gaps with both the composite weighted mean of 2.68 as rank 11.5 respectively; no clear action plan is developed from the TNA results with a composite weighted mean of 2.66 as rank 13; and funds for TNA-based professional development are not released on time with a composite weighted mean of 2.63 as rank 14.

The findings show that challenges in institutional support are moderate and manageable, though improvements are needed in industry partnerships, updated equipment, digital resources, and timely funding. Basic systems are already in place; strengthening coordination, resource provision, and planning—aligned with DepEd standards—can further enhance support and meet teachers' development needs.

This study is supported by Gonzaga & De Leon (2020) highlighted that institutional support is effective only when it includes complete facilities, relevant materials, and opportunities for industry immersion. Their research showed that moderate problems like those found in this study often stem from poor coordination and lack of prioritization, not from absence of systems. They concluded that improving support requires clear policies on funding release, regular equipment updates, and involving industry partners in training design—all key areas identified in the present findings.

Sub-problem No. 6. Based on the findings, what intervention program may be proposed?

A Proposed Capacity-Building and Support Enhancement Program was developed based on the findings of the study to enhance the competencies of teachers in the Technical-Vocational-Livelihood (TVL) strand, particularly in hospitality-related courses, and to strengthen the existing institutional support systems in public senior high schools. These areas serve as a vital link between school-based instruction and industry expectations by equipping teachers with relevant skills, knowledge, and strategies needed to deliver quality, skills-based education. To ensure sustained teaching effectiveness and responsiveness to current demands, continuous professional development, strong administrative and financial support, and structured program implementation are essential. It consists of key features such as key result areas, objectives, strategies, programs/activities, persons involved, budget/source of budget, time frame, and performance indicators. (See Appendix A).

Sub-problem No. 7. How acceptable is the proposed intervention program?

Table 29 reveals the assessment of the three groups of respondents on the acceptability of the Proposed Capacity-Building and Support Enhancement Program who rated as Highly Acceptable with an overall weighted mean of 4.68. All items rated as Highly Acceptable, these are: it is sufficiently practical to merit adoption and

Table 29 *Acceptability of the Proposed Capacity-Building and Support Enhancement Program*

Indicators	School — Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The proposed intervention program presents complete and well-supported information.	4.60	HA	4.68	HA	4.74	HA	4.67	HA	4
2. It is sufficiently practical to merit adoption and implementation.	4.75	HA	4.58	HA	4.76	HA	4.69	HA	1.33

3. The program will benefit schools by addressing gaps in the training needs of teachers in the technical–vocational-livelihood (TVL) strand in hospitality- related courses in Quezon City.	4.70	HA	4.63	HA	4.75	H A	4.69	HA	1.33
4. It will serve as a valuable guide in the development and enhancement of relevant policy guidelines.	4.77	HA	4.58	HA	4.74	H A	4.69	HA	1.33
5. The program offers comprehensive knowledge, particularly in the effective implementation of corrective actions.	4.62	HA	4.53	HA	4.74	H A	4.63	HA	5
Overall Weighted Mean	4.69	HA	4.60	HA	4.75	H A	4.68	HA	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Acceptable	HA
4	3.40-4.19	Acceptable	A
3	2.60-3.39	Moderately Acceptable	MA
2	1.80-2.59	Least Acceptable	LA
1	1.00-1.79	Very Least Acceptable	VLA

implementation; the program will benefit schools by addressing gaps in the training needs of teachers in the technical–vocational-livelihood (TVL) strand in hospitality- related courses in Quezon City; and it will serve as a valuable guide in the development and enhancement of relevant policy guidelines with a similar composite weighted mean of 4.69 as rank 1, 2, and 3; the proposed intervention program presents complete and well–supported information with a composite weighted mean of

4.67 as rank 4; and the program offers comprehensive knowledge, particularly in the effective implementation of corrective actions with a composite weighted mean of 4.63 as rank 5.

The findings indicate that the proposed Capacity Building and Support Enhancement Program intervention program is highly acceptable and well-received by stakeholders. Its strong ratings suggest that it is practical, relevant, and useful in addressing the training needs of TVL hospitality teachers. The program is also seen as a helpful guide for improving policies and strengthening teacher development initiatives. At the same time, the results highlight the importance of maintaining clear implementation and continuous support to ensure its effectiveness. Overall, the findings show that the program is ready for adoption and can contribute to improving teaching quality aligned with Department of Education.

This is supported by Villanueva & Soriano (2019) who established that high acceptability among stakeholders is a critical indicator of an intervention’s potential success. They found that programs perceived as beneficial,

comprehensive, and practical gain stronger commitment and support during implementation. Their research confirms that the present plan's high ratings reflect its strong potential to bridge existing gaps and improve teaching quality, provided that proper monitoring and continuous support are ensured throughout its execution.

Summary

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The following are the salient findings of the study:

1. On the assessment as to the Training Needs Analysis of Teachers in Technical-Vocational Livelihood (TVL) Strand in Hospitality- Related Courses in Public Senior High Schools.

The three groups of respondents assessed the technical training needs analysis of TVL hospitality teachers in public senior high schools as highly evident, with an overall composite mean of 4.58.

2. On the comparative assessment of the three groups of respondents as to Training Needs Analysis of Teachers in Technical-Vocational Livelihood (TVL) Strand in Hospitality- Related Courses.

The results show that there are statistically significant differences in the comparative assessment of training needs analysis of teachers in the Technical-Vocational-Livelihood (TVL) strand in hospitality-related courses among School Administrators, Program Coordinators, and Teachers across most areas of concern. Specifically, Technical Training Needs ($F = 13.6287$; $df = 2,27$; $CV = 3.35$), Pedagogical Training Needs ($F = 9.38757$), Industry Immersion Needs ($F = 8.50634$), and Digital Literacy/ICT Training Needs ($F = 0.67835$) all yielded computed F-values that led to the rejection of the null hypothesis, indicating significant differences in the assessments of the three groups.

On the other hand, Safety and Operational Training Needs ($F = 0.44111$; $df = 2,27$; $CV = 3.35$) has a computed F-value lower than the critical value, leading to a failure to reject the null hypothesis.

On the assessment of the groups of respondents as to the Institutional support.

The three respondent groups of respondents assess the in Quezon City rated institutional support for TVL hospitality teachers' training needs analysis as 'highly evident' with an overall composite mean of 4.66.

3. On the significant relationship between the Training Needs Analysis and Institutional Support in Technical-Vocational Livelihood (TVL) Strand in Hospitality- Related Courses.

There is a very strong and statistically significant relationship between Training Needs Analysis and Institutional Support across all indicators, as reflected by the consistently high r-values of 0.99, interpreted as Very Strong Correlation (VSC). With a degree of freedom (df) of 18 and a critical t-value of 1.734 at the 0.05 level of significance, all computed t-values (ranging from 4.24208 to 4.24251) are substantially higher than the critical value, leading to the rejection of the null hypothesis (H_0) for all areas, including administrative, financial, facility and resource, professional development, industry partnership, technical/ICT, and motivational support.

4. On the problems encountered relative to the Training Needs Analysis of Teachers in Technical-Vocational Livelihood (TVL) Strand in Hospitality- Related Courses and Institutional Support in Public Senior High Schools in Quezon City.

The respondents moderately encountered problems relative to the training needs analysis and institutional support, as supported by the overall composite mean values of 3.10 and 2.92.

5. On the proposed intervention Plan based on the findings of the study

The Proposed Capacity-Building and Support Enhancement Program was carefully designed to cover all the important details needed for success. It clearly lays out the key focus areas, such as key result areas, objectives,

programs/activities, strategies, persons involved, budget/source of budget, time frame, and performance indicators.

6. On the acceptability of the Proposed Capacity Building and Support Enhancement Program.

The proposed Capacity-Building and Support Enhancement Program was rated as highly acceptable, as manifested by the overall weighted mean of 4.68.

CONCLUSIONS

Based on the findings, the following are the conclusions:

1. The training needs analysis of teachers is highly apparent in TVL strand in hospitality-related courses in public senior high school in Quezon City.
2. The three groups of respondents shared similar assessments on the training needs analysis for teachers in TVL strand in hospitality-related courses in public senior high schools in Quezon City.
3. All three groups of respondents concurred that teachers in public senior high schools in Quezon City receive a high level of institutional support, indicating that the schools provide adequate resources, assistance, and professional support mechanisms that contribute to teachers' effectiveness and professional development.
4. The respondents express a high level of confidence in the quality of institutional support provided to teachers, particularly in terms of administrative and financial assistance, availability of facilities and instructional resources, professional development opportunities, industry linkages and partnerships, technical and ICT support, and recognition and incentive programs that promote teacher motivation and professional growth.
5. The three groups of respondents have experienced minimal concerns regarding the training needs analysis and the institutional support provided, indicating that existing programs and support mechanisms generally meet the professional development needs of teachers in the TVL-Hospitality strand.
6. The Proposed Capacity-Building and Support Enhancement Program emerges as a vital way to boost institutional support for public senior high school teachers throughout Quezon City.
7. The Proposed Capacity-Building and Support Enhancement Program is highly aligned with needs according to the three groups of respondents.

Recommendations

The following recommendations are drawn based on the findings and conclusions:

1. The School Administrators may consider adopting and implementing the Proposed Capacity-Building and Support Enhancement Program in Batasan Hills National High School, and expand later in other public schools in the Division of Quezon City.
2. A structured feedback mechanism may be developed and established to gather regular inputs from school administrators, program coordinators, and teachers, using their insights to refine training needs analysis.
3. School administrators may strengthen and sustain institutional support by ensuring that resources, training opportunities, and administrative assistance are consistently available to teachers. This can be achieved through regular monitoring of teachers' needs, allocation of adequate instructional resources, provision of continuous professional development programs, and establishment of open communication channels to address concerns and provide timely support.

4. School administrators, in collaboration with supervisor, may regularly conduct training needs assessments and align institutional support with the identified needs of teachers to strengthen professional growth and teaching effectiveness. This may be done by providing accessible training programs, sufficient instructional resources, technical assistance, and continuous encouragement through recognition and collaborative partnerships. Regular feedback mechanisms may also be established to ensure that support remains relevant, responsive, and beneficial to teachers' professional needs.
5. School administrators may address the problems accordingly by strengthening institutional support, improving coordination of training activities, and providing timely assistance to ensure continuous effectiveness of the training needs analysis process.
6. If budget warrants, the School Division Office, may allocate sufficient resources for the successful implementation of the Proposed Capacity-Building and Support Enhancement Program.
7. School administrators, in collaboration with teachers, may develop a monitoring and evaluation tool of the Proposed Capacity-Building and Support Enhancement Program, with clear indicators and feedback loops, to ensure its effectiveness, allow timely adjustments, and promote continuous improvement.
8. Further research, involving a wider range of respondents, such as private institutions, other regions, or education sectors and using the same parameters, is needed to confirm the generalizability and validity of these findings.

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